SENATE AGENDA

Friday, March 14, 2025, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of February 14, 2025	Approval
	2.1 Business Arising from the Minutes	Information
3.0	Report of the President	Information
4.0	Report of the Provost	Information
5.0	Report of the Vice-President (Research)	Information
6.0	**Report of the Operations / Agenda Committee (D. Kotsopoulos)**	
	6.1 Proposal for Senate Ad Hoc Committee re Navitas	Approval
	6.2 Rescission of MAPP Policy 1.19 – Policy on AIDS	Approval
7.0	**Report of the Nominating Committee (D. Kotsopoulos) – No Report**	
8.0	**Report of the Senate Committee on Academic Policy (K. Yeung) – Refer to Consent Agenda**	
9.0	**Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)**	
	9.1 Faculty of Arts and Humanities, Department of English and Writing Studies: Introduction of a Major in Creative Writing	Approval
10.0	**Report of the Senate Committee on University Planning (D. Laird) – No Report**	

11.0 Report of the University Research Board (P. Pexman)   Information

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

13.0 The Unanimous Consent Agenda

13.1   Items from the Operations / Agenda Committee

13.1(a)   Senate Election Results (2025)   Information

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

13.2   Items from the Senate Committee on Academic Policy

13.2(a)   Revisions to the Policy on "Athletic Financial Awards (AFA)"   Approval

13.2(b)   Revisions to the Policy on "Nursing Applicants"   Approval

13.3   Items from the Senate Committee on Academic Curriculum and Awards

13.3(a)   Faculty of Arts and Humanities, Department of French Studies: Revisions to the Admission and Program Requirements of the Major in French for Teaching (Brescia)   Approval

13.3(b)   Schulich School of Medicine & Dentistry: Revisions to the Policy on "Admission – Dentistry"   Approval

13.3(c)   Huron University College: Revisions to the Program Requirements of Honours Specialization and Specialization Modules offered by the Centre for Global Studies (Diversality Requirement)   Approval

13.3(d)   King's University College: Revisions to the Admission and Program Requirements of the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System   Approval

13.3(e)   School of Graduate and Postdoctoral Studies:

13.3(e)(i)   Major Modification to the Master of Science (MSc) in Statistics (Actuarial Science Field)   Approval

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

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

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

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

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

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

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

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

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

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

ATTACHMENT(S):

Minutes of the February 14, 2025 Meeting

MINUTES OF THE MEETING OF SENATE
Unofficial Until Approved

February 14, 2025

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

SENATORS:

C. Alcantara	M. Green-Barteet	M. Mills
S. Bahadoor	C. Hall	M. Modeski
G. Beckett	S. Hayne Beatty	I. Namukasa
J. Beecroft	N. Harney	D. Neufeld
B. Begg	A. Hearn	A. Nocilla
J. Birkinshaw	L. Henderson	K. Olson
A. Botterell	K. Henricus	V. Parsa
A. Bryson	J. Herrera	I. Paul
J. Campbell	A. Hodgson	P. Pexman
B. Cheadle	J. Ijam	G. Philip
K. Choi	J. Jin	S. Powell
A. Christie	M. Joanisse	L. Rehmann
B. Chronik	A. Jokhu	W. Ritchie
M. Cleveland	E. Kamimura	B. Rubin
K. Coley	M. Kim	M. Sanita Lima
A. Cooke	D. Kotsopoulos	A. Shepard
S. D'Arcy	D. Laird	K. Siddiqui
E. Da Costa	J. Lamarche	A. Simon
M. Davison	L. Lingard	Z. Sinel
M. El-Sakka	G. R. Little	D. Smith
D. Ferri	A. Liu	F. Strzelczyk
J. Garland	T. Mantler	J. Yoo
J. Gemson	M. McGrath	N. Zabian
R. Graham	A. Meyer	

Observers: C. Bressette, R. Chelladurai, C. Chung, J. Doerksen, R. Isard, E. Kalaydjian, N. Keyghobadi, S. Lewis, O. Oloya, S. Roland, V. Sarkany, J. Scott, R. A. Strickland, M. Yenson

LAND ACKNOWLEDGEMENT

D. Smith offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

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

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

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

CARRIED

REPORT OF THE PRESIDENT

A. Shepard, President and Vice-Chancellor, referred members to the written report provided in the agenda and opened his remarks by honoring Treena Orchard and Susan McNair, recipients of the YMCA's Women of Excellence Awards.

The President continued his report by providing updates on Western's ranking successes, the upcoming Spring Open House and the 2025 Engage Western event.

The President commented on advocacy efforts with respect to the changes to regulations regarding international students, particularly the inclusion of PhD students within the overall international student cap. Additionally, A. Shepard advised Senate that this change, along with the tuition freeze, high inflation rates and the threat of new tariffs from the United States, are contributing to significant financial challenges for educational institutions across Canada.

The President concluded his report by describing strategies for revenue generation.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) provided her report and began with an update on the budget development process (Appendix A). She began her presentation by providing an overview of the current landscape, covering both internal and external factors impacting the 2025-26 budget, the distribution of 2023-24 operating revenues, the projected revenues for 2025-26, key budget priorities for this cycle, and the Faculties recommendations.

Additionally, the Provost provided information on the next steps in the budget process.

The next section of the Provost's report was dedicated to a new strategy for undergraduate international enrollment (Appendix B). The Provost highlighted the main challenges for the higher education sector, noting that while Western remains committed to the Global Engagement Plan, the decrease in international student numbers has become a recurring trend over the years. She advised Senate that the University is actively developing strategies to enhance international enrolment, including new partnerships for student recruitment. In support of this approach, the

Provost outlined several examples of successful strategies, such as partnerships with private companies and identifying strategic areas for future development. As part of these ongoing efforts and in addition to direct recruitment work, F. Strzelczyk announced a new potential partnership with Navitas, a third-party international education provider that in partnering with universities offers a pathway program for international students. Additionally, she outlined unique areas where future partnerships could be developed, including professional master's programs.

F. Strzelczyk clarified that this information was presented to the Senate for consideration and consultation.

An Official Observer raised a question of clarification whether admission to the University would be guaranteed upon completion of a Navitas pathway program. The Provost stated that after finishing the pathway program all students must meet Western's admission requirements. Additionally, this program may help students from diverse international backgrounds to successfully adjust to Canadian academic expectations.

The President noted the high success rate of students who meet the admission requirements after completing a Navitas pathway program based on the experience of peer institutions.

A Senator spoke in support of exploring strategies to diversify revenue sources in light of the domestic tuition freeze, as revenue from international enrolment represents a major revenue source.

A Senator expressed concerns with respect to the proposal, particularly considering this potential partnership as a step toward the privatization of public post-secondary education. Also, concerns were raised with respect to employment practices, particularly regarding the potential work of non-unionized faculty members. The Provost stated that hiring will be conducted in compliance with the UWOFA collective agreement.

In response to a question of clarification regarding the rationale for this partnership in light of the international student cap, the Provost advised that Westen did not fully utilize all the allocated PALs (Provincial Attestation Letters) for international enrolment and the proposed strategy aims to increase international student enrollment. Additionally, the Provost advised on resources available to effectively support the needs of international students, including housing.

In response to a question of clarification from a Senator, the Provost confirmed that the institutions partnering with Navitas have strong international enrolment, emphasizing that Navitas can have their own allocations of PALs.

A Senator noted that, based on the data provided in the presentation, the decline in international enrolment across Ontario is not due to Westen's inability to recruit and expressed concerns that cooperation with private companies could be seen as compromising Western's values. The Provost advised that Western collaborates broadly with private corporations in many ways on various projects, while recognizing the importance of being in charge and preserving control over quality standards.

An Official Observer suggested that the concerns that were raised previously regarding Navitas's employment practices should be resolved before, a new proposal comes to Senate.

A Senator requested whether written materials for such complex proposals could be distributed in advance of the meeting. The Provost noted that additional financial and statistical data would be provided for the next round of discussions.

Additionally, the Provost addressed a number of questions related to budget planning, including the correlation between the operating and capital budgets. She commented on the annual transfer from the operating to the capital budget to respond to inflation and provided clarification on current hiring approaches.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

P. Pexman, Vice-President (Research) began her report with an overview of activities under her portfolio, including an update on the potential changes to the grants funded by US government agencies.

P. Pexman continued her report commenting on the upcoming external review of Western's Research Ethics Boards (REB) and their processes. She indicated that this will be the first external review of the Non-Medical Research Ethics Board (NMREB), whereas the Health Sciences Research Ethics Board (HSREB) has undergone regular qualification reviews with Clinical Trials Ontario since 2014.

P. Pexman concluded her report with the results from the Fall CIHR Project Grants competition and extended congratulations to 21 Western researchers who were successful in securing the grants.

P. Pexman addressed a question of clarification regarding the distribution of the indirect funds to the institution, including a portion that could be used for the maintenance of facilities.

An Official Observer made an observation regarding the importance of engaging part-time contract researchers in the survey that will be distributed as part of the REB review.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee, D. Kotsopoulos presented the report of the Committee.

ITEM 6.1(a) – Senate Observer: Deputy Provost

It was moved by D. Kotsopoulos,

That on the recommendation of the Operations/Agenda Committee, Senate approve that an Observer seat on Senate be assigned effective February 14, 2025, for the Deputy Provost.

CARRIED

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, D. Kotsopoulos presented the report of the Committee.

ITEM 7.1 – Membership – Honorary Degrees Committee

Noah Zabian was acclaimed to serve on the Honorary Degrees Committee as a Student Senator for a term ending June 30, 2025.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

On behalf of the Senate Committee on University Planning (SCUP), D. Laird presented the report of the Committee.

ITEM 10.1 – Update on the Development of the University Budget for 2025-2026

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), commented on the distribution of research support funds that are related to the overall functioning of research infrastructure but not directly tied to a specific research project.

ITEM 10.2 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), provided metrics on the 2024-25 Year 1 class, including applicant type, geographical origin, percentages of international and out-of-province students, entrance average, retention rates, and graduation rates. R. Chelladurai described the pilot project that was established for programs with declining enrolment whereby the minimum entry grade requirement was lowered to 80%.

R. Chelladurai presented for approval the plans and processes for first-year, first-entry undergraduate enrolment, and the use of the enrolment projections for budget-planning purposes.

It was moved by D. Laird,

> 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 the University and Affiliated University Colleges as outlined in Item 10.2, and the use of the 2025-26 enrolment projections as shown in Item 10.2 for University budget planning purposes.

CARRIED

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board, P. Pexman presented a summary of the work conducted by the URB at their February meeting, including an update on Western's internal grants funding for institutional postdoctoral programs. She advised on the overall increase in the

annual value of all Western's postdoctoral fellowships to align with the federal increase and outlined the funding strategy to attract researchers. P. Pexman commented on the additional funding for Western postdoctoral fellows who successfully secured external fellowship funding.

P. Pexman responded to questions of clarification regarding the number of allocated fellowships, their distribution across faculties, and the discontinuation of the Banting Program.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

ITEM 13.1(a) – Revisions to the Terms of Reference of the Senate Review Board Academic (SRBA)

It was moved by R. Graham, seconded by A. Nocilla,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective February 14, 2025, that the terms of reference of the Senate Review Board Academic (SRBA) be revised as shown in Item 13.1(a).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(c) – Annual Report on Convocation Statistics – 2024

REPORT FROM THE SENATE NOMINATING COMMITTEE

Information Items Reported by the Nominating Committee on Unanimous Consent:

- ITEM 13.2(a) – Senate membership – Graduate Student

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

Information Items Reported by Policy on Unanimous Consent:

- ITEM 13.3(a) – Revisions to the Student Medical Certificate (Procedure for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs)

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

ITEM 13.4(a)(i) – Faculty of Arts and Humanities: Withdrawal of the Major in Spirituality and Community Leadership (Brescia), Minor in Women and Christianity (Brescia), Minor in Religious Studies (Brescia), and Minor in Religious Studies and Philosophy (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Major in Spirituality and Community Leadership (Brescia), Minor in Women and Christianity (Brescia), Minor in Religious Studies (Brescia), and Minor in Religious Studies and Philosophy (Brescia), offered by the Faculty of Arts and Humanities, be discontinued; and

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

That the modules be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(a)(ii) – Faculty of Arts and Humanities, Department of English and Writing Studies: Withdrawal of the Honours Specialization in English Language and Literature (Brescia), Specialization in English Language and Literature (Brescia), Major in English Language and Literature (Brescia), Minor in English Language and Literature (Brescia), Major in Creativity and Literature (Brescia), Minor in General English (Brescia), and Minor in English for Teachers (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in English Language and Literature (Brescia), Specialization in English Language and Literature (Brescia), Major in English Language and Literature (Brescia), Minor in English Language and Literature (Brescia), Major in Creativity and Literature (Brescia), Minor in General English (Brescia), and Minor in English for Teachers (Brescia), offered by the Department of English and Writing Studies in the Faculty of Arts and Humanities, be discontinued; and

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

That the modules be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(a)(iii) – Faculty of Arts and Humanities, Department of French Studies: Withdrawal of the Honours Specialization in French Studies (Brescia), Specialization in French Studies (Brescia), Major in French Studies (Brescia), and Minor in French Studies (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in French Studies (Brescia), Specialization in French Studies (Brescia), Major in French Studies (Brescia), and Minor in French Studies (Brescia), offered by the Department of French Studies in the Faculty of Arts and

Humanities, be discontinued; and

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

That the modules be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(a)(iv) – Faculty of Arts and Humanities, Department of Philosophy: Withdrawal of the Minor in Philosophy (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Minor in Philosophy (Brescia), offered by the Department of Philosophy in the Faculty of Arts and Humanities, be discontinued; and

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

That the module be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(a)(v) – Faculty of Arts and Humanities, Department of Visual Arts: Withdrawal of the Certificate in Art History, Certificate in Museum and Curatorial Studies, and Certificate in Studio Art

It was moved by R. Graham, seconded by A. Nocilla,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Certificate in Art History, Certificate in Museum and Curatorial Studies, and Certificate in Studio Art, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be discontinued; and

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

That the certificates be withdrawn effective September 1,2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(b)(i) – Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Specialization in Marketing (Brescia), Major in Marketing (Brescia), Major in Accounting (Brescia), and Major in Leadership Studies (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Specialization in Marketing (Brescia), Major in Marketing (Brescia), Major in
> Accounting (Brescia), and Major in Leadership Studies (Brescia), offered by the DAN Department of Management & Organizational Studies in the Faculty of Social Science, be discontinued; and
>
> That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2030; and
>
> That the modules be withdrawn effective September 1, 2030.

CARRIED BY UNANIMOUS CONSENT

ITEM 14.3(b)(ii) – Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honours Specialization in Nonprofit Management (Brescia), Specialization in Nonprofit Management (Brescia), and BMOS Internship Program (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Nonprofit Management (Brescia), Specialization in Nonprofit Management (Brescia), and BMOS Internship Program (Brescia), offered by the DAN
> Department of Management & Organizational Studies in the Faculty of Social Science, be discontinued; and
>
> That students currently enrolled in the modules/program be permitted to graduate upon fulfillment of the module/program requirements by August 31, 2028; and
>
> That the modules/program be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(b)(iii) – Faculty of Social Science, Department of Psychology: Withdrawal of the Honours Specialization in Psychology (Brescia), Specialization in Psychology (Brescia), Major in Psychology (Brescia), and Minor in Psychology (Brescia)

It was moved by R. Graham, seconded by A. Nocilla,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Psychology (Brescia), Specialization in Psychology (Brescia), Major in Psychology (Brescia), and Minor in Psychology (Brescia), offered by the Department of Psychology in the Faculty of Social Science, be discontinued; and
>
> That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2029; and
>
> That the modules be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(c) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies

It was moved by R. Graham, seconded by A. Nocilla,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies be revised as shown in Item 13.4(c).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.4(d) – New Donor-Funded Scholarships, Awards, and Prizes.

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.5(a) – Academic Administrative Appointments

ITEMS REMOVED FROM THE CONSENT AGENDA

The following item was removed from the Consent Agenda:

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

A Senator requested this item be removed from the Consent Agenda as they asked to consider a change to the MAPP 7.14, Research Involving Human Participants to allow Senate to receive the Research Ethics Board (REB) report for information.

A. Bryson, University Secretary, confirmed that historically this report has never been presented to Senate and commented on the rationale. P. Pexman outlined the pathway of the report as stated in the policy. The President suggested that the Vice President (Research) will consider the proposed change to the MAPP 7.14.

DISCUSSION AND QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 15.0 prior to the meeting. The questions and responses are summarized below:

Question related to X Platform:

In response to a question regarding whether it is appropriate for Western to have an X (formerly Twitter) account given the potential reputational risks, the President confirmed the ongoing consideration and assessment of alternative communication channels, along with the evaluation of potential risks.

Question related to access to 3D Printers:

In response to a question regarding the use of the 3-D printers in the newly opened Ronald D. Schmeichel Building for Entrepreneurship and Innovation, F. Strzelczyk confirmed that all facilities in the space are planned to be accessible to the entire campus community, but the space is currently not yet fully operational.

Question related to development of the University Budget:

A Senator requested further clarification regarding the difference between the capital and operational budgets and the rationale for separating them, along with the use of the operating reserve fund. R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), explained the differences between the various funding sources, highlighting how each allocation is designated for a specific purpose, particularly the use of restricted funds. Additionally, he confirmed transfer of a regular annual amount of non-restricted funds to the capital budget to maintain campus facilities.

Question related to graduate student funding:

In response to a question regarding the cuts to the graduate funding and how they align with

the plan to expand student enrolment as outlined in the SUEPP report, R. Chelladurai advised that, based on the current funding structure, it's under the purview of the Dean of the Faculty to make a strategic decision on how to distribute the allocated funds effectively, ensuring that funds are used in alignment with Faculties' priorities.

Questions related to Western Investment Portfolio:

The President addressed the Letter of Concern signed by the cohort of the GHS (Global Health Systems) MHSc Program regarding Western's investment portfolio. He commented on the current investment policy approved by the Board of Governors and confirmed that all holdings are publicly disclosed.

Questions related to the consultation on the MAPP 1.1:

A. Bryson provided a response received from L. Logan, Vice-President (Operations & Finance), outlining the consultation process and stated that an opportunity to provide feedback through the survey is open for the entire campus community. Additionally, she commented on the main goal of this work.

A Senator raised a follow-up question as to why the new procedures that intend to address demonstrations on campus are being introduced through revisions to the MAPP 1.1 instead of revisions to the MAPP 1.5. This question was deferred until the next meeting.

Question related to the governance review:

A Senator submitted a question for discussion regarding the status of the report of the Senate *ad hoc* Committee on Renewal presented in May 2016 and encouraged that Senators consider a way to modernize the governance structure.

Question related to the Provincial Attestation Letters:

In response to a question regarding the number of Provincial Attestation Letters (PALs) allocated to Western this year, M. Modeski, University Registrar, confirmed this information may not be disclosed as per the Ministry. Additionally, she commented on the requirement of a mandatory tuition deposit for international students and advised that there are no associated fees for issuing PALs.

Question related to the Bio-Convergence Centre:

In addressing a question regarding the Bio-Convergence Centre and whether this project will be presented to Senate and for the large campus community, F. Strzelczyk advised that capital projects are subject to approval by the Board of Governors. However, the information regarding the academic and research mission of the Bio-Convergence Centre will be presented to Senate in March.

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

> That the discussion and question period of the Senate meeting be extended by 30 minutes.

CARRIED

The Senators provided additional comments on the concerns raised regarding the potential partnership with Navitas, including from the perspective of international students, and requested additional statistical data. The Provost advised that for the next Senate meeting more information would be provided.

The Provost emphasized the importance of diversifying strategies for achieving international student enrolment goals by not relying solely on one method, noting Western can explore combinations of different approaches to meet objectives. She also advised that other universities that have been successful in this area have spent over 15 years building their recruitment methods, and that Western is in earlier stages.

ADJOURNMENT

The meeting adjourned at 4:27 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

Slide 1

Update on the Planning Process

Senate
February 14, 2025

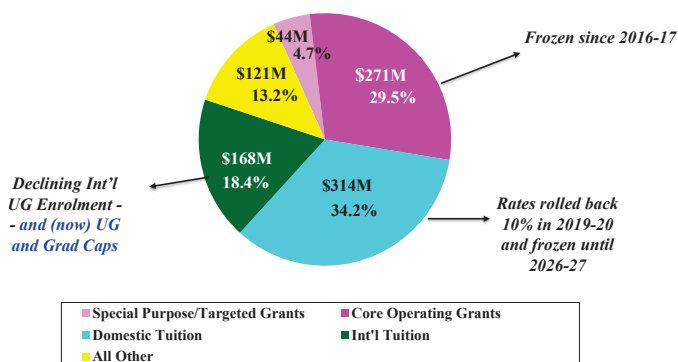Western 🛡 1

Slide 2

Recap → External Context

- Provincial Core Operating Grant **frozen at 2016-17 level**
- Domestic Tuition Rates
  - Rolled back 10% in 2019-20 and <u>frozen through 2026-27</u>
  - Some flexibility with Out-of-Province Tuition and Undergraduate Computer Science / MOS
- Cap on International Student Study Permits
- Modest ***Time-Limited*** Government Funding
- Fall 2024 → Strategic Mandate Agreement Renewal (SMA 4)
  - Greater portion of (frozen !) Base Grant to be linked to Performance

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Slide 3

Distribution of 2023-24
Operating Revenues ($918M)

Frozen since 2016-17

$44M 4.7%
$271M 29.5%
$121M 13.2%
$168M 18.4%
$314M 34.2%

Declining Int'l UG Enrolment - - and (now) UG and Grad Caps

Rates rolled back 10% in 2019-20 and frozen until 2026-27

- Special Purpose/Targeted Grants
- Core Operating Grants
- Domestic Tuition
- Int'l Tuition
- All Other

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Slide 4

Recap → Internal Context

- Moving to the Final Year of our 3-Year Plan
- Budget Approach/Structure remains unchanged
- Enrolment-related Revenue Sharing remains in place (but such revenues are declining)
- Need to continue to focus on Strategic Priorities and Core Activities
- ***No New/Incremental Base Allocations in this Cycle → i.e. in Round 3***

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Slide 5

Revenue Forecast for 2025-26

Western 🛡️ — 5

Slide 6

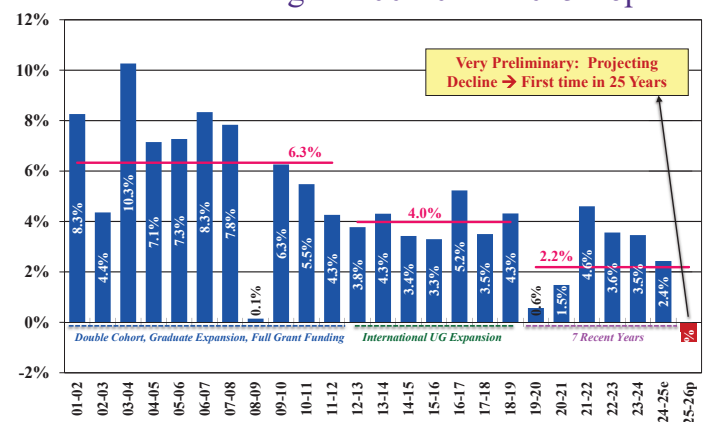### Revenue Components and Tuition Recommendations

- Enrolments → recommended by SUEPP and SCUP
- Grants Frozen → except for Time-Limited Grant
- **Domestic Tuition** → Frozen, except for:
  – Out-of-Province → 5% Increase
  – Tuition Anomalies → Undergraduate CS and MOS
- **International Tuition Increases**
  – All Undergraduate → 3%
  – Research Masters → 2%
  – Professional Masters and Ed.D. → 3%
  – Ph.D. → frozen (same as domestic)
- All Other Revenues → working to increase

Western 🛡️ — 6

Slide 7

Preliminary Operating Revenue Forecast for 2025-26 ($M)
(as of January 25, 2025)

	2024-25 e	2025-26 p	$ Change	% Change
Core Operating Grant	279.8	279.8	0	0.0%
Time-Limited Provincial Grant	8.4	14.2	5.8	69.0%
Other (Special Purpose) Grants	27.5	27.4	-0.1	-0.4%
Sub-Total Government Grants	315.7	321.4	5.7	1.8%
Tuition Revenue: Regular	391.3	377.7	-13.6	-3.5
Tuition Revenue: Self-Funded *	109.7	110.2	0.5	0.5%
Sub-Total Tuition Revenue	501.0	487.9	-13.1	-2.6%
All Other Revenue *	123.9	124.0	0.1	0.1%
Total Operating Revenue	940.6	933.3	-7.3	-0.8%

* Not yet Updated

Western 🛡️ — 7

Slide 8

Operating Revenues: Annual % change – 2001-02 to 2025-26p

Very Preliminary: Projecting Decline → First time in 25 Years

6.3% 4.0% 2.2%

Double Cohort, Graduate Expansion, Full Grant Funding   International UG Expansion   7 Recent Years

01-02: 8.3%, 02-03: 4.4%, 03-04: 10.3%, 04-05: 7.1%, 05-06: 7.3%, 06-07: 8.3%, 07-08: 7.8%, 08-09: 0.1%, 09-10: 6.3%, 10-11: 5.5%, 11-12: 4.3%, 12-13: 3.8%, 13-14: 4.3%, 14-15: 3.4%, 15-16: 3.3%, 16-17: 5.2%, 17-18: 3.5%, 18-19: 4.3%, 19-20: .6%, 20-21: 1.5%, 21-22: 4.6%, 22-23: 3.6%, 23-24: 3.5%, 24-25e: 2.4%, 25-26p

Western 🛡️ — 8

Budget Priorities for this Cycle

- International Undergraduate Recruitment

- Support for Fundraising Campaign

- Develop strategies to ensure alignment of
  revenues and expenditures

Western   9

Faculties' Budget Recommendations

Western   10

Elements of Faculty Recommendations
Rounds 1, 2, and 3: For the Final Year

1. Academic Priorities Fund (APF) Allocations
   - Round 1: $150K Base and $898K One-Time
   - Round 2: $369K One-Time
   - Round 3: $2.2M One-Time ***
2. Strategic Expansion Funding – Engineering (and Science)
3. BWI UWOFA MOU → 5 faculty positions in 2025-26 (TBD)
4. PhD Funding Supplements: $1.14M (est)

Western   11

Elements of Faculty Recommendations
Rounds 1, 2, and 3: For the Final Year

5. Small(er) Capital Projects: $1.35M
6. RISF: $750K
7. Continuation of USRI ($2M) and Post Doc ($1.6M) Programs
8. Ivey Funding Model

Western   12

Next Steps

- Feb 7th: Budget Letters sent to Faculties
- March 19th: Faculties submit Final Plans
    - Budgets and Faculty/Staff Complements
- by April 30th: Provost's Response to Final Plans

- Mid-February – develop Support Unit Recommendations
- March – develop Full University Budget
- April – Budget at SCUP, Senate, P&F, and Board of Governors (on May 1)

Western 13

Discussion

Western 14

New Approaches to International Education

February 14, 2025

Western

A Great University is a Global University

Global Engagement Plan
- Expand Western's global range
- Champion global citizenship
- Amplify Western's global research impact
- Enable Western's capacity for global success

Canadian education brand challenges
- Diplomatic tensions
- Regional war
- Federal restrictions have weakened our international goals
- International student applications to Ontario universities are down by 24%

Western   New Approaches to International Education

Recruitment Effort vs. Results

Western's networks and partners:
- High schools and guidance counsellors
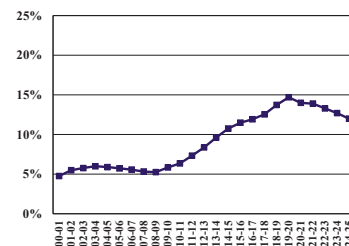- Council of International Schools, International ACAC, IC3

Private & for-profit partners:
- Global, regional & nation-specific offshore agents: IDP, ApplyBoard
- In-country representation: Grok Global
- Third-party customer relationship platforms: Salesforce
- Traditional approaches to prospective students and their parents
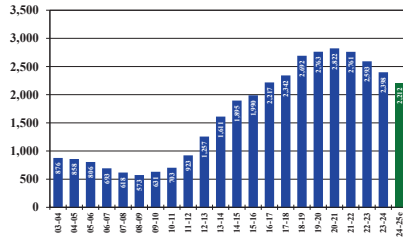- International organizations

Western   New Approaches to International Education

Full-Time Enrolments at Western:
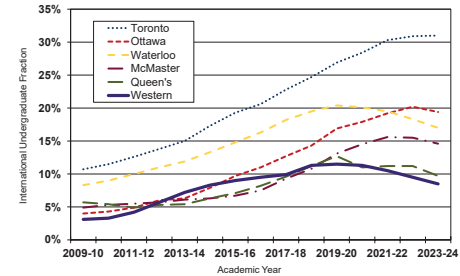## Percentage of International Students (Combined Grad & UG)

Western   New Approaches to International Education

Full-Time Enrolments at Western:
Count of International Undergraduate Students

New Approaches to International Education

Full-Time Enrolments at Western:
Percentage of International Students

New Approaches to International Education

Third-Party International Education Providers

- Partner with universities to recruit and teach first-year students through a pathway model
- Offer on-site international college model that teaches our curriculum enriched by wrap-around services
- Students transfer from the college to Western in the second year
- Currently, two U15 and five comprehensive Canadian universities partner with international education providers

New Approaches to International Education

Exploring a Partnership with Navitas

- Early conversations to explore a Western International College (pathway) model to provide education and support to:

  - **International Undergraduate Students**
  - **International Professional Master's Students**

- Any potential proposal must be aligned with our partnership principles

New Approaches to International Education

Partnership Principles

✓ Recruitment of talented students
✓ We control academic quality
✓ Success metrics
✓ Oversight of academic work
✓ CA compliance

We set the academic standards.

Why now? What's next?

Why revisit the partnership with Navitas?
• Our context has fundamentally changed
• Longer track record to assess

What's next to determine a partnership?
• Broad university consultation
• In-depth discussion at Senate
• Address current and past concerns
• Approvals by Senate and Board

Proposed Next Steps (February-March)

Discussion and Consultation Stage:

• Campus community consultation sessions (February 24 & 26)

• Fulsome Senate discussion (March 14)

• Meetings in faculties, departments, teams, and units

This is an important discussion for our campus community

• Help us find a solution that works for Western

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

1. At the Senate meeting on February 14, 2025, it was indicated that there would be a presentation on the Bioconvergence Centre Project at the next Senate meeting. This presentation has been deferred to April.

2. Also at the February Senate meeting, C. Alcantara, Senator, provided the following for the Discussion and Question Period:

   In May 2016, the Senate ad hoc Committee on Renewal tabled its report on how to reform Senate to make it a more effective governance institution. The report can be found here:
   https://www.uwo.ca/univsec/pdf/senate/renewal_cttee/final_report.pdf
   Last month, I sent a message to the University Secretariat to inquire about the status of this report in terms of its implementation and was told that they were looking into it and would report back in the coming months. As we wait for the university secretariat's answer, I wanted to share this report with Senate, given growing concerns about the Senate's declining role as an effective institution for collegial governance. As we wait for an update, I urge Senators to begin thinking about how we can bring this body and its governance practices into the 21st century, by at least ensuring that the recommendations from our Senate colleagues in 2015 are fully considered.

The University Secretariat has reviewed the Senate records with respect to the implementation of the recommendations of the Senate *ad hoc* Committee on Renewal and notes that the implementation of the recommendations was considered by Senate at 13 meetings over the period from June 3, 2016, to November 16, 2018.

Of the roughly 33 recommendations, the 3 outstanding items from the review are as follows:

RECOMMENDATION FROM AD HOC COMMITTEE ON RENEWAL	STATUS
6a: Conduct a full structural review every 10 years.	Status: to be actioned • First review to be completed by end of 2026. • OAC to consider process and timeline for review.

6b: Conduct an annual Senate performance evaluation conducted collectively and via individual Senators' self-reflection.	Status: Incomplete • OAC reviewed a draft Senate Assessment survey in January 2018. • Due to resource constraints in the University Secretariat, implementation of this recommendation was deferred to 2019-20 and was not re-initiated.
7c: An additional seat on Senate should be created in the administrative staff constituency.	Status: Under consideration • University Legal Counsel contacted the cabinet office multiple times (beginning in Sept 2018) to inquire about the process of creating an additional staff seat on Senate. The government did not respond.

Attached for reference is a record of the 13 Senate meetings with links to the agendas and minutes for ease of reference, as well as the summary chart which was included in the November 16, 2018 Senate agenda.

ATTACHMENT(S):

Record of Implementation of Recommendations of the Senate ad hoc Committee on Renewal

Chart of Recommendations and Status from November 2018

**Record of Implementation of Recommendations of the
Senate *ad hoc* Committee on Renewal**

Senate Meeting – June 3, 2016
- Links: Agenda; Minutes
- **Report of the Senate *ad hoc* Committee on Renewal**
  - Senate received the Report of the Senate *ad hoc* Committee on Renewal
  - Senate approved "that Senate accept the Report of the Senate *ad hoc* Committee on Renewal in principle; and that the report be forwarded to the Operations/Agenda Committee (OAC) for review and preparation of an implementation plan for submission to Senate in the fall of 2016"

Senate Meeting – September 23, 2016
- Links: Agenda; Minutes
- **Report of the Senate *ad hoc* Committee on Renewal – Update on Implementation Plan**
  - OAC presented an initial Implementation Plan for 18 of the 24 recommendations (see Exhibit 1, Appendix 3).
  - OAC indicated that all recommendations would come forward to Senate for a final decision.

Senate Meeting – October 21, 2016
- Links: Agenda; Minutes
- **Report of the Senate *ad hoc* Committee on Renewal – Update on Implementation Plan**
  - OAC presented an update on the Implementation Plan.
  - Reported that all Senate committees are in the process of considering recommendations pertaining to terms of reference and the openness of committee meetings.

Senate Meeting – November 18, 2016
- Links: Agenda; Minutes
- **Implementation of the Report of the *ad hoc* Committee on Renewal – Update**
  - OAC reported that Senate committees have met to consider recommendations with respect to openness of meetings, posting of agendas, and terms of reference. Report to Senate expected in December 2016.

