



SENATE AGENDA

1:30 p.m., Friday, April 12, 2019
Arts and Humanities Building, Rm 1R40

The Land Acknowledgment will be read at the beginning of the meeting.

1. **Minutes of the Meeting of March 15, 2019**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Chakma)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
 - Operations/Agenda – **EXHIBIT III** (M. Milde)
 - Nominating Committee – **EXHIBIT IV** (K. Yeung)
 - Academic Policy and Awards – **EXHIBIT V** (J. Hatch)
 - University Planning – **EXHIBIT VI** (A. Hrymak)
 - Honorary Degrees Committee – **EXHIBIT VII** (A. Chakma)
6. Announcements and Communications – **EXHIBIT VIII**
7. Discussion and Question Period
8. New Business
9. Adjournment

Senate meetings are scheduled to begin at 1:30 p.m. and normally will end by 4:30 p.m. unless extended by a majority vote of those present.

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership – Faculty of Arts and Humanities
Senate Membership – Faculty of Science
Senate Membership – Faculty of Social Science
Senate Membership – Vacancies Filled by Appointments
Senate Nominating Committee – Membership
Appointment of Acting Chair of Senate (May 10, 2019)

FOR INFORMATION

Open Access and Scholarly Communication Issues

NOMINATING COMMITTEE

FOR ACTION

Vice-Chair of Senate
Operations/Agenda Committee
Senate Committee on Academic Policy and Awards
Senate Committee on University Planning
University Research Board
University Council on Animal Care
Honorary Degrees Committee
Senate Review Board Academic
Distinguished University Professor Selection Committee
Faculty Scholars Selection Committee
Nominating Subcommittee to Nominate a Senator from the General Community
McIntosh Gallery Committee
Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty)
Selection/Review Committee for Dean of Social Science

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Change in Designation of “Honors” to “Honours”
Scheduling of a Fall Reading Week and Related Amendments to Academic Policies
Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Revisions to Spanish Modules
Faculty of Engineering: Department of Electrical and Computer Engineering: Withdrawal of Options
School of Graduate and Postdoctoral Studies:
 Revisions to the Master of Arts (MA) in Comparative Literature
 Revisions to the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A)
 Introduction of the New Field “Food Processing” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering
Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Sociology of Population, Health and Aging
Brescia University College: Introduction of an Honors Specialization in Foods and Nutrition
Policy Revisions:
 Revisions to the “Accommodation for Illness – Undergraduate Students” Policy
 Introduction of a New Policy on Academic Accommodation for Students with Disabilities

Revisions to the “Senior Citizens” Policy

FOR INFORMATION

SUPR-U Report: Cyclical Reviews of Civil / Environmental Engineering; Mechanical Engineering

SUPR-G Report: Cyclical Review of Classics

Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

2019-20 University Operating Capital Budgets

REPORT OF THE HONORARY DEGREES COMMITTEE

FOR INFORMATION

Honorary Degree Recipients – Spring 2019

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION

Academic Administrative Appointments

MINUTES OF THE MEETING OF SENATE

MARCH 15, 2019

The meeting was held at 1:30 p.m. in Room 1R40, Arts and Humanities Building.

SENATORS: 69

R. Andersen	J. Hatch	D. Olteanu
S. Barghi	M. Heath	I. Paul
S. Basu	H. Hill	W. Pearson
G. Belfry	A. Holms	P. Peddle
L. Beres	A. Hrymak	T. Percival-Smith
S. Burke	L. Jiang	A. Ray
J. Capone	K. Kirkwood	G. Read
A. Chakma	R. Konrad	G. Rezai-Rashti
E. Chamberlain	K. Kontogiannis	M. Robinson
A. Chant	G. Kopp	C. Roulston
D. Cheng	K. Kwan	V. Schwean
K. Cole	L. Leguard	K. Shuey
R. Collins	L. Logan	N. Shuva
J. Corrigan	D. Macpherson	Z. Sinel
J. Cuciurean	J. Matthews	W. Siqueira
C. Davies-Chalmers	M. McDayter	V. Smye
M. Davison	A. Meyer	C. Steeves
I. Decoito	M. Milde	P. Thomlinson
L. Frederking	L. Miller	G. Tigert
J. Garland	K. Miller	S. Trosow
R. Garno	S. Mumm	M. Vandenbosch
L. Ghattas	O. Nadler	J. Wilson
Y. Hassan	M. Novello	K. Yeung

Observers: D. Belliveau, T. Belton, K. Campbell, K. Cole, J. Doerksen, L. Gribbon,
J. McMullin, M. Ruddock, M. Rose

Land Acknowledgement

P. Thomlinson read the Land Acknowledgement.

S.19-31

MINUTES OF THE PREVIOUS MEETING

A Senator noted a change to the Senate attendance list.

The minutes of the meeting of February 15, 2019 were approved as circulated.

S.19-32 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics:

- Wendy Pearson; won the prestigious 3M National Teaching Fellowship
- Representatives from Western, the City of London and London Police Service attended a meeting February 15 with nine Ontario university communities focused on finding solutions to the growing problem of unsanctioned street parties.
- Western Leadership Updates: Sharon Hodgson announced as the next Dean of the Ivey Business School.

Other items noted in the report:

- University awaits the Federal budget release on March 19, 2019.
- The Provincial budget to be released on April 19, 2019.

A Senator requested clarification on whether there would be changes to the drafted unit budgets considering the operating grants remained intact.

The President noted that the drafted unit budgets would not change. The unit budgets would still require reductions to accommodate the changes in domestic tuition.

A Senator requested clarification on the Mayor's Broughdale taskforce and whether community groups would be consulted throughout this process.

L. Logan noted that the taskforce was created by the City of London but that she would bring the concern forward to the City of London for consideration.

S.19-33 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by J. Garland, seconded by G. Read,

That the items listed in the Unanimous Consent Agenda (Exhibit II), excluding item 16, be received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.19-34 **Revisions to the Senate Election Procedures: Senate Membership – Changes to the Distribution of Senate Seats in the School of Graduate and Postdoctoral Studies**

It was moved by M. Milde, seconded by D. Cheng,

That Section A.2.1 – Faculty in the Senate Election Procedures be revised effective July 1, 2020 (for elections to be conducted in January/February 2020).

CARRIED

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit IV]

S.19-35 **University Research Board**

Roberta Bgeginski (Postdoctoral Fellow) was acclaimed to the University Research Board (URB) for a term to June 30, 2019.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit V]

S.19-36 **Faculty of Arts and Humanities: Discontinuation of the Honors Specialization and Specialization in German Language and Culture**

It was moved by J. Garland, seconded by G. Read,

That effective September 1, 2019, admissions to the Honors Specialization and Specialization in German Language and Culture be discontinued, and

That students currently enrolled in the module be allowed to graduate upon fulfillment of the module requirements until August 31, 2022, and

That the modules be withdrawn effective September 1, 2022.

CARRIED (Unanimous Consent)

S.19-37 **School of Graduate and Post-Doctoral Studies: Introduction of an Accelerated MBA for Business Graduates Option in the Master of Business Administration (MBA) Program**

It was moved by J. Garland, seconded by G. Read,

That, an Accelerated MBA for Business Graduates Option be introduced in the MBA Program effective January 1, 2020 (for March 2019 recruitment cycle), as shown in Appendix 1.

CARRIED (Unanimous Consent)

S.19-38 **School of Graduate and Postdoctoral Studies: Discontinuation of the Master of Clinical Science (MCISc) in Driving Rehabilitation Therapy (DRT) Program**

It was moved by J. Garland, seconded by G. Read,

That effective September 1, 2019, the Master of Clinical Science (MCISc) Driving Rehabilitation Therapy (DRT) be discontinued.

CARRIED (Unanimous Consent)

S.19-39 **School of Graduate and Postdoctoral Studies: Revision to the Communication Sciences and Disorders (MCISc) – Audiology Program**

It was moved by J. Garland, seconded by G. Read,

That the Graduate Program in Audiology (MCISc) be revised to make CSD 9504 – Audiology Practicum IV a mandatory course effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-40 **Faculty School of Graduate and Postdoctoral Studies: Revision to the PhD in Health Information Science (HIS) Program**

It was moved by J. Garland, seconded by G. Read,

That, the “Health Knowledge: Systems, Methods and Theory” field be removed from the PhD in Health Information Science (HIS) Program effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-41 **Faculty of Health Sciences, Arthur Labatt School of Nursing: Revisions to the Admission**

Requirements of the Bachelor of Nursing (BScN) Programs

It was moved by J. Garland, seconded by G. Read,

That the admission requirements of the Bachelor of Nursing (BScN) programs be revised as shown in Appendix 2, effective September 1, 2019.

CARRIED (Unanimous Consent)

Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admissions and Progression Requirements of the Internationally Trained Dentist (ITD) Program

S.19-42a **Revisions to the Admission Requirements of the ITD Program**

It was moved by J. Garland, seconded by G. Read,

That effective September 1, 2020, the Admission Requirements for the ITD program be amended as shown in Appendix 3.

CARRIED (Unanimous Consent)

S.19-42b **Revisions to the Progression Requirements of the ITD Program**

It was moved by J. Garland, seconded by G. Read,

That effective September 1, 2020, the Progression Requirements for the ITD program be amended as shown in Appendix 4.