Senate Meeting – December 9, 2016
- Links: Agenda; Minutes
- **Recommendations of the Senate *ad hoc* Committee on Renewal**
  - OAC presented an update on the implementation of recommendations (see Exhibit III, Appendix 2). Many of the recommendations were in progress.
  - Some recommendations brought forward to Senate for a vote:

- OAC recommended that meetings of Senate's standing committees and subcommittees remain closed. After a lengthy discussion, Senate approved a motion to refer the original motion back to OAC for further consideration.
- Senate approved that the agenda page for standing committee meetings be posted publicly when the full agenda package is provided to members on OWL. [Secretariat note: this practice was stopped in 2022 based on lack of Senators accessing the agendas]
- Senate approved that a consent process be piloted for the January and February 2017 meetings of Senate.
- Senate approved that the terms of reference of the Nominating Committee be revised to address the lack of clarity as to how the committee functions.
- Senate approved that the practice of immediately circulating a paper ballot when a slate put forward by the Nominating Committee is contested from the floor of Senate be discontinued and an electronic vote be conducted after the meeting.

Senate Meeting – January 20, 2017
- Links: Agenda; Minutes
- **Senate *ad hoc* Committee on Renewal Recommendation 5(a): Open or Closed Senate Standing Committee and Subcommittee Meetings**
    - After a lengthy discussion, Senate approved that Senate standing committee and subcommittee meetings remain closed.

Senate Meeting – May 19, 2017
- Links: Minutes
- **Discussion and Question Period**
    - A member voiced concern that the recommendations of the Senate *ad hoc* Committee on Renewal have not all been implemented and requested that Senate receive a detailed progress report.
    - Chair of OAC responded that many of the recommendations have been resolved and are documented in the Senate minutes. Some recommendations involve financial and personnel resources. Some can be resolved in the short term while others need more time to develop a resolution. The Chair of OAC indicated that a progress report would be created.

Senate Meeting – September 22, 2017
- Links: Agenda; Minutes
- **Senate *ad hoc* Committee on Renewal – Report on Implementation of Recommendations**
    - OAC presented a status update on the implementation of the recommendations. OAC to continue to work on implementing the recommendations during the upcoming year.

Senate Meeting – October 20,2017
- Links: Agenda; Minutes
- **Senate *ad hoc* Committee on Renewal – Report on Implementation of Recommendations**
  - OAC provided a chart containing a status update on the implementation of the recommendations.

Senate Meeting – December 8, 2017
- Links: Agenda; Minutes
- **Discussion and Question Period: Status of Recommendations made in the Senate *ad hoc* Committee on Renewal Report**
  - A Senator submitted a request for an update on the status of the recommendations made within the Senate *ad hoc* Committee on Renewal's report. The Chair of OAC referred Senators to the Report on Implementation of Recommendations included in the September 2017 agenda and informed Senators that they would be kept apprised of progress.

Senate Meeting – April 13, 2018
- Links: Agenda; Minutes
- **Implementation of the Recommendations of the Senate *ad hoc* Committee on Renewal**
  - A Senator raised concern that Senate has not received a comprehensive report regarding the implementation of the recommendations of the Senate *ad hoc* Committee on Renewal. The Chair of OAC said that there has been progress on the recommendations and that a report will be provided at the May 2018 Senate meeting.
- **Notice of Motion: Recommendations re: Senate *ad hoc* Committee on Renewal**
  - Senator A. Hearn presented the following Notice of Motion:
    > That the Operations/Agenda Committee be charged with redoubling its efforts to implement all of the recommendations of the *ad hoc* Committee on Renewal as adopted by Senate, and have the implementation process completed by December of 2018.

    The Chair advised that the motion would be referred to the Operations/Agenda Committee for their consideration.

Senate Meeting – May 11, 2018
- Links: Agenda; Minutes
- **Senate *ad hoc* Committee on Renewal's Recommendation re: the Nominating Process to Fill Senate Seats that Remain Vacant After Nominations Close**
  - OAC provided a report on the *ad hoc* Committee's recommendation regarding the Nominating Process to fill Senate Seats that remain vacant after nominations closed. The Chair reported that a variation in processes

existed, but now all Faculties/Schools are utilizing a process that reflects the principles that Senate uses in the nominations process.

- **Senate *ad hoc* Committee on Renewal – Report on Implementation of Recommendations – update**
  - OAC provided an update on the outstanding items noted in the Report of the Senate *ad hoc* Committee on Renewal with suggested next steps and/or current status. The Chair of OAC said that progress on some items has been slower due to limited resources in the University Secretariat. The Secretary advised that work will continue over the summer to progress the recommendations contained in the update. Discussion included the following comments/concerns:
    - Opening the UWO Act in order to expand representation on Senate and the risks associated with doing so, including the possibility of the government becoming more involved in the University's business
    - Consider revisiting opening the UWO Act after the June 2018 Provincial election
    - Request that the Chair allow more time for Senators to present questions during the Discussion and Question Period
    - Request that the Board of Governors report not be included on the Consent Agenda to provide an opportunity for questions to be raised
    - Inclusion of a third seat on Senate for staff and more seats on Senate committees for staff
    - The Nominating Committee process is a more engaged process, including the submission of nominee bios
    - Governance Website needs restructuring
    - An investment in enhancing the University Secretariat is needed in order to fulfill certain recommendations contained in the report
    - The Report seeks to reinvigorate a culture of inclusion and trust on campus
    - Push versus Pull technology vis-à-vis communications; a monthly summary regarding Senate's business could be emailed to the Western community
    - Importance of an annual Senate performance evaluation and self-assessment
    - Senators agreed that it is important to keep in touch with their constituencies in order to engage the Western community
- **Motion regarding Recommendations of the Senate *ad hoc* Committee on Renewal**
  - It was moved by A. Hearn, seconded by M. McDayter,
    That the Operations/Agenda Committee be charged with redoubling its efforts to implement all of the recommendations of the Senate *ad hoc* Committee on Renewal as adopted by Senate, and have the implementation process completed by December of 2018.
    CARRIED

<u>Senate Meeting – November 16, 2018</u>
- Links: [Agenda](#); [Minutes](#)
- **Senate *ad hoc* Committee on Renewal – Report on Implementation of Recommendations**
  - OAC provided a report on the implementation of recommendations. Senators raised questions regarding increasing representation on Senate. The Chair of OAC reiterated that opening the UWO Act to broaden the minimum rank of "academic staff" to include lecturers, assistant, associate and full librarians was not advisable at this time.
  - University Legal Counsel advised that upon an application by the Senate approved by at least two-thirds of the members of Senate, the Lieutenant Governor in Council may make regulations varying the number of administrative staff seats. Counsel had contacted the Lieutenant Governor's office about process but did not have a response.

Recommendations	Approval	Responsibility	Resources req'd	Notes	Status/Deadline
I. Transparency, Communication, and Accountability					
1. Improve visibility of Senate's decision-making processes					
a) Consistent with collegial governance and with the roles and responsibilities of the position, Senators should regularly communicate with their constituencies, both to consult and inform.	N/A	Senators	Time of Senators		Considered Complete. The Operations/Agenda Committee and and Senate agreed that this should be a responsibility of individual Senators.
b) Senate should consider whether committee meetings should be open, either to all members of Senate or to the full Western community.	Cttees and Senate	Cttees, Senate	N/A	The committees and Senate reviewed during the winter of 2017 whether committee meetings should be open or closed.	Completed - Senate approved that Committee meetings remain closed.
c) Reports that come from Senate committees (oral and written) should be annotated to include the context for decisions and the factors considered in decision-making.	N/A		time of cttee Chairs		Completed - see report to Senate in December 2016
d) The Senate website should be revised to illustrate the flow of information in the decision-making processes, beginning at the local level through Senate committees to Senate itself, and provide links to other key representative groups on campus (such as USC, SOGS, etc.).	N/A	Secretariat	Secretariat's resources		Completed - a Senate and Committees flow of information diagram was added to the Secretariat website.
e) Standing committee agendas should be posted so that the community can be informed of the issues that are being deliberated in committees.	Cttees and OAC	Secretariat	Secretariat's resources		Completed - An OWL site was established in January 2017 where standing committee agendas (first page only) are posted.
2. Improve efforts to educate and inform the entire Western Community about Senate and university governance.					
a) Education should be provided for all new members of the community (e.g., faculty, staff, student leaders) about Senate, its role, responsibilities and processes.	N/A	Secretariat	Secretariat's resources		Complete. Presentations are currently provided at the New Faculty Orientation, and for other constituencies, where invited.
b) Ongoing education should be provided to units and organizations on campus.	N/A	Secretariat	Secretariat's resources		Completed - The Secretariat provides ongoing support and eduction as requested.
c) All members of the community should be encouraged to attend a Senate meeting.	N/A	Senators	Time of Senators		See Report to Senate Dec 2016 - Completed - This is a responsibility for individual Senators to take on.

Recommendations	Approval	Responsibility	Resources req'd	Notes	Status/Deadline
d) Communication of Senate decisions should be enhanced through publishing (1) summary reports following monthly Senate meetings and (2) an annual report to the university community on Senate's activities over the year.	N/A	Secretariat/ Communications	Secretariat's resources/ Communications resources		Completed. An article was published in Western News during the Spring after each Senate meeting in Apr, May and June - no feedback was received to date. Subsequently, OAC agreed (May 2018) that the official record of Senate decisions is the agenda and minutes and it did not support creating separate monthly or annual reports.
3. Articulate the roles and responsibilities for Senators					
Develop a statement that insists that Senators:	Senate	OAC/Secretariat			Completed - A Roles and Responsibilities of Senators statement was approved by Senate and posted on the Senate's website
a) Conduct themselves with a sense of shared collective responsibility.					
b) Are accountable to both their constituency and to the general welfare of the institution.					
c) Prepare more fully prior to Senate and Senate committee meetings in order to make informed decisions at those meetings.					
d) Behave with tolerance and respect toward different views and differences in levels of knowledge.					
4. Enhance education of and communication among Senators.					
a) Provide a more comprehensive orientation.	N/A	OAC/Secretariat	Secretariat's resources		Completed - A more comprehensive orientation program was introduced in 2016, and is updated each year, as required.
b) Provide ongoing education processes.	N/A	OAC/Secretariat	Secretariat's resources		Completed - The Secretariat provides ongoing support and eduction as requested.
c) Provide opportunities for both informal social and discussion interactions among Senators.	N/A	OAC/Secretariat	Depends on recommended interactions		Completed - Senate Discussion Session on Student Triving and informal social event to be held January 11, 2019, with additional opportunities to be considered by OAC on a yearly basis.

Recommendations	Approval	Responsibility	Resources req'd	Notes	Status/Deadline
5. Make Senate a more proactive body by dealing more efficiently with transactional business and increasing time spent in strategic discussion.					
a) Change the information flow such that major institutional issues: i) are brought to Senate first for strategic discussion and initial advice, ii) then are directed to the appropriate Senate or administrative committee for detailed work, culminating in iii) reports brought back to Senate for appropriate action (e.g., approval, transmittal, advice, etc.).	N/A	Vice-Presidents	Vice-President's time		Complete. Strategic discussions are now brought to Senate for discussion (e.g, Open Space Strategy), with Senate Committees undertaking the more detailed review (e.g, by SCUP). OAC to write a letter to Senate Committees and Senior Administration encouraging them to bring topics forward to Senate if disucssion would be valuable.
b) Consider adoption of a 'consent agenda'	OAC and Senate	OAC/Secretariat	Secretariat's time		Completed - Senate approved the continuation of a Consent Agenda
6. Conduct regular periodic reviews including:					
a) a full structural review every 10 years	OAC and Senate	OAC/Secretariat	Secretariat's time		First full structural review to be completed in 2026.
b) an annual Senate performance evaluation conducted collectively and via individual Senators' self-reflection	OAC and Senate	OAC/Secretariat	Secretariat's time		The Operations/Agenda committee will consider a draft 2018-19 Senate Performance Assessment survey at their November 30 meeting.
c) reviews of standing committees' Terms of Reference every three years.	OAC and Senate	OAC/Secretariat	Secretariat's time		Completed. All standing committees reviewed their Terms of Reference during spring 2017. Next review to be held in 2020.
II. Representation on Senate					
7a: All individuals who meet the Act's definition of Academic Staff should be eligible to vote for members of Senate. In addition, those Academic Staff who also have at least two years of continuous service should be eligible to run for a Senate seat.					
i. Recommend that the Board of Governors and Senate debate and discuss opening the UWO Act to reword section 25 of the Act such that the minimum rank of Academic staff eligible for Senate membership be broadened to include lecturers, assistant, associate and full librarians.	Senate/Board				OAC and Senate discussed and agreed that opening the UWO Act is not advisable at this point. This can be revisited in the future.
ii. Recommend to the University and UWOFA that, through the process of either constructing a memorandum of agreement and/or of collective bargaining during the next contract negotiation sessions, equivalent ranks to Assistant Professors be created so that those with Academic staff qualifications meet all provisions of the Act for voting rights and membership in Senate (i.e., section 25).	Provost/UWOFA/Faculty Relations				OAC considered this recommendation and decided that it was not within their remit.

Recommendations	Approval	Responsibility	Resources req'd	Notes	Status/Deadline
7b: Members of those constituencies which do not meet the definition of Academic Staff (e.g., post doctoral fellows) or those who do not hold the rank of Assistant Professor should be considered for seats on relevant Senate committees.	Senate/Board				Senate Committees were asked to review their ToR with regards to adding a seat(s) for post-docs. In response, post-doc seats were added to Senate commitees where their membership was deemed relevant (URB, SCUP). This recommendation is considered complete pending a discussion by the Nominating committee on Nov 30.
7c: An additional seat on Senate should be created in the administrative staff constituency.	Senate/Board				University Legal Counsel has contacted the cabinet office to inquire about initiating the process of creating an additional seat on Senate in the administrative staff constituency.
III. Committee Structures and Processes					
8. The roles and responsibilities of committee members should be specified in all committees' terms of reference. New committee members should be briefed on these at the first meeting of their term.	Committees/OAC/Senate	Committees/OAC	Committee time		Completed. Senate approved the Roles and Responsibilitites of Senators **and Senate Committee Members** in March 2017.
9. The Terms of Reference of three standing committees should be revised concerning membership, mandate, and transparency of their operations.					
a) Revise URB's ToR	URB/OAC/Senate	URB/OAC	Committee time		Completed - New Terms of Reference were approved by Senate .
i. The URB's mandate should parallel that of SCAPA. It should be tasked to "formulate, review, and recommend new or revised research policies to Senate for approval." Policy formulation could follow similar subcommittee and administrative committee paths as those followed by SCAPA. ii. A URB subcommittee should be established to provide peer review of internal funding competitions with members elected by Senate and chaired by the VP Research. iii. Membership on the URB should be expanded to include Deans of all Faculties. iv.Membership on the URB should be expanded to include a Senate-elected member from each Faculty, who does not hold administrative responsibilities and has a strong record of research. v. The phrase 'strong record of research' should be defined. vi. With the above-noted expansion of membership, members of the URB should consider whether a designated seat for a senior member or director of a Centre or Institute is still necessary.					

Recommendations	Approval	Responsibility	Resources req'd	Notes	Status/Deadline
b) Revise SCUP's TofR	URB/OAC/Senate	URB/OAC	Committee time		Completed - New Terms of Reference were approved by Senate.
recommend the addition of four more elected members, which would bring the elected membership to eight. Doing so would enhance opportunities for debate and add voices of individuals having differing perspectives.					
c) Nominating Cttee processes	Nominating/OAC/Senate	Nominating/OAC	Committee time		
i. Any Senators who have put their names forward should be given full consideration by the Nominating Committee in developing nomination slates for Senate. ii. If no nomination for a vacant Faculty seat on Senate has come forward for election once the nomination period has been closed, the need for a candidate(s) should be referred to the Faculty-level Nominating Committee. If a Faculty does not have a Nominating Committee, Senate should require its Faculty Council to create one. iii. Committee members should provide brief statements that describe nominees and the reasons why they should be considered for the position to be filled. Candidates who self-nominate or nominations from a Faculty Nominating Committee should also provide such statements. Doing so would enhance informed voting and potentially diminish the tendency for voting based on name recognition. iv. The Terms of Reference of the Senate Nominating Committee should articulate the parameters/principles used to balance slates of nominees. v. Reports to Senate at the time a slate is presented should include a reference to the particular factors that were considered in developing the slate. vi. When nominations are made from the floor of Senate, an electronic ballot following the meeting should be conducted so that statements					Completed. 1) The Senate Nominating Committee procedures were developed to address points i., iii., iv., and v. 2) The Senate Bylaws were changed to address point vi. - new electronic balloting system was introduced in the Spring of 2017. 3) Re: point ii. - The Faculties were consulted to determine current practices. OAC concluded that a variation in processes exists, but that all Faculties/Schools now are utilizing a process that reflects the principles the Senate itself uses in the nominations process.

Recommendations	Approval	Responsibility	Resources req'd	Notes	Status/Deadline
IV. Senate - Board Relations					
10: Strengthen the connections and cooperation between the Senate and Board of Governors					
...some joint orientation activities. Senate might encourage the development of additional joint activities, such as an annual meeting between its Operations and Agenda Committee and the Board's Bylaws Committee or an annual invitation to the Chair of the Board to speak to Senate.	N/A	OAC/Senate/Secretariat	Secretariat's resources and depending on recommendations		A joint governance reception to be held in late Fall 2018 or Early 2019 between the chairs of Senate's standing committees and the Board's Senior Policy & Operations Committee, with additional opportunities to be considered.

Last updated: November 2018

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: March 7, 2025

Re: Monthly report for March 2025

Dear Senators,

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

Black studies will be offered as a major starting in fall 2025. With more than 50 courses, students are encouraged to engage with multiple faculties to suit their interests and passions. Thank you to the Department of Gender, Sexuality, and Women's Studies, and the Black studies organizing committee for developing the program, following the minor introduced in 2022.

Ivey launches new leadership certificate: Ivey's Ian O. Ihnatowycz Institute for Leadership is expanding character-focused leadership education to undergraduate students through a new certificate program. The [Certificate in Purpose-Driven Leadership](#) will welcome 75 students from a wide range of faculties into its first cohort in fall 2025.

$17.8 million in grants from the Canadian Institutes of Health Research (CIHR): 23 [projects led by Western faculty](#) recently received funding through the CIHR Project Grant competition and CIHR Priority Announcement stream.

RBC renews investment for future tech leaders: after partnering with Western in 2019 to launch the RBC Design Thinking Program, the bank recently invested $1.35 million to continue supporting the co-curricular program and to fund 10 scholarships of $15,000 each.

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

- **Ján Mináč** (Science) selected to receive the Jeffrey-Williams Prize and **Chris Kapulkin** (Science) selected to receive the Coxeter-James Prize from the *Canadian Mathematical Society* in recognition of their outstanding contributions to mathematical research.

- Selected as 2025 YMCA Women of Excellence: **Treena Orchard** (Health Sciences), **Susan McNair** (Schulich, BA'82, MICSc'94), **Lynne Livingstone** (BSc'87), **Janet Collins** (LLB'85)

- Student **Kashish Dhanoa** (Engineering) received the White Pine Award from *Forests Canada* in recognition of contributions to the cause of forest education and awareness.

- Members of the Western community nominated for 2025 Juno Awards:
  - **Josh Ross** (BA'17) (5 nominations)
  - **Angela Park** (Music) with St. John-Mercer-Park Trio
  - **Rafaele Massarelli** (BMOS'17) with Crash Adams
  - **Kerri Ough** (BMusEd'03) with the Good Lovelies and Raffi
  - **Sharon Wei** (Music) as part of viola section with Toronto Symphony Orchestra

- **Western Mustangs Cheerleading** won the national championship for the 37th time.

- Students **Treye Trotman**, **Gavin Eldridge**, and **Mark Summers** each won a gold medal at the U SPORTS national wrestling championship.

- **Mustangs women's track and field team** won the *Ontario University Athletics* (OUA) championship. Students **Favour Okpali** and **Kenneth West** named women's and men's MVPs. **Vickie Croley** named OUA Sue Wise Women's Coach of the Year.

- Mustangs coach **Melissa Bartlett** named OUA Women's Volleyball Coach of the Year.

- **Mustangs men's and women's squash teams** both won the OUA championship. **Salah Eltorgman** named OUA MVP, **Ashley Hall** named Rookie of the Year.

- Mustangs swimmers **Kieran Stone** and **Shona Branton** received OUA Awards of Distinction**, Zei Wezlaugk** won OUA Female Rookie of the Year.

- **Stephanie Curcio** (JD'15) named among *The Globe & Mail*'s 20 Emerging Leaders in Canadian Business.

- **Allison Alley** (MBA'19) appointed President & CEO of World Vision Canada.

- **Ali Taleb** (MBA'03) appointed Dean of the University of New Brunswick (UNB) Saint John Business School.

- **Blake Hutcheson** (BA'83), **Rod Phillips** (BA'88), **David Samuel** (HBA'87) appointed to Toronto Mayor Olivia Chow's Economic Action Team.

Leadership updates:

Review/Selection Committees are underway for the Deans of Law and Information & Media Studies, for the Vice-Provost (Academic Planning, Policy & Faculty), and for the Vice-Provost & Associate Vice-President (Indigenous Initiatives).

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

ATTACHMENTS:

Discussion Document – March 7, 2025: Internationalization at Western: A Multi-Pronged Approach

Discussion Document – March 7, 2025

Internationalization at Western: A Multi-Pronged Approach

Executive Summary

As a globally engaged institution, Western University aims to realize its goals of increasing international reach and impact. A key component of Western's global engagement goals is international education. To achieve these goals alongside our direct recruitment efforts, Western is in the early stages of exploring a partnership with Navitas, a well-known third-party provider of international education with a long history of collaborating with public institutions in Canada. Navitas International Colleges provide a robust transition experience, preparing students for academic and professional success. Under the potential partnership, both undergraduate and professional master's students would study at the International College before bridging to Western. The proposed partnership with Navitas would bring important benefits to Western—accelerating our globalization goals and generating additional revenue to support the teaching and research missions that define us as a world-class university.

A Great University is a Global University

All great universities have deep global connections through research collaborations, graduate student training, and undergraduate student education, as well as a broad and diverse alumni base. The grand challenges facing the world cannot be solved by any one university or researcher on their own—this requires concerted efforts by universities to partner with others, complement each other's strengths, pool resources, and build capacity. Our global engagement plan, _Western in the World_, our strategic plan, _Towards Western at 150_, and our Western research strategic plan, _Mobilize for Impact!_, set ambitious goals for Western to increase its international reach and impact.

Educating international students is part of our mandate as a globally connected university. Our graduates, wherever they may live, become our lifelong ambassadors, supporters and collaborators as they take up positions in industry, government, or higher education. At the same time, we know that a mix of domestic and international students brings multicultural perspectives and diverse strengths to the entire community, enhancing the educational experience. This is why our global engagement, and strategic plans call for increasing our international enrolment, particularly undergraduate enrolment, to at least 20 per cent.

A truly globally connected university needs to educate international students as part of its global engagement mandate.

Internationalization at Western

In recent years, Western has strengthened its focus on educating international students and expanding its global reach. We have invested substantial resources, enabling us to focus on diverse regions of the world through the hiring of regional recruiters in key markets. These regional recruiters are incremental staff within Admissions and Recruitment, reinforcing our commitment to focused outreach. We have also engaged more third-party private sector agents and made better use of international platforms. While our efforts had some success, several factors have put us in a position where we are sliding backward, rather than moving forward.

At the same time, our ability to leverage financial levers to support international recruitment has diminished. Domestic tuition has been frozen at pre-2018 levels, and provincial grants have remained stagnant at 2016–17 levels. With inflation and rising labour and infrastructure costs, Western's operating budget is under growing pressure.

Many other large Canadian universities established internationalization strategies long before Western. As a result, we don't have the same depth of diverse and trusted relationships that others developed over the past two decades, and the same can be said for our research partnerships. Consequently, we are trending behind our peer institutions.

The world has experienced a number of disruptions that have limited our progress, as well as that of other universities. The COVID-19 pandemic, new geo-political instability, and now the federal international study permit caps have not only constrained our recruitment efforts and potential, but also impacted Canada's international reputation, making us more vulnerable in an already challenging landscape.

As evident in *Figure 1*, we have the lowest proportion of international undergraduate students in the U6 (7.5 per cent in 2024–25) and are far below our peers' average of 18.3 per cent. While all but one institution in the U6 have seen declining international enrolments, Western's losses are deeper and start from a lower fraction. The trend has been a steady decrease since 2019–20.
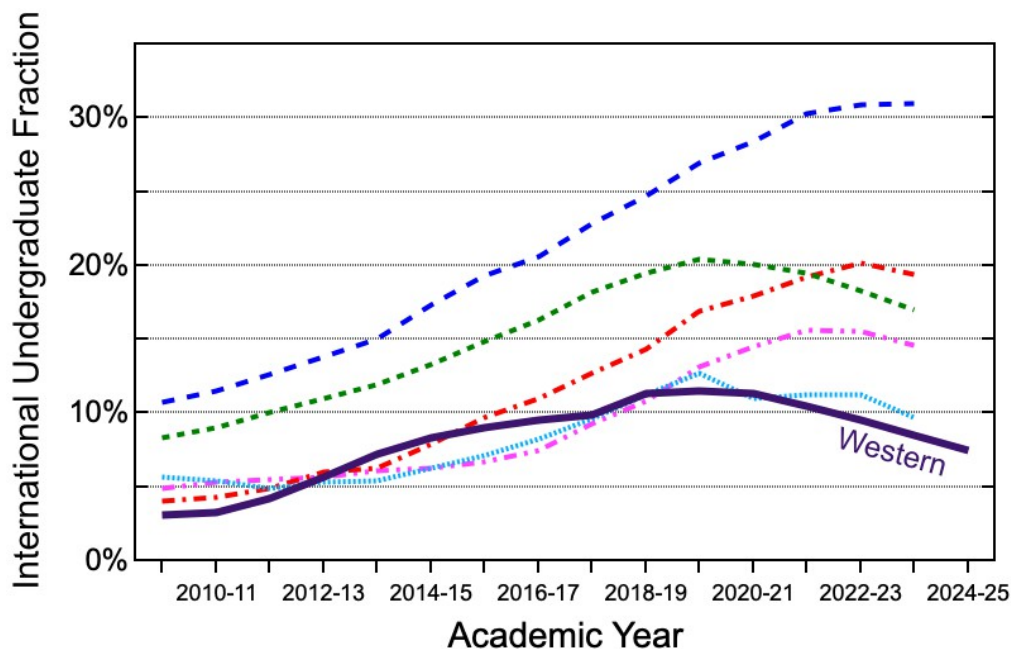
Figure 1. Proportion of international undergraduate students in the U6.

The downward trend in international undergraduate student fees since 2020-21 (see *Figure 2*) amounts to $40 million in lost revenue per year—funds that would go a long way to supporting our research and teaching missions by providing more funds for grants, scholarships, and faculty and staff hiring.
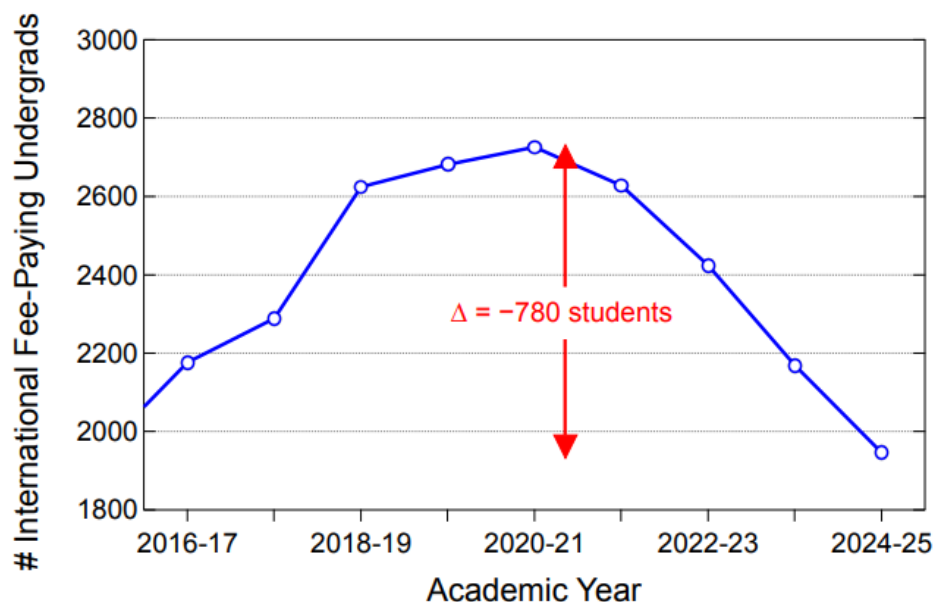

Figure 2. Total number of undergraduate students at Western paying international fees (2016–2025). The decrease of 780 students represents $40 million in lost revenue.

In sum, internationalization in the current context requires a multi-pronged approach—one that is comprised of multiple parallel tracks, including sustained direct recruitment efforts, as we have been doing; exploring transnational education concepts; and tapping into the expertise of international education providers with a proven track record of working with public institutions in Canada.

Educating international graduate and undergraduate students is an important aspect of Western's global engagement strategy. We want to attract talent from around the world, and encourage global and diverse perspectives in our classrooms. At the same time, the financial realities will likely compound over the next years, and there is no indication that the Province will provide sustained new incremental funding for higher education.

In 2019, Western first explored a potential partnership with Navitas as one way to strengthen its international recruitment strategy. Given the declining trends in enrolment and financial constraints, it is time to consider whether a complementary effort like this could help Western regain lost momentum.

Potential Partnership with a Third-Party International Education Provider

It is common practice for universities to turn to industry specialists to augment their in-house recruiting efforts. At Western, we apply high ethical standards to third-party relationships. We already employ 22 agencies to recruit from 60 countries. Third-party providers have well established relationships and highly specialized expertise to support universities with recruitment, first-year education and wrap-around services for students new to Canada. Seven Canadian institutions (the University of Alberta, the University of Manitoba, Simon Fraser University, Toronto Metropolitan University, the University of Lethbridge, the University of Victoria and Wilfrid Laurier University) have partnered with international education providers/recruiters to establish pathways on their campuses. Partnering with a third-party provider would augment our current capacity to recruit internationally by adding to Western's existing international student recruitment streams.

One such provider is Navitas Canada. Navitas has more than 30 years of experience establishing pathways and now operates with 39 university partners (five in Canada) in 16 countries. Navitas annually recruits more than 60,000 students from 151 countries. It would take Western decades to come close to developing such a network on our own and would require significant investment.

At the undergraduate level, Navitas provides an individually tailored pathway program that is equivalent to a first-year university program preparing students for progression into their second year at the partner university. During their first year at the International College, students would pay the same international tuition level as in effect at Western and would receive personalized academic and cultural support, helping them to adapt to both

university-level instruction and life in a new country. This model expands access to international education to a greater number of students.

Canadian universities that have partnered with Navitas have not reduced staffing levels within their in-house international recruitment teams; in fact, some have grown due to adoption of an integrated recruitment approach and by reinvesting incremental resources generated through the partnership.

If Western partnered with Navitas, we would be the first university in Canada to collaborate on recruiting professional master's students. Professional master's programs serve students with undergraduate degrees—often paired with significant work experience—who seek to advance their careers. Unlike research-based master's programs, which provide experience and training in research and scholarship, professional master's programs are specifically designed for re-skilling and upskilling with a great focus on real-world applications, often including experiential learning opportunities such as practicums or internships. There is a global demand for such credentials in a wide range of fields including education, engineering, health care, information and media, business and finance, analytics, etc. Expanding professional master's enrolment is a priority for our faculties.

The proposed partnership would provide opportunities for international students who do not meet the traditional admission requirements, or who wish to enhance their background or learning skills prior to entering a graduate program, to earn a Western degree. The International College would provide a structured pathway for students to gain the necessary academic background to meet the entrance requirements for a professional master's program at Western. It would also prepare students to be successful in graduate-level education in Canada.

Beyond Canada, Navitas collaborates with institutions worldwide at the undergraduate and graduate level, including many top-ranked universities such as the University of Melbourne (ranked 13th globally in the QS World University Rankings 2025), University of Sydney (QS 18), Lancaster University (QS 141) and Deakin University (QS 197), among others.

Why Navitas?

Navitas has a long track record in several countries, including Canada, partnering with public education institutions for over 20 years. They are familiar with the features of the Canadian education system and its regulatory environments. Policymakers in provincial governments, including Ontario, trust Navitas to advise on international student trends worldwide. Navitas Canada ownership is substantially Canadian and its leadership consists of an experienced Canada-based executive team and advisory board comprised of former university presidents, senior civil servants, and long-serving international education leaders.

As noted above, Navitas has active partnerships with 39 universities around the world. In the Navitas portfolio, Western would be a distinct offering for students looking for a highly ranked, comprehensive, research-intensive university in Canada.

Navitas has evolved since Western first considered a partnership 2019. They have continued their record of success and have established new partnerships. And the nature of those partnerships has changed. In recent partnerships with other Canadian universities, instructors in Navitas programs are academic staff at the partner university.

Under a new potential partnership with Navitas, International College instructors would be academic staff at Western with rights under the Collective Agreement between Western and the University of Western Ontario Faculty Association (UWOFA). The specifics of this arrangement would need to be determined through discussions between Western and UWOFA. With input from the Western community, we can establish an agreement that aligns with our institutional priorities.

How would a partnership with Navitas work at Western?

It is important that any proposed partnership with Navitas address several key elements for a proposal to move forward.

> **Recruitment Oversight**: Western is committed to ethical and responsible recruitment practices, ensuring that international students receive transparent guidance and strong academic support. Any potential partnership must align with these values. Navitas will follow the same ethical recruitment practices as Western requires of all its third-party providers.

> **Pathway Admission and Transition to Western:** The potential partnership must attract talented students to Western. We are committed to maintaining our high admissions standards and ensuring incoming students are prepared to succeed in our programs and contribute to our learning community. Undergraduate students entering through the international college pathway would be recruited from a Western-approved band, allowing Western's direct recruitment and college recruitment to work in tandem. Students may enter with slightly different academic profiles, and they would have demonstrated their abilities through the pathway program before progressing to Western. We need to be confident that the support provided by Navitas will set students up for successful progression to programs at Western.

> **Academic Work:** High-quality instruction is the product of high-quality instructors. Instructors would have to meet our expectations and be appropriately recognized within Western's employment structures and faculty bargaining units. Under a new potential partnership with Navitas, International College instructors would be

academic staff at Western who would have rights under the Collective Agreement between Western and UWOFA. Details of this arrangement would need to be worked out between the University and UWOFA.

Academic Oversight: We must have oversight of the academic programming in the International College, as Western's Senate-approved courses would be taught there. We would also oversee assessment criteria to ensure that students entering our programs in the second year have met the same first-year learning outcomes and standards as their peers. Departments would be engaged in this oversight and would be funded for this.

Student Support Services: Students at the International College would receive additional student support services designed to ensure they are set up for success as they enter Western. These include an additional hour of instruction per week, an infusion of course content with disciplinary literacy, separate English-language instruction (delivered through our own English language program), additional non-credit courses as required, and social and cultural integration support.

Student Experience: It will be essential that students in the International College integrate with Western students and the surrounding community immediately, and not be isolated from the rest of campus. Labs and specialized instruction would be booked on the Main Campus at Western. Students at the first-year International College would pay ancillary fees like Western students and have access to library, social, recreational, health, and mental health services offered through Student Experience and Western International. We would need to work with the Western's University Students' Council (USC) and Society of Graduate Students (SOGS) to explore how International College students could participate in clubs and student activities. We would work with faculties, departments, programs and support units on ways to welcome and integrate students early.

Western has by far the largest fleet of residences in Ontario, and second only to the University of British Columbia in Canada. We are in the enviable position to be able to offer all first-year students a spot in residence, and with a new undergraduate residence underway, we will be able to offer multi-year housing options.

Success Metrics: The success of the partnership will need to be quantified. We will develop clear metrics, such as student graduation rates, diversity of students' home countries, and distribution across a range of programs, with reports to Senate.

As the proposal is developed, other priorities brought forward from the Western community will be considered as we collectively aim to adapt to different trends in the international space.

Benefits to Western

Western stands to gain significant benefits from a partnership with Navitas. As a university community, we set ambitious goals for ourselves: expanding our global reach, growing our faculty, staff and student complements, and increasing our impact both locally and globally. International education is a key part of this vision.

Partnering with Navitas would allow us to leverage their specialized expertise and proven success in international student education, as well as their extensive global recruitment network. With over 60,000 students recruited annually from across the globe, their reach is one that would take Western decades and substantial investment to build on our own.

Global Engagement: A partnership with Navitas would help us meet our Senate-endorsed global engagement goals. We would be able to reach international students who may not have otherwise considered Western or who would require additional academic preparation before fully integrating into our programs. These students would add to our overall enrolment level. Our campus would be more diverse, with students from a wider range of countries enrolling in a broad set of disciplines and programs.

The proposed partnership would also strengthen our global reputation. International ranking agencies consider the education of international students as an important criterion for their evaluation.

Navitas' track record of attracting and preparing international students for successful academic transitions has been demonstrated at other institutions. Through their partnership with Navitas, students enroll across a broad spectrum of disciplines, demonstrating the potential impact such a model could have at Western.

A growing international student base today means greater global alumni connections in the future. Western's international graduates will be tomorrow's leaders in government, industry, and higher education worldwide and, as our lifelong ambassadors, contribute to Western's profile and reputation on the global stage.

Financial: The financial benefits are significant. Not only would the proposed International College operate at no direct cost to Western, but it would also produce direct financial benefits to Western:

- New Benefits:
    - During year one of undergraduate studies, students pay tuition to the College set at the same level as international tuition in effect at Western.

Navitas would pay a royalty associated with the students enrolled in first year at the International College.

- o We would receive international tuition for undergraduate students in years two, three, and four of their study and for graduate students when they transition to any of our professional master's programs. These are students who would not otherwise come to us. As an illustration, 200 incremental undergraduate students, who successfully transition to Western would result in approximately $10 million in tuition revenue.
- o A steady stream of additional revenue would increase our ability to advance our educational and research missions by allowing us to make further to investments in faculty, student supports, staff positions and research infrastructure that benefit both faculties and support units.
- o This partnership would create more teaching opportunities under the Collective Agreement.

- Revenue Sharing:
  - o At Western, we would share a significant portion of the royalties from year one at the International College with the programs providing academic oversight to Navitas' pathway programs.
  - o The sharing of international student tuition from years two to four will follow our normal revenue sharing practices.
  - o A significant portion of the incremental revenue would be invested back into scholarships for international students.

- Cost Recovery:
  - o Navitas would pay rent for the space it occupies/uses on our campus.

Governance

Both Senate and Board approvals would be required.

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

Report of the Vice-President (Research) for March 14, 2025

To: Senators
From: Penny Pexman, Vice-President (Research)
Date: March 7, 2025
Re: Report of the Vice-President (Research) for **March 14, 2025**

As a follow-up to questions that arose during the Senate meeting of February 14, 2025, please find below a brief overview of sources of funding for indirect costs of research and how they are distributed.

Research Support Fund

The Government of Canada's Research Support Fund provides financial support for various indirect costs of research, including facility and equipment maintenance, administration, knowledge resources, regulatory needs and knowledge mobilization.

- Research funding provided directly by Tri-Council agencies is typically limited to direct project costs (e.g., salaries, equipment, materials, reagents, travel).
- The true cost of research includes ongoing operating expenses that cannot be attributed to specific projects (e.g., maintenance, electricity, administrative support, library resources).
- The Fundamental Science Review estimates actual indirect costs range from 40-60% of a funded project.
- Western was allocated $12.6M from the Research Support Fund this year, based on the university's share of Tri-Agency grants.
- Funding will be spent on ongoing expenses mentioned above, and a portion will be shared with faculties through the research infrastructure support fund.
- A detailed breakdown of these programs, and how they are used, can be found on the Western Research website.

Indirect Costs

As a policy, Western applies 40% overhead on all direct costs of sponsored research to better reflect the true cost.

- More than half is returned to the faculty, 9% supports costs of the university and 9% is allocated to the Research Promotion Fund.
- Western follows sponsor guidelines in open competitions but has had a more involved decision tree when determining indirect costs for targeted competitions.
- To better standardize, simplify and increase transparency, the university will implement two changes to current practices, effective May 1, 2025:
    1. The overhead rate for targeted projects under $25K will increase from 0% to 40% unless the funding sources is a community group, not-for-profit micro business, small not-for-profits or for-profit micro-businesses.
    2. The overhead rate where partner contributions are matched by a research program like NSERC Alliance will increase from 25% to 40%.
        - Any partner funds held at Western prior to May 1, and matched after May 1, will still be eligible for the 25% rate.

Additional detail is provided in this memo.

ITEM 6.1 – Proposal for Senate *ad hoc* Committee re Navitas Proposal

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That on the recommendation of the Operations/Agenda Committee, Senate form an *ad hoc* committee with the membership and terms of reference and for the purpose of reviewing the Navitas Proposal in-depth and reporting back to Senate with a recommendation of whether to proceed with the Navitas Proposal, as set out in this Item 6.1;

And

That on the recommendation of the Operations/Agenda Committee, Senate call directly for nominations for the *ad hoc* committee and an electronic vote to select the members be held in the week following the Senate meeting on March 14, 2025.

EXECUTIVE SUMMARY:

The primary intent of the Navitas Proposal is to provide Western, in addition to existing direct entry streams, with a reliable source of qualified international students and assist them in adapting to and succeeding at Western. As part of the proposal, Navitas will recruit and teach international students a curriculum determined by Western and will employ qualified instructors as defined under the University's Faculty Collective Agreement. If successful, the students will transfer into the second year of that program at Western and continue in the program provided they meet standard progression requirements.

The Navitas Proposal is intended to have impact on aspects that cross several Senate committees' terms of reference:
- meeting the long-range strategic and budgetary goals of the University, including with respect to enrolment and admission targets and program capacities (within the remit of SCUP),
- the nature of the relationship will be an agreement with an external institution which will require the approval of academic content (within the remit of ACA)
- the articulation of pathways may require modifications to the University's existing academic policies (within the remit of Policy).

Given the significance of the Navitas Proposal to Western and the impact across Senate committees, the Provost has asked that the Senate establish a comprehensive *ad hoc* committee to review and make a recommendation to Senate, which would take the place of what would otherwise be the remit of other Senate standing committees under their terms of reference (SCUP, ACA and Policy).

There is precedent for forming *ad hoc* committees such as this where the matter under consideration has widespread implications for Western, including in 2008 regarding the review of the (then) Faculty of Graduate Studies. An *ad hoc* committee of Senate was also formed in 2015 with respect to a governance review of Senate and its standing committees.

The Operations/Agenda Committee recommends that Senate form an *ad hoc* committee and that an electronic vote to select the members be held in the week following the Senate meeting on March 14, 2025.

ATTACHMENT(S):

Proposed Terms of Reference and Membership

Proposed *ad hoc* Committee Terms of Reference and Membership

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

- Examine the proposed partnership with Navitas without prejudice
- Articulate the fundamental difference between the 2020 and the 2025 proposals
- Define Western's essential components of a potential partnership
- Summarize and evaluate risks and drawbacks and look at possibilities to mitigate them
- Weigh the global and financial benefits in the context of the state of the higher education sector in Ontario and Canada
- Support ongoing consultations by proposing additional questions and evaluating available feedback from the consultations
- Provide a report to Senate with a recommendation of whether to proceed with the Navitas Proposal
- The recommendation of the *ad hoc* committee in respect of the Navitas Proposal is intended to take the place of what would otherwise be the remit of other Senate standing committees under their terms of reference (SCUP, ACA and Policy)

Proposed Membership:

- Collaborative Co-chair model: Chairs of ACA, SCUP and Policy
- Elected by Senate
  - 5 faculty/staff members of Senate, no more than one from any Faculty or unit
  - 1 graduate and 1 undergraduate student Senator
  - 1 Dean
- Ex officio:
  - Provost or designate
  - Vice-Provost (Graduate & Postdoctoral Studies)
  - University Registrar
- Resource (non-voting):
  - Associate Vice-President (Institutional Planning & Budgeting)
  - Deputy Provost
  - Vice-Provost (Academic Programs)
  - Vice-Provost (Students)
  - President, University Students' Council or designate

Timeline: The *ad hoc* committee shall be constituted as soon as possible, meet once a week, and report back to Senate with a preliminary report in April 2025 and a final report with recommendation at the June 6 Senate meeting.

ITEM 6.2 – Rescission of MAPP Policy 1.19 – Policy on AIDS

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That Senate provide advice to the Board of Governors that MAPP Policy 1.19 - Policy on AIDS be rescinded, effective May 1, 2025.

EXECUTIVE SUMMARY:

MAPP Policy 1.19 – Policy on AIDS, copy attached, was implemented in 1990. It has never been revised.

On February 19, 2025, the Provost and Vice President (Academic) and the Associate Vice-President (Human Resources) were consulted with respect to whether this policy is necessary or appropriate given the current adoption of other University policies, laws and regulations. They have indicated there is no reason to retain the policy.

The substantive content of MAPP 1.19 is otherwise addressed under MAPP Policy 1.35 – Non-Discrimination, Harassment and Sexual Misconduct, MAPP Policy 1.23 – Western University Guidelines on Protection of Employee Personal Information, and more generally under the Senate's Policy on Academic Accommodation for Students with Disabilities, the Ontario Human Rights Code, and FIPPA/PHIPA.

The language has not been updated in 33 years and is no longer needed to protect the rights of members of the University. Given the policy is outdated and inconsistent with MAPP Policy 1.35, the Board of Governors, with the advice of Senate, is asked to rescind the policy.

Primary Contact:

A. Bryson, University Secretary, University Secretariat

Consultation:

F. Strzelczyk, PhD, Provost and Vice-President (Academic)
J. O'Brien, Associate Vice-President (Human Resources)

ATTACHMENT(S):

MAPP 1.19 – Policy on AIDS

Link to MAPP 1.35 – Non-Discrimination, Harassment and Sexual Misconduct

Link to MAPP 1.23 – Western University Guidelines on Protection of Employee Personal Information

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POLICY 1.19 – Policy on AIDS

Policy Category: General

Effective Date: March 22, 1990

Supersedes: (NEW)

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POLICY

Confidentiality

1.00   The HIV-status of individuals is a confidential matter between themselves and their physicians, except that all physicians are required to report any confirmed or suspected HIV infection to the Medical Officer of Health. The University has no interest in this information, except when there is a requirement to modify employment or academic   programs as set out in later sections of this policy statement. Such modification will be at the request of the infected individual.

Non-Discrimination

2.00   Any person who is infected with HIV, or who is perceived for any reason to be a potential carrier of the virus, has the right under the Human Rights Code to be free from discrimination or harassment while engaged in legitimate activities which are a part of University life.

3.00   An employee or a student who experiences discrimination or harassment because they are, or are perceived to be, HIV-positive, should report this discrimination or harassment. Reporting on a confidential basis may be made through one of the physicians in the Health Services if the individual so chooses. In the event that confidentiality is not an issue, reporting may be made directly to the supervisor or to the Employee Relations Section of the Personnel Department.

4.00   The fact that an individual has or is perceived to have HIV infection is not a valid basis on which to dismiss an employee or to refuse to hire an individual as an employee.

5.00   An employee infected with HIV has the right to continue in his/her position so long as he/she is able to carry out the essential requirements of the position in a safe and competent manner. In the event that an employee is experiencing difficulty in meeting these requirements, the University will attempt to make reasonable adjustments, insofar as this is possible, to accommodate to the individual's health status in order to make continued employment possible. It is assumed that persons in these circumstances will come forward with information concerning their health status so that reasonable adjustments can be made.

6.00   Since there is no evidence that HIV is transmitted through casual contact, there is no justification in an employee refusing to work with another employee who is infected with HIV, unless there is a real risk of transmission of body fluids in the normal course of employment.

7.00   Neither the University nor the affiliated colleges will deny admission to any faculty to anyone because he/she is infected with HIV, or is perceived for any reason to be a potential carrier of HIV.

Nor will the University ask any student to withdraw from the University because he/she is infected with HIV, or perceived to be a potential carrier of HIV.

There is no justification for a student to refuse to work with another student who is infected with HIV (subject to guideline 8.00 below).

8.00   In the event that a student is unable to meet the requirements of a program due to the effects of HIV-infection, the program will be modified to the extent reasonably possible and academically feasible to enable the student to continue his/her studies. In the event a student infected with HIV is involved in a program in which significant risks arise by virtue of the student's participation, such modifications as are reasonable will be made to enable the student to safely participate in the program.

9.00   Students infected with HIV will not be discriminated against in the provision of student housing. However, it is recognized that such students may have special requirements and, where possible, all reasonable efforts will be made in order to protect the health and/or confidentiality of the HIV-infected student.

Education

10.00   The University will develop and maintain current educational programs regarding AIDS for all members of its constituency: students, staff and faculty. These programs will be designed to be proactive and will emphasize prevention as the most effective approach to the control of infection at this time. The accessibility of these educational programs will be continually monitored, and materials will be updated to reflect the ongoing state of knowledge concerning this disease.

Research

11.00   The University is committed to the promotion and encouragement of research concerning AIDS through the provision of human and financial resources as it is able to do so.

Testing Policies

12.1   Mandatory testing for HIV infection is not a prerequisite for employment by the University nor for admission to any academic program. In principle, the University does not support mandatory testing, and therefore such practices will not be implemented. It does, however, recognize that circumstances may exist where individuals may wish to seek such testing due to the presumption of increased risk and they should be encouraged to do so. The University's role is one of providing counselling for those members who request it, and referral to appropriate testing resources (through family physicians) except in those cases in which occupational exposure is a factor.

APPENDIX

THE UNIVERSITY OF WESTERN ONTARIO POLICY ON AIDS

PREAMBLE

The increase in public awareness of the consequences of infection by the human immune deficiency virus (HIV) has given rise to some very serious issues in Canadian society. These issues are now impacting on the city of London and the University community. In order to address present concerns about HIV and in anticipation of future developments, it is The University of Western Ontario's intention to enact sound policy guidelines designed to best meet the needs of its entire constituency: faculty, staff, students and persons using the University's services.

These policy guidelines have been developed through a consultative process and have included a thorough consideration of the present available knowledge regarding HIV. The University recognizes the importance of balancing the needs and the rights of each individual within the university community against the collective needs and rights of the entire constituency. The rights of individuals to confidentiality and freedom from discrimination in the pursuit of their academic goals must be maintained while ensuring the rights of all members of the community to function in a safe environment.

At present, it is known that HIV is primarily transmitted through sexual contact with an infected individual or through contact with infected blood; therefore, the risk of casual transmission is virtually nil and has never been demonstrated. Despite this knowledge, there is a misconception of risk that must be addressed. This document is intended to confront this issue through the provision of coherent policy guidelines which are based on current scientifically-validated information.

There is widespread recognition among the biomedical community that new knowledge about HIV is emerging continuously; therefore, any policy statement adopted at this time must be subject to regular review. An ongoing and systematic revision of this document, in keeping with emerging scientific knowledge, will ensure that the University remains responsive to the future needs and interests of its members.

POLICY GUIDELINES & RATIONALE

I - Confidentiality

The University recognizes that an HIV-infected individual has the right to confidentiality. In the case of possible occupational exposure to HIV, such as that arising from research projects involving live virus, testing and ongoing monitoring of the individual will be provided but here again, only upon request. Consequently the University has no reason to ascertain the HIV-status of any individual within the community, and will make no effort to determine this status.

In some cases, and only at the request of the individual, HIV testing may be carried out through the University Offices responsible for ordering such tests, such as Student Health Services or Staff/Faculty Health Services. In the case of possible occupational exposure to HIV, such as that arising from research projects involving live virus, testing and ongoing monitoring of the individual will be provided but here again, only upon request. In any event, test results will be confidential, between the physician and the patient, as is true for all medical tests. However, in the case of HIV-positive results, the university physicians will conform to the legal requirement to convey this confidential information to the Medical Officer of Health. This in no way will compromise confidentiality within the University setting.

HIV-positive individuals may wish to disclose their condition as an individual choice. At the present time the University takes no position relative to this, as there is no reason for the University community to know the HIV-status of any individual. If an HIV-positive person feels that his/her status may, as a result of his/her employment or coursework, put another person at risk, he/she is advised to consult in confidence with his/her own physician or with the physicians in   either of the University Health Services. An evaluation of the degree of risk will be undertaken by the individual's physician in consultation with the Medical Officer of Health. At no time will the   University administration be involved in this consultative process without the individual's knowledge and consent.

Policy Guideline 1.00

The HIV-status of individuals is a confidential matter between themselves and their physicians, except that all physicians are required to report any confirmed or suspected HIV infection to the Medical Officer of Health. The University has no interest in this information, except when there is a requirement to modify employment or academic programs as set out in later sections of this policy statement. Such modification will be at the request of the infected individual.

II- Non-Discrimination

While the University acknowledges that the HIV-status of any individual is a matter of confidence between that individual and his/her physician, the University is also aware that this status can become known in the community, usually as a choice of the individual involved. While the University takes no position as to whether an individual should or should not disclose his/her HIV-positive status, it does acknowledge that such a disclosure can, in some circumstances, lead to real or perceived discrimination.

The University has a twofold obligation to: provide a working environment which is as safe as possible and in which the hazards of HIV infection are minimal, and one in which the rights of all members of the University community are recognized. Furthermore it also recognizes that individuals with HIV-infection have the right to pursue activities as their conditions allow, including continuation of work or study. These individuals have the right to access University services and facilities, so long as this does not pose a safety or health hazard for themselves or others.

Based on current scientific and medical knowledge, there is no justification for restricting the   access of HIV-positive persons from university activities and services, including athletic facilities,   swimming pools, restaurants and other common areas. In all cases, Occupational Health and   Safety Policies will be fully enforced in order to reduce the risk of infection to others. Thus, at this   time, there is no medical reason, including pregnancy, for refusing to associate with an HIV- infected individual, on that basis alone.

Regarding employees: the University will not discriminate against any employee on the basis of HIV status. As long as the employee is able to continue to meet the requirements of his/her position and does not pose a health threat to others, the employee has a right to continued employment. If an HIV-infected employee cannot carry out his/her regular duties due to illness, or poses a health threat to others, the University will attempt to change the work situation of such an employee in order to reach an accommodation that is mutually acceptable. In this regard, those employees that are HIV-positive will be treated in the same manner as those employees suffering from any other disease which may affect their ability to work.

At the present time, the University does not require that any employee provide proof that he/she is free from HIV-infection. Therefore, knowledge of the applicant's HIV status is neither required when considering a candidate, nor a factor in selection should it become known.

Regarding students: the University will not discriminate against any student on the basis of HIV status. The University will not deny admission to any of its faculties or affiliated colleges to anyone with HIV infection, or require any such students to withdraw. Students with HIV infection shall be allowed regular classroom attendance in an unrestricted manner, as long as the student is capable. There is no medical evidence to suggest that the participation of an HIV-positive student in virtually any academic exercise will place either that student or others at risk.

Possible exceptions may exist within programs that require invasive procedures or exposure to body fluids, such as blood. Such programs may exist within the Health Sciences Faculties, or the Faculty of Physical Education. Where there is concern that a risk situation may exist, the program   will be reviewed by the AIDS Policy Task Force, with the assistance of the Medical Officer of Health, and a determination of risk will be made. If there is a risk to others by virtue of an HIV- positive student's participation in some aspect of the curriculum, the University will attempt to   modify the program insofar as this is academically possible. Such students will be counselled,   regarding the advisability/feasibility of continuing in their academic programs.

Regarding student residences: There is no medical evidence indicating that HIV-infected individuals pose a risk to those in a shared living environment, and therefore, there is no reason   that an HIV-positive student should be denied access to University residences. Indeed, the greater risk may relate to the infected individual's greater susceptibility to other, common types of infection. For this reason, HIV-positive students may wish to request private accommodation. All such requests will be considered on a case by case basis.

Policy Guideline 2.00

Any person who is infected with HIV, or who is perceived for any reason to be a potential carrier of the virus, has the right under the <u>Human Rights Code</u> to be free from discrimination or harassment while engaged in legitimate activities which are a part of University life.

Policy Guideline 3.00

An employee or a student who experiences discrimination or harassment because they are, or are perceived to be HIV-positive, should report this discrimination or harassment. Reporting on a confidential basis may be made through one of the physicians in the Health Services if the individual so chooses. In the event that confidentiality is not an issue, reporting may be made directly to the supervisor or to the Employee Relations Section of the Personnel Department.

Policy Guideline 4.00

The fact that an individual has or is perceived to have HIV infection is not a valid basis on which to dismiss an employee or to refuse to hire an individual as an employee.

Policy Guideline 5.00

An employee infected with HIV has the right to continue in his/her position so long as he/she is able to carry out the essential requirements of the position in a safe and competent manner. In the event that an employee is experiencing difficulty in meeting these requirements, the University will attempt to make reasonable adjustments, insofar as this is possible, to accommodate to the

individual's health status in order to make continued employment possible. It is assumed that persons in these circumstances will come forward with information concerning their health status so that reasonable adjustments can be made.

Policy Guideline 6.00

Since there is no evidence that HIV is transmitted through casual contact, there is no justification in an employee refusing to work with another employee who is infected with HIV, unless there is a real risk of transmission of body fluids in the normal course of employment.

Policy Guideline 7.00

Neither the University nor the affiliated colleges will deny admission to any faculty to anyone because he/she is infected with HIV, or is perceived for any reason to be a potential carrier of HIV. Nor will the University ask any student to withdraw from the University because he/she is infected with HIV, or perceived to be a potential carrier of HIV. There is no justification for a student to refuse to work with another student who is infected with HIV (subject to guideline eight, as below).

Policy Guideline 8.00

In the event that a student is unable to meet the requirements of a program due to the effects of HIV-infection, the program will be modified to the extent reasonably possible and academically feasible to enable the student to continue his/her studies. In the event a student infected with HIV is involved in a program in which significant risks arise by virtue of the student's participation, such modifications as are reasonable will be made to enable the student to safely participate in the program.

Policy Guideline 9.00

Students infected with HIV will not be discriminated against in the provision of student housing. However, it is recognized that such students may have special requirements and, where possible, all reasonable efforts will be made in order to protect the health and/or confidentiality of the HIV-infected student.

III- Education

The University is committed to comprehensive educational programs that inform students, employees, and the public about AIDS and its prevention. Due to the serious nature of AIDS many people have deep concerns about contracting the disease. While current medical opinion indicates that HIV-infection cannot be contracted through casual contact, employees and students in the health professions can encounter situations which pose some danger of infection. Through education, employees and students will gain insight into the nature of AIDS, its prevention and protective measures.

Policy Guideline 10.00

The University will develop and maintain current educational programs regarding AIDS for all members of its constituency: students, staff and faculty. These programs will be designed to be proactive and will emphasize prevention as the most effective approach to the control of infection at this time. The accessibility of these educational programs will be continually monitored, and materials will be updated to reflect the ongoing state of knowledge concerning this disease.

IV- Research

The University encourages biomedical, social sciences and behavioral research on the etiology, treatment and prevention of AIDS. This University is a repository of skilled personnel who may apply their research expertise in an effort to understand, prevent, and treat AIDS, and The University of Western Ontario encourages such research participation by its faculty.

Policy Guideline 11.00

The University is committed to the promotion and encouragement of research concerning AIDS through the provision of human and financial resources as it is able to do so.

Specific guidelines for the safe handling of research material that may be a source of infection from AIDS must be developed by each Faculty and Department that conducts research of this nature. These guidelines must adhere to the spirit of this Policy while providing specific instruction to protect the safety of laboratory personnel.

V- Testing Policies

Since nearly all educational and employment activities at Western involve casual contact where there is no demonstrated risk of transmission of HIV, the HIV antibody status of the vast majority of members of the university community is irrelevant. Mandatory testing of members of the university community at large is, therefore, not recommended.

Western recognizes that some of its members, such as health care providers, laboratory personnel working with HIV-infected materials, Western Special Constable Service, and those involved with athletic injuries, may be at an increased risk of HIV infection in the course of employment-related or educational activities. These members are encouraged to seek voluntary testing and counselling when HIV transmission is believed to have occurred. Mandatory testing for these "at risk" members is not   recommended for many reasons including the limitations of current HIV antibody tests. Current   tests measure antibody production to HIV and are, therefore, an indirect method of detecting infection. The host may require extended time to develop antibodies to HIV after infection (up to 12 months or longer) or may indeed carry the virus without an observed antibody response. The person is infected and infectious but is negative in the serological test. Therefore, a negative antibody response does not guarantee the absence of infection. Testing would need to be repeated on a regular basis to ensure that the individual has remained seronegative and therefore, presumably uninfected.

The University recognizes that some situations of service provision, employment or educational activities may place some members of the university community at an increased risk of HIV-infection. These situations would include the provision of health care services, laboratory work with live virus, assistance with athletic injuries and Western Special Constable Service work.

Policy Guideline 12.00

Mandatory testing for HIV infection is not a prerequisite for employment by the University nor for admission to any academic program. In principle, the University does not support mandatory testing, and therefore such practices will not be implemented. It does, however, recognize that circumstances may exist where individuals may wish to seek such testing due to the presumption of increased risk and they should be encouraged to do so. The University's role is one of providing counselling for those members who request it, and referral to appropriate testing resources (through family physicians) except in those cases in which occupational exposure is a factor.

ITEM 9.1 – Faculty of Arts and Humanities, Department of English and Writing Studies: Introduction of a Major in Creative Writing

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, a Major in Creative Writing be introduced by the Department of English and Writing Studies in the Faculty of Arts and Humanities as shown in Item 9.1.

EXECUTIVE SUMMARY:

The Major in Creative Writing is at once a module that will train our next generation of writers and a module that will offer important employment skills. Students will learn about language, about professional options, about publication, and about writing in specific genres. At the same time, the Major in Creative Writing is an excellent way to develop the skills most desired by employers and essential to lifelong learning: creative thinking, critical and analytical skills, and evaluative judgement. At its core, the proposed module is a vehicle to explore and cultivate creativity. Employers in any field will recognize the value of creativity, and society will benefit from strong, diverse, and creative voices, both in traditional literary fields and in other disciplines.

ATTACHMENT(S):

New Calendar Copy – Major in Creative Writing

Extracted from the New Undergraduate Module/Certificate Proposal (Major Modification) – Major in Creative Writing

<u>NEW CALENDAR COPY</u>

MAJOR IN CREATIVE WRITING

Open to all students in the University, the Major in Creative Writing offers undergraduate students the opportunity to develop their ability to write fiction, poetry, screenplays, and other forms of imaginative literature in courses that include a practical introduction to the skills required for a professional writing career. Any undergraduate student may apply for admission, subject to prerequisites and general University entrance requirements.

Admission Requirements

Completion of first-year requirements, including a grade of at least 70% in Writing 1000F/G or special permission of the Undergraduate Program Director (Writing).

Module
6.0 courses:

0.5 course on the English language: Writing 2550A/B.
0.5 course on the writing profession: Writing 2520A/B.
1.0 course in writing genres from: Writing 2204F/G, Writing 2214F/G, Writing 2218F/G, Writing 2220F/G.
0.5 course on publishing: Writing 3228F/G.
1.5 courses from: Music 3732F/G, Writing 3225F/G, Writing 3401F/G, Writing 3402F/G, Writing 3403F/G, Writing 3600F/G, Writing 3610F/G, Writing 3620F/G Writing 3640F/G, Writing 3814F/G, Writing 3820F/G, Writing 3824F/G, the former Writing 2224F/G, the former Writing 2227F/G). Other 3000-level Writing courses and Arts and Humanities 3000A/B/Y may be substituted with the permission of the Undergraduate Program Director (Writing).
1.0 course from: Writing 4880F/G, Writing 4998F/G, Writing 4999E. English 4899F/G may be substituted with permission of the Undergraduate Program Director (Writing).
1.0 additional course in Writing at the 2200-level or above. Courses in other programs may be substituted with permission of the Undergraduate Program Director (Writing).

**Extracted from the New Undergraduate Module/Certificate Proposal
(Major Modification) – Major in Creative Writing**

Description and Rationale

The Major in Creative Writing to be offered by the Department of English and Writing Studies is at once a module that will train our next generation of writers and a module that will offer important employment skills. Students will learn about language, about professional options, about publication, and about writing in specific genres. At the same time, the Major in Creative Writing is an excellent way to develop the skills most desired by employers and essential to lifelong learning: creative thinking, critical and analytical skills, and evaluative judgement. At its core, the proposed module is a vehicle to explore and cultivate creativity. Employers in any field will recognize the value of creativity, and society will benefit from strong, diverse, and creative voices, both in traditional literary fields and in other disciplines.

The Major consists of 6.0 FCE. 1.5 courses are required: Writing 2550A/B: *The English Language for Writers*, Writing 2520A/B: *Writers on Writing*, and Writing 3228F/G: *Concept to Product: Publishing*. These common courses provide a foundation in how language works, in the professional life of writers, and in the publication process. Students will choose 1.0 in genre courses in second year (two of screenwriting, creative nonfiction, short fiction, and poetry). In third year, students choose 1.5 courses from a larger group of more specific courses, such as writing and AI, song lyric writing, experimental writing, fantasy, crime, feature film writing, and creative nonfiction and poetry workshops. Third-year students may also choose an internship option. In fourth year, students will choose 1.0 course, either a thesis course or a combination of seminar and portfolio courses. The module includes another 1.0 in courses at the 2200-level or above, options that allow students to explore particular interests, either in creative writing or in rhetoric, professional communication, and speech.

The Major has the following central elements:
- a strong faculty complement of researchers and writers;
- a flexible mix of workshop, seminar, and online courses in the core genres: creative nonfiction, fiction, poetry, and screenwriting;
- a foundation in language, the writing profession, and publishing;
- a dedicated laboratory space with workstations and production facilities for broadsides and chapbooks;
- a robust infrastructure of support and opportunities to engage with visiting writers, including the Writer-in-Residence program, the Student-Writer-in-Residence program, the (Alice Munro) Chair in Creativity, and approximately 20 visiting speakers per year; and
- a range of publication opportunities and awards, such as a student journal (*Occasus*), clubs (Penned by Western), open mic nights, and a growing number of writing awards.

Creative writing has been part of Western's Department of English for 50 years. The Department is home to one of the longest-running Writer-in-Residence programs in Canada (1972), and competitive-entry creative writing courses were for many years part of the Department's offerings. In 2008, the Program in Writing, Rhetoric, and

Professional Communication established a Minor in Creative Writing. In 2012, the Department of English and the Program in Writing, Rhetoric, and Professional Communication merged into the Department of English and Writing Studies. The new Department introduced a shared module, the Honours Specialization in Creative Writing and English Language and Literature (HSP-CWELL), and established Canada's first Student-Writer-in-Residence program that same year. In 2018, a new (Alice Munro) Chair in Creativity was established. In other words, the Department of English and Writing Studies has long been building toward a Major in Creative Writing. Further evidence of that development is the reputation of creative writing at Western, which continues to grow as more writers visit and as graduates pursue their careers. For example, recent graduates Erica McKeen and Sydney Hegele have turned undergraduate creative writing theses into award-winning books.

Faculty have developed expertise in Creative Writing at the same time as the programs and resources have grown. This development includes new qualifications (an MFA), new areas of research and publication (creative writing pedagogy and other creative work), and new writing courses in areas of traditional research (for example, crime writing, fantasy, and young adult).

The proposed module, therefore, will build on the traditions of the Department, the Minor in Creative Writing, and the HSP-CWELL. All the necessary infrastructure is in place. Most significantly, the module will contribute to the development of the next generation of Canadian creative writers. As a Major, the new module will also enable students to pair significant instruction in creative writing with diverse other fields of study. The new module has a unique focus on language, professionalization, and publication, and students will move through these required courses in a way that will foster a writing community.

The Major in Creative Writing could also be a first step toward a graduate program, an MA in Creative Writing that would combine the strengths of English and Writing Studies.