CARRIED (Unanimous Consent)

S.19-43 **Faculty of Science, Applied Mathematics: Revision to the Honors Specialization in Mathematical Sciences and Honors Specialization in Integrated Science with Mathematics Modules**

It was moved by J. Garland, seconded by G. Read,

That the Honors Specialization in Mathematical Sciences and the Honors Specialization in Integrated Science with Mathematics modules be revised as shown in Appendix 5, effective September 1, 2019

CARRIED (Unanimous Consent)

Faculty of Social Science and Richard Ivey School of Business: Introduction of New Combined Degree Programs

S.19-44a **Introduction of an Honors Specialization in Politics, Philosophy and Economics—Politics and Philosophy Concentration (PPE-P) and HBA Combined Degree Program**

It was moved by J. Garland, seconded by G. Read,

That an Honors Specialization in Politics, Philosophy and Economics - Politics and Philosophy Concentration (PPE-P) and HBA Combined Degree program be introduced effective September 1, 2019, as shown in Appendix 6.

CARRIED (Unanimous Consent)

S.19-44b Introduction of an Honors Specialization in Politics, Philosophy and Economics—Economics Concentration (PPE-E) and HBA Combined Degree Program

It was moved by J. Garland, seconded by G. Read,

That an Honors Specialization in Politics, Philosophy and Economics - Politics and Philosophy Concentration (PPE-P) and HBA Combined Degree program be introduced effective September 1, 2019, as shown in Appendix 6.

CARRIED (Unanimous Consent)

S.19-45 **Brescia University College: Introduction of a Certificate and a Diploma in Diversity and Families**

It was moved by J. Garland, seconded by G. Read,

That a Certificate and a Diploma in Diversity and Families be introduced at Brescia University College effective September 1, 2019, as shown in Appendix 7.

CARRIED (Unanimous Consent)

S.19-46 **Brescia University College: Renaming of the “Family Studies” Subject Area as “Family Studies and Human Development”**

It was moved by J. Garland, seconded by G. Read,

That the Family Studies Subject Area be renamed as “Family Studies and Human Development” effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-47 **Huron University College: Introduction of a Minor in History of the Book**

It was moved by J. Garland, seconded by G. Read,

That a Minor in History of the Book be introduced at Huron University College, effective September 1, 2019, as shown below.

CARRIED (Unanimous Consent)

S.19-48 **King’s University College: Introduction of a Certificate and a Diploma in Critical Security Studies**

It was moved by J. Garland, seconded by G. Read,

That a Certificate and a Diploma in Critical Security Studies be introduced at King’s University College effective September 1, 2019, as shown in Appendix 8.

CARRIED (Unanimous Consent)

S.19-49 **King’s University College: Revisions to the King’s Scholar Admission, Progression and Graduation Requirements**

It was moved by J. Garland, seconded by G. Read,

That the admission, progression and graduation requirements of the King’s Scholar Program be revised effective September 1, 2019, as shown Appendix 9.

CARRIED (Unanimous Consent)

S.19-50 **Policy Revisions: Introduction of the Policy on Admissions Fraud**

It was moved by J. Wilson, seconded by R. Konrad,

That the admission, progression and graduation requirements of the King's Scholar Program be revised effective September 1, 2019, as shown Appendix 9.

CARRIED

S.19-51 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

Exhibit IV, Report of the Senate Committee on Academic Policy and Awards, contained the following items that were received for information by unanimous consent:

- New Scholarships and Awards
- Faculty of Arts and Humanities, Department of Visual Arts: Correcting the name of the Honors Specialization in Studio Art Module
- SUPR-G Report: Cyclical Review - Huron University College, Theology Program
- Report of the Subcommittee on Teaching Awards (SUTA)

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP) [Exhibit VI]

S.19-52 **Peter C. Maurice Research Fellowship in Biomedical Engineering**

It was moved by J. Garland, seconded by G. Read,

That Senate approve that the Peter C. Maurice Research Fellowship in Biomedical Engineering be established retroactively in the Faculty of Engineering.

CARRIED (Unanimous Consent)

S.19-53 **Daryl T. Bean Professorship in Law and Women's Studies – Revision to Terms of Reference**

It was moved by J. Garland, seconded by G. Read,

That Senate approve that the term of the existing Daryl T. Bean Professorship in Law and Women's Studies be revised as outlined in Appendix 2.

CARRIED (Unanimous Consent)

S.19-54 **Information Items Reported by the Senate Committee On University Planning**

Exhibit VI, Report of the Senate Committee on University Planning, contained the following item that was received for information by unanimous consent:

- Report on Year One Class and Entering Averages

REPORT OF THE HONOURARY DEGREE COMMITTEE [Exhibit VII]

S.19-55 **Information Item Reported by the Senate Honorary Degrees Committee**

Exhibit VII, Report of the Senate Honorary Degrees Committee, contained the following item that was received for information by unanimous consent:

- Honorary Degree Recipients – Spring 2019

Senate was advised that there would be a change made to the provided list due to a scheduling conflict. An amendment will be brought to the next regularly scheduled meeting of Senate.

S.19-56

REPORT OF THE ACADEMIC COLLEAGUE [Exhibit VIII]

Exhibit VIII, Report of the Academic College, was received for information. The following items were included in the report:

- Freedom of Expression
- Provincial Funding Cuts announced in January

DISCUSSIONS AND QUESTION PERIOD

Senator A. Chant presented the following item for the consideration of Senate:

That the Academic Handbook's General Policy on Convocation and Graduation Diplomas be updated to include the following under the section titled "Graduation Diplomas and Certificates":

Effective October 2019, the designation of "Honors" will be used on diplomas for honors programs, with the designation of "Honours" approved for use on diplomas upon request by individual students.

The Chair advised that the item had already been referred to the Senate Committee on Academic Policy and Awards for their consideration.

Senator S. Trosow requested that Senate consider formally addressing the issue of Open Access/Scholarly Communication and that steps be taken to set up a working group or taskforce at Western University.

C. Steeves (Vice-Provost & Chief Librarian) informed Senate that within Western Libraries this issue was already under consideration and that she has plans to bring forward strategies for campus-wide engagement.

The Chair advised that the item would be referred to the Operations/Agenda Committee for their consideration and requested that Senator Trosow provide the committee with a summary of the proposal prior to the next meeting of the Operations/Agenda committee.

ADJOURNMENT

The meeting adjourned at 1:58 p.m.

A. Chakma
Chair

K. Kwan
Secretary



President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators
From: Amit Chakma
Date: April 05, 2019
Re: President's Report to Senate

For the April 12, 2019 meeting of Senate, I'm pleased to highlight the following news, achievements and developments since my last written report (dated March 8) for the March 15 Senate meeting.

Distinguished University Professors named: Congratulations to Professors **David Sherry** (Psychology), **Marilyn Ford-Gilboe** (Nursing) and **Gregor Reid** (Microbiology and Immunology) on being named the 2019 recipients of the Distinguished University Professorships. Western's DUP distinction acknowledges sustained excellence in scholarship over the course of a substantial career at Western. Each recipient receives a citation, the right to use the title, and a \$10,000 award to support scholarly activity. Profs. Ford-Gilboe and Reid will be delivering public lectures on topics related to their scholarship on April 16, while Prof. Sherry delivers his lecture on April 22. All three lectures are at Conron Hall starting at 4:00 pm.

Faculty Scholars named: Congratulations to the 2019 cohort of Faculty Scholars who are recognized for significant achievements in teaching or research. Each holds the title for two years and receives \$7,000 to support scholarly activities: **Richard Moll** (English & Writing Studies), **Stephan Vachon** (Ivey), **Claire Crooks** (Education), **David Purcell** (Communication Sciences & Disorders), **Lars Konermann** (Chemistry), **Zoe Lindo** (Biology), **Godwin Arku** (Geography), **Shelley McKellar** (History), **Laura Stephenson** (Political Science), **Alison Allan** (Anatomy & Cell Biology), and **David Palma** (Oncology).

Western recognizes teaching excellence: Congratulations to this year's recipients of the University Awards for Excellence in Teaching, first established in 1980. The 2019 cohort includes: **Dan Belliveau** (Health Studies) and **Jose Herrera** (Chemical & Biochemical Engineering) who each received the Edward G. Pleva Award for Excellence in Teaching; **Nicole Campbell** (Physiology & Pharmacology), **Charlys Martin** (Anatomy & Cell Biology) and **Tara Mantler** (Health Studies) who each received the Marilyn Robinson Award for Excellence in Teaching; **Michele Barbeau** (Anatomy & Cell Biology) who received the Angela Armitt Award for Excellence in Teaching by Part-time Faculty; **Richard Booth** (Nursing) who received the Western Award for Innovations in Technology-enhanced Teaching; **Anita Woods**, **Tom Stavrakys** and **Angela Beye** (Physiology & Pharmacology) who each received the Vice-Provost (Academic Programs)

Award for Excellence in Collaborative Teaching; and **Sarah McLean** (Physiology & Pharmacology) who received the Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning.

USC recognizes teaching excellence: Congratulations to Professors **Nigmendra Narain** (Political Science), **Philip King** (DAN Department of Management & Organizational Studies), **Scott Loveland** (Ivey Business School) and **Mark Baker** (Physics and Astronomy) each whom has been honored by the University Students' Council with an Award of Excellence in Undergraduate Teaching. Recipients were recognized for their innovative teaching methods and techniques at the USC's annual ceremony on April 1.

Green and WISE award recipients recognized for sustainability efforts: Congratulations to the Perth Hall Residents' Council (**Michael Wu, Ardavan Bonyadibehrouz, Kimia Raahemifar, Michael Hasell and Andy Chiang**), **Ron Vander** (RRI Facilities Manager) and **Radoslav Dimitrov** (Professor, Political Science) on being named winners of the 2019 Western Green Awards, which recognizes campus members who initiate and support activities with positive environmental outcomes. The annual awards ceremony was held March 29 in conjunction with the WISE awards program, which invites undergraduate and graduate students to develop innovative ideas that reduce or eliminate negative environmental impacts. WISE winners included undergraduate student **Tyreek Gaynor-Fray** (Health Sciences) and graduate students **Joyla Furlano** (Kinesiology) and **Sabina Rakhimbekova** (Civil & Environmental Engineering).

Federal Budget 2019 includes investments for postsecondary education: Western joined its U15 sister institutions in acknowledging the major investments announced in the government's March 19 budget, particularly with regard to programs that support students. Among the budget's key PSE investments:

- \$114M over five years for scholarships and fellowships;
- \$374M over five years for parental leave for student researchers;
- \$147.9M over five years for international education programs;
- \$327M over five years to renew the PSE Support Program for Indigenous students;
- a target of creating 84,000 new student work placements across Canada by 2023.

Western leadership update: King's University College's Board of Directors has named Western alumnus **Dr. David C. Malloy** as King's 9th Principal, effective July 1. Dr. Malloy comes to King's from the University of Regina, where he currently serves as Vice-President (Research). David earned his BA and MA from Western and is a multidisciplinary scholar in the fields of applied philosophy, kinesiology and health studies. In addition to his appointments at Regina, David also serves as an adjunct professor at Hunan University, China; Executive Director and Principal Investigator, Research Institute for Multiculturalism and Applied Philosophy, Hunan University, China; and senior researcher at the International Bioethics Centre of Shandong Province, China.

Meanwhile, the work of selection committees remains underway for the Deans of the Faculty of Engineering and the Schulich School of Medicine & Dentistry.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.

Recommended: That the following items be approved or received for information by the Senate by unanimous consent:

Report of the Senate Operations/Agenda Committee – EXHIBIT III

1.	Senate Membership – Faculty of Arts and Humanities	ACTION
2.	Senate Membership – Faculty of Science	ACTION
3.	Senate Membership – Vacancies filled by Appointments	ACTION

Report of the Senate Committee on Academic Policy and Awards – EXHIBIT V

4.	Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Revisions to Spanish Modules	ACTION
5.	Faculty of Engineering: Department of Electrical and Computer Engineering: Withdrawal of Options	ACTION
6.	School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Comparative Literature	ACTION
7.	School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A)	ACTION
8.	School of Graduate and Postdoctoral Studies: Introduction of the New Field “Food Processing” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering	ACTION
9.	Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Sociology of Population, Health and Aging	ACTION
10.	Brescia University College: Introduction of an Honors Specialization in Foods and Nutrition	ACTION
11.	Policy Revisions: Revisions to the “Senior Citizens” Policy	ACTION
12.	SUPR-U Report: Cyclical Reviews of Civil / Environmental Engineering; Mechanical Engineering	INFORMATION
13.	SUPR-G Report: Cyclical Review of Classics	INFORMATION
14.	New Scholarships and Awards	INFORMATION

Honorary Degree Committee – EXHIBIT VII

15.	Honorary Degree Recipients – Spring 2019	INFORMATION
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Announcement and Communications – EXHIBIT VIII

16.	Academic Administrative Appointments	INFORMATION
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The Unanimous Consent Agenda

The Senate's parliamentary authority -- *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.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate 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, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate 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 the 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, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

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.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Contents	Consent Agenda
Senate Membership – Faculty of Arts and Humanities	Yes
Senate Membership – Faculty of Science	Yes
Senate Membership – Vacancies filled by Appointment	Yes
Senate Nominating Committee – Membership	No
Appointment of Acting Chair of Senate (May 10, 2019)	No
Open Access and Scholarly Communication Issues	No

FOR APPROVAL

1. **Senate Membership – Faculty of Arts and Humanities**

Recommended: That the seat held by John Hatch, representative of the Faculty of Arts and Humanities, be declared vacant effective June 30, 2019 as a result of his resignation and that Henry Boyi be elected to fill this vacancy for the remainder of the term (July 1, 2019 to June 30, 2020).

Background:

Professor Boyi has agreed to fill this vacancy for the remainder of the term which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

2. **Senate Membership – Faculty of Science**

Recommended: That the seat held by Tony Percival-Smith, representative of the Faculty of Science, be declared vacant effective June 30, 2019 as a result of his resignation and that Ricardas Zitikis be elected to fill this vacancy for the remainder of the term (July 1, 2019 to June 30, 2020).

Background:

Professor Zitikis has agreed to fill this vacancy for the remainder of the term which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

3. **Senate Membership – Vacancies Filled by Appointment**

Recommended: That the Senate seats be filled for the July 1, 2019 – June 30, 2021 term by appointment at the recommendation of the units concerned as shown below:

ARTS AND HUMANITIES

Kelly Olson	(Classical Studies)	July 1, 2019 – June 30, 2020 only
Alex Meyer	(Classical Studies)	July 1, 2019 – July 1, 2020

EDUCATION

Shelley Taylor	(Education)	July 1, 2019 – June 30, 2021
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SGPS – ARTS AND HUMANITIES/MUSIC

Carolyn McLeod	(Philosophy)	July 1, 2019 – June 30, 2021
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SGPS – AT-LARGE

Catherine Nolan	(Music)	July 1, 2019 – June 30, 2021
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SGPS - ENGINEERING

Kibret Mequanint	(Chemical and Biochemical Engineering)	July 1, 2019 – June 30, 2021
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MUSIC

Sophie Roland	(Music Performance Studies)	July 1, 2019 – June 30, 2021
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SCIENCE

Roberta Flemming	(Earth Sciences)	July 1, 2019 – June 30, 2021
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David Jeffrey	(Applied Mathematics)	July 1, 2019 – June 30, 2021
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SOCIAL SCIENCE

Anders Holm	(Sociology)	July 1, 2019 – June 30, 2021
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Andrew Nelson	(Anthropology)	July 1, 2019 – June 30, 2021
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4. Senate Nominating Committee – Membership

Nominating Committee of Senate

[Must be members of Senate]

Workload: Meets monthly, the Friday of the week before Senate at 9:15 a.m.

The list of Senate Members, effective July 1, 2019 is attached as [Appendix 1](#).

Composition: Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a grad student and no more than two members from a single unit. (*SPGA not considered an academic unit in this context*)

Alternate Members:

Three (3) members of Senate, at least one of whom is a student, to attend meetings when regular members are unable to attend.

Current Elected Members:

Terms ending June 30, 2019:

Regular Members:

J. Cuciurean (Music), K. Miller (Admin. Staff), M. Novello (Grad), W. Siqueira (Schulich)

Alternate Members:

L. Ghattas (UDGR), M. Viczko (Ed.)

Terms continuing to June 30, 2020:

Regular Members:

A. Borchert (AH), A. Holm (SS), K. Yeung (Sci)

Alternate Member:

M. Heath (Health Sci)

Required: Regular Members:

Four (4) regular Senate members, including one (1) graduate student.

Nominees:	<u>A. Myers</u>	(Graduate Student)
	<u>J. Wilson</u>	(Ivey)
	<u>S. Roland</u>	(Mus)
	<u>M. Koschinsky</u>	(Sci)

Required: Alternate Members:

Two (2) alternate Senate members, including one (1) student.

Nominees:	<u>L. Ghattas</u>	(Student)
	<u>D. Jeffrey</u>	(Sci)

5. **Appointment of Acting Chair of Senate (May 10, 2019)**

Recommended: That Senate appoint Senator John Wilson, Vice-Chair of OAC, to serve as Acting Chair of Senate for the Senate meeting on May 10, 2019.

Background:

From the Senate By-Laws, sec. 3:

(3) In the case of the absence of the Chair and the Vice-Chair the Senate may appoint one of its members to act as Chair for the time being and the member so appointed shall act and have all the powers of the Chair.

FOR INFORMATION

6. **University Senate Agenda and Open Access and Scholarly Communication Issues**

OAC discussed Senator Trosow's memo, attached as [Appendix 1](#). The committee was of the opinion that Western's scholars and researchers would benefit from engaging in dialogue across the University, and exploring how the community might best advance one of the University's core missions: the dissemination of knowledge for the benefit of society.

OAC recognises that this is a complex area. Other University communities have been engaged with this area for many years. A number of Canadian campuses have considered this topic through various forms of working groups. OAC was advised that the Provost would be supportive of the creation of a Provost's Task Force, comprised of faculty, librarians, students, staff and administrators. This working group could be tasked by the Provost to explore a broad array of issues and recommend key matters for consideration by Western's Senate. Campus consultation and raising community awareness through education would be key objectives for this working group, and its activities could include a review of the broader context and relevant practices and policies at Western University and beyond. The committee might also be asked to make recommendations on how best to integrate outcomes, and continuing dialogue, with discussions and deliberations of Senate.

Given the importance of scholarly communication and open access, OAC would encourage and support the Provost's establishment of a Task Force.