The proposed Major in Creative Writing (6.0 FCE) will be the only undergraduate module of its kind at Western and the Affiliate University Colleges. The module is situated between an existing Honours Specialization in Creative Writing and English Language and Literature (10.0 FCE) and a Minor in Creative Writing (4.0 FCE). The Major, however, requires more writing courses than the HSP-CWELL, allowing students a modular choice in Writing that is more wide-ranging and professionalizing and that can be more easily combined with study in other disciplines. Enrolment trends suggest students are choosing Majors over Honours Specializations.

Existing creative writing awards–such as the Alfred Poynt Award in Poetry, the Lillian Kroll Prize in Creative Writing, and the Marguerite R. Dow Canadian Heritage Writing Award–regularly receive a large number of entries (often over 100) from all across campus, suggesting a wider interest in creative writing.

Entry to graduate degrees in creative writing (MFAs and MAs) is extremely competitive across Canada. This demonstrates demand for a preparatory Major that can be combined with other programs, and it also demonstrates demand for an MA in Creative Writing, a graduate degree that would follow naturally from the Major.

Western's Major in Creative Writing will be distinctive from other programs in several ways:

- unparalleled opportunities for engagement with writers, including a unique Student-Writer-in-Residence program;
- a range of genre courses (fantasy; horror; young adult; and crime fiction) and unique electives (writing for TV; writing for video games; "dirty nature"; writing and AI);
- a focus on language and how it works;
- a focus on publication and the publishing process, with facilities for hands-on experience;
- an environment with professional, rhetorical, and technical options; and
- an engaged London community of writers, publishers, and events, many of whom and of which already have connections to Western, such as *The /tɛmz/ Review*, Baseline Press, and Antler River Poetry.

Graduates of the Major in Creative Writing would have a range of options. Most obviously, they would be prepared for careers as professional writers. Graduates would also gain skills that would help them secure admission into highly competitive graduate programs, primarily MFAs, but also the MA in Creative Writing (a graduate degree that would be a logical next step for the Department of English and Writing Studies at Western). Graduates would gain skills essential to working in editing and publishing, and graduates would be well prepared for the B.Ed. and careers in teaching.

More broadly, the module would develop the most important skills for our next generation of leaders. The World Economic Forum's "Future of Jobs Report" has changed significantly over the past three years. In 2023, the Report suggested that "analytical thinking and creative thinking remain[ed] the most important skills for workers" and that creative thinking was the skill seen to be increasing in importance most (WEF, 2023). In the most recent Report (WEF, 2025), the top four core skills are analytical thinking; resilience, flexibility, and agility; leadership and social influence; and creative thinking. Creative thinking is still seen as one of the most important skills on the rise, but the other top skills are all related to AI, data, cybersecurity, and technological literacy. In terms of general economic trends, increasing cost of living and general economic slowdown are predicted "to increase the demand for creative thinking and resilience, flexibility, and agility skills" more than any other skills (WEF, 2025). In other words, analytical thinking is the top skill employers are looking for, and creative thinking is the soft skill seen to be growing in demand most in the next five years. It is also worth noting that other core skills in the top 10 include empathy and active listening and curiosity and lifelong learning (WEF, 2025). Overall, "skills that reflect the important role of technical proficiency, strong interpersonal abilities, emotional intelligence, and a commitment to continuous learning demonstrate respondents' expectation that workers must balance hard and soft skills to thrive in today's work environments" (WEF, 2025).

Creative writing has long been shown to develop critical and analytical skills (Rodriguez, 2008). Creative thinking, however, may be less familiar, even though it is clearly linked to creative activity. Creative thinking (which has also been termed "divergent thinking") has been defined as "the ability to generate novel and diverse solutions to open-ended problems" (Bellemare-Pepin et al., 2024). Further, "this

aspect of cognitive creativity is particularly tied to the initial phase of the creative process (i.e., variation/exploration), where many ideas are produced before the most useful and novel ones are selected" (Bellemare-Pepin et al., 2024). This is a key aspect of creative writing (at many different levels). In addition, key components of creative thought are often measured by semantic distance or proximity (the Divergent Association Task or the Remote Associates Test, for example), which indicates the importance of language and communication in creative or divergent thinking (Bellemare-Pepin et al., 2024).

Another important skill advanced by creative writing instruction is evaluative judgement. "Evaluative judgement" is "the capability to make decisions about the quality of work of oneself and others" (Tai et al., 2018), and it "is distinguished from generalised capabilities, such as critical thinking or problem-solving, by its specific focus on complex appraisal of texts, artefacts, or performances" (Bearman et al., 2024). Evaluative judgement, therefore, is developed through the foundational processes of creative writing classes: self-assessment, peer assessment and review, feedback, rubrics, and exemplars (Tai et al., 2018). When evaluative judgement is effective, it enables students to improve their own work and to meet their future learning needs, and it will become even more important in the age of Generative AI (Tai et al., 2018; Bearman et al., 2024).

This analysis demonstrates the versatility of the new module. On the one hand, the Major will train students for professional careers as writers or teachers. On the other, the Major is the perfect complement to the core skills of any other university program. This breadth of applicability is demonstrated by the broad range of fields from which faculty and visiting speakers hail: policing, instructional design, technical writing and editing, law, literature, creative writing, journalism, TV and film writing and production, music, publishing, etc. The module is also excellent preparation for entrepreneurship of all kinds. As demand for creative and analytical thinking grows and as GenAI evolves, the module's graduates will be in high demand.

Objectives

The Major in Creative Writing aims

- to develop students' understanding of and creative skill in the key genres of creative writing (fiction, creative nonfiction, poetry, and script writing);
- to develop and nurture the essential skills of critical and analytical thinking, creative thinking, evaluative judgement, empathy and active listening, and curiosity and lifelong learning;
- to develop students' written and oral communication skills and, in particular, their ability to give and receive constructive feedback;
- to develop students' understanding of and appreciation for diversity in creative writing with a particular emphasis on the diverse voices contributing to Canadian writing and publishing;
- to offer students opportunities to participate in the professional activities of a writer, both in terms of creative practice and community engagement, in courses, internships, and extracurriculars;
- to foster learner agency by allowing learners to choose from a wide range of courses to align with their professional and academic goals;

- to encourage interdisciplinarity by allowing students to make connections between creative writing and studies in other disciplines; and
- to foster a passion for creative expression that will equip students with the adaptability and resilience to pursue lifelong personal and professional development in all fields benefitting from creativity.

Learning Outcomes

By the completion of the module, students should be able to:

1. identify the core elements of the main genres of creative writing (fiction, creative nonfiction, poetry, and script writing) and explain the flexibility of genre;
2. write effectively, strategically, and experimentally in the main genres of creative writing (fiction, creative nonfiction, poetry, and script writing), producing work that demonstrates technical proficiency, an individual voice, and awareness of audience;
3. demonstrate an ability to offer detailed and sensitive feedback in a variety of settings, proposing alternative approaches in the work of their peers;
4. demonstrate an ability to assess and incorporate feedback into their individual writing process;
5. identify distinctive features and trends in contemporary writing, with a particular emphasis on the diverse voices contributing to Canadian writing and publishing;
6. articulate the position of their writing within the appropriate literary tradition;
7. describe the literary/publishing ecosystem and demonstrate the practical knowledge and experience necessary to pursue a writing career and contribute to the literary community;
8. communicate effectively both in writing and orally, informed by the mechanics of language; and
9. think creatively and apply creative thinking in a wide variety of contexts and disciplines.

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ITEM 12.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The recent meeting of the Academic Colleagues, convened on February 11-12, 2025, brought forth crucial insights into the current landscape of graduate education in Ontario, addressed pivotal institutional updates, and laid the groundwork for future discussions. Key participants included prominent academic leaders who shared their expertise on pressing challenges and opportunities within the realm of graduate studies.

Discussion on the Graduate Education Landscape and Innovations

A significant portion of the evening session on February 11 was devoted to a presentation by Professors Suzanne Curtin, Vice-Provost & Dean of Graduate Studies and Postdoctoral Affairs at Brock University, and Ben Bradshaw, Associate Professor and Assistant Vice-President (Graduate Studies) at Guelph. Their presentation highlighted several innovative initiatives and collective challenges within the graduate studies framework.

The discussion highlighted several key areas:

Principles of Graduate Student Supervision: The Ontario Council on Graduate Studies (OCGS) has initiated the development of guiding principles to enhance the supervision experience for graduate students, accompanied by resource provisions and discussions regarding professional development for faculty supervisors.

Expansion of Graduate Pathways: The dialogue addressed the emergence of microcredentials and stackable micro-programs, enhancing opportunities for academic credit transfer across institutions and exploring the potential for direct-entry PhD programs from undergraduate studies.

Streamlining Course Access: The conversation also focused on the Ontario Visiting Graduate Students Plan, which facilitates cross-institutional course enrollment for graduate students at no added expense. A pilot initiative for institutional fee waivers is set to commence in the 2024-25 academic year.

Applied Master's Programs: The meeting acknowledged the proposed expansion of applied Master's programs by colleges, emphasizing the need for alignment with both academic expectations and industry demands.

Challenges in Funding and Recruitment: A rigorous examination of external constraints was undertaken, particularly regarding funding, international student caps, and the implications of artificial intelligence on graduate education.

Advocacy Opportunities: The attendees identified potential advocacy avenues focusing on the international student cap and bolstering support for the Ontario Graduate Scholarship.

LEAD Online Course: A collaborative initiative—the LEAD: Lifelong Education and Development online course—developed by Academic Colleagues from Carleton and Ottawa, aims to equip learners with fundamental skills necessary for both personal and professional advancement.

Council of Ontario Universities (COU) Update

COU President Steve Orsini provided an insightful update on crucial advocacy efforts in relation to the provincial attestation letter allocation process for international students. Additionally, the establishment of new Working Groups focused on Life Sciences and Critical Minerals/Battery Technology was announced, all occurring within the framework of the upcoming provincial election.

Committee Updates

Key updates from the Government and Community Relations Committee (GCRC) highlighted strategic initiatives centered on coalition-building with industry, advocacy for the role of universities in economic downturns, and preparations for post-election advocacy.

The meeting of February 11-12, 2025, exemplified a concerted effort among academic leaders to navigate the complexities of graduate education through collaborative dialogue and informed advocacy. The outcomes indicate a commitment to innovating educational frameworks, building strategic alliances, and addressing challenges inherent in maintaining the integrity and accessibility of graduate studies in Ontario. Further engagement on the discussed topics is anticipated in forthcoming meetings.

ITEM 13.0 – The Unanimous Consent Agenda

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

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

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.
>
> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

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

How it works for Senate:

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

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

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

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

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

ITEM 13.1(a) – Senate Election Results (2025)

ACTION: ☐ ACTION   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Elections for membership on Senate in the faculty, administrative staff, graduate, and undergraduate student constituencies were held as follows:

- Faculty Constituencies: February 11-13, 2025
- Administrative Staff Constituency: February 11-13, 2025
- Graduate Student Constituency: February 11-13, 2025
- Undergraduate Student Constituencies: January 30 – February 3, 2025

The results of the elections are attached.

A tie in the Health Sciences Faculty constituency was resolved as per the Senate Election Procedures.

The terms of the faculty and administrative staff representatives will be two years, from July 1, 2025 to June 30, 2027. The terms of the graduate and undergraduate student representatives will be one year, from July 1, 2025 to June 30, 2026.

ATTACHMENT(S):

Election Results – Faculty and Administrative Staff Constituencies

Election Results – Graduate Student Constituency

Election Results – Undergraduate Student Constituencies

Simply Voting Certified Results:

Faculty and Administrative Staff Constituencies

Graduate Student Constituency

Undergraduate Student Constituencies

Senate Election Results (2025) - Faculty and Administrative Staff Constituencies						
FACULTY (July 1, 2025 to June 30, 2027 term)						
Constituency	**Required**	**Name of Nominee**	**Pronouns**	**Rank**	**Academic Unit**	**Election Status**
Arts and Humanities	2	*No nominations received. Senate will appoint two members upon the recommendation of the Faculty.*				
Business	1	*No nominations received. Senate will appoint a member upon the recommendation of the School.*				
Education	1	*No nominations received. Senate will appoint a member upon the recommendation of the Faculty.*				
Engineering	1	HERRERA, Jose	he/him	Professor	Chemical & Biochemical Engineering	**Elected**
Health Sciences	2	ALI, Adam	he/him	Assistant Professor	Kinesiology	**Elected**
		FORRESTER-JONES, Rachel	she/her	Professor	Health Studies	
Information and Media Studies	1	*No nominations received. Senate will appoint a member upon the recommendation of the Faculty.*				
Law	1	*No nominations received. Senate will appoint a member upon the recommendation of the Faculty.*				
Medicine and Dentistry	2	CAMPBELL, Nicole	she/her	Associate Professor	Physiology & Pharmacology	**Elected**
		GROS, Rob	he/him	Associate Professor	Physiology & Pharmacology	
Music	1	ROLAND, Sophie	she/her	Professor	Music Performance Studies	**Acclaimed**
Science	2	YEUNG, Ken	he/him	Associate Professor	Chemistry	**Acclaimed**
		No additional nominations received. Senate will appoint a member upon the recommendation of the Faculty.				
Social Science	2	BECKETT, Greg	he/him	Associate Professor	Anthropology	**Acclaimed**
		LEBO, Matthew	he/him	Professor	Political Science	
SGPS - Arts and Humanities	1	*No nominations received. Senate will appoint a member upon the recommendation of SGPS.*				
SGPS - Engineering	1	*No nominations received. Senate will appoint a member upon the recommendation of SGPS.*				
SGPS - Law / FIMS / Music	1	*No nominations received. Senate will appoint a member upon the recommendation of SGPS.*				
SGPS - Medicine and Dentisty	1	*No nominations received. Senate will appoint a member upon the recommendation of SGPS.*				
SGPS - At Large	1	GRAHAM, Laura	she/her	Assistant Professor	Physical Therapy / Health Sciences	**Acclaimed**
ADMINISTRATIVE STAFF (July 1, 2025 to June 30, 2027 term)						
Constituency	**Required**	**Name of Nominee**	**Pronouns**	**Title**	**Academic/Administrative Unit**	**Election Status**
Administrative Staff	1	BIG-CANOE, Katie	she/her	Indigenous Research Specialist	Western Research	**Elected**

Senate Election Results (2025) - Graduate Student Constituency					
July 1, 2025 to June 30, 2026 term					
Constituency	**Required**	**Name of Nominee**	**Pronouns**	**Academic Program**	**Election Status**
Graduate Student	4	CHUNG, Cherin	she/her/elle	PhD / French Studies	**Elected**
		LAYTON, Tanner	he/him	PhD / Centre for the Study of Theory and Criticism	
		LUKAWSKI, Alexandra	she/her	PhD / English and Writing Studies	
		WALSH, Jess	she/her	PhD / English and Writing Studies	

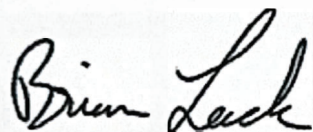| Senate Election Results (2025) - Undergraduate Student Constituencies						
July 1, 2025 to June 30, 2026 term						
Constituency	**Required**	**Name of Nominee**	**Pronouns**	**Academic Program/AUC**	**Year**	**Election Status**
Arts and Humanities / FIMS / Music		*No nominees. Seat migrated to At-Large for the 2025-2026 academic year.*				
Business / Education / Engineering / Law		*No nominees. Seat migrated to At-Large for the 2025-2026 academic year.*				
Health Sciences	1	AL-ANI, Yousif	he/him	Health Sciences	3	**Elected**
Medicine and Dentistry	1	JOKHU, Aliya	she/her	Interdisciplinary Medical Sciences	4	**Acclaimed**
Science	2	HASSAN, Ayesha	she/her	Computer Science	2	**Acclaimed**
		SILVESTER, Nathaniaal	he/him	Science	1	
Social Science	2	AWAWDAH, Asad	he/him	Criminology & Political Science	2	**Acclaimed**
		LI, Helen	she/her	International Relations	2	
Affiliated University Colleges	2	LOVIE, Braedan	he/him/his	French Language and Literature & Social and Political Thought / King's University College	4	**Acclaimed**
		PAYATHUPARAMBIL VIJAYAKUMAR, Nidhi	she/her	Huron University College	2	
At-Large	6	AGYAPONG, Alexandra	she/her	BMOS / Social Science	3	**Elected**
		BEGG, Brooklin	she/her	Sociology & English Language and Literature / Social Science	3	
		NADEEM, Zahra	she/her	Nursing / Health Sciences	2	
		SHAHIN, Logy	she/her	Kinesiology / Health Sciences	2	
		ZABIAN, Noah	he/him	Interdisciplinary Medical Sciences & Physiology / Schulich	4	
		ZHAO, Paul	he/him	Politics, Philosophy and Economics & History / Social Science	3	

Feb 13, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Board & Senate - Faculty & Administrative Staff - February 2025

Start: 2025-02-11 12:00:00 America/Toronto
End: 2025-02-13 12:00:00 America/Toronto
Turnout: 1108 (21.9%) of 5054 electors voted in this ballot.

Senate - Administrative Staff Constituency - ONE position electable

Restricted to **STA**

Option	Votes
BIG-CANOE, Katie	348 (48.1%)
LAVIGNE, Kelsey	175 (24.2%)
ABO ZEIDAN, Moe	123 (17.0%)
WATSON, Madison	78 (10.8%)

VOTER SUMMARY	
Total	816
Abstain	92 (11.3%)

Senate - Engineering Constituency - ONE position electable

Restricted to **ENG**

Option	Votes
HERRERA, Jose	30 (69.8%)
SADREKARIMI, Abouzar	13 (30.2%)

VOTER SUMMARY

Total	44
Abstain	1 (2.3%)

Senate - Health Sciences Constituency - TWO positions electable

Restricted to **HSCI**

Option	Votes
ALI, Adam	42 (37.5%)
FORRESTER-JONES, Rachel	35 (31.3%)
SIBBALD, Shannon	35 (31.3%)

VOTER SUMMARY

Total	63
Abstain	0 (0.0%)

Senate - Medicine & Dentistry Constituency - TWO positions electable

Restricted to **MED**

Option	Votes
CAMPBELL, Nicole	94 (27.2%)
GROS, Rob	61 (17.7%)
YUEN, Doris	52 (15.1%)
SANTOS, Gildo	41 (11.9%)
HOCKE, Volker	40 (11.6%)
NOROZI, Kambiz	37 (10.7%)
BUTLER, Sheila	20 (5.8%)

VOTER SUMMARY

Total	199
Abstain	8 (4.0%)

Board of Governors - Administrative Staff Constituency - ONE position electable

Restricted to **STA**

Option	Votes
OLIVER, Lesley	245 (31.8%)
PADFIELD, Sarah	180 (23.4%)
GREEN, Amanda	145 (18.8%)
HAYWARD, Mariam	137 (17.8%)
JOHNSON, Chelsea	63 (8.2%)

VOTER SUMMARY	
Total	816
Abstain	46 (5.6%)

Election ID: 252305
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.
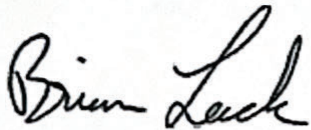
CERTIFIED

Feb 13, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Senate - Graduate Student Representatives - February 2025

Start: 2025-02-11 12:00:00 America/Toronto
End: 2025-02-13 12:00:00 America/Toronto
Turnout: 321 (4.2%) of 7682 electors voted in this ballot.

Senate - Graduate Student Constituency - FOUR positions electable

Option	Votes
CHUNG, Cherin	129 (15.1%)
LAYTON, Tanner	108 (12.6%)
LUKAWSKI, Alexandra	105 (12.3%)
WALSH, Jess	103 (12.0%)
TOMKO, Taylor	87 (10.2%)
SPILLER, Manuel	86 (10.0%)
NORRIS, Grace	84 (9.8%)
FISHBANE, Melanie	83 (9.7%)
DEKKER, Jonah	71 (8.3%)

VOTER SUMMARY

Total	321
Abstain	24 (7.5%)

Election ID: 252330
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.

CERTIFIED

Simply Voting

Feb 4, 2025

Western University Students' Council
340 UCC Building
Western University
London, ON
N6A3K7 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - USC Elections 2025

Start: 2025-01-30 08:00:00 America/Toronto
End: 2025-02-03 20:00:00 America/Toronto
Turnout: 11077 (29.4%) of 37645 electors voted in this ballot.

Senate – Undergraduate Student Representative – Faculty of Health Sciences

Restricted to **HS;HS-FN;HS-KIN;HS-NUR;HS-S**

Option	Votes
AL-ANI, Yousif	945 (56.3%)
XIA, Yu Xin (Steve)	734 (43.7%)

VOTER SUMMARY	
Total	1837
Abstain	158 (8.6%)

Senate – Undergraduate Student Representative – At Large

Option	Votes
BEGG, Brooklin	5025 (17.6%)
ZABIAN, Noah	4888 (17.1%)
NADEEM, Zahra	4544 (15.9%)
AGYAPONG, Alexandra	4362 (15.3%)
SHAHIN, Logy	3383 (11.9%)
ZHAO, Paul	3202 (11.2%)
RANASINGHE, Nadith	3139 (11.0%)

VOTER SUMMARY	
Total	11077
Abstain	1675 (15.1%)

CERTIFIED

Election ID: 251034
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.

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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

FACULTY OF ARTS AND HUMANITIES	
Benjamin Hill	July 1, 2025 – June 30, 2027
Allan Pero	July 1, 2025 – June 30, 2027

IVEY BUSINESS SCHOOL	
Derrick Neufeld	July 1, 2025 – June 30, 2027

FACULTY OF EDUCATION	
Danielle Sirek	July 1, 2025 – June 30, 2027

FACULTY OF INFORMATION AND MEDIA STUDIES	
Joanna Redden	July 1, 2025 – June 30, 2027

FACULTY OF LAW	
Rory Gillis	July 1, 2025 – June 30, 2027

FACULTY OF SCIENCE	
Alina Shchepetkina	July 1, 2025 – June 30, 2027

HURON UNIVERSITY COLLEGE	
Steve D'Arcy	July 1, 2025 – June 30, 2027

KING'S UNIVERSITY COLLEGE	
Laura Melnyk Gribble	July 1, 2025 – June 30, 2027

ITEM 13.2(a) – Revisions to the Policy on "Athletic Financial Awards (AFA)"

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective March 14, 2025, the policy on "Athletic Financial Awards (AFA)" be revised as shown in Item 13.2(a).

EXECUTIVE SUMMARY:

U SPORTS and Ontario University Athletics (OUA) have revised the Athletic Financial Award (AFA) eligibility requirements for student athletes entering U SPORTS (non-transfers) for the first time, effective for the 2024-2025 academic year.

The former minimum final admission average of 80% has been replaced by the following three eligibility criteria. The student athlete must:

- be accepted to the institution;
- be enrolled in degree-level courses; and
- be listed on a U SPORT Eligibility Certificate.

This change, supported by extensive consultation and collaboration since 2018, reflects a shared commitment to addressing systemic barriers affecting student-athletes and ensuring equity within U SPORTS.

While the U SPORTS policy revision will have little effect at Western, given the University's admissions standards, adopting this policy ensures that Western remains aligned with U SPORTS and OUA standards and consistent with peer institutions. The U SPORTS Board will monitor the policy's impact annually, supported by data collection from member institutions and committees. Western's participation in this process will further its commitment to evidence-based improvements in student-athlete support.

Additional amendments to the policy include updates to the composition of the Western Athletic Financial Awards Committee reflect that Sports and Recreation now reports to Student Experience (instead of the Faculty of Health Sciences).

Editorial amendments are also included.

ATTACHMENT(S):

Revisions to the Policy on "Athletic Financial Awards (AFA)"

Athletic Financial Awards (AFA)

Policy Category:	Scholarships and Awards
Subject:	Athletic Financial Awards
Subsections:	[Policies Governing Athletic Financial Awards (AFA)](#)
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	March 14, 2025 ~~July 1, 2023~~
Supersedes:	July 1, 2023; October 2015

POLICIES GOVERNING ATHLETIC FINANCIAL AWARDS (AFA)

1. The ~~University of~~ Western University ~~Ontario~~ Athletic Financial Awards (AFA) program will accord with the applicable policies of the U SPORTS, Ontario University Athletic (OUA) and with Senate policy.

2. AFAs are open to undergraduate and graduate student athletes registered at Western or at an Affiliated University College.

3. <u>Types of AFA</u>

   Entering AFA: Awarded to first-year students or transfer students in their first year of enrolment at Western or an Affiliated University College. Tenable for one year.

Continuing AFA: Awarded to first-year students or transfer students in their first year of enrolment at Western or an Affiliated University College. Tenable for up to four years, subject to maintenance of eligibility requirements.

Returning AFA: Awarded to students in their second or higher year of enrolment at Western or an Affiliated University College. Tenable for one year; renewable for additional years subject to maintenance of eligibility requirements. Renewed amounts may vary from year to year.

4.   Eligibility

Entering AFA: Have received and accepted an offer of admission to Western University or an Affiliated University College, be enrolled in degree-level courses, and be listed on the U SPORTS Eligibility Certificate. ~~Minimum final admission average of 80%, including prerequisite courses; competing in U SPORTS or OUA.~~

Non-entering AFA: In each year subsequent to the first year in which the student is registered, ~~he/she~~ the student must have a minimum average of 70% in at least 3.0 courses in the preceding year (September to August) and continued participation in the U SPORTS or OUA.

Note: Graduate students must meet the entering thresholds as outlined above. To retain a Continuing AFA or to be eligible for a Returning AFA, a graduate student must be in "good standing" as determined by the School of Graduate and Postdoctoral Studies.

5.   Value

No student may receive more than a total of $5,000 in AFA funding in any academic year. Value of award determined by the Western Athletic Financial Awards Committee.

6.   Allocation Process

(a)   A Western Athletic Financial Awards Committee ~~(WAFAC)~~ will be established to allocate the awards. The Committee's membership will be as follows:

Director of Sport & Recreation (Chair)
Student Financial Services Officer
Admissions Officer
Director of Student Engagement

Head Coach of the applicable student athlete (non-voting)

Director of Sport (non-voting)
Sports Coordinator (non-voting)

Dean of the Faculty of Health Sciences (Chair)
Director of the School of Kinesiology
The two Senate-elected members of the Western Sports Advisory Council
Associate Dean – Programs, Faculty of Health Sciences

Director of Sport and Recreational Services (non-voting)
Registrar (non-voting)
Director of Admissions (non-voting)

(b)   Written recommendations for allocation will be made by the Intercollegiate Athletics Head Coaches (using the Western Athletic Financial Award Nomination Form) and the recommendations will be presented to the Committee by the Director of Sport and & Recreation Services.

(c)   Allocation of awards will be based on the following criteria:
   (i)   Student meeting the approved academic threshold for eligibility.
   (ii)   Head Coach's written recommendation/assessment (see Western Athletic Financial Award Nomination Form) in each of the following categories:
   - athletic performance/potential (i.e., coach's assessment of the student's athletic abilities, honours and awards earned) *[60% weighting]*
   - team/campus leadership performance/potential *[20% weighting]*
   (iii)   academic performance/potential *[20% weighting]*

For awards with a financial-need component, financial-need assessment will be dealt with through the regular Student Financial Aid policies and procedures.

(d)   In making the awards, the Committee is responsible for ensuring that recipients of the awards are in compliance with U SPORTS regulations and that U SPORTS and OAC regulations are followed with respect to the allocations.

(e)   The Committee is responsible for ensuring the equitable allocation of the awards with respect to men's and women's athletic teams.

(f)   Coaches and Committee members must declare any actual or perceived conflict of interest and must remove themselves from the allocation process. Conflict of interest may include, but is not limited to:

family relationships, other personal relationships and relationships of a financial or commercial nature which may give rise to the apprehension of bias. If it is unclear whether a conflict of interest exists, the Committee will make the determination and its decision shall be final.

7. Gender Equity

    The Committee will ensure that equal dollar amounts are allocated to men's and women's athletic teams.

8. Injury Policy

    A student athlete in receipt of an Entering or Returning AFA who becomes injured during the course of a season will continue to receive his/her their award for the balance of the award term, provided they remain registered at Western or at an Affiliated University College. A student athlete in receipt of a Continuing AFA who becomes injured during the course of a season will continue to receive the award for the balance of the award term, provided that he/she they remain registered at Western or at an Affiliated University College and continues in an approved program of rehabilitation/training.

9. Appeal Process

    Decisions with respect to Entering AFAs are not appealable. With respect to Continuing or Returning AFAs, student athletes may appeal a decision of the Western Athletic Financial Awards Committee by submitting a written appeal to the Committee within eight weeks of the announcement of the awards. The merits of an appeal will be measured against the allocation criteria.

    The Associate Dean (Academic) (or equivalent) – Programs of the home faculty or Affiliated University College of the student athlete and the Chair of the Senate Committee on Academic Policy and Awards (or designate) will be added to the membership of the Western Athletic Financial Awards Committee as a full voting members for the purposes of hearing and adjudicating an appeal.

10. Annual Report to the Senate Committee on Academic Curriculum and Awards (ACA)

    Because of the unique nature of these awards, Western Athletic Financial Awards Committee (WAFAC) will report annually through the Faculty of Health Sciences Student Experience to ACA on the allocation of the awards.

Last Reviewed: March 14, 2025

ITEM 13.2(b) – Revisions to the Policy on "Nursing Applicants"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective March 14, 2025, the policy on "Nursing Applicants" be revised as shown in Item 13.2(b).

EXECUTIVE SUMMARY:

At its meeting in October 2024, Senate approved revisions to the policy on "Nursing Applicants" for all streams of the Compressed Time Frame (CTF) Bachelor of Science in Nursing (BScN) Program to be effective September 1, 2025.

The changes to both the Regular Stream and RPN Stream A were intended by the Program to be effective September 2025. The addition of the RPN Stream B was intended to be effective for May 2025, but was erroneously requested to be effective in September 2025.

The Faculty of Health Sciences would like to correct this oversight and amend this aspect of the policy. **The implementation date is the only part of the policy that the Faculty seeks to change** – but it is an important change, as it will allow students to be admitted to RPN Stream B this May.

The Faculty has timetabled the courses required for the May to August 2025 term and is fully prepared to implement this stream of the program.

ATTACHMENT(S):

Revisions to the Policy on "Nursing Applicants"

![Western University Canada logo]

Nursing Applicants	

Policy Category: Admission

Subject: Nursing Applicants

Subsections: Western-Fanshawe Collaborative Nursing Program; Compressed Time Frame BScN Program (Regular Stream; Compressed Time Frame BScN Program (RPN Stream A); Compressed Time Frame BScN Program (RPN Stream B); Academic Policies; Admission Appeals Procedure

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures:

Officer(s) Responsible for Procedure: *

Related Policies: Progression Requirements – Nursing
Potential Health Risks/Immunization Requirements
Undergraduate Degree Admissions

Effective Date: March 14, 2025 September 1, 2024

Supersedes: September 1, 2024 March 2019

_____

WESTERN-FANSHAWE COLLABORATIVE NURSING PROGRAM

Admission Requirements – For Admission, September 2020 and beyond

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

Note: All students applying to the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) program do so through the Ontario Universities'

Application Centre, choosing program code 'ENW' for Western and 'ENF' for Fanshawe College. Students are encouraged to apply to both Western and Fanshawe where applicable.

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

1. **Prerequisite requirements:**

All applicants must also have completed the following or equivalent Ontario secondary school courses with a minimum grade of 65% in each:
- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
  - Functions MCR3U
  - Functions and Applications MCF3M

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

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

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

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

CASPer is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful in nursing programs and ultimately, as practicing nurses. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.

3.   Academic Requirements:

Applicants Presenting an Ontario Secondary School Diploma

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

Applicants with High School Standing from other Canadian Provinces

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

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

Applicants applying to enter the nursing program from Post-Secondary studies are considered on the basis of their high school prerequisite coursework and university, college or other post-secondary standing. Specifically,
- students applying with one year of full-time university study must have achieved a minimum 70% overall average;
- students having completed two or more full-time years of university study must have achieved a minimum 70% average in the final two years (10.0 credits) of study. If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.
- students applying from a College of Applied Arts and Technology (CAAT) must have achieved a cumulative average of "B" (GPA of 3.0) in a completed program.

All applicants must also have completed the equivalent of the following Ontario secondary school courses with a minimum grade of 65% in each:
- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
  - Functions MCR3U
  - Functions and Applications MCF3M

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

Mature Applicants

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

Indigenous Applicants

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

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

1. Indigenous applicants who have successfully completed the program's admission requirements, and whose admission average has met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered for admission along with all other program applicants.

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

Applicants from Degree Nursing Programs

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

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

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

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

Submission of Applications for Admission

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

COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)

Admission Requirements (for Admission, September 2025 and beyond)

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

1.   Prerequisite requirements:

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

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

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

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

2.   Academic requirements:

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

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

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

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

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

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

Admission Requirements (for Admission, September 2025 and beyond)

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

1. **Academic requirements:**

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

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

2. **Experiential and Registration Requirements:**

   A) **For applicants who completed the Practical Nursing Diploma within five years prior to applying:**
      - Have RPN registration in good standing with the College of Nurses of Ontario
      - Be entitled to practice with no restrictions

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

Submission of Application for Admission

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

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

Admission Requirements (for Admission, ~~September~~ May 2025 and beyond)

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

1. **Academic requirements:**

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

2. **Experiential and Registration Requirements:**

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

Submission of Application for Admission

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

ACADEMIC POLICIES

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

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

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

ADMISSION APPEALS PROCEDURE

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

Decisions of the Admissions Committee are final.

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

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Last Reviewed: March 14, 2025

ITEM 13.3(a) – Faculty of Arts and Humanities, Department of French Studies: Revisions to the Admission and Program Requirements of the Major in French for Teaching (Brescia)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Major in French for Teaching (Brescia), offered by the Department of French Studies in the Faculty of Arts and Humanities, be revised as shown in Item 13.3(a).

EXECUTIVE SUMMARY:

The Major in French for Teaching (Brescia) was formerly offered by Brescia University College. The Department of French Studies intends to continue to offer this module on a permanent basis.

The Department is proposing the following revisions to the module:

1. **Modification to the admission requirements and expansion of entry to the module to other students, beyond former Brescia students**

   The Department will continue to offer this module, formerly offered by Brescia, on a permanent basis and expand entry to other students (beyond former Brescia students). Revisions to the admission requirements align the module with the other Major offered by the Department.