Senate Membership 2019-20

EX OFFICIO (20 voting members and 1 non-voting member)

Chancellor	VACANT
President & Vice-Chancellor	Alan Shepard
Provost & Vice-President (Academic)	Andy Hrymak
Vice-President (Operations & Finance)	Lynn Logan
Vice-President (Research)	VACANT
Vice-President (External)	Kelly Cole
Vice-Provost (School of Graduate & Postdoctoral Studies)	Linda Miller
Dean, Faculty of Arts and Humanities	Michael Milde
Acting Dean, Richard Ivey School of Business	Mark Vandenbosch
Dean, Faculty of Education	Vicki Schwean
Acting Dean, Faculty of Engineering	Greg Kopp
Dean, Faculty of Health Sciences	Jayne Garland
Dean, Faculty of Information and Media Studies	Lisa Henderson
Dean, Faculty of Law	Erika Chamberlain
Acting Dean, Schulich School of Medicine & Dentistry	Davy Cheng
Dean, Don Wright Faculty of Music	Betty Anne Younker
Dean, Faculty of Science	Matt Davison
Dean, Faculty of Social Science	Robert Andersen
Vice-Provost and Chief Librarian	Catherine Steeves
Registrar	Glen Tigert
Secretary of the Senate (non-voting)	Kathleen Kwan

ELECTED FACULTY (46 voting members)

(Note: Elected terms are from July 1 to June 30)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/20:	Henri Boyi (French)
	Ileana Paul (French)
	Angela Borchert (Modern Languages & Lit)
Term to June 30/21:	Kelly Olson (Classical Studies)
	July 1, 2019 – June 30, 2020 only
	Alex Meyer (Classical Studies) – on leave until July 1, 2020
	Jane Toswell (English)

RICHARD IVEY SCHOOL OF BUSINESS (2)

Term to June 30/20:	Vaughan Radcliffe
Term to June 30/21:	John Wilson

FACULTY OF EDUCATION (2)

Term to June 30/20:

Goli Rezai-Rashti

Term to June 30/21:

Shelley Taylor

FACULTY OF ENGINEERING (2)

Term to June 30/20:

Liyang Jiang (Mechanical and Materials Eng.)

Term to June 30/21:

Lauren Briens (Chemical and Biochemical Eng.)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)

SGPS - At Large (2)

Term to June 30/20:

Christine Roulston (WSFR)

Term to June 30/21:

Catherine Nolan (Music)

SGPS - Arts and Humanities/Music (1)

Term to June 30/21:

Carolyn McLeod (Philosophy)

SGPS - Information and Media Studies and Business (1)

Term to June 30/21:

Heather Hill (FIMS)

SGPS - Education (1)

Term to June 30/20:

Brenton Faubert

SGPS - Engineering (1)

Term to June 30/21:

Kibret Mequanint (Chemical and Biochemical Eng.)

SGPS - Health Science (1)

Term to June 30/20:

Matthew Heath (Kinesiology)

SGPS - Medicine & Dentistry (1)

Term to June 30/21:

Marlys Koschinsky (Robarts)

SGPS - Science (1)

Term to June 30/20:

John Corrigan (Chemistry)

SGPS - Social Sciences (1)

Term to June 30/20:

Kim Shuey (Sociology)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/20:

Kenneth Kirkwood (Health Studies)

Victoria Smye (Nursing)

Term to June 30/21:

Glen Belfry (Kinesiology)

Shauna Burke (Health Studies)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/20:

Amanda Grzyb

Term to June 30/21:

James Compton

FACULTY OF LAW (2)

Term to June 30/20:

Sam Trosow

Term to June 30/21:

Stephen Pitel

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/20:	Vikram Dalal (Family Medicine)
	Jane Rylett (Physiology & Pharmacology)
	Walter Siqueira (Dentistry)
Term to June 30/21:	Volker Hocke (Psychiatry)
	Philip Jones (Anaesthesia)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/20:	John Cuciurean (Music Research & Composition)
Term to June 30/21:	Sophie Roland (Music Performance Studies)

FACULTY OF SCIENCE (5)

Terms to June 30/20:	Shantanu Basu (Physics & Astronomy)
	Ricardas Zitikis (Statistical and Actuarial Sci.)
	Ken Yeung (Chemistry)
Term to June 30/21:	Roberta Flemming (Earth Sciences)
	David Jeffrey (Applied Mathematics)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/20:	Audra Bowlus (Economics)
	Daniel Brou (Management & Organizational Studies)
	Caroline Dick (Political Science)
Term to June 30/21:	Anders Holm (Sociology)
	Andrew Nelson (Anthropology)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)

BRESCIA UNIVERSITY COLLEGE (3)

Principal	Susan Mumm
Term to June 30/20:	Lauretta Frederking
Term to June 30/21:	June Matthews

HURON UNIVERSITY COLLEGE (3)

Principal	Barry L. Craig
Term to June 30/20:	Geoff Read
Term to June 30/21:	Kate Lawless

KING'S UNIVERSITY COLLEGE (3)

Acting Principal	Sauro Camiletti
Term to June 30/20:	Laura Beres
Term to June 30/21:	Joe Michalski

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music (0)

Term to June 30/20:

Migrated to At-Large for 2019-20

Business/Education/Engineering/Law (1)

Term to June 30/20:

Yazan Hassan (Ivey)

Health Sciences (0)

Term to June 30/20:

Migrated to At-Large for 2019-20

Medicine & Dentistry (1)

Term to June 30/20:

Mark Garabedian

Science (2)

Term to June 30/20:

Joe Vakkachen

Sharon Birdi

Social Science (2)

Term to June 30/20:

Laura Bot

Mac Grenier

Brescia, Huron, and King's University Colleges (2)

Term to June 30/20:

Michael Goodman (Huron)

Nawaf Nuimat (Huron)

At Large (6)

Term to June 30/20:

Ari Matchen (Ivey)

Parker Thomlinson (Science)

Lina Ghattas (Science)

Charles Ma (Social Science)

Aidan Rozovsky (Social Science)

Riley Kennedy (Health Sciences)

GRADUATE STUDENTS (4)

Term to June 30/20:

Amanda Myers (Education)

VACANT

VACANT

VACANT

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/20:

Arzie Chant (Biology)

Term to June 30/21:

Kim Miller (Student Success Centre)

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate:	David Simmonds
Term to June 30/20:	Sandra Datars Bere
Term to June 30/21:	VACANT

Elected by Senate (2)

Term to June 30/20:	Patrick Peddle
Term to June 30/21:	VACANT

BOARD OF GOVERNORS (2 voting members)

Term to Jan. 31/20:	Rick Konrad
Term to Jan. 31/21:	Cathy Burghardt-Jesson

OBSERVERS: (10 to 13 non-voting observers)

Erika Chamberlain	Academic Colleague
Ruban Chelladurai	Associate Vice-President (Planning, Budgeting, and Information Technology)
Karen Campbell	Vice-Provost (Academic Planning, Policy & Faculty)
John Doerksen	Vice-Provost (Academic Programs)
Julie McMullin	Vice-Provost (International)
Jennie Massey	Associate Vice-President (Student Experience)
Lori Gribbon	Director, Undergraduate Recruitment and Admissions,
VACANT	President, UWO Faculty Association (UWOFA)
VACANT	UWOFA-Librarians/Archivists (LA) Representative
VACANT	President, University Students' Council (USC)
VACANT	President, Master of Business Admin. Assoc. (MBAA)
VACANT	President, Society of Graduate Students (SOGS)
VACANT	President of PAW
	Academic Dean(s) of Affiliated University College who are not currently in elected positions on Senate. (<i>Up to three, one each from Brescia, Huron and King's</i>).

TOTAL: 103 Senators (102 voting members) plus 10-13 official observers

Last updated: March 28, 2019

Open Access and Scholarly Communication Issues

Background:

To: Members of the Senate Operations & Agenda Committee
From: Samuel Trosow (Senate Member, Law Faculty) strosow@uwo.ca x82282
Date: March 27, 2019
Re: University Senate and Open Access and Scholarly Communication Issues

I would like to follow up my discussion at the March Senate meeting with a request to Operations and Agenda that the University Senate formally address the issue of Open Access/Scholarly Communication and that steps be taken to set up a working group / task force on our campus.

I am not submitting a substantive resolution at this time, because I think its final content needs further development and discussion, and that a working group or task force would be the ideal mechanism to accomplish this purpose. I would like to see the Senate start this process with an eye towards having the group constituted and in place by the end of the current academic year with a mandate to conduct further research and hold broad consultations during the remainder of 2019. The group should be broadly representative of the different Senate constituencies including faculty, students, staff, administration, and librarians.

While I want to keep this submission short, I thought it important to attach a few basic documents that could help inform our work here on this issue here at Western. I am attaching:

- a set of three documents from April 2018 regarding UC's Declaration of Rights and Principles to Transform Scholarly Communication three-page document written by the University Committee on Library and Scholarly Communication (UCOLASC) ([Annex 1](#))
- a statement dated February 28, 2019 from the Academic Council of the Academic Senate of the University of California (UC) ([Annex 2](#))

I would also refer to the joint statement dated March 8, 2019 from the Canadian Association of Research Libraries (CARL/ABRC) and the Canadian Knowledge Research Network (CRKN/RCDR) supporting the Berkeley position. <https://www.crkn-rcdr.ca/en/crkn-and-carl-support-university-california-taking-bold-stand-openly-available-research>.

For further information, there is a collection of relevant links at:
<https://www.infodocket.com/2019/02/28/negotiations-fail-uc-terminates-subscriptions-with-elsevier/>.

Thank you for your attention to this issue and please contact me if you have any questions or would like further details at this time.

Samuel Trosow

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION
Richard A. Schneider, Chair
rich.schneider@ucsf.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

25 April 2018

Re: Declaration of Rights and Principles to Transform Scholarly Communication

Dear Colleagues,

On behalf of the University Committee on Library and Scholarly Communication (UCOLASC), we are writing to report that UCOLASC has strongly and unanimously endorsed (12-0) a set of 18 principles that we propose be taken into account when the University of California engages in its upcoming and future journal license negotiations with commercial publishers. These principles were developed by UCOLASC during the course of the year with input from various stakeholders across the University and at other like-minded academic institutions.

As described in the enclosed cover letter, UCOLASC firmly believes that if adopted, these principles have great potential to transform the system of scholarly communication from one that remains closed and unaffordable, to one that is more open, fair, transparent, and sustainable. We believe that these principles support the mission of UC to serve the public good by *“providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge.”*

UCOLASC devised and endorsed these 18 principles 1) to signal our collective commitment to advance the public mission of UC; 2) to accelerate our ongoing effort to make the products of UC research and scholarship as freely and widely available as possible through open access; and 3) to leverage faculty backing to ensure that UC spends taxpayer money in the most ethically, morally, and socially-responsible way when entering into agreements with publishers.

In closing, while publishers continue to go to great lengths to restrict the rights and academic freedom of authors, we believe that this proposal can help restore the balance of power and give faculty more control over the fruits of their labor. Based on these principles, our expectation is that UC will push for terms and conditions in publisher agreements that are transformative and closely aligned with our short- and long-term goals for scholarly communication.

Sincerely,

Richard A. Schneider, **Chair**

Dennis Ventry, **Vice Chair**

Geoffrey Koziol, **UC Berkeley**
Kathryn Olmsted, **UC Davis**
Amelia Regan, **UC Irvine**
Eric Sobel, **UC Los Angeles**
Karl Ryavec, **UC Merced**
Jiayu Liao, **UC Riverside**
Eric Bakovic, **UC San Diego**
Diana Laird, **UC San Francisco**
John Du Bois, **UC Santa Barbara**
Jennifer Horne, **UC Santa Cruz**



UNIVERSITY COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION
Assembly of the Academic Senate, University of California

13 April 2018

Dear Colleagues,

For well over a decade the University of California has been deeply engaged in leading the effort to transform scholarly communication from a closed subscription-based publishing system to one where our work can be freely accessible to all. In 2005, UC Santa Cruz faculty passed a resolution supporting open access (OA), which prompted a proposed UC systemwide policy in [2007](#). Although these initial efforts did not garner enough backing, they laid the groundwork for other institutions to follow suit and formed the basis of subsequent OA policies at UC San Francisco in [2012](#), the systemwide Academic Senate in [2013](#), and the UC Office of the President in [2015](#). Because of these policies, UC authors can now make the 50,000 articles they publish every year immediately accessible in our UC institutional [OA repository](#). Doing so is one step toward advancing our [mission](#) of disseminating our scholarship as widely as possible and making our many research outputs freely available to everyone, especially to the taxpayers who underwrite our academic enterprise.

Despite our longstanding commitment to OA, the publishing system has yet to transform into one that is truly open and economically sustainable. In fact, less than [15%](#) of peer-reviewed articles are published in journals that are fully OA, the vast majority of work resides behind a subscription paywall, and commercial publishers continue to extract billions of dollars annually out of the current system with [profit margins](#) among the greatest of any industry. Meanwhile, our library budgets keep shrinking and we cannot afford the exorbitant price increases that publishers relentlessly levy. UC spends over \$34 million per year for shared access to scholarly journals. Our actual payment is at least \$17 million higher if we include separate campus licenses, personal subscriptions, article processing charges (APCs), page charges, and pay-per-view downloads. *Yet even if we had unlimited budgets and could bear all of the expenses imposed by profiteering publishers, there would still remain compelling reasons to transform the current system of scholarly communication.*

Historically our main focus when licensing journals and other resources has been to contain rising costs, expand our portfolio of online materials, and fight restrictive terms. But now we find ourselves trapped in paying to sustain a broken system that we have been outspokenly trying to change. With this in mind, our [faculty](#), our [librarians](#), and our [administrators](#) have begun to speak with one voice and insist that we as an institution put our money where our mouth is. We want UC expenditures to be congruent with our broader and longer-term OA objectives, and be aimed at upending the status quo. Since our salaries and our subscription budgets come directly from state funds, we feel we have a duty to set clear terms and conditions that ensure such taxpayer money gets spent in the most ethically, morally, and socially-responsible way, and expressly for the greater good.

To this end, we as faculty representatives of our University, assert the rights of authors and affiliated stakeholders—who labor to produce works of knowledge and art of value to society—to own, control, and freely disseminate for the benefit of the public, the products of their efforts, including publications, data, metadata, and related research outputs. Backed by faculty resolve, we propose the following 18 principles to make scholarly communication more open, fair, transparent, and sustainable when applied as levers by UC during license negotiations with journal publishers.

Sincerely,

Richard A. Schneider
Chair, UCOLASC



UNIVERSITY COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION
Assembly of the Academic Senate, University of California

13 April 2018

DECLARATION OF RIGHTS AND PRINCIPLES TO TRANSFORM SCHOLARLY COMMUNICATION

To align our institutional policies and practices toward the goal of replacing subscription-based publishing with open access (OA), we propose that the University of California assert the following rights and principles when negotiating with publishers during journal license renewals:

1. **No copyright transfers.** Our authors shall be allowed to retain copyright in their work and grant a Creative Commons Attribution license of their choosing.
2. **No restrictions on preprints.** Our authors shall have the right to submit for publication work they have previously made available as preprints.
3. **No waivers of OA Policy.** Publishers shall not require our authors to provide waivers of our Institutional OA Policy as a condition for publishing our work.
4. **No delays to sharing.** Publishers shall make work by our authors immediately available for harvest or via automatic deposit into our Institutional OA repository or another public archive.
5. **No limitations on author reuse.** Our authors shall have the right to reuse figures, tables, data, and text from their published work without permission or payment.
6. **No impediments to rights reversion.** Publishers shall provide a simple process for our authors to regain copyright in their previously published work.
7. **No curtailment of copyright exceptions.** Licenses shall not restrict, and should instead expressly protect, the rights of authors, institutions, and the public to reuse excerpts of published work consistent with legal exceptions and limitations on copyright such as fair use.
8. **No barriers to data availability.** Our authors shall have the right to make all of their data, figures, and other supporting materials from their published work publicly available.
9. **No constraints on content mining.** Publishers shall make licensed materials open, accessible, and machine-readable for text and data mining by our researchers, at no additional cost and under terms that allow retention and reuse of results.
10. **No closed metadata.** Publishers shall make bibliographic records, usage metrics, and citation data for our authors freely available, easy to parse, and machine-readable.
11. **No free labor.** Publishers shall provide our Institution with data on peer review and editorial contributions by our authors in support of journals, and such contributions shall be taken into account when determining the cost of our subscriptions or OA fees for our authors.
12. **No long-term subscriptions.** Publishers shall provide our Institution with plans and timelines for transitioning their subscription journals to OA.
13. **No permanent paywalls.** Our Institution shall receive perpetual access for previously licensed content and back files shall be made freely available once a journal transitions to OA.
14. **No double payments.** Publishers shall provide our Institution with data on hybrid OA payments from our authors and such payments shall reduce the cost of our subscriptions.
15. **No hidden profits.** Publishers shall use transparent pricing for the services they provide our authors when levying article processing charges and other fees associated with publishing.
16. **No deals without OA offsets.** Our Institution shall only enter into publishing agreements that include offsets for OA publishing by our authors.
17. **No new paywalls for our work.** Work by our authors shall be made OA on the publisher's website as part of subscription terms for new journals.
18. **No non-disclosure agreements.** Publisher agreements with our Institution shall be transparent and shall not contain terms that prevent the sharing of their contents.

Robert C. May
Telephone: (510) 987-0711
Email: robert.may@ucop.edu

Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

February 28, 2019

University of California Academic Council Statement on the University's Negotiations with Elsevier Publishing

The Academic Council of the Academic Senate of the University of California (UC), hereby signals its collective and resolute commitment to support UC's negotiating position with Elsevier in order to advance UC's mission as a public institution, make the products of our research and scholarship as freely and widely available as possible, and ensure that UC spends taxpayer money in the most ethically, morally, and socially-responsible way when entering into agreements with commercial publishers.

Background

The University of California has been negotiating with Elsevier, the largest commercial publisher of scholarly journals. As part of the [current negotiations](#), UC has been seeking sustainable cost controls as well as a novel transformative agreement in which our Elsevier authors would retain their copyrights, their articles would become completely and immediately open access, and the payments for open access publishing would offset our Elsevier subscription expenditures. By design, such a transformative agreement would be transitional and accelerate a shift to full open access for all our Elsevier authors within a very few years. Most significantly, a successful agreement would align closely with the mission of the University to provide “*long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge.*”

At the present time, UC and Elsevier have reached an impasse in their negotiations and our contract has lapsed. Nonetheless, the Academic Council of the Academic Senate stands firm in its conviction that a comprehensive transformative agreement that covers all Elsevier titles is required to achieve the aspirations embodied in the Academic Senate's [Open Access Policy](#), and articulated by the University Committee on Library and Scholarly Communication (UCOLASC) in its [Declaration of Rights and Principles](#), and by the Systemwide Library and Scholarly Information Committee (SLASIAC) in its [Call to Action](#). We support the unified strategies of the UC libraries to ameliorate the negative effects of the impasse on faculty, researchers, and students, and applaud their efforts to closely monitor alternative access along with the impacts it may have on research and teaching.