2. **Change the total number of courses required for the module from 7.0 to 6.0**

   The required number of courses is changed from 7.0 to 6.0, in alignment with the other Major offered by the Department. 1.0 course at the 4900-level (Language) is removed from the requirements. The Department ceased to offer these courses a few years ago due to lack of interest from students; the notions taught in these courses have been incorporated in the 3000-level French courses.

3. **Reorganization of course requirements**

   Courses are reorganized to match the logic of all other modules in French Studies, where courses are grouped by subject matter rather than by sequential number (cf. https://www.uwo.ca/french/undergraduate/modules/index.html):

   2.0 language courses [1.0 French 290x + 1.0 French 390x] – already existing in the original module

   2.0 core courses [1.0 French 260x (Introduction to French literature) + 1.0 French 3500-3799 (advanced courses in French literature)].
   These courses already exist in the original module. The new formula offers students more flexibility and choice in terms of 3000-level literature courses.

1.0 French as a second language [French 3265B, French 3890A/B, French 3894A/B]. This category is specific to this module only. French 3894A/B has been integrated here as opposed to forming a requirement by itself. Students who desire to take all three courses can count French 3894A/B in the category "additional courses".

1.0 additional courses [French at the 3300-level or above]
Students interested in French civilization have the option to count here French 340xA/B *Living Cultures* (hence compensating for the absence of French 2404A/B, 2407A/B – *French and Francophone Cultures*)

Note: French 2600E, French 2900 and French 3900 are not offered on Main Campus anymore; the Department prefers to list these courses in brackets in order to suggest that these courses are not standard options for the module.

The changes will not impact module learning outcomes. The nature, level, and type of courses in the revised module is the same.

There will be no impact on former Brescia students already enrolled in the module; they have the option to follow the old requirements. Former Brescia students who have already completed French 2404A/B or 2407A/B will receive special permission from the Department of French Studies to count the 0.5 course towards the revised module.

ATTACHMENT(S):

Revised Calendar Copy – Major in French for Teaching (Brescia)

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20851

MAJOR IN FRENCH FOR TEACHING ~~(Brescia)~~

Admission Requirements

Completion of first-year requirements, including 1.0 course from French 1900E, ~~or~~ French 1910, or French 1999 with a mark of at least 60%, or permission of the Department based on the Placement Test (required score: 70% or above).

Module
~~7.0~~ 6.0 courses:

~~2.0 courses in second year: French 2600E (or French 2605F/G and French 2606F/G), French 2900 (or French 2905A/B and French 2906A/B).~~
~~0.5 course from: French 2404A/B, French 2407A/B, or French 2907A/B.~~
~~1.0 course: French 3265A/B, French 3890A/B.~~
~~0.5 course: French 3894A/B.~~
~~1.0 course: French 3900 (or 1.0 of French 3905A/B, French 3906A/B, French 3907A/B, French 3908A/B).~~
~~0.5 course from: French 3720F/G, French 3721F/G.~~
~~0.5 course from: French 3560F/G, French 3570F/G/Z, French 3602F/G, French 3692F/G, French 3760F/G.~~
~~1.0 course from: French 4900A/B, French 4901A/B, French 4903A/B, French 4908A/B.~~

1.0 course: French 2605F/G, French 2606F/G (or French 2600E).
1.0 course from: French 2905A/B, French 2906A/B, French 2907A/B (or French 2900).
1.0 course from: French 3905A/B, French 3906A/B, French 3907A/B, French 3908A/B (or French 3900).
1.0 course from the following range: French 3500-3799.
1.0 course from: French 3265B, French 3890A/B, French 3894A/B.
1.0 additional course in French at the 3300-level or above.

Notes:
Students who completed Arts and Humanities 3000A/B/Y with an internship in teaching French may apply for special permission to count this course toward the Major in French for Teaching.

Former Brescia students who entered the module in September 2024 or prior may choose to follow the requirements in the 2024 Academic Calendar.

~~Related Information~~

~~Prior to May 1, 2024, this module was offered by Brescia University College.~~

ITEM 13.3(b) – Schulich School of Medicine & Dentistry: Revisions to the Policy on "Admission – Dentistry"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, the policy on "Admission – Dentistry" be revised as shown in Item 13.3(b)

EXECUTIVE SUMMARY:

The Schulich School of Medicine & Dentistry is proposing revisions to the policy on "Admission – Dentistry" relating to:

- degree requirement;
- GPA requirement;
- prerequisite courses; and
- course levelling.

The proposed revisions are summarized below.

Degree Requirement

Currently, applicants to the Doctor of Dental Surgery (DDS) program must have completed a 4-year undergraduate degree or be in their final year.

The proposed change would require applicants to complete at least three years (90 credit hours / 15.0 credits) of university-level coursework prior to entering the DDS program. Each year must include a minimum of 30 credit hours (5.0 credits) taken during the fall and winter terms (September to April).

This change better aligns Western's DDS program with the practices of other dental schools, thereby enhancing its competitiveness. Additionally, it expands the applicant pool and reduces the financial burden on applicants, making the admissions process more inclusive and accessible.

GPA Requirement

Currently, applicants to the DDS program must have a minimum GPA of 80% in at least the two best undergraduate years. Courses taken during the application cycle are not eligible. A full course load of 30 credit hours (or 5.0 credits) is required, with at least 18 out of 30 hours at or above the applicant's current academic year.

The proposed change would require a minimum GPA of 3.0 across all university coursework.

This change better aligns Western's program with other dental schools, improves the efficiency of the admissions process within Schulich and the Office of the Registrar, and broadens the applicant pool, ensuring a more streamlined and competitive selection process.

Prerequisite Courses

Currently, to be eligible for admission to Dentistry, applicants must complete at least 0.5 course in organic chemistry, at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology.

The proposed change would require applicants to complete the following prerequisites:
- 0.5 credit in biochemistry
- 1.0 credit in general mammalian physiology
- 2.0 biology-based credits
- 0.5 English credit

This change better aligns Western's DDS program with other dental schools, improves the efficiency of the evaluation process within Schulich and the Office of the Registrar, and expands the applicant pool.

Course Levelling

Currently, each of the two best years used for GPA consideration must also have at least 3.0 full course equivalents whose published level is at or above the year level of study. This requirement will be removed.

This change better aligns Western's DDS admissions process with that of other dental schools, enhancing efficiency while broadening the applicant pool to attract a more diverse range of candidates.

ATTACHMENT(S):

Revisions to the Policy on "Admission – Dentistry"

Admission - Dentistry

Policy Category:	Admission
Subject:	Admission - Dentistry
Subsections:	Admission Requirements; Application for Admission; Admissions Appeal Procedure; Advanced Standing Program for International Dental Graduates (ASPIDG); Prior Learning Assessment (PLA) Exam and Interview
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	May 1, 2025 ~~September 1, 2024~~
Supersedes:	September 1, 2024; July 2022; July 2021

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

ADMISSION REQUIREMENTS

Admission to Dentistry is based on academic ability and non-academic ability, as evidenced by scholastic records, Dental Aptitude Test (DAT) results, ~~CASPer~~ Casper test, Western Autobiographical Sketch (ABS), ~~& Personal Statement~~ and presentation at interview. The presentation of the minimum requirements for admission will not assure guaranteed acceptance. Internationally-trained dentists are not eligible to apply or enter into the 4-year Doctor of Dental Surgery (DDS)

Program. For more detailed information on all of the below Admission Requirements, visit the DDS Admission webpage.

Competitiveness

In order to be considered, applicants must achieve a minimum cumulative GPA of 3.0 across all undergraduate university course work. In addition, applicants must have completed at least 90 credit hours/15.0 credits (3 years) of university level coursework prior to entering the DDS Program. Each year of study must include a minimum of 30 credit hours (5.0 credits) taken during the fall and winter terms (September to April). An academic year in progress is eligible to be considered toward the 90 credit hours/15.0 credits (3 years) of full-time undergraduate university level coursework. If admitted to the program, it would be conditional on successful completion of the required credit hours/credits, university coursework and cumulative GPA being maintained. candidates must have achieved at least 80% or higher in each of the two best undergraduate years with a full course load of 5.0 full or equivalent courses (30 credit hours) taken between September and April. Each of the two best years used for GPA consideration must also have at least 3.0 full course equivalents whose published level is at or above the year level of study. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years. Consideration will be based on cumulative GPA, DAT and Casper scores, given to the most competitive two academic years, DAT scores and supplemental requirements. Overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:

If your application does not include you are presenting two undergraduate years for GPA consideration that do not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

Courses taken during the application cycle are NOT eligible for academic average consideration.

- A minimum cumulative GPA of 3.0 across all undergraduate university coursework must be achieved, and
- A minimum of 90 credit hours/15.0 credits (3 years) of full-time university level coursework must have been completed during the fall and winter terms (September – April) You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study. Full-time study is defined as five full or equivalent courses (30 credit hours) (5.0 credits), taken between September and April.

- ~~Each of the two years must contain at least three full-course equivalents (18 credit hours) whose published academic level is at, or above, the year of study.~~
- Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the ~~two~~ three years of study being considered as full-time undergraduate university coursework ~~for the GPA~~.

If your application contains ~~you are presenting~~ the 2019-2020 academic year affected by the COVID-19 pandemic ~~as one of your academic years for GPA consideration,~~ all of the following must be met:

- During the 2019-2020 academic year, you must have completed a minimum of 30 credit hours (5.0 credits) ~~5 full or equivalent courses (minimum 30 credit hours) taken~~ from September to April. ~~of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study.~~
- The cumulative GPA will ~~be calculated on~~ only consider grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester and full-year courses from the 2019-20 academic term will not be used in the calculation of cumulative GPA in order to ensure a fair assessment for all candidates.
- Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The pass/fail course(s) must be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.

~~For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.~~

Applicants are ranked on a compiled score. For more information about the elements in ranking please refer to the Admissions webpage. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum thresholds.

A limited number of positions are available for international students who maintain their international status at graduation. Up to 4 of these positions within the International pathway may be allocated to International applicants of Kuwait citizenship funded by the Kuwait Cultural Bureau.

To be eligible for the Kuwait Pathway, you must:
- Have Kuwait citizenship
- Not be a Canadian citizen or permanent resident of Canada

- Be eligible and approved to receive funding of your dental school tuition by the Kuwait Cultural Bureau. If you are not approved for funding by the Kuwait Cultural Bureau, your application may still be considered within any remaining seats within the International Pathway and you will be responsible for financing your own tuition.
- Be in the final year of, or successfully completed a four-year undergraduate degree from an accredited North American university, where the transcript clearly outlines course load and course levelling.

It is your responsibility to ensure that all relevant documentation is provided.

We reserve the right to verify elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and may be considered in any future applications to the University.

Applicants through the Kuwait pathway must meet all other Admission requirements. Applying through this pathway does not automatically guarantee admission.

Please see the International Applicants webpage for further details.

Special consideration will be given to applicants self-identify as Indigenous. Two positions are set aside each year for competitive applicants with official documentation of indigenous status or ancestral Indigenous origin. For more information, please visit the Indigenous Applicants webpage.

Scholastic Records

To be eligible for admission to Dentistry, applicants must

> have completed at least 3 years of undergraduate university level coursework prior to entering the program ~~be in the final year of, or have successfully completed, an undergraduate degree program leading to a four-year undergraduate degree~~ at a recognized university. Applicants in this category are advised that the following courses are mandatory: ~~at least 0.5 course in organic chemistry and at least~~ 0.5 credit ~~course~~ in biochemistry, ~~and~~ 1.0 credit ~~course~~ in ~~human or~~ general mammalian physiology, 2.0 biology-based credits, and 0.5 English credit. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.
>
> **OR**
>
> be in the final year of, or have successfully completed, a graduate degree program at a recognized university. Graduate degree candidates must

complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th of the year of entry. It will be the students' responsibility to assure confirmation by their Faculty of Graduate Studies no later than June 30th that all requirements for the degree have been met. No deferred admission will be granted. Applicants in this category are advised that the following courses are mandatory: ~~at least 0.5 course in organic chemistry, at least~~ 0.5 credit ~~course~~ in biochemistry, ~~and~~ 1.0 credit ~~course~~ in ~~human or~~ general mammalian physiology, 2.0 biology-based credits, and 0.5 English credit. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

Dental Aptitude Test Results

The Canadian Dental Aptitude Test (DAT), administered by the Canadian Dental Association (CDA) or the American Dental Aptitude Test (DAT) administered by the American Dental Association ~~Associate~~ (ADA), taken within two years prior to the November 1 application deadline is a requirement for admission. Results of the ADA DAT will be treated as equivalent to the results of the CDA DAT. ~~The CDA DAT is conducted on two occasions each academic year: February and November. The ADA DAT is conducted throughout the year.~~ Scores must come directly from the CDA or ADA to Schulich Dentistry to be considered valid. Schulich Dentistry utilizes the results of the last test written in the eligible time period.

Please note: only Dental Aptitude Tests incorporating the reading comprehension section fulfill Schulich Dentistry admissions requirements. All components of the DAT may be considered in the selection process, with the exception of the Manual Dexterity Test. For further information on the DAT and its use in the admission process at Schulich Dentistry, please see the Admissions Website.

Specific information and registration materials concerning the Canadian DAT are available on-line on the Canadian Dental Association website. Specific information and application forms for the American DAT are available online on the American Dental Association's website.

Other Elements of Application

~~CASPer~~ Casper Test Results

~~CASPer~~ Casper tests are taken online and booked in advance on the ~~CASPer~~ Casper website. The test typically takes 75-90 minutes to complete. Schulich Dentistry does not require applicants to complete Snapshot. Applicants must request original scores be sent directly to the Admissions Office from ~~CASPer~~ Casper by the application deadline.

~~CASPer~~ <mark>Casper</mark> test results are valid for one application cycle only.

<mark>Western ABS</mark> ~~Autobiographical Sketch & Personal Statement~~

Students are required to submit <mark>the Western ABS</mark> ~~an Autobiographical Sketch & Personal Statement~~ to identify and expand on academic and non-academic strengths, achievements, significant successes and disadvantages.

Interview

Selected applicants will be invited to attend a personal interview in order to be considered for admission. Interview invitations are based on undergraduate academic performance, DAT score, ~~CASPer~~ <mark>Casper</mark> test results, and non-scholastic achievements. Applicants will be interviewed by a panel of three, consisting of a dentist, a senior dental student and a community member.

English Language Proficiency

All students must satisfy Western's requirements for proficiency in English. Students whose mother tongue (first language) is not English may be required to write the Test of English as a Foreign Language (TOEFL), and the Test of Written English (TWE), or equivalent. Additional information on this can be found on the International Applicants webpage.

Statement of Potential Health Risks and Immunization Requirements

Students in the Schulich School of Medicine & Dentistry will be required to care for persons with infectious diseases (including Hepatitis B and HIV) should they be assigned to them. Students accepted into the dentistry program will be sent complete documentation regarding health policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

Police Record Check and Vulnerable Sector Screening

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and ITD programs, a current Police Records Check including a Vulnerable Sector (Position) Screening.

Dental Clinician Scientist Program

Deferred Admission to the undergraduate dental program may be offered to candidates who are accepted to a dentally-oriented graduate program leading to a

PhD degree, at the commencement of that graduate program, following a determination of acceptability by the School of Graduate and Postdoctoral Studies and Schulich Dentistry. For more information, please visit the Dental Clinician Scientist Program webpage or contact the Admissions Coordinator at 519-661-3744.

Policy on Admission to Second Year

These regulations apply to students currently enrolled in approved undergraduate dental programs.

1. Admission beyond the second dental year is not permitted and admission to second dental year will be considered only if a vacancy exists for that year.

2. Applicants must be Canadian citizens or permanent residents of Canada.

3. All students applying for admission to Dentistry whose mother tongue (first language) is not the English language will be required to prove their understanding of the English language. See "Proof of English Proficiency" in the Admission Requirements section.

4. Applicants to second dental year are not required to take the Dental Aptitude Test administered by the Canadian Dental Association.

5. Applicants who have been required to withdraw by a dental school for academic or other reasons will usually be ineligible for admission to second year.

6. Applicants to second year must satisfy the general admission requirements of Western and/or the transfer regulations adopted by Senate.

7. Applicants may be required to be present for an interview and/or submit letters of reference.

8. Graduates of non-accredited dental programs should consider taking the Internationally Trained Dentists Program.

APPLICATION FOR ADMISSION

Application to First Year Dentistry

Application for admission to first year must be made by completing the official on-line application form available in early October on the admissions page of the school website. The application deadline is **November 1** for entry the following September.

For further information, please contact the Admissions Coordinator. ~~by Phone: 519-661-3744, by Fax: 519-850-2360, or by Email: admissions.dentistry@schulich.uwo.ca~~

Original supporting documents must be received no later than November 1. Academic documents not ordered through the on-line application form should be mailed to: Office of the Registrar, Professional Admissions - Dentistry ~~, Room 3140, Western Student Services Building, Western University, London, Ontario N6A 5B8~~.

All applicants must:

- Submit to OUAC a completed on-line application form. The link to the application form is posted in early October on the Schulich Dentistry admissions page. The competition is open until the end of the deadline day – November 1. An Autobiographical Sketch & Personal Statement and a supplemental information form will be required as part of the application process.

- Arrange for the DAT official scores to be sent to Schulich Dentistry directly. (The Canadian Dental Association sends transcripts of applicants who have indicated they wish Schulich Dentistry to receive their scores at the time of the writing of the last eligible DAT for the current application cycle.)

- Arrange for any required documents (e.g. transcripts not available electronically, TOEFL, etc.) to be sent to the Registrar's Office – Professional Admissions.

Academic Documentation

Official transcripts from EACH university, college or other post-secondary institution applicants have attended are required by the November 1 deadline. For those applicants currently enrolled in undergraduate studies, an official final transcript indicating degree conferred must be sent directly to Professional Admissions – Dentistry by June 30 of the year of entry.

Western students are not required to submit transcripts of their academic record at Western. However, we require official transcripts of all other post-secondary institutions attended. If applying from an Ontario University, students must request all transcripts through the Transcript Request section provided in the online application process. For those applicants who are not applying from an Ontario University, please request that all transcripts, in support of your application, be sent directly to Professional Admissions – Dentistry.

Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th. No extension of this deadline or deferral of admission will be granted.

Applicants are responsible for ensuring that transcripts are forwarded by the applicable Registrar(s) in time to meet the deadline date, and to notify Western's Professional Admissions office of any subsequent mark revisions on the transcript (this includes Western students).

If reapplying, please note that documents are not retained from year to year. Consequently, all required admissions documents will need to be resubmitted with each application.

Additional Documentation (if applicable)

- Applicants submitting academic documentation from outside Canada must provide official transcripts AND official detailed course outlines for any prerequisites.
- Proof of permanent resident status, in the form of a photocopy of the front and back of Permanent Resident card, is required. Canadian citizens do not need to submit proof of citizenship.
- If name change documents are required, a formal request will be sent.
- Proof of proficiency in English for applicants whose first language is not English.

It is the applicant's responsibility to ensure that the necessary transcripts or reports have been received by the Registrar's Office no later than the November 1 application deadline.

Application to Second Year

Application for admission to second year (advanced standing) must be made by completing the official application form accessible from the Second Year Transfer page of the admissions page of the Schulich Dentistry Admissions website.

The application deadline for transfer into the program at the second year level is July 1 for entry in September of the same year.

Admission via transfer into the second year at Schulich Dentistry can be considered only if a vacancy exists for that year (spaces sometimes become available due to attrition). Admission beyond the second year of the DDS program is not permitted.

All transfer applicants must submit the following to the Dentistry Admissions office:
- A completed application form and accompanying application fee
- Official transcripts from each university, college or other post-secondary institution currently/previously attended (including Dental program currently enrolled in)
- Copies of course synopses of previous dental courses taken
- Personal Statement
- All applicable additional documentation

For further information, please contact the Admissions Coordinator. by phone: 519-661-3744, by fax: 519-850-2360, or by email: admissions.dentistry@schulich.uwo.ca.

ADMISSIONS APPEAL PROCEDURE

A first year applicant may request a review of the decision of the Admissions Committee, provided that such a request is based upon significant new information relating to the academic record and not previously available to the Admissions Committee. This request must be filed with the Schulich School of Medicine & Dentistry Admissions Office, no later than two weeks after the issuance of the original decision. A committee comprising of the Associate Dean, Admissions, Schulich School of Medicine & Dentistry; Director, Dentistry, and the Chair of Dentistry Admissions Committee will adjudicate the appeal and the decision of this committee will be final. No appeal mechanism exists for applicants to second year.

ADVANCED STANDING PROGRAM FOR INTERNATIONAL DENTAL GRADUATES (ASPIDG)

Admission Requirements

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

Application to the Advanced Standing Program for International Dental Graduates (ASPIDG) is considered to be an application to the Schulich Dentistry Prior Learning Assessment (PLA) Course. An application must be made by completing and submitting the online Application Form available on the ASPIDG website. The non-refundable administrative fee and supporting documents must be received by the ASPIDG Office by the application deadline date.

All requests for information concerning the program should be directed to the Advanced Standing Program Administrative Co-Coordinator at the School of Dentistry. For more information, see the ASPIDG website.

Eligibility Requirements

To be eligible for admission to the Advanced Standing Program for International Dental Graduates (ASPIDG), candidates must:

a) Have graduated from a minimum four-year University dental program which is not recognized by the Commission on Dental Accreditation of Canada (CDAC).

b) Have obtained a World Education Services (WES) Course-by-Course credential evaluation of their dental degree.

c) Have Permanent Resident Status or Canadian Citizenship at the time of application.

d) Have completed the National Dental Examining Board of Canada (NDEB) Assessment of Fundamental Knowledge (AFK) within the last five (5) years. See the ASPIDG website for details.

Effective the June to August 2025 application cycle, applicants will be required to take the Advanced Dental Admission Test (ADAT) in place of the AFK.

e) Have taken the TOEFL or IELTS English proficiency test within the last two years. See the English Language Proficiency section below.

f) Have proof of name change if submitting documents in a name other than is shown on the application form.

g) Submit a completed online application form and send in all supporting documents as indicated on the ASPIDG website, including the administrative fee, postmarked no later than the posted deadline date.

h) Have successfully completed the PLA Course offered by the Schulich School of Medicine & Dentistry Continuing Dental Education (CDE) Office, within the last two (2) years. See the ASPIDG website for more details.

English Language Proficiency

Proof of English proficiency can be achieved in one of the following ways:

1. The Test of English as a Foreign Language (TOEFL). See the ASPIDG website for minimum required scores.

OR

2.   The International English Language Testing Service (IELTS). See the
        ASPIDG website for minimum required scores.

OR

3.   Successful completion of four (4) years of full-time Canadian high school
        education in English. (Notarized transcripts must be submitted.)

It is the responsibility of the applicant to submit proof of English proficiency, as
stated above, to the Advanced Standing Program Office.

PRIOR LEARNING ASSESSMENT (PLA) EXAM AND INTERVIEW

The admission process also involves the completion of a one-day Schulich Dentistry
Prior Learning Assessment (PLA) exam. The simulated clinical exam is held in the
Schulich Dentistry Simulation Clinic. Interviews are held following the PLA Exam for
the highest-ranked applicants. The purpose of the exam is to ensure that applicants
are at the same knowledge level and skill as the DDS students entering their second
year of the DDS Program.

Admission

 1.   Applicants who have been required to withdraw by a dental school for academic or
       other reasons will normally be ineligible for admission to the ASPIDG.

 2.   Candidates accepted into the ASPIDG and intending to register are required to
       submit a non-refundable deposit.

 3.   Students are required to maintain a valid certificate in Basic Cardiac Life Support
       (CPR_HCP) & First Aid throughout the three (3) years of the program. Students in
       the Schulich School of Medicine & Dentistry will be required to care for persons with
       infectious diseases (including Hepatitis B and HIV) should they be assigned to them.
       Students accepted into the program will be sent complete documentation regarding
       health status policies and immunization requirements. Documentation of
       immunization and tuberculin status will be required.

 4.   All dental students will interact with vulnerable populations through the course of
       their academic programs. In recognition of the requirements of clinical agencies to
       ensure that dental students do not place vulnerable populations at risk, the Schulich
       School of Medicine & Dentistry requires that all students provide, as a condition of
       their admission into the DDS and Advanced Standing programs, a current Police
       Records Check including a Vulnerable Sector (Position) Screening.

       Tuition fees for the ASPIDG vary from year to year. Current fees can be found on

the Office of the Registrar website.

Admissions Appeal Procedure

The decision of the School of Dentistry concerning admission to the ASPIDG is final. No appeal mechanism exists.

ITEM 13.3(c) – Huron University College: Revisions to the Program Requirements of Honours Specialization and Specialization Modules offered by the Centre for Global Studies (Diversality Requirement)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the program requirements for the following Honours Specialization and Specialization modules, offered by the Centre for Global Studies at Huron University College, be revised shown in Item 13.3(c).

Honours Specialization in Globalization Studies
Specialization in Globalization Studies

Honours Specialization in Global Development Studies
Specialization in Global Development Studies

Honours Specialization in Global Culture Studies
Specialization in Global Culture Studies

Honours Specialization in Global Gender Studies
Specialization in Global Gender Studies

Honours Specialization in Global Health Studies
Specialization in Global Health Studies

Honours Specialization in Global Rights Studies
Specialization in Global Rights Studies

Honours Specialization in Globalization Studies/HBA
Honours Specialization in Global Development Studies/HBA
Honours Specialization in Global Culture Studies/HBA

EXECUTIVE SUMMARY:

For the past 25 years, the Centre for Global Studies (and its predecessor, the Centre for International Studies) has required students enrolled in its Honours Specialization and Specialization modules to fulfill a Language Requirement in addition to their modular requirements. At this point, faculty members of the Centre for Global Studies see good reason to more overtly acknowledge the core pedagogical intent of this Language Requirement and to offer students a more appropriately elaborate set of ways in which they can fulfill the pedagogical aims of this requirement.

As currently written, the existing Language Requirement for students enrolled in Honours Specialization and Specialization modules offered by the Centre for Global Studies is articulated in the following way:

Language Requirement

- 2.0 language courses with progression from one level to the next (e.g., 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or
- 2.0 language courses in two different languages (other than English) at any level, or
- By demonstrating fluency in a language other than English

Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.

While this Language Requirement serves the aim that students graduating from either an Honours Specialization or Specialization module offered by the Centre for Global Studies can function practically in their research and vocational callings in a language other than English, the greater pedagogical aim of this requirement is and always has been to ensure that these students gain an enhanced appreciation and understanding for how the world may be and is understood, named, known, and taken up discursively in a diversity of manners. Fundamentally, the Language Requirement aims to bolster the broader learning objectives in the Centre for Global Studies academic programs to ensure that students graduating from these programs appreciate that the world is diversely known and analysed across the plurality of communities in the world. And, on the most part, this requirement has functioned well with respect to these aims, aligning with the learning objectives of the degree modules to which it is attached. However, over the years, faculty members in the Centre for Global Studies have come to appreciate how there are other manners in which students do and are able to achieve these objectives both in academic study and extra-curricular experiences. The Centre for Global Studies has come to see that the core learning objectives of the Language Requirement themselves can be served through other pedagogical options available to the Centre for Global Studies and other academic units in existing course offerings and through other experiences that students have either had prior to their undergraduate studies or may pursue while in their undergraduate careers.

For these reasons, the Centre for Global Studies proposes revising and expanding its existing Language Requirement under the new heading of a Diversality Requirement. In this regard, the Centre for Global Studies draws from the language of "diversality" developed primarily by scholars of decoloniality over the past quarter century, wherein they promote pedagogies, research methodologies, and approaches to the production of knowledge that resist universalist epistemologies and acknowledge and allow for the diversity of experiences, orientations, and subject–positions from which scholarship may proceed. The value of using the term diversality, as drawn from this decolonial scholarship, is that it affirms not simply the diversity of epistemologies and practices

through which knowledge is produced by the diverse communities in the world but affirms also the value of knowing diversely in our scholarship, especially in collaboration with other persons and communities. Crucial to the language of diversality is conducting research, engaging in analysis, and producing knowledge in ways that think far beyond the confines of humanist ideologies, essentialism, and the supposed universality of reason. Commitments to diversality, in precisely these terms, are inherent to the degree modules offered by the Centre for Global Studies. And the studies and/or experiences that students would engage in fulfilling the Diversality Requirement would complement the decolonial practices in learning and commitments to diversity that are otherwise ongoing across Centre for Global Studies academic programming in important ways.

In revising and expanding the existing Language Requirement to the proposed Diversality Requirement, the Centre for Global Studies wishes to acknowledge a variety of ways in which the diversality promoted across its academic programs may be confronted and experienced by students in learning opportunities that are more directly engaged with community contexts, such as with the diversity of language communities and practices, community–based learning that involves social and pedagogical experiences of diversities in knowing, and other significant community engagements that students may have in which they experience diversity of orientations to knowing and community development. This proposed revision further articulates and would realise the Centre for Global Studies' fundamental commitments to experiential and community–based learning within its academic programs.

Also, in revising and expanding the existing Language Requirement to the proposed Diversality Requirement, the Centre for Global Studies is offering and committing itself to more comprehensive support and fulfilment of the commitments to principles of Diversity, Inclusion, Equity, Decoloniality, Reconciliation, and Indigenization expressed in the new Academic Plan of Huron University College's Faculty of Arts and Social Science.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Globalization Studies

Revised Calendar Copy – Specialization in Globalization Studies

Revised Calendar Copy – Honours Specialization in Global Development Studies

Revised Calendar Copy – Specialization in Global Development Studies

Revised Calendar Copy – Honours Specialization in Global Culture Studies

Revised Calendar Copy – Specialization in Global Culture Studies

Revised Calendar Copy – Honours Specialization in Global Gender Studies

Revised Calendar Copy – Specialization in Global Gender Studies

Revised Calendar Copy – Honours Specialization in Global Health Studies

Revised Calendar Copy – Specialization in Global Health Studies

Revised Calendar Copy – Honours Specialization in Global Rights Studies

Revised Calendar Copy – Specialization in Global Rights Studies

Revised Calendar Copy – Honours Specialization in Globalization Studies/HBA

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

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

Primary Contact and Consultation

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

HONOURS SPECIALIZATION IN GLOBALIZATION STUDIES

Admission Requirements

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

Module
9.0 courses:

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

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages (other than English) at any level, or~~
- ~~By demonstrating fluency in a language other than English~~

~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and

gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

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

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

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

SPECIALIZATION IN GLOBALIZATION STUDIES

Admission Requirements

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

Module
9.0 courses:

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

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages (other than English) at any level, or~~
- ~~By demonstrating fluency in a language other than English~~

~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

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

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20685

HONOURS SPECIALIZATION IN GLOBAL DEVELOPMENT STUDIES

Admission Requirements

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

Module
9.0 courses:

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

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages (other than English) at any level, or~~
- ~~By demonstrating fluency in a language other than English~~

~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

<u>Diversality Requirement</u>

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

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

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

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

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

SPECIALIZATION IN GLOBAL DEVELOPMENT STUDIES

Admission Requirements

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

Module
9.0 courses:

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

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages (other than English) at any level, or~~
- ~~By demonstrating fluency in a language other than English~~

~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

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

HONOURS SPECIALIZATION IN GLOBAL CULTURE STUDIES

Admission Requirements

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

Module
9.0 courses:

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

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages (other than English) at any level, or~~
- ~~By demonstrating fluency in a language other than English~~

~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

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

SPECIALIZATION IN GLOBAL CULTURE STUDIES

Admission Requirements

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

Module
9.0 courses:

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

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages (other than English) at any level, or~~
- ~~By demonstrating fluency in a language other than English~~

~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

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

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HONOURS SPECIALIZATION IN GLOBAL GENDER STUDIES

Note: the Honours Specialization in Global Gender Studies is jointly offered by the Department of Gender, Sexuality, and Women's Studies (Faculty of Arts and Humanities and the Faculty of Social Science) and the Centre for Global Studies at Huron University College.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses:

> 1.0 course from GSWS 1020E, GSWS 1021F/G, GSWS 1022F/G, GSWS 1023F/G, GSWS 1024F/G, GSWS 1030F/G;
> plus
> 2.0 additional courses, with no mark in these principal courses below 60%. Anthropology, Centre for Global Studies, English, Geography, History, Indigenous Studies, ~~Media, Information and Technoculture~~ Media and Communication Studies, Philosophy, Political Science, Psychology, Social Justice and Peace Studies, and Sociology are recommended as first year courses.

Note: Students beginning this module after first year may substitute GSWS 2240F/G in place of GSWS 1020E and take it concurrently with their second-year courses. Students should note the ~~language requirement~~ Diversality Requirement for graduation in this module when selecting first year courses.

Module
9.0 courses

1.5 courses: GSWS 2220E; GSWS 3320F/G.
1.0 course from: CGS 2002F/G, CGS 2003F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3005F/G.
1.5 courses from: GSWS 2205F/G, GSWS 2212F/G, GSWS 2244, GSWS 2260, GSWS 2263F/G, GSWS 2270A/B, GSWS 3305F/G, GSWS 3312F/G, GSWS 3324F/G, GSWS 3350F/G;
with special permission: GSWS 2251F/G, GSWS 2252F/G, GSWS 2254E, GSWS 2259F/G, GSWS 2263F/G, GSWS 2264F/G, GSWS 2265F/G, GSWS 3325F/G, GSWS 3326F/G, GSWS 3330F/G, GSWS 3331F/G, GSWS 3345F/G, GSWS 3355E, GSWS 3356F/G, GSWS 3357F/G, GSWS 3358F/G, GSWS 3359F/G, GSWS 3363F/G, GSWS 3373F/G~~, the former Women's Studies 2258A/B, the former Women's Studies 2261F/G~~.

1.0 course: CGS 3515F/G, CGS 3519F/G.
0.5 course from: CGS 3514F/G, CGS 3529F/G, CGS 4014F/G; with special permission: CGS 3990–3999.
1.0 course from: ~~Gender, Sexuality, and Women's Studies~~ GSWS 2200 and above.
1.0 course from: CGS 3000 and above.
1.0 course from: 0.5 course from ~~Gender, Sexuality, and Women's Studies~~ GSWS 4000-level (permission required for course selection); and 0.5 course from CGS 4000-level (permission required for course selection) or from: GSWS 4455E (pending availability of supervisor), CGS 4500E (pending availability of supervisor).