We ask all publishers to work with UC in good faith to meet our short- and long-term goals for transforming scholarly communication, and we encourage our faculty to weigh these goals when deciding where to send their work for publication, when agreeing to review manuscripts, or when performing editorial duties. Moreover, we urge all UC authors to utilize our [open access policies](#) to make their final pre-publication manuscripts publicly and immediately accessible in our [institutional repository](#).

Members of the 2018-19 Academic Council



Robert C. May, Chair
Academic Council



Kum-Kum Bhavnani, Vice Chair
Academic Council



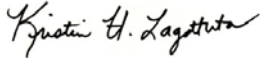
Barbara Spackman, Chair
UC Berkeley Academic Senate



David Teitel, Chair
UC San Francisco Academic
Senate



Lok Siu, Chair
University Committee on
Affirmative Action,
Diversity, and Equity



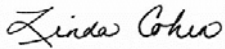
Kristin Lagattuta, Chair
UC Davis Academic Senate



Henning Bohn, Chair
UC Santa Barbara Academic
Senate



Daniel Farber, Chair
University Committee on
Academic Personnel



Linda Cohen, Chair
UC Irvine Academic Senate



Kimberly Lau, Chair
UC Santa Cruz Academic
Senate



Anne Zanzucchi, Chair
University Committee on
Educational Policy



Joseph Bristow, Chair
UC Los Angeles Academic
Senate



Eddie Comeaux, Chair
Board of Admissions and
Relations with Schools



Sean Malloy, Chair
University Committee on
Faculty Welfare



Kurt Schnier, Chair
UC Merced Academic Senate



Onyebuchi A. Arah, Chair
Coordinating Committee on
Graduate Affairs



Andrew Baird, Chair
University Committee on
Research Policy



Dylan Rodriguez, Chair
UC Riverside Academic Senate



Robert Horwitz, Chair
UC San Diego Academic
Senate

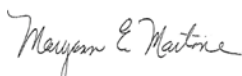


James Steintrager, Chair
University Committee on
Planning and Budget

Chairs of Other Systemwide Academic Senate Committees



Richard Schneider, Chair
University Committee on
Library and Scholarly
Communication



Maryann Martone, Chair
University Committee on
Academic Computing and
Communications



Kevin Plaxco, Chair
University Committee on
Committees



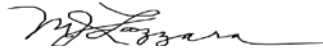
Darlene Francis, Chair
University Committee on
Preparatory Education



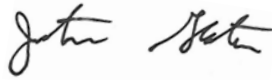
Adebisi Agboola, Chair
University Committee on
Privilege and Tenure



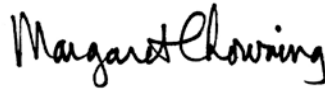
Eric Rauchway, Chair
University Committee on
Academic Freedom



Michael Lazzara, Chair
University Committee on
International Education



Jonathan Glater, Chair
University Committee on
Rules and Jurisdiction



Margaret Chowning, Chair
Editorial Committee



Michael Todd, Chair
Special Committee on Lab
Issues

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Vice-Chair of Senate	No
Operations/Agenda Committee	No
Senate Committee on Academic Policy and Awards	No
Senate Committee on University Planning	No
University Research Board	No
University Council on Animal Care	No
Honorary Degrees Committee	No
Senate Review Board Academic	No
Distinguished University Professor Selection Committee	No
Faculty Scholars Selection Committee	No
Nominating Subcommittee to Nominate a Senator from the General Community	No
McIntosh Gallery Committee	No
Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty)	No
Selection/Review Committee for Dean of Social Science	No

FOR APPROVAL

1. **Vice-Chair of Senate**

In each membership year, the Senate elects a Vice-Chair of Senate who will chair Senate meetings in the absence of the President. The Vice-Chair of Senate is the chair of the Senate Operations/Agenda Committee.

Required: One member of Senate to serve as Vice-Chair of Senate (term from July 1, 2019 to June 30, 2020).

Nominee(s): M. Milde

2. **Operations/Agenda Committee (OAC)**

Composition: Nine current members of Senate, at least one of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Elected Members:

Terms ending June 30, 2019:

K. Clarke (SS), D. Laird (Schulich), M. McDayter (AH), M. Robinson (GRAD), D. Sowinski (UNDG)
J. Wilson (Ivey)

Terms continuing to June 30, 2020:

V. Smye (H. Sci), B. A. Younker (Music), Vacancy

Required: Seven (7) members of Senate, at least one (1) of whom shall be a student
- One (1) to complete the term of A. Hearn from June 30, 2019 to June 30, 2020.
(Faculty/Staff/General Community – 2 years; Students – 1 year)
(Faculty/Staff: Five (5) for 2-year terms; One (1) for 1-year term)

Nominees:	<u>A. Rosovsky</u>	(Student)
	<u>A. Nelson</u>	(SS)
	<u>K. Mequanint</u>	(Engg)
	<u>John Wilson</u>	(Ivey)
	<u>Stephen Pitel</u>	(Law)
	<u>Alexander Meyer/Kelly Olsen*</u>	(AH)
	<u>Amanda Grzyb</u>	(FIMS) (term to June 30, 2020)

* Kelly Olsen nominated to complete the term of A. Meyer from June 30, 2019 – June 30, 2020 during sabbatical.

3. **Senate Committee on Academic Policy and Awards (SCAPA)**

<i>Workload: SCAPA meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.</i>

Composition: Includes ten (10) members elected by Senate, including

- Two (2) Students:
 - One (1) Graduate Student
 - One (1) Undergraduate Student
- The remaining eight (8) members:
 - (5) Must be Senators;
 - One (1) member from each of the following faculties: Arts & Humanities, Science, Social Science, School of Graduate and Postdoctoral Studies
 - No more than one of the members of faculty may be a Dean
 - Up to one of these members may be a Senator from the General Community

Current Elected Members:

Terms ending to June 30, 2019:

J. Cuciurean (Mus), J. Kim (UNDG), R. Klassen (Ivey), B. MacDougall-Shackleton (Sci),
M. Robinson (GRAD), J. Specht (Educ), M. Workentin (Sci)

Terms continuing to June 30, 2020:

S. Burke (H. Sci), C. Dick (SS), Vacancy ~~John Hatch (AH)~~

Required: Eight (8) members, including:

- Two (2) Students:
 - One (1) Graduate Student (term from July 1, 2019 to June 30, 2020)
 - One (1) Undergraduate Student (term from July 1, 2019 to June 30, 2020)
- Six (6) Members:
 - At least three (3) of whom are members of Senate at the time of appointment
 - One (1) of whom shall be a faculty member from Science
 - One (1) of whom shall be from the School of Graduate and Postdoctoral Studies
 - One (1) from Arts & Humanities to complete the term of J. Hatch from June 30, 2019 to June 30, 2020.

Nominees:	<u>E. Anderson</u>	(Undergraduate Student)
	<u>VACANT</u>	(Graduate Student)
	<u>M. Workentin</u>	(Sci)
	<u>M. Heath</u>	(SPGS)
	<u>J. Cuciurean</u>	(Mus)
	<u>M. Capretz</u>	(Engg)
	<u>R. Klassen</u>	(Ivey)
	<u>A. Borchert</u>	(AH) (term to June 30, 2020)

4. **Senate Committee on University Planning (SCUP)**

Faculty members must be members of Senate at the time elected.

Workload: Meets Mondays at 3:00 p.m. as required. Meetings scheduled for the week prior to Senate.

(See attached list of Senate Members, effective July 1, 2019)

Composition: Includes twelve (12) members elected by Senate, including:

- Six (6) members of Faculty, who are members of Senate at the time elected, only one (1) of whom may be a Dean.
- Two (2) Graduate Students
- One (1) Undergraduate Student Senator#
- Two (2) Administrative Staff
- One (1) Postdoctoral Fellow

Current Senate-Elected Members:

Terms ending June 30, 2019:

C. Alleyne (Admin. Staff), J. Cuciurean (Music), J. Garland (H. Sci)(D), D. Olteanu (UNDG), K. Parham (Post. Doc), M. Robinson (GRAD), B. Rubin (Sci), S. Trosow (FIMS), E. Walsh (GRAD)

Terms continuing to June 30, 2020:

S. Hayne Beatty (Admin. Staff), D. Laird (Schulich), Vacancy ~~A. Bowlus~~

Required: Ten (10) Members:

- Two (2) Graduate Students (terms July 1, 2019 to June 30, 2020)
- One (1) Undergraduate Student Senator (term July 1, 2019 to June 30, 2020)
- One (1) Administrative Staff
- One (1) Postdoctoral Fellow
- Four (4) members of Faculty (one (1) of whom may be a Dean) who are members of Senate at the time elected. (term July 1, 2019 to June 30, 2021)
- One (1) to complete the term of A. Bowlus from June 30, 2019 to June 30, 2020.

Nominees:	<u>J. Kum</u>	(Graduate Student)
	<u>VACANT</u>	(Graduate Student)
	<u>M. Grenier</u>	(Undergraduate Student)
	<u>V. Sarkany</u>	(Administrative Staff)
	<u>K. Parham</u>	(Postdoctoral Fellow)
	<u>G. Belfry</u>	(Kin)
	<u>L. Briens</u>	(Engg)
	<u>B. Andersen</u>	(SS)
	<u>P. Jones</u>	(Schulich)
	<u>D. Brou</u>	(term to June 30, 2020)

5. **University Research Board (URB)**

Workload: Meets Tuesdays at 1:00 p.m., approximately six times per year.