~~Language Requirements~~

~~In addition to the 9.0 courses that must be completed for requirements specific to the module, students must complete~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages other than English at any level, or~~
- ~~by demonstrating working fluency in a language other than English.~~

Diversality Requirement

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

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

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

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

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SPECIALIZATION IN GLOBAL GENDER STUDIES

Admission Requirements

Completion of first-year requirements, including 1.0 course from GSWS 1020E, GSWS 1021F/G, GSWS 1022F/G, GSWS 1024F/G, GSWS 1030F/G, and 2.0 additional courses with marks of at least 60%. Anthropology, Centre for Global Studies, English, Geography, History, Indigenous Studies, ~~Media, Information and Technoculture~~ Media and Communication Studies, Philosophy, Political Science, Psychology, Social Justice and Peace Studies, and Sociology are recommended as first year courses.

Note: Students beginning this module after first year may substitute GSWS 2240F/G in place of GSWS 1020E and take it concurrently with their second-year courses. Students should note the ~~language requirement~~ Diversality Requirement for graduation in this module when selecting first year courses.

Module
9.0 courses:

1.5 courses: GSWS 2220E, GSWS 3320F/G.
1.0 course from: ~~Centre for Global Studies~~ CGS 2002F/G, ~~Centre for Global Studies~~ CGS 2003F/G, ~~Centre for Global Studies~~ CGS 2004F/G.
0.5 course from: ~~Centre for Global Studies~~ CGS 3001F/G, ~~Centre for Global Studies~~ CGS 3005F/G.
1.5 courses from: GSWS 2205F/G, GSWS 2212F/G, GSWS 2244, GSWS 2260, GSWS 2263F/G, GSWS 2270A/B, GSWS 3305F/G, GSWS 3312F/G, GSWS 3324F/G, GSWS 3350F/G;
with special permission: GSWS 2251F/G, GSWS 2252F/G, GSWS 2254E, GSWS 2259F/G, GSWS 2263F/G, GSWS 2264F/G, GSWS 2265F/G, GSWS 3325F/G, GSWS 3326F/G, GSWS 3330F/G, GSWS 3331F/G, GSWS 3345F/G, GSWS 3355E, GSWS 3356F/G, GSWS 3357F/G, GSWS 3358F/G, GSWS 3359F/G, GSWS 3363F/G, GSWS 3373F/G~~, the former Women's Studies 2258A/B, the former Women's Studies 2261F/G~~.
1.0 course: CGS 3515F/G, CGS 3519F/G.
0.5 course from: CGS 3514F/G, CGS 3529F/G, CGS 4014F/G; with special permission: CGS 3990–3999.
1.5 course from: ~~Gender, Sexuality, and Women's Studies~~ GSWS 2200 and above.
1.5 course from: ~~Centre for Global Studies~~ CGS 3000 and above.

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level, or 2000 level to 3000 level) in a language other than English, or~~

- 2.0 language courses in two different languages other than English at any level, or
- by demonstrating working fluency in a language other than English.

Diversality Requirement

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

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

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

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

HONOURS SPECIALIZATION IN GLOBAL HEALTH STUDIES

Admission Requirements

Completion of first-year requirements with no failures.

Students must take 3.0 principal courses, achieving an average of at least 70% across them and with no final grade of less than 60% in any of them. These principal courses must include:

> 1.0 course: Health Sciences 1001A/B, Health Sciences 1002A/B with a minimum of 70% in each of these two courses;
> 1.0 essay course, satisfied with either two half–year courses or one full–year course.

The remaining 1.0 principal course and the other 2.0 first-year courses may be taken from across the Humanities, Social Sciences, and Sciences. Geography 1400F/G, Geography 1500F/G, and Sociology 1020 or Sociology 1025A/B and Sociology 1027A/B are recommended to satisfy prerequisites needed in the module. Anthropology, Centre for Global Studies, History, Indigenous Studies, Political Science, and Social Justice and Peace Studies are also recommended as first year courses.

Students should note the ~~language requirement~~ Diversality Requirement for graduation in this module when selecting first-year courses.

Module
9.0 courses:

5.0 courses: CGS 2002F/G, CGS 3220F/G (or the former CGS 3520F/G), CGS 3519F/G, CGS 3532F/G, CGS 3533F/G; Geography 2411F/G or Indigenous Studies 2601F/G; Health Sciences 2244 or GSWS 2244; Health Sciences 2250A/B, Health Sciences 3250F/G.
0.5 course from: CGS 2003F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
1.0 course from: CGS 3509F/G, CGS 3512F/G, CGS 3513F/G, CGS 3514F/G, CGS 3517F/G, CGS 3518F/G, CGS 3525F/G, CGS 3526F/G, CGS 3527F/G, CGS 3528F/G, CGS 3530F/G; and with permission: CGS 3100E, CGS 3101F/G, CGS 3201F/G, CGS 3202F/G, CGS 3203F/G, CGS 3206F/G.
0.5 course from: Geography 2430A/B, Geography 3431A/B, Geography 3432A/B.
0.5 course from: Health Sciences 3010F/G, Health Sciences 3025A/B, Health Sciences 3042A/B, Health Sciences 3071A/B, Health Sciences 3262F/G, Health Sciences 3624A/B, Health Sciences 3630F/G, Health Sciences 3704A/B, Law 3101A/B, and with

permission: Health Sciences 3090A/B, Health Sciences 3091A/B, Health Sciences 3092A/B, Health Sciences 3093F/G, the former Health Sciences 3290A/B, Sociology 3370F/G, Sociology 3371F/G.
0.5 course from: CGS 4000-level.
0.5 course from: Health Sciences 4044A/B, Health Sciences 4200F/G, Health Sciences 4205A/B, Health Sciences 4220F/G, Health Sciences 4250A/B, Health Sciences 4505F/G, and with permission: Health Sciences 4090A/B, Health Sciences 4091A/B, Health Sciences 4092F/G, Sociology 4472F/G.

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level, or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages other than English at any level, or~~
- ~~by demonstrating working fluency in a language other than English.~~

<u>Diversality Requirement</u>

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

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

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

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

SPECIALIZATION IN GLOBAL HEALTH STUDIES

Admission Requirements

Completion of first-year requirements including a minimum cumulative average of 65% in 3.0 principal courses with no grade lower than 60%. These principal courses must include:

1.0 course: Health Sciences 1001A/B, Health Sciences 1002A/B.
1.0 essay course, satisfied with either two half–year courses or one full–year course.

2.0 first-year courses may be taken from across the Humanities, Social Sciences, and Sciences. Geography 1400F/G, Geography 1500F/G, and Sociology 1020 or Sociology 1025A/B and Sociology 1027A/B are recommended to satisfy prerequisites needed in the module. Anthropology, Centre for Global Studies, History, Indigenous Studies, Political Science, and Social Justice and Peace Studies are also recommended as first year courses.

Students should note the ~~language requirement~~ Diversality Requirement for graduation in this module when selecting first-year courses.

Module
9.0 courses:

5.0 courses: CGS 2002F/G, CGS 3220F/G (or the former CGS 3520F/G), CGS 3519F/G, CGS 3532F/G, CGS 3533F/G; Geography 2411F/G or Indigenous Studies 2601F/G; Health Sciences 2244 or GSWS 2244; Health Sciences 2250A/B, Health Sciences 3250F/G.
0.5 course from: CGS 2003F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
1.5 courses from: CGS 3509F/G, CGS 3512F/G, CGS 3513F/G, CGS 3514F/G, CGS 3517F/G, CGS 3518F/G, CGS 3525F/G, CGS 3526F/G, CGS 3527F/G, CGS 3528F/G, CGS 3530F/G; and with permission: CGS 3201F/G, CGS 3202F/G, CGS 3203F/G, CGS 3206F/G.
1.0 course from: Health Sciences 3010F/G, Health Sciences 3025A/B, Health Sciences 3042A/B, Health Sciences 3071A/B, Health Sciences 3262F/G, Health Sciences 3624A/B, Health Sciences 3630F/G, Health Sciences 3704A/B, Law 3101A/B, and with permission: Health Sciences 3090A/B, Health Sciences 3091A/B, Health Sciences 3092A/B, Health Sciences 3093F/G, the former Health Sciences 3290A/B, Sociology 3370F/G, Sociology 3371F/G.
0.5 course from: Geography 2430A/B, Geography 3431A/B, Geography 3432A/B.

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level, or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages other than English at any level, or~~
- ~~by demonstrating working fluency in a language other than English.~~

Diversality Requirement

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

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

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

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

HONOURS SPECIALIZATION IN GLOBAL RIGHTS STUDIES

Admission Requirements

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

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

Module
10.0 courses:

3.5 courses: ~~Centre for Global Studies~~ CGS 2003F/G, ~~Centre for Global Studies~~ CGS 3005F/G, ~~Centre for Global Studies~~ CGS 3006F/G, ~~Centre for Global Studies~~ CGS 3512F/G, ~~Centre for Global Studies~~ CGS 3523F/G, GSWS 2220E.
0.5 course from: ~~Centre for Global Studies~~ CGS 3201F/G, ~~Centre for Global Studies~~ CGS 3202F/G, ~~Centre for Global Studies~~ CGS 3203F/G.
1.0 course from: ~~Centre for Global Studies~~ CGS 3509F/G, ~~Centre for Global Studies~~ CGS 3517F/G, ~~Centre for Global Studies~~ CGS 3518F/G, ~~Centre for Global Studies~~ CGS 3524F/G, ~~Centre for Global Studies~~ CGS 3532F/G.
1.0 course from: ~~Centre for Global Studies~~ CGS 3100E, ~~Centre for Global Studies~~ CGS 3101F/G, ~~Centre for Global Studies~~ CGS 3204E, ~~Centre for Global Studies~~ CGS 3205E, ~~Centre for Global Studies~~ CGS 3514F/G, ~~Centre for Global Studies~~ CGS 3522F/G, ~~Centre for Global Studies~~ CGS 3526F/G, ~~Centre for Global Studies~~ CGS 3533F/G.
1.0 course from: Philosophy 2760F/G, Philosophy 2810F/G, Philosophy 2812F/G, Philosophy 2821F/G, Philosophy 3820F/G; Political Science 2219E, Political Science 2270E.
1.0 course~~s~~ from: ~~Centre for Global Studies~~ CGS 3515F/G; GSWS 2231F/G, GSWS 2240F/G, GSWS 2270A/B, GSWS 2290F/G, GSWS 3305F/G, GSWS 3324F/G, GSWS 3350F/G; Indigenous Studies 2807F/G.
1.0 course from: ~~Centre for Global Studies~~ CGS 4010F/G, ~~Centre for Global Studies~~ CGS 4012F/G, ~~Centre for Global Studies~~ CGS 4015F/G, ~~Centre for Global Studies~~ CGS 4018F/G, ~~Centre for Global Studies~~ CGS 4500E.
1.0 course from: Anthropology 2283A/B; Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 3355F/G; Disability Studies 2201F/G, Disability

Studies 3325F/G; GSWS 2290F/G; Indigenous Studies 2807F/G, Indigenous Studies 3722F/G; History 2709F/G, History 2813F/G, History 3313F/G; Philosophy 2800F/G, Philosophy 2801F/G; Sociology 3360F/G, Sociology 3371F/G, the former English 2264E, the former First Nations Studies 4722F/G.

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages other than English at any level, or~~
- ~~by demonstrating working fluency in a language other than English.~~

Diversality Requirement

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

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

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

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

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

SPECIALIZATION IN GLOBAL RIGHTS STUDIES

Admission Requirements

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

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

Module
10.0 courses

4.0 courses: ~~Centre for Global Studies~~ CGS 2003F/G, ~~Centre for Global Studies~~ CGS ~~Centre for Global Studies~~ CGS 3005F/G, ~~Centre for Global Studies~~ CGS 3006F/G, ~~Centre for Global Studies~~ CGS 3512F/G, ~~Centre for Global Studies~~ CGS 3515F/G, ~~Centre for Global Studies~~ CGS 3523F/G, GSWS 2220E.
1.0 course from: ~~Centre for Global Studies~~ CGS 3509F/G, ~~Centre for Global Studies~~ CGS 3517F/G, ~~Centre for Global Studies~~ CGS 3518F/G, ~~Centre for Global Studies~~ CGS 3524F/G, ~~Centre for Global Studies~~ CGS 3532F/G.
1.0 course from: ~~Centre for Global Studies~~ CGS 3514F/G, ~~Centre for Global Studies~~ CGS 3522F/G, ~~Centre for Global Studies~~ CGS 3526F/G, ~~Centre for Global Studies~~ CGS 3533F/G.
1.5 courses from: ~~Centre for Global Studies~~ CGS 4012F/G; Philosophy 2760F/G, Philosophy 2810F/G, Philosophy 2812F/G, Philosophy 2821F/G, Philosophy 3820F/G; Political Science 2219E, Political Science 2270E.
1.5 courses from: GSWS 2231F/G, GSWS 2240F/G, GSWS 2270A/B, GSWS 2290F/G, GSWS 3305F/G, GSWS 3324F/G, GSWS 3350F/G; Indigenous Studies 2807F/G.
1.0 course from: Anthropology 2283A/B; Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 3355F/G; Disability Studies 2201F/G, Disability Studies 3325F/G; GSWS 2290F/G; Indigenous Studies 2807F/G, Indigenous Studies 3722F/G; History 2709F/G, History 2813F/G, History 3313F/G; Philosophy 2800F/G, Philosophy 2801F/G; Sociology 3360F/G, Sociology 3371F/G.

~~Language Requirement~~

- ~~2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or~~
- ~~2.0 language courses in two different languages other than English at any level, or~~
- ~~by demonstrating working fluency in a language other than English.~~

Diversality Requirement

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

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

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

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

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https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21299
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21464

HONOURS SPECIALIZATION IN GLOBALIZATION STUDIES/HBA

This is a Combined Program also featured at the following pages:
- Western Main Campus - HBA Combined Programs - HBA/HONOURS SPECIALIZATION IN GLOBALIZATION STUDIES
- Huron University College - HBA Combined Programs - HONOURS SPECIALIZATION IN GLOBALIZATION STUDIES/HBA

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

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

Admission Requirements

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

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

Advanced Entry Opportunity (AEO) students are also eligible to apply to the combined degrees. Entrance to the combined degrees is competitive and limited.

~~Language Requirement for Graduation with an Honours Specialization from the Centre for Global Studies~~

~~Students graduating with the Honours Specialization must satisfy the language requirement in one of the following ways:~~
- ~~2.0 language courses with progression from one level to the next (e.g., 1030 level to 2000, or 2000 level to 3000) in any language other than English~~
- ~~2.0 language courses in two different languages (other than English) at any level~~
- ~~By demonstrating fluency in a language other than English Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

Module/Program Information

Year 1

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

1.0 ==additional== course ~~from: language other than English. See CGS language requirement (not part of the 9.0 for Honours Specialization, but a requirement for CGS degree) And please note that this requirement may be waived, if competency in a language other than English is already achieved by other means and recognised by the Director of the Centre for Global Studies~~.

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

Years 2, 4 and 5: Honours Specialization in Globalization Studies

1.0 course: CGS 2004F/G, CGS 3001F/G.
0.5 course from: CGS 2002F/G, CGS 2003F/G.
0.5 course from: CGS 3005F/G, CGS 3006F/G.
1.0 course from: CGS 3509F/G, CGS 3514F/G, CGS 3517F/G, CGS 3530F/G.
1.0 course from: CGS 3513F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G.
4.0 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or ~~Information and Media Studies~~ ==Media and Communication Studies== that engage directly with Globalization Studies content, as approved by the Centre for Global Studies.
1.0 course from: CGS 4000 - 4999 level.
~~1.0 course from: language other than English, either in progression from language studied in Year 1, or in a language different from that studied in Year 1. See CGS language requirement. (not part of the 9.0 for Honours Specialization, but requirement for CGS degree). And please note that this requirement may be waived, if competency in a language other than English is already achieved by other means and recognised by the Director of the Centre for Global Studies.~~

Year 2: HBA

1.0 course: Business Administration 2257.

Year 3: HBA1

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

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

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

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

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

2.5 additional business elective courses.

Degree Requirements

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

Progression Standards

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

Failure to Meet Progression Standards

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

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

Dean's Honour List

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

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

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

Related Information

Fees

Students pay the prevailing fees as determined by the University policy on combined degrees.

<u>REVISED CALENDAR COPY</u>
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21298
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21463

HONOURS SPECIALIZATION IN GLOBAL DEVELOPMENT STUDIES/HBA

This is a Combined Program also featured at the following pages:
- Western Main Campus - Centre for Global Studies - Faculty of Arts and Social Science - HBA/HONOURS SPECIALIZATION IN GLOBAL DEVELOPMENT STUDIES
- Huron University College - Centre for Global Studies - Faculty of Arts and Social Science - HONOURS SPECIALIZATION IN GLOBAL DEVELOPMENT STUDIES/HBA

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

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

Admission Requirements

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

In addition, students must attain a minimum weighted rounded average of 78% in the first year of the HBA. For students who have completed more than 10.0 credits prior to registration in HBA1, a minimum overall average of 80% is required in the 10.0 courses taken in Years 2 and 3, with no mark less than 60% and a minimum mark of 70%

in Business Administration 2257. Applications for the combined degrees must be made on-line to the HBA Program by the published deadlines for Ivey. The Ivey School's Advanced Entry Opportunity (AEO) students are also eligible to apply to the combined degrees. Entrance to the combined degrees is competitive and limited.

~~Language Requirement for Graduation with an Honours Specialization from the Centre for Global Studies~~

~~Students graduating with the Honours Specialization must satisfy the language requirement in one of the following ways:~~
- ~~2.0 language courses with progression from one level to the next (e.g., 1030 level to 2000, or 2000 level to 3000) in any language other than English~~
- ~~2.0 language courses in two different languages (other than English) at any level~~
- ~~By demonstrating fluency in a language other than English~~
  ~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

Module/Program Information

Year 1

    4.0 courses from the Social Sciences, Humanities, Health Sciences, or Information and Media, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media, Information and Technoculture, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.
    1.0 ==additional== course ~~from: language other than English. See Centre for Global Studies language requirement (not part of the 9.0 for Honours Specialization, but a requirement for Centre for Global Studies degree). And please note that this requirement may be waived, if competency in a language other than English is already achieved by other means and recognised by the Director of the Centre for Global Studies~~.

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

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

    2.0 courses: CGS 2002F/G, CGS 3220F/G, CGS 3516F/G, CGS 3519F/G.
    0.5 course from: CGS 2003F/G, CGS 2004F/G.
    0.5 course from: CGS 3001F/G, CGS 3006F/G.
    0.5 course from: CGS 3200 level.
    2.0 courses from: CGS 3509F/G, CGS 3512F/G, CGS 3518F/G, CGS 3527F/G, CGS 3532F/G.
    2.5 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Global Development Studies content, as approved by the Centre for Global Studies.
    1.0 course from: CGS 4000-4999 level.
    ~~1.0 course from: language other than English, either in progression from language studied in Year 1, or in a language different from that studied in Year 1. See Centre for Global Studies language requirement. (Not part of the 9.0 for Honours Specialization, but a requirement for Centre for Global Studies degree). And please note that this requirement may be waived, if competency in a language other than English is already achieved by other means and recognised by the Director of the Centre for Global Studies.~~

Year 2: HBA

1.0 course: Business Administration 2257.

Year 3: HBA1

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

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

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

Years 4 and 5:

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

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

2.5 additional business elective courses.

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

Progression Requirements

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

Failure to Meet Progression Standards

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

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

Dean's Honour List

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

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

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

Related Information

Fees

Students pay the prevailing fees as determined by the University policy on combined degrees.

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

HONOURS SPECIALIZATION IN GLOBAL CULTURE STUDIES/HBA

This is a Combined Program also featured at the following pages:
- Western Main Campus - Centre for Global Studies - Faculty of Arts and Social Science - HBA/HONOURS SPECIALIZATION IN GLOBAL CULTURE STUDIES
- Huron University College - Centre for Global Studies - Faculty of Arts and Social Science - HONOURS SPECIALIZATION IN GLOBAL CULTURE STUDIES/HBA

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

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

Admission Requirements

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

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

Advanced Entry Opportunity (AEO) students are also eligible to apply to the combined degrees. Entrance to the combined degrees is competitive and limited.

~~Language Requirement for Graduation with an Honours Specialization from the Centre for Global Studies~~

~~Students graduating with the Honours Specialization from the Centre for Global Studies must satisfy the language requirement in one of the following ways:~~
- ~~2.0 language courses with progression from one level to the next (e.g., 1030 level to 2000, or 2000 level to 3000) in any language other than English~~
- ~~2.0 language courses in two different languages (other than English) at any level~~
- ~~By demonstrating fluency in a language other than English~~
  ~~Students are permitted to use language courses at the 2000 level or above to meet module requirements where appropriate.~~

Diversality Requirement

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

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

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

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

Module/Program Information

Year 1

4.0 courses from the Social Sciences, Humanities, Health Sciences, or Information and Media, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, ~~Media, Information and Technoculture~~ Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.
1.0 additional course ~~from: language other than English. See CGS language requirement (not part of the 9.0 for Honours Specialization, but a requirement for CGS degree). And please note that this requirement may be waived, if competency in a language other than English is already achieved by other means and recognised by the Director of the Centre for Global Studies~~.

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

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

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

Year 2: HBA

1.0 course: Business Administration 2257.

Year 3: HBA1

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

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

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

Years 4 and 5:

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

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

2.5 additional business elective courses.

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

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

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

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

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

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

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

Related Information

Fees
Students pay the prevailing fees as determined by the University policy on combined degrees.

Primary Contact:
D. Smith, Vice-President (Academic) and Acting Dean, Faculty of Arts and Social Science, Huron University College

Consultation and Results:
SUPR-U – approved February 26, 2025
EPC – approved January 24, 2025
M. Franke, Director, Centre for Global Studies, Huron University College
V. Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College

This proposal was circulated on January 8, 2025 to the following persons for the purposes of consultation:

D. Blair, Chair, Department of Political Science and Acting Coordinator, French Program, Huron University College
S. Bland, Chair, Department of Philosophy, Huron University College
N. Bradford, Coordinator, Governance, Leadership and Ethics Program, Huron University College
K. Coulter, Coordinator of Animal Ethics and Sustainability Leadership, Huron University College
M. Kawai, Chair, Department of French and Asian Studies, Huron University College
J. Klakurka, Chair, Department of Management and Organizational Studies, Huron University College
Y. Lu, Coordinator, Chinese Program, Huron University College
S. MacDonald, Coordinator, Global Great Books Program, Huron University College
T. Peace, Chair, Department of History, Huron University College
S. Schofield, Chair, Department of English and Cultural Studies, Huron University College
Ö. Sungur, Chair, Department of Economics, Huron University College
H. Tesler–Mabé, Coordinator, Jewish Studies Program, Huron University College
C. Tsang, Chair, Department of Psychology, Huron University College
J. Gemson, Interim Associate Academic Dean, King's University College
John Grant, Chair, Department of Politics and International Relations, King's University College
L. Kennedy, Chair, Department of Sociology, King's University College
A. Larkin, Chair, Department of Social Justice and Peace Studies, King's University College
J. Preston, Chair, Department of Disability Studies, King's University College
P. Ryan, Chair, Department of Childhood and Youth Studies, King's University College
M. Yenson, Interim Vice-President Academic Dean, King's University College
A. Ahluwalia, Executive Director, Western Continuing Studies
G. Beckett, Undergraduate Chair, Department of Anthropology, Faculty of Social Science
J. Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music

N. de Gannes, Ivey School of Business
R. Fehr, Director, Indigenous Studies Program, Faculty of Social Science
R. Forrester-Jones, Director, School of Health Studies, Faculty of Health Sciences
M. Green-Barteet, Undergraduate Chair, Department of Gender, Sexuality, and Women's Studies, Faculties of Arts and Humanities and Social Science
K. Hibbert, Faculty of Education
A. Johnson, Associate Dean (Undergraduate Programs), Faculty of Health Sciences
S. Knabe, Associate Dean (Undergraduate), Faculty of Information and Media Studies
A. Leszczynski, Undergraduate Chair, Department of Geography and Environment, Faculty of Social Science
D. Meister, Associate Dean (Programs), Ivey Business School
B. Morrison, Chair, Undergraduate Program, Department of Political Science, Faculty of Social Science
W. Myrvold, Acting Undergraduate Chair, Department of Philosophy, Faculty of Arts and Humanities
J. Plug, Associate Dean (Academic), Faculty of Arts and Humanities
W. Rushlow, Acting Associate Dean (Basic Medical Sciences Undergraduate Education), Schulich School of Medicine & Dentistry
C. Sherrin, Associate Dean (Academic), Faculty of Law
W. Lehmann, Associate Dean (Undergraduate Studies), Faculty of Social Science
S. Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science
J. Wood, Associate Dean (Undergraduate Studies) Faculty of Engineering
K. Yeung, Associate Dean (Academic), Faculty of Science

Prior to January 24, 2025, the only comments received from persons on the consultation list above were indications of either approval of or "no objections" to the proposal.

ITEM 13.3(d) – King's University College: Revisions to the Admission and Program Requirements of the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System, offered by King's University College, be revised as shown in Item 13.3(d).

EXECUTIVE SUMMARY:

The admission requirements for the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System are being revised to what is more normative across the admission requirements for other certificates at King's University College. The revised admission requirements will be more accessible and functional for students hoping to complete these credentials. Optimally, earlier admission for students will give them greater time and access to fulfill certificate requirements prior to graduation.

Political Science 2226F/G: *Politics of Development* is added to a picklist in the Certificate in Childhood and Advocacy to account for the former Political Science 2225E which was previously included on the picklist and has now been remade into a 0.50 credit course.

Finally, the addition of research methodology courses in both certificates is to allow for greater flexibility for students and to reflect both the rotational course offerings of research-based courses and increased interest in research courses from the student population.

ATTACHMENT(S):

Revised Calendar Copy – Certificate in Childhood and Advocacy

Revised Calendar Copy – Certificate in Childhood and the Legal System

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20693

CERTIFICATE IN CHILDHOOD AND ADVOCACY

This program is designed for students currently enrolled at the university. The Certificate in Childhood and Advocacy provides students with the conceptual background and specific knowledge to contribute to the planning, adoption and implementation of childhood advocacy initiatives. All Certificate courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements.

Admission Requirements

Completion of first-year requirements with a minimum cumulative average of 65%. Enrolment in third or fourth year of an Honours Program, or a minimum modular average of 65% in a Major module. This is a limited enrollment program and possession of the minimum admission requirements does not guarantee admission.

Program Requirements

To qualify for the Certificate in Childhood and Advocacy, students must achieve an overall average of 65% in the following 5.0 courses:

0.5 course: Childhood and Youth Studies 1025F/G.
0.5 course: Childhood and Youth Studies 2214F/G.
2.0 courses from: Childhood and Youth Studies 2210F/G, Childhood and Youth Studies 2221A/B, Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 2254F/G, Childhood and Youth Studies 2257F/G, Childhood and Youth Studies 3370F/G, Childhood and Youth Studies 3371F/G, Disability Studies 2201F/G, Political Science 2226F/G, Social Justice and Peace Studies 2211F/G, or Sociology 2140.
2.0 courses from: Childhood and Youth Studies 3311F/G, Childhood and Youth Studies 3312F/G, Childhood and Youth Studies 3313F/G, Childhood and Youth Studies 3314F/G, Childhood and Youth Studies 3350F/G, Childhood and Youth Studies 3351F/G, Childhood and Youth Studies 3352F/G, Childhood and Youth Studies 3354F/G, Childhood and Youth Studies 3355F/G, Childhood and Youth Studies 3380F/G/Z, Childhood and Youth Studies 4414F/G, Childhood and Youth Studies 4420F/G/Z, or Childhood and Youth Studies 4421F/G/Z.

CERTIFICATE IN CHILDHOOD AND THE LEGAL SYSTEM

This program is designed for students currently enrolled at the University. The Certificate in Childhood and the Legal System is designed to provide students with the conceptual background and practical skills necessary to facilitate legally mandated child participation in Canadian civil and criminal justice proceedings. All degree courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements.

Admission Requirements

Completion of first-year requirements with a minimum cumulative average of 65%. Enrolment in third or fourth year of an Honours Program, or a minimum modular average of 65% in a Major module. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

Program Requirements

To qualify for the Certificate in Childhood in and the Justice Legal System, students must achieve an overall average of 65% in the following 5.0 courses:

0.5 course: Childhood and Youth Studies 1025F/G.
0.5 course: Childhood and Youth Studies 2212F/G.
2.0 courses from: Childhood and Youth Studies 2210F/G, Childhood and Youth Studies 2216F/G, Childhood and Youth Studies 2221A/B, Childhood and Youth Studies 2231A/B, Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 2252F/G, Political Science 2101A/B, Psychology 2031A/B, Philosophy 2080, Sociology 2260A/B, or Sociology 2267A/B.
2.0 courses from: Childhood and Youth Studies 3311F/G, Childhood and Youth Studies 3312F/G, Childhood and Youth Studies 3313F/G, Childhood and Youth Studies 3314F/G, Childhood and Youth Studies 3320F/G, Childhood and Youth Studies 3340F/G, Childhood and Youth Studies 3346F/G, Childhood and Youth Studies 3361F/G, Childhood and Youth Studies 3365F/G, Childhood and Youth Studies 3366F/G, Childhood and Youth Studies 3367F/G, Childhood and Youth Studies 3368F/G, Disability Studies 3325F/G, History 3851F/G, Political Science 3303F/G, Political Science 3345E, Psychology 3313A/B, Sociology 4455F/G, or Social Work 3319F/G.

ITEM 13.3(e)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Statistics (Actuarial Science Field)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Science (MSc) in Statistics (Actuarial Science Field) be revised as shown in Item 13.3(e)(i).

EXECUTIVE SUMMARY:

The Department of Statistical and Actuarial Sciences proposes to modify the Master of Science (MSc) in Statistics (Actuarial Science Field) to change the current research project milestone to a required capstone consisting of either an experiential learning opportunity or a research project.

ATTACHMENT(S):

Major Modification to the Master of Science (MSc) in Statistics (Actuarial Science Field)

Major Modification to the Master of Science (MSc) in Statistics
(Actuarial Science Field)

The Department of Statistical and Actuarial Sciences proposes to modify the existing "Research Project" milestone in the Master of Science (MSc) in Statistics (Actuarial Science field) to a "Required Capstone" consisting of:

Option 1 (new): a required experiential learning opportunity (ELO)

OR

Option 2: a required research project (i.e., no modification to existing program).

The proposed modification will align the Actuarial Science field with the Financial Modeling field.

Students will be required to declare their intention (e.g., Option 1 or 2) following admission to the program, specifically, during the first term of study. In all cases, students will have an academic supervisor, will submit a report, and give either a 15-minute presentation or a poster presentation during the summer.

If a student who selects Option 1 fails to secure an ELO by the beginning of the summer term, then the Capstone will be automatically switched to Option 2 (research project). The length of the program will remain the same for both options (i.e., 3 terms).

Supervisors, the Department, and the Faculty of Science will assist students in Option 1 by facilitating connections with industry, but students are ultimately responsible for securing an ELO internship.

The proposed modification will allow all students (i.e., both domestic and international students in Option 1 to have the opportunity to engage in a full-time internship. Currently, international students can only (i) work full-time on regularly scheduled breaks, or (ii) do MITACS, or (iii) part-time (up to 20 hours per week) internships, this being due to immigration regulations granting co-op work permits only to programs with "required internships".

Current program	Proposed Change(s)
Milestones (Project-based MSc degree requirements) Research Project: • During the summer term, students will complete a research project under the direction of a supervisor; typically, the supervisor is a regular faculty member in the Department of Statistical and Actuarial Sciences. Research will be conducted by the student on a topic of current interest in actuarial science. The student will submit written report and either give a 15-minute oral presentation or a poster presentation. • Presentation of the project, poster presentation on MSc Day or oral presentation at another time.	**Capstone** (Project-based MSc degree requirements) ELO (**Option 1**) or Research Project (**Option 2**): • During the summer term, students will either complete an ELO (**Option 1**) or a research project (**Option 2**) with the oversight of a supervisor. • The research project or ELO must relate to the program learning outcomes and will be approved by the supervisor and the graduate chair (who will assess if the ELO or research projects meets the expected learning outcomes of the capstone). • The supervisor shall be a regular faculty member in the Department of Statistical and Actuarial Sciences with proper SGPS membership. The student will submit a written report on the summer work, and either give a poster presentation on MSc Day or a 15-minute oral presentation at another time.

ITEM 13.3(e)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences be revised as shown in Item 13.3(e)(ii).

EXECUTIVE SUMMARY:

The Faculty of Health Sciences proposes to introduce a new field in "Food, Nutrition, and Human Ecology" within the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences. The Brescia School of Food and Nutritional Sciences was recently integrated into the Faculty of Health Sciences. This new field will allow students with an interest in food and nutritional sciences and human ecology to join this new field within the Health and Rehabilitation Sciences program.

ATTACHMENT(S):

Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences

Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences

The proposed major modification is to add a new field of "Food, Nutrition, and Human Ecology" within the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences.

The Brescia School of Food and Nutritional Sciences (BSFNS) was recently integrated into the Faculty of Health Sciences. As part of this integration, Health and Rehabilitation Sciences (HRS) is welcoming the BSFNS faculty to supervise graduate students within HRS. This new field will allow students (both working with BSFNS faculty, as well as others) with an interest in food and nutritional sciences and human ecology to join this new field within HRS.

The availability of a specific "Food, Nutrition, and Human Ecology" field will increase the visibility of the research-based graduate level programing in nutrition and human ecology to a wider group of undergraduate students (especially those outside of BSFNS) which will be helpful in recruitment efforts of new graduate students. Additionally, the new field will open the opportunity for BSFNS faculty to supervise both master and doctoral level students within the field. Lastly, and perhaps most importantly, graduate students in food and nutritional sciences will have the opportunity to be amongst a larger cohort of graduate students which will help to enhance their networks, collaborations, exposure to related fields, as well as the broaden the reach of their own research.

Current program	Proposed Change(s)
Available student status: **MSc - Full-time MSc, 2-year degree (6 terms)** **1. Three 0.5 credit mandatory course credits** • Quantitative (9601) or Qualitative (9602) or equivalent • necessary background in pre- or co- requisites (e.g., 9515-statistics) • Field-based course or equivalent • Elective (recommended by advisory committee)	Available student status: **MSc - Full-time MSc, 2-year degree (6 terms)** **1. Three 0.5 credit mandatory course credits** • Quantitative (9601) or Qualitative (9602) or equivalent • necessary background in pre- or co- requisites (e.g., 9515-statistics) • Field-based course or equivalent: o Pick one of the following: FN9111 - *Food and Nutritional* Policies and Regulation, FN9666 - *Community Nutrition and*

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Program Planning, FN9211 - Leadership and Food Management, HS 9632 - Current Topics in Child and Youth Health, HS9710 - Reflective Practice and Professional Knowledge in Health and Social Care, HS 9641 - Bio-Psycho-Social Dimensions of Aging, HS 9740 - Current Topics in Health & Aging

- Elective (recommended by advisory committee) – Elective courses can be chosen from courses offered by HRS, other graduate programs within FHS, and/or other Western Faculties. These include but are not limited to: HS 9603 - Human Rhythms, HS 9641 - Bio-Psycho-Social Dimensions of Aging, HS 9710 - Reflective Practice & Professional Knowledge in Health and Social Care, HS 9740 - Current Topics in Health & Aging

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2. Seminar Attendance
- HRS Common Seminar — 1 year
- Attendance at field-based seminar — 1 year

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2. Seminar Attendance
- HRS Common Seminar — 1 year
- Attendance at field-based seminar –"Seminar in Food, Nutrition, and Human Ecology"— 1 year
  - This seminar will provide an opportunity for students to explore selected topics and issues related to food and nutritional sciences and human ecology. It will involve students,

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	<mark>researchers, and invited speakers presenting various aspects of research in nutrition and human ecology. It will be offered 1-2 times per month across two semesters (Fall and Winter).</mark>
3. Thesis Typical timeline to completion: • Plan of study by end of term 1 • Coursework completed by end of term 2 • Pathfinder Portfolio by May 31 of each year • Dissertation completed by end of term 6	**3. Thesis** Typical timeline to completion: • Plan of study by end of term 1 • Coursework completed by end of term 2 • Pathfinder Portfolio by May 31 of each year • Dissertation completed by end of term 6
PhD - Full time, PhD, 4-year degree (12 terms) **1. Three 0.5 credit mandatory course credits** • Advanced Methods Course (700 level) or equivalent • necessary background in pre- or co-requisites (e.g. 9601, 9515, 9602) • Field-based course or equivalent • Elective (recommended by advisory committee)	**PhD - Full time, PhD, 4-year degree (12 terms)** **1. Three 0.5 credit mandatory course credits** • Advanced Methods Course (700 level) or equivalent • necessary background in pre- or co-requisites (e.g. 9601, 9515, 9602) • Field-based course or equivalent: ◦ <mark>Pick one of the following: FN9111 - *Food and Nutritional Policies and Regulation*, FN9666 - *Community Nutrition and Program Planning*, FN9211 - *Leadership and Food Management*, HS 9632 - *Current Topics in Child and Youth Health*, HS9710 – *Reflective Practice and Professional Knowledge in Health and Social*</mark>

	Care, HS 9641 - *Bio-Psycho-Social Dimensions of Aging*, HS 9740 - *Current Topics in Health & Aging* • Elective (recommended by advisory committee) – Elective courses can be chosen from courses offered by HRS, other graduate programs within FHS, and/or other Western Faculties. These include but are not limited to: HS 9603 - Human Rhythms, HS 9641 - Bio-Psycho-Social Dimensions of Aging, HS 9710 - Reflective Practice & Professional Knowledge in Health and Social Care, HS 9740 - Current Topics in Health & Aging
2. Seminar Attendance • HRS Common Seminar — 1 year **Exception:** Not required for returning Doctoral students who have completed the Common Seminar in Health and Rehabilitations Science Master's Program • Participation in field-based seminar — 2 years **Exception:** Returning Doctoral students who have completed 1 year of the field-specific seminar in Health and Rehabilitations Science Master's Program are required to participate in 1 additional year of the field-specific seminar during their Doctoral studies.	**2. Seminar Attendance** • HRS Common Seminar — 1 year **Exception:** Not required for returning Doctoral students who have completed the Common Seminar in Health and Rehabilitations Science Master's Program • Participation in field-based seminar - "Seminar in Food, Nutrition, and Human Ecology"— 2 years **Exception:** Returning Doctoral students who have completed 1 year of the field-specific seminar in Health and Rehabilitations Science Master's Program are required to participate in 1 additional year of the field-specific seminar during their Doctoral studies.

3. Thesis Prospectus **4. Candidacy Exam** **5. Thesis** Typical timeline to completion: • Plan of study by end of term 2 • Pathfinder Portfolio by May 31 of each year • Coursework completed by end of term 5 • Candidacy examination completed by end of term 6 • Prospectus approved by the end of term 7 • Dissertation completed by end of term 12	**3. Thesis Prospectus** **4. Candidacy Exam** **5. Thesis** Typical timeline to completion: • Plan of study by end of term 2 • Pathfinder Portfolio by May 31 of each year • Coursework completed by end of term 5 • Candidacy examination completed by end of term 6 • Prospectus approved by the end of term 7 Dissertation completed by end of term 12

Neither the Master's nor Doctoral program learning outcomes will be affected by this change as the new field mirrors the course requirements and milestones of the existing fields.

ITEM 13.3(e)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science in Foods and Nutrition (MScFN)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Science in Foods and Nutrition (MScFN) be revised as shown in Item 13.3(e)(iii).

EXECUTIVE SUMMARY:

The Brescia School of Food and Nutritional Sciences is proposing to make an existing elective course, Foods and Nutrition 9444: *Advances in Clinical Nutrition,* a required course in the Master of Science in Foods and Nutrition (MScFN) project-based (practicum) curriculum option.

Currently, Foods and Nutrition 9444 is offered as an elective course and most of the MScFN project-based (practicum) students choose to take it as it helps to prepare them for their clinical practicum placements. The change to making it a required course will not only align with what the students are already choosing for their own education, but it will also help to improve their readiness for their practicum experiences.

ATTACHMENT(S):

Major Modification to the Master of Science in Foods and Nutrition (MScFN)

Major Modification to the Master of Science in Foods and Nutrition (MScFN)

The Brescia School of Food and Nutritional Sciences is proposing to make an existing elective course, Foods and Nutrition 9444: *Advances in Clinical Nutrition*, a required course in the Master of Science in Foods and Nutrition (MScFN) project-based (practicum) curriculum option.

Currently, Foods and Nutrition 9444 is offered as an elective course and most of the MScFN project-based (practicum) students choose to take it as it helps to prepare them for their clinical practicum placements. The change to making it a required course will not only align with what the students are already choosing for their own education, but it will also help to improve their readiness for their practicum experiences.

Current program	Proposed Change(s)
MScFN project-based (practicum):	**MScFN project-based (practicum):**
Course Requirements (1.5 FCE total):	Course Requirements (2.0 FCE total):

• Required courses (0.5 FCE):
   o FN9711 - Nutrition Research and Epidemiology
	• Required courses (1.0 FCE):
	   o FN9711 - Nutrition Research and Epidemiology
	   o FN9444 - Advances in Clinical Nutrition

• Elective courses (1.0 FCE) - pick 2 from:
   o FN9111 - Food and Nutritional Policies and Regulations
   o FN9666 - Community Nutrition and Program Planning
   o FN9211 - Leadership and Food Management
   o FN9444 - Advances in Clinical Nutrition
	• Elective courses (1.0 FCE) – pick 2 from:
	   o FN9111 - Food and Nutritional Policies and Regulations
	   o FN9666 - Community Nutrition and Program Planning
	   o FN9211 - Leadership and Food Management

Milestones:	Milestones:
• Field-based Seminar • Project based practicum: 1300hr practicum experience	• Field-based Seminar • Project based practicum: 1300hr practicum experience

The change of Foods and Nutrition 9444 to a required course aligns with the existing learning outcomes and does not modify them in any way.

As the proposed changes only affect first year graduate programming, current students who will be in their second year when the change is implemented will not be affected. The current students will be able to complete the program with Foods and Nutrition 9444 as an elective.

ITEM 13.3(f) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the Doctor of Medicine (MD)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on March 4, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the Doctor of Medicine (MD).

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Schulich School of Medicine & Dentistry	Doctor of Medicine (MD)	May 9-10, 2025	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Doctor of Medicine (MD)

Doctor of Medicine (MD)
Final Assessment Report & Implementation Plan
December 2024

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	MD	
Date of Last Review	2015-2016	
External Reviewers	Dr. Eugenia Piliotis, School of Medicine Queen's University	Dr. Evelyn Sutton, Faculty of Medicine Dalhousie University
Internal Reviewer	Dr. Kathryn Hibbert, Associate Dean, Faculty of Education	Sherif Elmaghraby Current Student Faculty of Engineering
Date of Site Visit	May 9 & 10, 2024	
Date Review Report Received	May 31, 2024	
Date Program/Faculty Response Received	Program: June 26, 2024 Faculty: June 26, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: February 26, 2025 ACA: March 4, 2025 Senate (for information): March 14, 2025	
Year of Next Review	2031-2032	
Progress Report	June 2027	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Doctor of Medicine (MD) Program delivered by the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Schulich School of Medicine & Dentistry.

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

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

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

Executive Summary

The MD Program is a cohesive four-year curriculum designed to provide students with the opportunity to acquire the competencies (knowledge, skills and attitudes) of a generalist physician equipped to advance to postgraduate residency training, research or other related careers. The delivery format is a blend of asynchronous modules, large group interactive learning, project focused team learning, simulation, experiential and inquiry-based learning (QI project, Research, Service Learning), small group learning and supervised clinical experiences in the surrounding communities and hospital settings. Admitting 190 students in September 2023, the program is delivered at Western University affiliated sites in London, Windsor and throughout Southwestern Ontario.

With overlapping timelines for the Institutional Quality Assurance Process (IQAP) and the Committee on Accreditation of Canadian Medical Schools (CACMS), the self-studies were led by a steering committee with several subcommittees dedicated to different themes. Subcommittees featured representations from faculty, staff administration and students. As part of data collected to inform the self-study an Independent Student Analysis was undertaken in 2022 – this included a dedicated survey intended to represent students' perspectives and feedback on the Undergraduate Medical Education (UME) program.

The external reviewers shared a positive assessment of the Medical Education Program. They offer seven recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Renewed program curriculum was launched in September 2019 for Year 1 students in the Medicine Class of 2023 (Meds2023).
- Academy of Educators to deliver on the goal of a truly student-centred 4-year integrated curriculum – An academy of professional faculty educators dedicated to a holistic approach to conceptualizing medical education across and within the learning continuum.
- Students are exposed to generalist care beginning in Year 1 in their Longitudinal Clinical Experience consisting of 6-10 half-days with a family physician and during Discovery Week in rural and regional centres outside of London and Windsor.
    - Students are exposed to clinical learning in various settings including urban, regional, rural and remote.
    - Program averaged 47% match to Family Medicine over the last several years, which is higher than the national average.
    - Students' survey indicates appreciation for this significant experience in generalist care.

- Students can complete a research project by the end of Year 2, either individually or in small groups of 2-4 with a faculty supervisor.
- Community-engaged learning enables students to appreciate the impact of social, cultural, and the economic forces on medicine and patient care.
- Alternative program pathway options include: 1) MD/PhD - enables students to become successful clinician scientists; 2) MD+ OMFS; and 3) MD+ which is supported by a minimum of $10,000 graduate awarded per student to offset tuition.
- Varied admission pathways enhance program entry for applicants from diverse backgrounds.
- Online modules with small group sessions on racism, power and privilege. Topics such as diversity in cultural perspectives on cancer and heart disease (Foundations of Medicine; Principles of Medicine I and 2SLGBT+ inclusive care (Foundations of Medicine, Principles of Medicine II, Transition to Clerkship) are addressed in Integrated Small Group Learning sessions in years 1 and 2.

Concerns and Areas of Improvement Identified and Discussed by the Program

- A gap in addressing how research is explained to patients was recognized as part of review preparations, and a session is to be added in 2024-2025 that specifically addresses this topic.
- Residents reported being unaware of the learning objectives for students they are supervising and teaching during their rotations.
- Strengthen connections with EDIDIA departments within Western such as, Disability Studies at Kings University College, Office of Indigenous Initiatives, The Western Office of EDI, Arthur Labatt Family School of Nursing, among others.
- Continued efforts to 1) embed EDI, Antiracism, Decolonization, Indigenization and Accessibility into the program; 2) develop a set of core competencies or functional abilities for admission purposes to facilitate recruitment of applicants from diverse backgrounds; and 3) review the IPE day with the aim of enhancing attendance.
- Demographic data for clinicians, who comprise a significant proportion of teaching and supervising faculty should be included in Western Equity census.
- Evaluate how complaints are managed, outcomes are tracked and implement mechanisms to monitor why students do not report mistreatment.
- Address challenges rising from students and faculty having different perspectives of the format of large group delivery sessions.
- Ongoing staff turnover impacts the efficiency of the HR processes which leaves gaps in onboarding and transitioning new staff and faculty into their roles.

Review Process

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

- Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Associate University Librarian
- Dean, Schulich School of Medicine & Dentistry
- Vice Dean, Schulich School of Medicine & Dentistry
- Associate Dean (Admissions)
- Associate Dean, Windsor Faculty Affairs
- Acting Associate Dean, EDID
- Acting Director, Medical Education
- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers' Report

External reviewers noted: *"Overall, the Western University MD program provides an excellent curriculum and learning environment. Students overall are very happy with their curriculum and clinical experiences, however voiced frustration that they don't feel their feedback is being listened to […]. There is an excellent administrative team in place, and along with the Academy of Educators, and educational specialists both within the program and centrally, the program has the necessary resources to deliver their program."*

Strengths of the Program

- Academy of Educators, a core group of professional faculty educators dedicated to develop, implement, assess and report on the integration the curriculum across the 4 years of undergraduate medical education – clearly highly successful in its very early iteration.
- Robust program evaluation team that collaborates with two learning specialists, that monitors student outcomes, course evaluations and examination statistics.
- Early clinical exposure in longitudinal family medicine clinics.
- Robust professionalism careers and wellness curriculum throughout the 4 years - focused on the professional development of students.
- The Windsor Campus has been highly successful, both in the caliber and success of its MD program students, its impact on the community as a draw for clinical faculty, as well as 80% retention of its Family Medicine Postgraduate Training program in the last 10 years.
- The Schulich Learner Experience Office is a highly praised resource by both faculty and students, providing robust one on one counselling for career planning and wellness, and significantly revamping the Professionalism Career and Wellness curriculum for the MD program.
- Faculty has a strong research portfolio holding over half of Western University's Tri-council research funding in addition to several other notable public and private research funding agency grants.
- Students are highly successful in matriculation, CaRMS residency matching, and national MCC examinations.
- Growing partnerships with 60 regional communities where students can engage in clinical placements.
- Blend of delivery methods is rich, very successful and provides ample opportunity for self-directed learning.
- The clinical skills centre is well equipped for simulated facilitated learning.

Prospective Improvements for the Program to Consider

- Clarify EDID priorities in curricular changes and the plans for faculty-level initiatives that would be prioritized. (*Associated with Recommendation #*1)
- Students expressed discontentment with the monitoring of attendance and voiced frustration that their feedback is not being listened to, especially around issues of mandatory attendance. (*Associated with Recommendations #2 and #4*)
- Revisit the large group interactive learning sessions. Students reported that many of these events were more felt to be reruns of lectures already provided asynchronously and not as interactive as intended. (*Associated with Recommendation #*3)
- Lack of connection with clinical faculty to the Faculty and to the University; and, lack of academic support and full appointments for clinical faculty at the Windsor Campus – consider impact on sustainability and future growth. (*Associated with Recommendation #*5)
- There is currently a paucity of true interprofessional education (2 or more health care professional students learning about, from and with each other) and the academic structures of the university does not lend itself well to collaboration. (*Associated with Recommendation #*6)
- Policies and procedures around reporting mistreatment is a recurring issue that has been identified. Students are not trusting of the system for fears of retaliation and impact on career opportunities, as well as concerns over timeliness and impact of outcomes. (*Associated with Recommendation #7)*
- Better facilities are needed for the small group sessions.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 The office of EDI should be provided with more infrastructure support as well as clearly defined mandate of how to support priorities of the MD program.	**Program:** The School's senior administration: • secured funds that allows consulting with an Indigenous physician in southwestern Ontario to aid the MD Program in efforts to decolonize the curriculum and integrate Indigenous health needs. • will secure funds for the Office of EDID to support project development for students with lived experience to participate in developing content in collaboration with the Associate Dean EDID, the UME e-technology specialists and the Academy. • will meet monthly to establish the timeline for embedding the principles of equity, diversity, inclusion and decolonization within the curriculum, providing an update to the Dean semi-annually on achievements to date. **Faculty:** Schulich has committed funding to enhance support for the EDID office and to address the School's responsibility to the Truth and Reconciliation (TRC) Call to Action. The School is in the process of recruiting an Indigenous physician from Southwestern Ontario. The plan is to develop a Faculty priorities document to address responsibilities regarding TRC, assess and help integrate Indigenous health into the School curricula.
Recommendation #2 Consider developing a mechanism to reflect back to students how their feedback is incorporated into changes in the MD program, and transparency around these decisions.	**Program:** The Co-Chairs of the Program Evaluation Committee will summarize the aggregate feedback from each of the course evaluations annually. The format will be a "You Said, We Did" format. A rationale will be provided for student suggestions and feedback that is not actioned in a "You Said, We Heard" format. The Vice Dean UME will provide the summary to all classes at the start of the academic year. Any issues of particular importance that merit a timelier response will be discussed at class Town Halls (2 per year per class) or with the class presidents. Feedback will be solicited from student leaders via the Hippocratic Undergraduate Medical Education Committee (HUMEC). **Faculty:** Supports the Program's response.
Recommendation #3 Consider changing the format of large group sessions in the curriculum, with respect to content and mode of delivery.	**Program:** This is underway as of January 2024. All large group sessions have been or are undergoing review by the course chairs under the direction of the Director, Academy of Educators to ensure that the content and mode of delivery are aligned with the program competencies, learning objectives and the curricular philosophy. The intent of large group sessions is for these to be interactive with application of content. The review was based on student feedback that some large group sessions were largely a repeat of previous asynchronous material. Any such large group sessions will be designated as optional.

	Faculty: Supports the Program's response.
Recommendation #4 Policies around in-person attendance should be based on principles such as-the learning of others is affected, patients are involved, or sessions involve skill acquisition that requires in person attendance.	**Program:** The MD Program will continue to monitor attendance. The Attendance and Absence Policy was revised in the spring of 2023 with implementation for the 2023-2024 academic year. The change reflected that attendance for the 6 hours of large group learning weekly was to be required (previously *expected* but listed as *optional*). The principles underlying the change reflected professional expectations including but not limited to: accountability by being present; supporting and respecting peers as medicine is a collaborative team endeavor; and demonstrating respect for the time and commitment of their faculty, amongst others. For 2024-2025, the MD Program will randomly monitor attendance once or twice per week using a sign in sheet. **Faculty:** Supports the Program's response.
Recommendation #5 Attention to the Windsor Campus regarding sustainability of faculty engagement and support and further integration with postgraduate medical trainees and programs.	**Program:** The Associate Dean, Windsor has been very successful at engaging and recruiting faculty to date. With undergraduate and postgraduate medicine expansion, consideration of the adequacy of the Windsor budget (part of the Ministry Distributed Education dollars). The Dean and the CAO may take this into consideration with any renewal of the Western-Windsor Memorandum of Understanding and negotiations with the Ministry of Colleges and Universities and Ministry of Health. **Faculty:** Supports the Program's response.
Recommendation #6 Interprofessional educational activities need to incorporate learners from other disciplines, not just faculty.	**Program:** All first-year students participate in an IPE day involving 600-1000 learners from a spectrum of health professions, including nursing, pharmacy, dentistry. Most of the interaction with other learners takes place during the clinical learning with longitudinal curriculum that brings many other health care professionals into the classroom. Recognizing that the practice of medicine requires interprofessional collaborative teams, the MD Program will continue to explore opportunities to bring other health care providers, including learners, together. One new opportunity that arose from the quarterly meetings of the Vice Dean, UME and the LHSC Learners Affairs Office is IPE Grand Rounds. Beginning in September 2024, all medical students on placement at LHSC are invited to join all other heath professional learners for Collaborative Practice Rounds (currently only in person at University Hospital). **Faculty:** Supports the Program's response.

Recommendation #7 There remains a need to provide a student mistreatment reporting system that is more trusted, transparent and timely.	**Program:** The Program and the School take student mistreatment seriously and has a "no wrong door" approach for students to report mistreatment, with the Learner Experience Office (LEO) most commonly the first place of contact and advice. The process for reporting is supplemented with a flow chart. The Program continues to work with postgraduate, department chair and hospital partners for a safe and supportive learning and working environment.
	Challenges in having students trust the process is acknowledged and the Program continues to communicate and explore strategies with student leaders. While the steps of the process are transparent, students are understandably frustrated when they may not have access to information and outcomes that is confidential and privileged. Furthermore, timeliness may be difficult to satisfy – as student mistreatment issues that arise may be completed in days to weeks; however, investigations are completed by Western central and the MD Program may not have access to outcomes.
	Nevertheless, students are supported by both LEO and the UME Office. The Vice Dean, UME and the Assistant and Associate Dean LEO, their respective managers will meet with students providing support and as much information as they are able to.
	Faculty: Supports the Program's response.

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 the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendations specific to hiring are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 The office of EDI should be provided with more infrastructure support as well as clearly defined mandate of how to support priorities of the MD program.	• Recruit an Indigenous physician to support the development of a Faculty priorities document to address responsibilities regarding the TRC Call to Action as well as assess and help decolonize and integrate Indigenous health into the School curricula. • Develop EDID resources in support of the mission of the School's Office of EDID, featuring lived experiences of current students. • Meet monthly to establish the timeline for embedding the principles of equity, diversity, inclusion and decolonization within the curriculum; provide a semi-annual update to the Dean on outcomes.	• Dean • Chief Administrative Officer • Vice Dean UME • Associate Dean EDID • Vice Dean UME • Associate Dean EDID	By July 2026
Recommendation #2 Consider developing a mechanism to reflect back to students how their feedback is incorporated into changes in the MD program, and transparency around these decisions.	• Summarize the aggregate feedback from each of the course evaluations annually (with responses as to what was actioned and not actioned). • Provide summary to all classes at the start of the academic year. ○ Issues needing a timelier response to be discussed at class Town Halls or with the class presidents. • Solicit feedback from student leaders via the Hippocratic Undergraduate Medical Education Committee (HUMEC).	• Co-Chairs, Program Evaluation Committee • Vice Dean UME	First iteration by Oct 2024 (with follow up at 2027 progress report)
Recommendation #3 Consider changing the format of large group sessions in the curriculum, with respect to content and mode of delivery.	• Continue reviewing large group sessions to ensure the content and mode of delivery are aligned with program competencies, learning objectives and the curricular philosophy. ○ Large group sessions that repeat previous asynchronous material will be designated as optional.	• Director, Academy of Educators	Ongoing (with follow up at 2027 progress report)

Recommendation #4 Policies around in-person attendance should be based on principles such as-the learning of others is affected, patients are involved, or sessions involve skill acquisition that requires in person attendance.	• Review Attendance Policy as updated in 2023-2024 following two academic cycles. • Randomly monitor attendance once or twice per week using a sign in sheet, rather than continue using "Elentra" the learning management system.	• Vice Dean UME	By September 2025
Recommendation #5 Attention to the Windsor Campus regarding sustainability of faculty engagement and support and further integration with postgraduate medical trainees and programs.	• Ensure consideration during renewal of the Western-Windsor Memorandum of Understanding and negotiations with the Ministry of Colleges and Universities and Ministry of Health during the appropriate budget cycle.	• Dean • Chief Administrative Officer	By December 2026
Recommendation #6 Interprofessional educational activities need to incorporate learners from other disciplines, not just faculty.	• Continue new practice of inviting all medical students on placement at LHSC to join all other heath professional learners for Collaborative Practice Rounds. ○ Evaluate effectiveness and impact after several iterations. • Continue to explore opportunities to bring other health care providers, including learners, together.	Vice Dean UME	By September 2026
Recommendation #7 There remains a need to provide a student mistreatment reporting system that is more trusted, transparent and timely.	• Continue regular communication, sharing of information and consideration of additional strategies with student leaders to add greater transparency to the systems in place (as is possible). • Continue reporting annually in aggregate on the instances of Learner Mistreatment to the Curriculum Committee for discussion and, where relevant, recommendations and action items.	• Vice Dean UME • Associate Dean LEO	Ongoing (with follow up at 2027 progress report)

ITEM 13.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Diploma (GDip) in Accounting and the Graduate Program in Mathematics

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on March 4, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the Graduate Diploma (GDip) in Accounting and the graduate program in Mathematics.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Social Science and Ivey Business School	Graduate Diploma (GDip) in Accounting	September 17, 2024	Good Quality
Science	Mathematics	October 24-25, 2024	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Graduate Diploma (GDip) in Accounting

Final Assessment Report – Mathematics

Graduate Diploma (GDip) in Accounting
Final Assessment Report & Implementation Plan
January 2025

Faculty / Affiliated University College	Social Science and Ivey Business School
Degrees Offered	Graduate Diploma (GDip)
Date of Last Review	N/A (first cyclical review)
External Reviewer	Dr. Camillo Lento, Faculty of Business Administration Lakehead University
Internal Reviewer	Dr. Elizabeth Webb, Associate Dean, Graduate Faculty of Science
Date of Desk Audit Initiation	September 17, 2024
Date Review Report Received	October 16, 2024
Date Program/Faculty Response Received	Program – November 21, 2024 Faculty – November 21, 2024
Evaluation	Good Quality
Approval Dates	SUPR-G: February 24, 2025 ACA: March 4, 2025 Senate (for information): March 14, 2025
Year of Next Review	2031-2032
Progress Report	June 2027

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 review process, internal responses, and assessment and evaluation of the Graduate Diploma in Accounting Program delivered by the Faculty of Social Science and Ivey Business School.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science and Ivey Business School

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee for Program Review - Graduate (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to the Faculty of Social Science, Ivey Business School, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Graduate Diploma (GDip) in Accounting is a 13-week full-time course-based professional program. The first cohort of GDip students was welcomed in 2015. The GDip provides an opportunity for university graduates interested in pursuing their Chartered Professional Accountant (CPA) designation to acquire the necessary skills and competencies to meet the requirements of CPA Canada, and ultimately work as a professionally designated accountant. The GDip program consists of five required courses designed to bridge the knowledge competency between courses at an undergraduate level (typically in a management/ business degree) and what is required under CPA Canada's Professional Education Program (PEP) program.

Largely driven by a combination of the demand for, and interest in, the CPA profession, enrolments vary from year to year. Enrolment in the 2021-22 Ivey stream was 18, and 40 in the DAN stream.

The program's self-study was informed by the recent results of the CPA Ontario Accredited Performance Evaluation, regular student exit surveys, an alumni feedback survey administered in the spring of 2023 and a focus group with the 2023 GDip class led by an independent facilitator.

The reviewers shared a positive assessment of the Graduate Diploma in Accounting. They offer five recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The faculty leadership of the GDip program maintain strong relationships with CPA Canada and CPA Ontario to ensure that the GDip continues to meet expectations of the profession.
- Experienced faculty members who understand the CPA profession's needs and challenges; and, are engaged in continuous professional development with the aim of remaining updated with the latest industry trends.
- Close alignment with CPA enables the program to: 1) bridge the gap between undergraduate studies and the CPA Professional Education Program (PEP); 2) provide students with advanced standing in CPA PEP enabling faster completion of CPA requirements; 3) offer unique opportunities to leverage world class academic research and thought leadership; and 4) maintain strong ties with industry partners to ensure the program's continued adherence to industry standards, and provision of financial support for students.
- Strong focus on professional development enables student mastery of both technical and enabling competencies required by the CPA; and, prepare them for an increasingly complex and demanding work environment. For example, case competitions, alumni networking event, workshops, guest speaker series.
- Both the DAN and the Ivey stream CFE pass rates well exceed the provincial pass rate in each of the most recent three years.

- Throughout the program, a variety of guest speakers present to and engage with students. In the DAN stream, PhD guest lecturers who are experts in their fields join the GDip classrooms. In the Ivey stream, former Ivey students who are now in firms or industry share their experiences.
- Students report that they are well prepared to enter the CPA profession, and to complete the remainder of the CPA process. Students indicate the quality, diversity and quantity of cases they are exposed to in our program, although academically challenging, provided them with an advantage in writing CPA Canada's Common Final Exam (CFE).
- The overall program completion ratio since the program's inception in 2015/2016 is 96.7%.
- The program is examining recent material provided by CPA Ontario on Indigenous storylines to determine how these learning materials may be incorporated into the program.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Lack of dedicated space for the DAN stream of the GDip program.
- Administrative support is needed in the DAN stream to address the delays in processing applications and other administrative tasks; this has negatively impacted the experience for both current and prospective students.
- Some faculty members have shared that they are overwhelmed by the need for mentoring, office hours, and support beyond the classroom due to the intense nature of the program.
- Consider modifications to the structure of the first few classes to include additional review/refresher of critical topics from undergraduate studies.
- Due to significant competition from other post-secondary institutions offering similar programs, maintain high enrollment and performance metrics. The program needs to attract its own undergraduate students (in relation to the DAN stream).
- Fluctuating demand for the CPA designation results in unpredictable enrolment and make it difficult to accurately predict intake figures.
- For the DAN stream, permitting experienced faculty with a strong track record of securing high CPA examination pass rates to engage in overload teaching will relieve strain on faculty resources and help maintain accreditation with CPA Ontario. This will buy valuable time until the University is in a position to invest in new faculty.

Review Process

As part of the desk review of this stand-alone Graduate Diploma program, the review committee, comprising one external reviewer, and one internal reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled desk review.

Following the desk review, the reviewers submitted a comprehensive report of their findings which was sent to the Program and Deans Offices for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Graduate Diploma in Accounting. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that "*the program has been very successful, as evidenced by the initial accreditation, recent reaccreditation, and success rate of graduates at the CFE.*"

Strengths of the Program

- The faculty profile has a great mixture of practice and academic qualifications and augments the classroom experience with guest speakers from the community.
- Provides students with a rigorous and accelerated pathway to obtain CPA certification.
- High success rate of graduates in obtaining work and passing the CFE exam continue to strengthen the program's reputation.
- Engages in ongoing evaluation (more frequently than this 7-year review), with CPA periodic performance evaluations and regular surveys for student and alumni feedback.
- Innovative in its development of a case competition, early incorporation of Indigenous content into the curriculum, and other student-based events (guest speakers and networking events).

Prospective Improvements for the Program to Consider

- A dedicated committee to review applications, rather than just the Director of each stream, would be ideal to promote the consideration of diverse applicants. (*Embedded in Recommendation # 3*)
- Consideration of program resourcing needed to ensure continued success.

- o Faculty members that meet accreditation requirements already have heavy workloads. (*Embedded in Recommendation # 1*)
  - o Turnover of Limited Duties (LD) instructors impacts the consistency of teaching from year to year. Providing more teaching opportunities or converting L.D. to limited-term (L.T.) hires might entice instructors to commit to the program for several years. (*Embedded in Recommendation # 1*)
  - o Lack of administrative support is impacting the program's responsiveness. (*Embedded in Recommendation # 1*)
- The DAN stream could use dedicated classroom space and access to some common space in the Social Science building.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: **More resources are needed to support the program.** • The DAN stream of the program needs administrative support. • Faculty meeting accreditation requirements are limited and are already in high demand to teach at both the graduate and undergraduate levels. Consider ways to further support instructional capacity.	**Program:** • Effective October 1, 2024 a 1-year contract employee was recruited to support the DAN GDip stream. • Overload teaching would relieve the strain on faculty resources and help secure accreditation with CPA Ontario; however, overload teaching is not supported by the University. • Currently in the DAN stream, there is one LD faculty. This person has taught the course continuously since 2021. In the Ivey stream, there are presently two LD faculty, both have comparatively long-term appointments. **Faculty:** • The Dean's Office recently supported the hiring of a one-year contract employee to support the DAN GDip stream and will continue to support such appointments. • Unfortunately, the many financial pressures on Faculty budget preclude any support of overload teaching or the conversion of LD to LT hires. Should the Faculty of Social Science secure additional funding from the University in future years, the Dean's Office would be happy to consider increased funding of the GDip in Accounting.
Recommendation #2: Early intervention for at-risk students. Implement a formal system to identify at-risk students early in the program and develop aids that the students can use to reduce their risk of failing the program.	**Program:** • DAN stream: As a student progresses through the GDip, there are now several opportunities where permission to progress in the program is evaluated. Progress is evaluated after each assessment point, these are at 3 weeks, 4 weeks, 7 weeks, 8 weeks, 10 weeks, and 12 weeks. For any student at risk, they are required to meet with the program Director who will offer various supports. • Ivey stream: The midterm check has shown to be sufficient. No student has failed the program.