Composition: Includes fifteen (15) members elected by Senate, including:

- Eleven (11) members of Faculty; One (1) from each faculty/school, excluding SGPS
- At least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups).
- Two (2) Graduate Students
- Two (2) Postdoctoral Fellows

Current Senate-Appointed Membership:

Terms ending June 30, 2019:

C. Alencar (Post Doc.), J. Burkell (FIMS), M. Capretz (Engg), I. Johnsrude (SS), T. Orchard (Health SC), W. Pearson (AH), M. Robinson (GRAD), E. Walsh (GRAD), J. Wilson (Ivey)

Terms continuing to June 30, 2020:

J. Corrigan (Sci), G. Dekaban (Schulich), R. Gardiner (Educ), J. Neyers (Law), P. Schmidt (Music)

Required: Ten (10) Members:

- Two (2) Graduate Students (terms July 1, 2019 to June 30, 2020)
- Two (2) Postdoctoral Fellows
- Six (6) members of Faculty members of faculty (one from each faculty/school, excluding SGPS), at least one (1) of whom occupies a senior position in a research centre or institute.

Nominees:	J. Kum	(Graduate Student)
	VACANT	(Graduate Student)
	R. Bgeginski	(Postdoctoral Fellow)
	R. Limongi	(Postdoctoral Fellow)
	O. Branzei	(Ivey)
	I. Paul	(AH)
	L. Misener	(HSci)
	B. Baruah	(SS)
	J. Lacefield	(Engg)
	N. Wathen	(FIMS)

6. **University Council on Animal Care (UCAC)**

Workload: Meets as required, approximately two times per year.

Composition: Four (4) faculty members elected by Senate;

- Two (2) who conducts animal-based research
- Two (2) who do not conduct animal-based research
- None of whom are members of the Animal Care Committee

Current Senate Elected Members:

Terms ending June 30, 2019:

T. Birmingham* (HSci), J. Rylett (Schulich)

Terms continuing to June 30, 2020:

Julie A. Schermer* (SS), A. Watson (Sci)

- Required:** Two (2) faculty members elected by Senate;
- One (1) who conducts animal-based research
 - One (1) who do not conduct animal-based research

Nominees: T. Birmingham * (HSci)
 J. Rylett (Schulich)

* Does not conduct animal-based research.

7. **Honorary Degrees Committee**

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

Composition: Nine (9) members elected by Senate, one (1) of whom must be a student Senator.

Current Elected Members:

Terms ending June 30, 2019:

D. Ansari (SS), T. Bansal (Ivey), T. Isaacs (AH), A. Leguard (UNDG), B.A Younker (Music)

Terms continuing to June 30, 2020:

S. Dawson (Admin. Staff) Kelly Olson (AH), M. Rieder (Schulich), J. Weese (HSt.)

- Required:** Five (5) members elected by Senate;
- One (1) whom must be a Student Senator
 - Four (4) other members who need not be Senators

Nominees: A. Matchen (Student Senator)
 B. A. Younker (Mus)
 M. McGlynn (SS)
 J. Garland (HSci)
 M. Jones (AH)

8. **Senate Review Board Academic (SRBA)**

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

Composition: Includes a Chair and twenty-three voting members;

- Thirteen (13) members of Faculty
- Ten (10) Students:
 - Six (6) Undergraduate Students
 - Four (4) Graduate Students

Current Members:

Terms ending June 30, 2019:

Chair: K. Fleming (SS)

Undergraduates: Y. Hassan, A. Leguard, J. Malcolm, J. Shapiro, D. Sowinski, P. Thomlinson

Graduates: L. Maddigan, A. Parchizadeh, M. Robinson, E. Walsh

Faculty: M. Atkinson (SS), I. DeCoito (Educ), L. Jiang (Engg), G. Knopf (Engg), D. Lacasse (Law), C. Viger (AH), J. Wilson (Ivey)

Terms continuing to June 30, 2020:

Faculty: L. Dagnino (Schulich), C. Dick (SS), K. Kirkwood (HSci), L. McKechnie (FIMS), G. Parraga (Schulich), K. Yeung (Sci)

Required: One (1) person to serve as Chair (term from July 1, 2019 to June 30, 2020).

Nominees: G. Knopf (Engg) (Chair)

Required: Seven (7) members of Faculty. (*If a new Chair is elected from the members of faculty whose terms continue to June 30, 2020 an additional member of Faculty will be required*).

Nominees: M. Atkinson (SS)
I. Decoito (Educ)
I. Paul (AH)
J. Wilson (Ivey)
C. Viger (AH)
D. Lacasse (Law)
R. Klassen (Engg)

Required: Six (6) Undergraduate Students (terms from July 1, 2019 to June 30, 2020)

Nominees: V. Joe
S. Birdi
A. Rozovsky
P. Thomlinson
Y. Hassan
M. Garabedian

Required: Four (4) Graduate Students (terms from July 1, 2019 to June 30, 2020)

Nominees: A. Parchizadeh
E. Walsh
J. Broberg
VACANT

9. **Distinguished University Professor Selection Committee**

Composition: Four (4) Senior Scholars at Western, elected by Senate.

Current Senate-appointed Members:

Terms ending June 30, 2019:

T. Rajan (AH), J. Rylett (Schulich)

Terms continuing to June 30, 2020:

J. McNeil (Sci), J. Zhu (Engg)

Required: Two (2) Faculty members who are Senior Scholars (**Term:** July 1, 2019 to June 30, 2021)

Nominees:	<u>M. Crossan</u>	(Ivey)
	<u>R. Stainton</u>	(AH)

10. **Faculty Scholars Selection Committee**

Composition: Four (4) Senior Scholars at Western, elected by Senate.

Current Senate-Appointed Members:

Terms ending June 30, 2019:

J. Gilroy (Sci), J. Burkell (FIMS)

Terms continuing to June 30, 2019:

L. Misener (H. Sci), V. Oosterveld (Law)

Required: Two (2) Faculty members who are Senior Scholars (**Term:** July 1, 2019 to June 30, 2021)

Nominees:	<u>J. Gilroy</u>	(Sci)
	<u>C. Dyck</u>	(AH)

11. **Nominating Subcommittee to Nominate a Senator from the General Community**

Must be members of Senate

Workload: Will meet once or twice in January/February.

Composition: Five (5) members of Senate, elected by Senate, and the Chair of the Nominating Committee who chairs the subcommittee.

(See attached list of Senate Members, effective July 1, 2019)

Current Members:

Terms ending June 30, 2019:

E. Chamberlain (Law), R. Collins (Gen Com), K. Miller (Admin. Staff)

Terms continuing to June 30, 2020:

B. Craig (Huron), Vacancy

Required: Four (4) members elected by Senate;

- Three (3) current Senate Members (2-year terms)
- One (1) to complete the term of J. Hatch from June 30, 2019 to June 30, 2020.

Nominees:	<u>K. Miller</u>	(Admin)
	<u>V. Smye</u>	(Admin)
	<u>VACANT</u>	
	<u>Henri Boyi</u>	(AH) (term to June 30, 2020)

12. **McIntosh Gallery Committee**

<i>Workload: Meetings as required.</i>
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Composition: Two (2) members appointed by Senate.

Current Senate-appointed Members:

Terms ending June 30, 2019:

L. Miller (Vice-Provost, SGPS)

Term continuing to June 30, 2020:

Paul Frehner (Music)

Required: One (1) member to serve on the McIntosh Gallery Committee (term from July 1, 2019 to June 2020).

Nominee: L. Miller (Vice-Provost, SGPS)

13. **Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty)**

Composition:

A committee to select a Vice-Provost (Academic Planning, Policy & Faculty) shall consist of:

- (a) Provost & Vice-President (Academic), who shall be Chair
- (b) Vice-President (Research)
- (c) Three (3) persons elected by Senate, one (1) of whom shall be a Dean
- (d) One (1) faculty member nominated by the University of Western Ontario Faculty Association

Required: Three (3) persons elected by Senate, one (1) of whom shall be a Dean

Nominees:	<u>E. Chamberlain</u>	(Law) (D)
	<u>S. Knabe</u>	(FIMS)
	<u>J. Cuciurean</u>	(Mus)

14. **Selection/Review Committee for Dean of Social Science**

Composition:

A committee to select a Dean of a Faculty shall consist of:

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

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

Nominees:	<u>A. Mandich</u>	(HSci)
	<u>J. Wilson</u>	(Ivey)
	<u>M. Davison</u>	(Sci)(D)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nominating Committee agenda items are posted on the Senate website at:

<http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf>

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

Contents	Consent Agenda
Change in Designation of “Honors” to “Honours”	No
Scheduling of a Fall Reading Week and Related Amendments to Academic Policies	No
Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Revisions to Spanish Modules	Yes
Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of Options	Yes
School of Graduate and Postdoctoral Studies:	
Revisions to the Master of Arts (MA) in Comparative Literature	Yes
Revisions to the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A)	Yes
Introduction of the New Field “Food Processing” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering	Yes
Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Sociology of Population, Health and Aging	Yes
Brescia University College: Introduction of an Honors Specialization in Foods and Nutrition	Yes
Policy Revisions:	
Revisions to the “Accommodation for Illness – Undergraduate Students” Policy	No
Introduction of a New Policy on Academic Accommodation for Students with Disabilities	No
Revisions to the “Senior Citizens” Policy	Yes
SUPR-U Report: Cyclical Reviews of Civil / Environmental Engineering; Mechanical Engineering	Yes
SUPR-G Report: Cyclical Review of Classics	Yes
Scholarships and Awards	Yes

FOR APPROVAL

1. **Change in Designation of “Honors” to “Honours”**

- Recommended:** That effective February 2020, the designation of “Honors” be replaced by the designation of “Honours” in all occurrences at Western University, including to be used on all diplomas, and
- That the “Convocation; Graduation Diplomas and Certificates” policy be revised as shown in [Appendix 1](#), and
- That all previous graduates be permitted to replace their “Honors” diploma with an “Honours” diploma, upon payment of an administrative fee for the replacement diploma.