	Faculty: Both program streams have provided supporting information that indicates that current processes for identifying and supporting at-risk students are effective. The Dean's office supports the continued use of these processes.
Recommendation #3: Formalize an Admissions and/or Program Committee. Procedures to address EDI should be adopted for the admission process. This includes having a dedicated (and diverse) committee to review applications. A committee structure would also provide more support to the program director in program review, revision, and ongoing delivery, offer continuity during times of leave and holiday, build institutional memory, and prepare for succession.	**Program:** • The SGPS published a document entitled "Guidelines on Inclusive Excellence in Graduate Admissions." in October 2024. Program Directors will review admission practices with these guidelines in mind. • Directors minimize unconscious bias by evaluating work ethic, resilience and ability to overcome challenges, oral communication, curiosity, ability to contribute as part of a team, community engagement, integrity, willingness to learn, written communication, critical thinking, and adaptability. These evaluations are based on the statement of interest and resume submitted by the student with their application. • As the Ivey stream only accepts students into the Ivey GDip stream that completed the Ivey undergraduate degree (HBA), as long as the student meets the minimum grade requirements, the student will be accepted (assuming no concerns over the student's HBA coursework). **Faculty:** The program has noted its efforts to recruit equity-deserving students. The program also notes that admission to the Ivey stream is guaranteed, if the applicant meets GPA requirements, thereby reducing the opportunity for bias in admissions decisions to this stream. The Dean's office supports these ongoing efforts.
Recommendation #4: Incorporate more cross-program activities. Students and the faculty could benefit from more activities that span across the DAN and Ivey streams. Case competitions, peer-marking, or guest speaking of faculty across the two streams could further enrich the learning experience, especially if faculty have specific expertise in an EDID area that can be leveraged across both streams.	**Program:** In 2024, the DAN and Ivey streams hosted a joint networking event, a joint guest speaking session, and a joint case competition. Development is underway for a joint guest speaker for Ethics/EDID. **Faculty:** The Dean's Office supports the current and future activities planned for cross-program interaction.

Recommendation #5: Consider the use of program milestones Consider making the case competitions and workshop on professionalism more formal by labelling them as program milestones. Using program milestones may signal to students the importance of these requirements and formalize them as part of the program, with the option of having them appear on the transcript.	**Program:** The program has a formal policy requiring 100% attendance in classes and events (any exceptions must be preapproved by the Director). Therefore, no student has ever missed the workshop on professionalism or the case competition. Adding formal milestones to a program that is under resourced is not sustainable at this time, however further consideration will be made if a permanent administrator is available to support the program. **Faculty:** The dean agrees with the program that establishing milestones would potentially prove burdensome and do not seem necessary to support adequate progress through G-dip coursework.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Directors, in consultation with the SGPS and the Deans of the collaborating Faculties, are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: More resources are needed to support the program.	- Ensure continued administrative support for the DAN stream of the GDip. - Revisit ways of reducing strain on faculty capacity during future budget cycles.	Dean's Office	Revisit as part of progress report in June 2027
Recommendation #2: Early intervention for at-risk students.	Assess processes for identifying and supporting at-risk students to ensure that they are effective.	Program Directors	
Recommendation #3: Formalize an Admissions and/or Program Committee.	Carefully consider the best practice of establishing a diverse committee to review GDip applications, as outlined in the "*Guidelines on Inclusive Excellence in Graduate Admissions*" document, as a way of minimizing any bias from a single person reviewing the suite of admission criteria/documents.	Program Directors	
Recommendation #4: Incorporate more cross-program activities.	Develop continued plans for cross-program activities (e.g., upcoming joint guest speaker for Ethics/EDID).	Program Directors	
Recommendation #5: Consider the use of program milestones.	Consideration of additional formal milestones to a program will be explored should a permanent administrator be assigned to support the program (DAN stream).	Program Directors	

Mathematics
Final Assessment Report & Implementation Plan
January 2025

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	MSc, PhD	
Date of Last Review	2016-2017	
Approved Fields	Applied Mathematics	
External Reviewers	Dr. Hans Boden, Department of Mathematics and Statistics McMaster University	Dr. Julien Arino, Department of Mathematics University of Manitoba
Internal Reviewers	Dr. Nica Borradaile, Associate Vice Provost School of Graduate and Postdoctoral Studies	
Date of Site Visit	October 24 & 25, 2024	
Date Review Report Received	November 25, 2024	
Date Program/Faculty Response Received	Program – December 6, 2024 Faculty – December 16, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-G: February 24, 2025 ACA: March 4, 2025 Senate (for information): March 14, 2025	
Year of Next Review	Year of next cyclical review: 2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Science.

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee on Program Review - Graduate (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the cyclical review process that is made public; all other documents are confidential to the Graduate Mathematics Program, Faculty of Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Department of Mathematics at Western University is a part of the Faculty of Science and, jointly with the Department of Statistical and Actuarial Sciences forms the School of Mathematical and Statistical Sciences. The graduate program has been in existence since the 1950's, initially offering an M.Sc. degree and subsequently, since the 1960's, a Ph.D. degree. Following the dissolution of the Department of Applied Mathematics in 2021, Applied Mathematics is now offered as an optional field within the Mathematics Program.

Students pursuing their M.Sc. degree have two options: a course-based and a thesis-based option. The course-based option is one-year long and requires completion of eight half-courses. The thesis-based option, in contrast, is two-years long and requires students to take four courses in addition to completing a thesis. The Ph.D. degree is obtained through a combination of coursework, milestones, and a thesis involving original research. Each student is required to complete: five half-courses, a comprehensive examination, a candidacy exam, and deliver two public lectures on their research. In 2022-2023 total enrolment in the MSc was 21 and 40 in the PhD.

The self-study was informed by data from annual student focus groups as well as recent departmental meetings and retreats. In addition, a dedicated committee on student surveys was formed to design and administer a dedicated self-study survey on a variety of topics – to both alumni and current students.

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

Strengths and Innovative Features Identified by the Program

- Faculty members, renowned experts in their fields, provide a vibrant atmosphere by inviting visitors, hosting seminars, and providing research opportunities.
- Low student-to-faculty ratio results in a collegial atmosphere that supports individual student needs.
- Varied professional development opportunities, including seminars, colloquia, networking events with alumni, training from the CTL, and the Writing Support Centre, mentorship opportunities through the *Buddy program* and the *Directed Reading Program* offer excellent career preparedness.
- Strong partnerships include:
    - 3+1+1 programs with select universities in China; Dual degree agreements with Makerere University, Uganda and the University of Osnabrück, Germany;
    - Fields Institute for Research in Mathematical Sciences in Toronto offers additional advanced topics courses each term, labs and office space;

- - Collaborative Specialization in Scientific Computing and Machine Learning in Health and Biomedical Sciences;
  - Current consideration of a partnership with the Vector Institute in Toronto, which would provide additional financial support for M.Sc. students and enable a seamless transition to industry.
- Only one of two programs in Canada with a student chapter of the Association for Women in Mathematics (AWM). Founded in 2021, the chapter is very active, receiving an AWM award for its outreach activities in 2023.
  - The chapter's activities contribute to student recruitment and retention - the number of women in the program between 2019 and 2024 increased three-fold.
- Proactive recruitment strategies, including several summer research programs for undergrad students.
- Student and alumni are satisfied with: 1) selection of courses and Fields Academy courses; 2) regular meetings with supervisors, described by students as knowledgeable, caring supervisors with extensive research networks; 3) study space; 4) professional development opportunities, which they found to be relevant and useful; 5) the collegial and friendly atmosphere in the department.
- High levels of NSERC support among faculty members allow for financial support for student travel to conferences on a regular basis.
- Frequent program feedback opportunities: informal lunch focus groups with students and townhall meetings held 1-2 times per year.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Funding package has not kept up with inflation; the competitiveness of the program will be affected if funding at the University and Faculty levels are not increased.
  - Continue to explore new funding opportunities via partnerships with Canada's biggest banks, which will also enhance areas of cryptography and formal verification.
- Course topics offered has decreased since the pandemic and has not yet recovered to pre-pandemic levels. Students have expressed a desire for more topics.
- Continue to enhance interaction between members of previously separate programs; for instance, allowing students to 1) take comprehensive exams split between pure and applied mathematics; 2) study data science and formal verification, potentially providing graduates with additional funding as well as research and internship opportunities.
- Expand promotion of professional development events with a focus on networking with alumni working in academia, industry, or government.
- Implement changes to address concerns regarding the consistency and difficulty of comprehensive exams; departmental changes include assigning two members for a 2-year term to each of the exams.

- Student feedback noted that: 1) Comprehensive Exams are very stressful; 2) funding package is increasingly insufficient, especially for international M.Sc. students; and 3) TA workload is heavier compared to other departments in the Faculty of Science.
- There is a relatively small number of applicants from equity-deserving groups.

Review Process

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

- Vice Provost, School of Graduate & Postdoctoral Studies
- Associate Vice-Provosts, School of Graduate & Postdoctoral Studies
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Associate Dean, Graduate and Post-Doctoral Studies, Faculty of Science
- Department Chair
- Graduate Chair
- Graduate Affairs Committee members
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

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

Summative Assessment – External Reviewers' Report

External reviewers shared that, "*the program aligns well with the university's mission and provides students with adequate information and guidance to pursue their intended course of studies. We found the faculty to be very competent and observed that students graduating from the program were quite productive.*"

Strengths of the Program

- The program has a strong reputation for excellence in research and graduate training.
  - Internationally recognized faculty help foster: research excellence among a diverse group of graduate students; a high number of students published in top tier journals, and; success in scholarship competitions.
  - Grant funding for faculty members is well above the national average.
  - Seminars, colloquia, outreach activities, and Math Crochet meetings, along with EDI training for Graduate Affairs Committee members, promote inclusivity within the program.
  - World-renowned for its outstanding research groups in Mathematical Biology and Homotopy Theory.
- Combining applied and pure math departments was implemented carefully and resulted in a larger community with capacity for new training opportunities and cross-disciplinary research projects.
- Students have access to the High Performance Computing resources of Sharcnet – with PhD students each being provided with PCs.
- MSc has high completion rate; PhD completion rate is consistent with other institutions.
- Milestones in the research programs are well conceived and clearly must help students ensure their progression through the program.

Prospective Improvements for the Program to Consider

- Professional development could be enhanced by offering opportunities for conducting tutorials, delivering lectures within a course, and/or being given positions as instructors-of-record for an undergraduate class. (*Associated with Recommendation #1*).
  - Development of an in-house training program specifically designed for the math graduate TAs. (*Associated with Recommendation #1*).
- Consider Introducing a major research project (MRP) as a required component of the one-year course-based MSc degree to ensure degree requirements are met. (*Associated with Recommendation #2*).
- Harmonize comprehensive exam and degree requirements for the MSc and PhD across the (Pure) Math and Applied Math options. (*Associated with Recommendation #3*).
- Increase in course offerings would enable important topics to be more consistently covered. (*Associated with Recommendation #5*).
  - Some students found it difficult to find advanced courses in their chosen domain of study because courses they had registered in were not run due to insufficient enrollment.
- Continue efforts to achieve greater gender balance within the faculty complement as this could support recruiting and retaining a more diverse student body.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
Recommendation 1: Provide graduate students with more opportunities for teaching experience and training.	**Program:** Agrees that classroom teaching is an essential component of the graduate program in mathematics. The program has started the *Teaching Training Program*, a mentoring program intended to help students develop inclusive teaching techniques and apply these techniques through guest lectures. Continue to work with the Faculty of Science and SGPS to find a way to give PhD students the necessary teaching experience before they graduate. **Faculty:** The current budget landscape suggests that Limited Duties hires will be restricted in the future. Math already negotiates LD hires for post-docs with same purpose to provide necessary teaching experience. It is not feasible to expand this practice into a formal opportunity provided to every PhD student. The Dean's office applauds the Teaching Training Program in Math; this is a great opportunity for graduate students to gain undergraduate lecturing experience under the careful guidance of a mentor. The Dean's office will work with the program to investigate other ways that graduate students can gain teaching experience.
Recommendation 2: Devise a mechanism to enhance PLO 2 in Research & Scholarship for the course-based MSc students, possibly by introducing a Major Research Project as a requirement for the program.	**Program:** Agrees with the assessment and will work with SGPS to submit a major modification to the program converting the course-based MSc degree into a project-based one. The project will replace two half-courses. **Faculty:** The Faculty of Science supports the development of a project-based MSc. Similar programs are offered in Earth Sciences, Computer Science, Statistics, and Physics. In those programs, the project-based option is often more popular than the thesis-based MSc. The Dean's office can provide guidance in the development of a Major Research Project component in the Math MSc and facilitate discussion among graduate chairs with similar programs.

Recommendation 3: Harmonize the degree requirements for the MSc and PhD across the (Pure) Math and Applied Math options.	**Program:** The Department held a series of meetings to reflect on the comprehensive exams, including their goals and format. As a result, a minor modification to change the scope of the applied math comprehensive exam was submitted. Plans are ongoing for modifying the math comprehensive exam along the lines of what the reviewers suggested: passing a selection of the program's core courses with a grade of 80%. The course labels should be unified and there is no need to separate pure and applied mathematics. Once the major modification regarding the new format of the comprehensive exams is approved, a 3-person subcommittee will be formed within the Graduate Affairs Committee to unify course labels. Another major modification may be required. **Faculty:** The Dean's office supports the program's initiatives to modify the degree requirements and course labels.
Recommendation 4: Develop more team-building activities to promote cohesion and solidarity among the cohorts of graduate students in Math and Applied Math.	**Program:** The Department's leadership has been trying to bridge the gap between mathematics and applied mathematics since the merger of the departments in 2021 and welcomes all suggestions for how to do this effectively. The reviewers' idea of starting a Grad Student Society seems to be another great step in the right direction. **Faculty:** The formation of a graduate student society is a great idea for community building, as these groups often plan social events for their members. The Associate Dean can connect the student leaders in Math with organizers of similar student groups in other programs to facilitate building their society. The Dean's office is optimistic that the introduction of the major research project in the course-based MSc (mostly populated by pure Math students) will encourage more interaction with thesis-based MSc (mostly applied Math). The program is encouraged to explore ways research training for both groups can be integrated, for example, a formal peer mentoring network, or research presentation days.

Recommendation 5: Increase the number of math and applied math graduate courses offered.	**Program:** Taking into account the recent course enrolment thresholds, the program is currently working on consolidating undergraduate offerings into fewer more impactful courses. This change will filter the graduate offerings, affecting cross-listed courses. With fewer cross-listed courses being offered, it would be possible to schedule, e.g., Math 9144 Homological Algebra and other courses named in the report on the rotating basis (every 2-3 years). The program commits to working on designing a new model of grad-level course offerings. The program will also work with other universities on a course-sharing model, whereby specific courses can be offered via video conference to students from other institutions, while allowing Western students to take their courses. The program has done this in the past with York and UBC. **Faculty:** The new course enrollment minimum set by the Provost's office is expected to be 15 for 4th year undergraduate courses that are cross listed with graduate courses. The Dean's office recognizes that for most graduate programs it is difficult to reach a course enrollment of 15. The Dean's office encourages and supports any efforts to update and create more efficient courses. Building or expanding courses to meet breadth requirements of students in both applied and pure math will increase course size, enhance multi-disciplinary learning and encourage interactions among different groups of students resulting in a stronger community. Offering graduate courses in a rotating schedule and offering blended (online and in person) courses to encourage enrolment from different universities (e.g. the OVGS program), is also a good strategy to increase enrollment in specialized courses.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation 1: Provide graduate students more opportunities for teaching experience and training.	• Maintain and assess the effectiveness of the Teaching Training mentorship Program. • Engage with the Dean's Office and the SGPS to determine options to give PhD students the necessary teaching experience. For instance, workshops offered by their new graduate student society and/or programming through the CTL.	Department Chair Graduate Chair	By December 2025
Recommendation 2: Devise a mechanism to enhance PLO 2 in Research & Scholarship for the course-based MSc students, possibly by introducing a Major Research Project as a requirement for the program.	• In collaboration with the Dean's Office and the SGPS, develop a major modification proposing converting the course-based MSc degree into a project-based one. The project will replace two half-courses. • The Dean's office to support with guidance in the development of a Major Research Project component and facilitate discussion among graduate chairs with similar programs.	Graduate Chair Dean's Office	By May 2025
Recommendation 3: Harmonize the degree requirements for the MSc and PhD across the (Pure) Math and Applied Math options.	• Clarify the purpose, requirements and format of the comprehensive exams. • Examine the option of modifying the comprehensive exam to include passing a selection of the program's core courses with a grade of 80%. • Develop and submit a major modification. • Once the modification regarding the new format of the comprehensive exams is approved, form a 3-person subcommittee,	Graduate Chair	By January 2027

	within the Graduate Affairs Committee, to unify degree requirements and course labels as there is no need to separate pure and applied mathematics.		
Recommendation 4: Develop more team-building activities to promote cohesion and solidarity among the cohorts of graduate students in Math and Applied Math.	• Explore ways that research training for Math and Applied Math students can be integrated. For example, a formal peer mentoring network, or research presentation days. 　• Ensure that Graduate Student Seminar talks are accessible to all students in the program. 　• Establish a Graduate Student Society to build community. Connect the student leaders in Math with organizers of similar student groups in other programs.	Graduate Chair	By September 2025
Recommendation 5: Increase the number of math and applied math graduate courses offered.	• Continue working on consolidating undergraduate offerings into fewer more impactful courses. This change will filter to the graduate offerings, leading to fewer cross-listed courses. 　• Build or expand courses to meet breadth requirements of students in both applied and pure math with the aim of increasing course size, enhance multi-disciplinary learning and encourage interactions among different groups of students resulting in a stronger community. • Revisit course-sharing with other institutions via video conferencing, thereby causing little disruption to students' schedule.	Graduate Chair Graduate Program Committee Dean's Office	By September 2027

ITEM 13.3(h) – New Donor-Funded Scholarships, Awards, and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 13.3(h), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Donor-Funded Scholarships, Awards, and Prizes

New Donor-Funded Scholarships, Awards, and Prizes

Any Undergraduate Program

John and Barbara Muir Bursary
Awarded to full-time undergraduate students in any faculty in Year 2 or beyond 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 $2,000, awarded annually
Effective Date: 2025-2026 academic year

This award was established with a generous gift from Barbara and John Muir.

Faculty of Engineering

Canadian Nuclear Laboratories Scholarship in Engineering
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement (minimum 80% average). International students are not eligible. Preference will be given to candidates enrolled in ECE 4439B: Conventional, Renewable & Nuclear Energy or MME 4429A: Nuclear Engineering or other courses relevant to the nuclear sector if offered in the future. The Faculty of Engineering will select the recipients.

Value: 1 at $4,000 awarded annually
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

This scholarship is made possible by the generosity of the Canadian Nuclear Laboratories (CNL). CNL is Canada's nuclear science and technology organization, and a world leader in developing nuclear technology for peaceful and innovative applications.

Philantra Student Mobility Award to China
Awarded to full-time undergraduate or graduate students in the Faculty of Engineering who are participating in a student mobility opportunity in China such as, student exchange, study abroad, internship, clinical or field placement, practicum, faculty-led program, or community engaged learning. Candidates must have a minimum 70% academic average to be eligible. Candidates will be evaluated on how the experience will contribute to their development as a global citizen, what they expect to learn through their program, and how they will be an effective ambassador for Western. Online applications are available on the Global Opportunities website, Western International and must be submitted by November 15 (for decisions in January) or February 15 (for decisions in April). The Office of the Registrar will select the recipients.

Value: Number and value will vary, up to a maximum of $20,000 available annually
Effective Date: 2025-2026 to 2027-2028 academic years inclusive

This award was established with a generous gift from Philantra Foundation to create opportunities for Western students to study and learn in China.

Faculty of Law

Enrico Rota Memorial Scholarship
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. The Faculty of Law will select the recipients.

Value: 1 at $1,000, awarded annually
Effective Date: 2025-2026 academic year

This award was established by his partner Kenneth Parsons in memory of Enrico Rota (LLB 1981).

Pillon-Rukavina Entrance Award
Awarded to full-time undergraduate students in Year 1 in the Faculty of Law based on financial need and academic achievement. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at $5,000 awarded annually
Effective Date: 2025-2026 to 2029-2030 academic year

This award was established by Elizabeth Pillon, LLB'92 and Steve Rukavina, LLB'92 in recognition of their commitment to education and their appreciation of their Western Law school experience.

Faculty of Science

Canadian Nuclear Laboratories Scholarship in Science
Awarded to full-time undergraduate students in the Department of Chemistry, Faculty of Science based on academic achievement (minimum 80% average). International students are not eligible. Preference will be given to students who are enrolled in Chem 4400A: Current Topics in Chemistry, Nuclear and Radiopharmaceutical Chemistry or other courses relevant to the nuclear sector if offered in the future. The Faculty of Science will select the recipients.

Value: 1 at $2,000, awarded annually
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

This scholarship is made possible by the generosity of the Canadian Nuclear Laboratories (CNL) to support interest in the nuclear sector. CNL is Canada's nuclear science and technology organization, and a world leader in developing nuclear technology for peaceful and innovative applications.

Mohabat Tarkeshian Award
Awarded to full-time graduate students in a Masters or Doctoral program in Mathematics based on academic achievement and research merit. A committee in the Department of Mathematics will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,500
Effective Date: May 2025 to April 2034 inclusive

The award recognizes the late Mohabat Tarkeshian (PhD'23), a former graduate student at the Department of Mathematics.

Schulich School of Medicine & Dentistry

Dr. Bill Miletic Memorial Bursary
Awarded to full-time undergraduate students in the Doctor of Dental Science (DDS) 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: 1 at $2,000 awarded annually
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

This bursary was established by the Miletic Family in memory of Dr. Bill Miletic (DDS 1985). Bill was a respected dentist and businessman for many years. After retiring from the practice of dentistry, he taught at Western University where he is fondly remembered as a kind impactful teacher and mentor.

Dr. Bill Miletic Memorial Bursary in Dentistry
Awarded to full-time undergraduate students in the Doctor of Dental Science (DDS) 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: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

This bursary was established by the Miletic Family in memory of Dr. Bill Miletic (DDS 1985). Bill was a respected dentist and businessman for many years. After retiring from the practice of dentistry, he taught at Western University where he is fondly remembered as a kind impactful teacher and mentor.

ITEM 13.3(i) – Faculty-Specific Sessional Dates (2025-2026): Faculty of Education

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The 2025-2026 Faculty-specific sessional dates for the Faculty of Education are attached for the Senate's information.

ATTACHMENT(S):

Faculty-Specific Sessional Dates (2025-2026): Faculty of Education

Western University
Faculty of Education
ACADEMIC CALENDAR, 2025-26 (admitted fall 2025)*

	Mon		Tues		Wed		Thurs		Fri		
September	H	1	H	2	H	3	H	4	H	5	Labour Day — September 1 Term 1 Classes Begin — September 8 Term 1 Add/Drop — September 8 – 12
	C	8	C	9	C	10	C	11	C	12	
	C	15	C	16	C	17	C	18	C	19	
	C	22	C	23	C	24	C	25	C	26	
October	C	29	NC	30	C	1	C	2	C	3	Truth and Reconciliation Day (No Classes) – September 30 Thanksgiving – October 13
	C	6	C	7	C	8	C	9	C	10	
	H	13	C	14	C	15	C	16	C	17	
	C	20	C	21	C	22	C	23	C	24	
	C	27	C	28	C	29	C	30	C	31	
November	C	3	C	4	C	5	C	6	C	7	Practicum Block 1 – November 10 – December 19
	P	10	P	11	P	12	P	13	P	14	
	P	17	P	18	P	19	P	20	P	21	
	P	24	P	25	P	26	P	27	P	28	
December	P	1	P	2	P	3	P	4	P	5	Winter Break – December 22 – January 2
	P	8	P	9	P	10	P	11	P	12	
	P	15	P	16	P	17	P	18	P	19	
	H	22	H	23	H	24	H	25	H	26	
January	H	29	H	30	H	31	H	1	H	2	Term 2 Classes Begin – January 5 Term 2 Add/Drop – January 5 – 9
	C	5	C	6	C	7	C	8	C	9	
	C	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	
February	C	2	C	3	C	4	C	5	C	6	Family Day – February 16 Education Students' Council Conference – February 17 - 20
	C	9	C	10	C	11	C	12	C	13	
	H	16	EC	17	EC	18	EC	19	EC	20	
	C	23	C	24	C	25	C	26	C	27	
March	C	2	C	3	C	4	C	5	C	6	March Break – March 16 – 20 Practicum Block 2 – March 23 – May 8
	C	9	C	10	C	11	C	12	C	13	
	H	16	H	17	H	18	H	19	H	20	
	P	23	P	24	P	25	P	26	P	27	
April	P	30	P	31	P	1	P	2	H	3	Good Friday – April 3 Easter Monday – April 6
	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	
	P	27	P	28	P	29	P	30	P	1	
May	P	4	P	5	P	6	P	7	P	8	Term 3 Classes Begin – May 11 Victoria Day – May 18
	C	11	C	12	C	13	C	14	C	15	
	H	18	C	19	C	20	C	21	C	22	
	C	25	C	26	C	27	C	28	C	29	
June	C	1	C	2	C	3	C	4	C	5	Alternative Field Experience Block – June 22 – August 14
	C	8	C	9	C	10	C	11	C	12	
	C	15	C	16	C	17	C	18	C	19	
	AFE	22	AFE	23	AFE	24	AFE	25	AFE	26	

July	AFE	29	AFE	30	H	1	AFE	2	AFE	3	Canada Day – July 1
	AFE	6	AFE	7	AFE	8	AFE	9	AFE	10	
	AFE	13	AFE	14	AFE	15	AFE	16	AFE	17	
	AFE	20	AFE	21	AFE	22	AFE	23	AFE	24	
	AFE	27	AFE	28	AFE	29	AFE	30	AFE	31	
August	H	3	AFE	4	AFE	5	AFE	6	AFE	7	Civic Holiday – August 3 Summer Break – August 17 – September 7
	AFE	10	AFE	11	AFE	12	AFE	13	AFE	14	
	H	17	H	18	H	19	H	20	H	21	
	H	24	H	25	H	26	H	27	H	28	
September	H	31	H	1	H	2	H	3	H	4	Practicum Block 3 – September 8 – October 16
	H	7	P	8	P	9	P	10	P	11	
	P	14	P	15	P	16	P	17	P	18	
	P	21	P	22	P	23	P	24	P	25	
October	P	28	P	29	P	30	P	1	P	2	Thanksgiving – October 12 Term 4 Classes Begin – October 19
	P	5	P	6	P	7	P	8	P	9	
	H	12	P	13	P	14	P	15	P	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	Capstone Showcase – Week of December 14
	C	9	C	10	C	11	C	12	C	13	
	C	16	C	17	C	18	C	19	C	20	
	C	23	C	24	C	25	C	26	C	27	
December	C	30	C	1	C	2	C	3	C	4	
	C	7	C	8	C	9	C	10	C	11	
	C	14	C	15	C	16	C	17	C	18	

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	EC		Education Students' Council Conference	

*Program dates are subject to change based on approval and updates from the University Senate.

ITEM 13.4(a) – Honorary Degree Recipients – Spring 2025

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The recipients of Honorary Degrees and the Spring 2025 Convocation ceremony at which they will be awarded is included for information.

ATTACHMENT(S):

Honorary Degree Recipient – Spring 2025

Spring 2025 Honorary Degree Recipients

Bruce Ross (June 10, 2025 – 10:00 a.m.)

Bruce Ross is a pioneering business leader in transformative technology and currently serves as Group Head, Technology & Operations at RBC. He is known for expertly translating strategy into business success by adapting and advancing rapid global change in technology. He is also known for his commitment to philanthropy and volunteerism with a particular focus on health, education and mentoring the next generation. He has spearheaded several programs to encourage young people to pursue technology careers and his passion and commitment to academic institutions has helped create opportunities for many – including students at Western.

Cissy Kityo Mutuluuza (June 10, 2025 – 3:00 p.m.)

Dr. Cissy Kityo Mutuluuza is a distinguished Ugandan physician, epidemiologist, and researcher, recognized for her pioneering work in antiretroviral therapy for HIV treatment and care across sub-Saharan Africa since 1992. As the Executive Director of the Joint Clinical Research Centre (JCRC) in Uganda, she was instrumental in developing one of the world's largest HIV treatment programs. She established a robust clinical research program and state-of-the-art laboratories that have contributed significantly to biomedical research, saving millions of lives. Currently, she is leading initiatives to introduce gene therapy and advance HIV cure research in sub-Saharan Africa to combat the HIV epidemic.

Connie Walker (June 11, 2025 – 3:00 p.m.)

Connie Walker is an award-winning Cree journalist from the Okanese First Nation in Saskatchewan. She has dedicated more than two decades to investigative journalism focusing on the crisis of violence in Indigenous communities and the devastating impacts of intergenerational trauma stemming from Indian Residential Schools. She is renowned for her acclaimed podcasts "Missing & Murdered" and "Stolen." In 2023, her work on "Stolen: Surviving St. Michael's" earned both a Pulitzer Prize and a Peabody Award, marking the first time a podcast received both honours in the same year.

Richard Wagner (June 12, 2025 – 10:00 a.m.)

The Right Honourable Richard Wagner, P.C., is the 18th and current Chief Justice of Canada. Appointed to the Supreme Court in 2012, he was sworn in as Chief Justice in 2017. Before his tenure on the Supreme Court, he served on the Quebec Superior Court and the Quebec Court of Appeal. In 2021, Chief Justice Wagner assumed the role of Administrator of the Government of Canada, fulfilling viceregal duties for six months. Throughout his career, he has been a steadfast advocate for access to justice, judicial independence and the openness and transparency of courts.

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Eileen Gillese (June 12, 2025 – 3:00 p.m.)

The Honourable Justice Eileen E. Gillese has been a distinguished member of the Court of Appeal for Ontario since 2002. A Rhodes Scholar, and Western's first female Dean of Law, Justice Gillese is a trailblazer with a strong notion of community service. She served as Chancellor of Brescia University College from 2015 to 2019, was named among Canada's Top 100 Women, and has been honoured as a Globe and Mail Nation Builder. In 2017, she served as Commissioner of the Public Inquiry into the Safety and Security of Residents in the Long-Term Care Homes System.

Rosaline Etiti Okosun (June 13, 2025 – 10:00 a.m.)

Rosaline Etiti Okosun has been an inspirational professional educator and administrator for more than 30 years. She served as the pioneer principal of the Federal Government College Staff School in Warri, Delta State, Nigeria. She was also a lecturer at Brescia University College at Western University. In 2023, she was appointed to lead the newly created Directorate for Quality Assurance in Edo State, Nigeria, aiming to enhance education standards. She is the founder of the Association Against Women Export, an organization dedicated to empowering young girls and combating human trafficking and child abuse.

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ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

ITEM 15.0 – Discussion and Question Period

Kelly Olson, Senator:

> How many of the U6 universities with higher international enrolments are partnered
> with Navitas?

Matheus Sanita Lima and Alexandra Lukawski, Senators:

> In the last Senate meeting (held on February 14th, 2025), the Provost & Vice-
> President Academic has said "we are not desperate, we are planning" in response to
> a Senator's comment regarding the Navitas proposal. Any proper planning entails
> weighing different options and assessing alternatives. What is/are the alternative(s)
> to Navitas?

Benjamin Rubin, Senator:

> At the last Senate meeting and at the Navitas consultations sessions, Provost
> Florentine Strzelczyk said that she believes that the 'wrap-around services' that
> Navitas can provide are very important for many international students. What wrap-
> around services does Navitas offer and what is the evidence that they facilitate
> student success?

Matheus Sanita Lima, Senator:

> Although the current Administration is painting Navitas as being the panacea for all
> our financial struggles (including the ones self-inflicted by austerity measures
> unilaterally imposed), the latest Navitas Agent Perception Survey (Round 8, May
> 2024) depicts a challenging scenario for Canada. Between May 2023 and May 2024,
> interest in Canada has tanked – a sharp decrease of 34% in the number of Navitas
> Agents that agreed with "there has been more interest in this country [Canada] as an
> education destination". At the same time, there has been a 28% increase when
> Germany is the destination. "Opportunities for permanent migration" still is the most
> common reason prospect Navitas students pick Canada, which flies in the face of
> the recently adopted Canadian immigration policies. According to the same report,
> students are "casting the net wider" (i.e., students are applying to more countries and
> more institutions within chosen destinations) and students "need more academic,
> social, and mental support" worldwide. Combined, 63% of Navitas Agents have
> stated that they have seen "a significant decline" or "weak to moderate decline" or
> "weak to no growth" in the number of students looking for pathway programs in North
> America. Make no mistake – prospects Navitas students can choose, and Canada
> seems not to be their first choice. For the argument that "Navitas will diversify our
> international student community", the Navitas Impact FY23 Report also has an
> interesting point – "Due to the shifting demographics of Navitas student cohorts (a
> notable increase in South Asian enrolments and a decrease in Chinese students),
> retention emerged as an increasing challenge." What guarantee of success would a
> "Western International College" have in this scenario?

Chris Alcantara, Senator:

Senator Alcantara would like to briefly discuss the results of the recent Senate election with colleagues in the Senate.

Matheus Sanita Lima, Senator:

Four days prior to the Senate deliberation on the proposed ad hoc re Navitas Proposal, the University Secretary has sent a letter to UWOFA forwarded to Western Senators and Official Observers. The letter states that "the Responsibilities of a Senator and Senate Committee Members" were established by Senate. The document hyperlinked to this excerpt is listed under the University Secretariat webpage (https://uwo.ca/univsec), but it is not a Policy or a Procedure for Policy. In the letter, the Secretary states that "I cannot emphasize enough that members of the University community are elected to the Board and the Senate not to "represent their constituents," but to bring their constituent perspective to the governance table." Could the Secretary explain when these Responsibilities were agreed upon and what "document category" this file falls under? Could the Secretary explain how Senators would "bring their constituent perspective" without representing their constituents?

Chris Alcantara, Senator:

On March 11, 2025, the university secretary, Amy Bryson, sent a letter to the president of UWOFA in regard to incorrect information regarding governance in UWOFA Navitas FAQs. Why were Western Senators CC'd? Given that the UWOFA communication was sent to the wider university community, why wasn't the secretariat's notice distributed to the same audience?

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Excerpt from Senate's Adopted Policies and Procedures:

4.1   Purpose

The Discussion Question Period has two functions:

4.1.1   To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

4.1.2   To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2   General Regulations

4.2.1   No motions may be put or considered during this period on the agenda.

4.2.2   The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.

4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.

4.2.7 If there are issues or questions that have not been put 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 Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3   Process

4.3.1 Questions

(a)   It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.

(b)   The 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.

(c)   Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.

(d)   If after an answer is received, 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 vice-president.

(e)   A member who has submitted a question is entitled to ask one supplementary

question relating to the response.

4.3.2 Issues for Discussion

(a)   It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.

(b)   Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.

(c)   If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.

(d)   If after discussion of an issue is 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 vice-president.