Background

The use of the American spelling of Honors on Western Diplomas has long been a point of discussion with faculty, students and alumni. A google search of “Honours” on Western’s own website shows many instances of the use of Honours to describe Western programs, which leads to confusion. The American spelling of Honors for Western degrees has often been seen as unusual in the Canadian context. In fact, Western is the only University in Ontario (and beyond in Canada) to use the American spelling.

A Notice of Motion was presented at the March 15, 2019 Senate meeting recommending that:

Effective October 2019, the designation of “Honors” will be used on diplomas for honors programs, with the designation of “Honours” approved for use on diplomas *upon request by individual students*.

Feedback from the Office of the Registrar regarding this Notice of Motion indicated that implementing the choice for students would cause significant operational issues. The Office of the Registrar recommended that one spelling be chosen – either “Honors” or “Honours”.

The Notice of Motion, regarding providing students with the option to choose a spelling, was withdrawn by the Senator prior to being considered by SCAPA with the agreement that SCAPA discuss changing from the use of the American spelling to the Canadian Spelling.

This issue has been raised at Senate several times in the past, and the decision has always been to stay with the status quo. The last time this was discussed at Senate was in 1997, where after much discussion from both sides a motion was advanced that Senate reaffirm the University’s use of the “Honors” spelling. This motion was carried by a close vote of 32 to 25.

At their meeting on April 3, 2019, SCAPA debated this issue and voted unanimously to put forward a recommendation to Senate to change the designation of “Honors” to “Honours” in all occurrences at Western University, including to be used on all diplomas.

In forming their recommendation the Committee made the following points:

- All Universities in Ontario (and most in Canada) use the “Honours” designation.
- “Honours” is used by the Council of Ontario Universities and the Ontario Universities Council on Quality Assurance.
- There already exists extensive “informal” use of “Honours” on Western’s website when referring to the Honours programs; the two spellings are often used interchangeably on the website.
- Students have expressed a desire for the Canadian spelling.
- The issue is one of Canadian identity, and students have indicated they feel strongly that they want the -our spelling on their diplomas.

- Students identify with the -our spelling.
- Changing from “Honors” to “Honours” would be easier to implement than providing students with the option to choose a spelling.

If Senate votes to pass this recommendation, the designation of “Honors” will be replaced by the designation of “Honours” in all occurrences at Western, including all academic programs and modules, academic policies, diplomas, etc.

2. **Scheduling of a Fall Reading Week and Related Amendments to Academic Policies**

Recommended: That effective September 1, 2019 a Fall Reading Week be introduced during the 9th full week of the Fall term, and

That the “Structure of the Academic Year” Policy be revised as shown in [Appendix 2](#), and

That the “Evaluation of Academic Performance” Policy be revised as shown in [Appendix 3](#).

Background

In November 2018, SCAPA formed an *ad hoc* Subcommittee to review whether the Fall Reading Week should be permanently introduced into the academic year and to consider whether any policy changes might be required to accommodate it. The findings and recommendations of the Subcommittee can be found in its report in [Appendix 4](#).

At its meeting on April 3, 2019, SCAPA reviewed the report and recommends the following:

- 1) The permanent introduction of a Fall Reading Week starting in the 2019-20 academic year, to be held during the 9th full week of the Fall Term. The Fall Reading Week will be scheduled to begin at 6:00 p.m. on the Sunday prior to the 9th full week of the fall term, and end at midnight on the subsequent Sunday.
- 2) Revision of the “Structure of the Academic Year” Policy as shown in [Appendix 2](#) to reduce the term from 62 days to 60 days.
- 3) Revision of the “Evaluation of Academic Performance Policy as shown in [Appendix 3](#) to amend the “15% rule” to apply solely to 1000- and 2000-level courses, with a general statement that reads: “Generally, students can expect some form of feedback on their performance in a course before the drop date”.

3. **Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Revisions to Spanish Modules**

3a. **Withdrawal of the Major and Minor in Spanish Language and Linguistics**

Recommended: That effective September 1, 2019, admissions in the Major and Minor in Spanish Language and Linguistics be discontinued, and

That students currently enrolled in these modules be allowed to graduate until August 31, 2023 upon fulfillment of the requirements, and

That effective September 1, 2023 the modules be discontinued.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20965&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20973&SelectedCalendar=Live&ArchiveID=>

MAJOR IN SPANISH LANGUAGE AND LINGUISTICS
MINOR IN SPANISH LANGUAGE AND LINGUISTICS

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023 upon fulfillment of the module requirements.

3b. Renaming of and Revisions to the Major and Minor in Spanish Language and Hispanic Cultures

Recommended: That the Major in Spanish Language and Hispanic Cultures be renamed as the Major in Spanish, and that the module requirements be revised as shown in [Appendix 5](#), effective September 1, 2019, and

That the Minor in Spanish Language and Hispanic Cultures be renamed as the Minor in Spanish, and that the module requirements be revised as shown in [Appendix 5](#), effective September 1, 2019.

Background

As a result of a full undergraduate program review, the Department of Modern Languages and Literatures is proposing to offer only one Major and one Minor in Spanish. The proposal is to to withdraw the Major and Minor in Spanish Language and Linguistics, and to rename the existing Major and Minor in Spanish Language and Hispanic Cultures as the Major and Minor in Spanish. The changes seek to clarify the structure of the modules, and make a stronger Major and Minor, more suitable and flexible for student needs.

4. **Faculty of Engineering: Department of Electrical and Computer Engineering: Withdrawal of Options**

4a. Withdrawal of the Electrical Engineering – Wireless Communication Option (C), Power Systems Engineering Option (E), and Biomedical Signals and Systems Option (G)

Recommended: That effective September 1, 2019 admission to the Electrical Engineering – Wireless Communication Option (C), Power Systems Engineering Option (E), and Biomedical Signals and Systems Option (G) be discontinued, and

That students currently enrolled in the programs be allowed to graduate with these Options upon completion of all requirements by August 31, 2023, and

That effective September 1, 2023, the Options be withdrawn.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21272&Keywords=wireless%20communication%20&SelectedCalendar=Live&ArchiveID=>

C. Electrical Engineering – Wireless Communication Option

Registration in this Option is discontinued effective September 1, 2019. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2023.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21274&Keywords=power%20systems&SelectedCalendar=Live&ArchiveID=>

E. Electrical Engineering – Power Systems Engineering Option

Registration in this Option is discontinued effective September 1, 2019. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2023.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21275&Keywords=biomedical%20signals&SelectedCalendar=Live&ArchiveID=>

G. Electrical Engineering – Biomedical Signals and Systems Option

Registration in this Option is discontinued effective September 1, 2019. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2023.

Background

Following a review of the Electrical Engineering program, and recent accreditation visit, Engineering is proposing to withdraw the Wireless Communications (Option C), Power Systems (Option E), and Biomedical Signals and Systems (Option G) options from the Electrical Engineering program. These options are a subset of the General Electrical (Option A) option and students in Option A can take the same set of courses as required for each of Option C and E via their choice of technical electives.

Option G is being obsoleted by the new Biomedical Engineering concurrent degree (Option H). Technical electives that comprise each of the withdrawn options will continue to be offered, based on student demand and availability of instructors, allowing students to continue to specialize in these areas. Engineering anticipates this change to streamline the number of electives offered, based on demand, and provide some needed flexibility in teaching assignments.

4b. Withdrawal of the Software Engineering – Health Informatics Option (E)

Recommended: That effective September 1, 2019 admission to the Software Engineering – Health Informatics Option (E) be discontinued, and that the Option be withdrawn, and

That students currently enrolled in the program be allowed to graduate with this Option upon completion of all requirements by August 31, 2019.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21281&Keywords=health%20informatics&SelectedCalendar=Live&ArchiveID=>

E. Software Engineering – Health Informatics Option

Registration in this Option is discontinued effective September 1, 2019. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2019.

Background

The Software Engineering – Health Informatics Option (E) has had poor enrollment since the elimination of the concurrent BSc/MD programs. One or two students (out of 100 students) choose this option each year.

5. School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Comparative Literature

Recommended: That the Master of Arts (MA) in Comparative Literature be revised as shown below, effective September 1, 2019.

Current program	Proposed Change(s)
<p>Program Requirements</p> <ol style="list-style-type: none"> 3.0 credits spread over two years (usually completed by the end of term four); 1.5 required courses (Fundamentals 1 AND 2; Propaedeutics [P/F]) Thesis Prospectus (ca. 10 pages) approved by the Graduate Committee MA Thesis (ca. 100 pages) defended before three examiners. 	<p>Program Requirements</p> <ol style="list-style-type: none"> 2.5 credits spread over one year (fall term, winter term, summer term); 1.5 required courses (Fundamentals 1 OR 2; Propaedeutics [P/F]; Directed Reading course); Major Research Paper (ca. 40 pages) in place of a thesis, to be completed as the assignment for the Directed Reading course in the third term.

Background

The current six-term thesis-based MA is being revised to a three-term course-based MA with a Major Research Paper. This change will allow Western's MA program in Comparative Literature to be more competitive with the one-year programs in Comparative Literature, English Studies, French Studies, Hispanic Studies, Film Studies, and Critical Theory offered at other universities around the world. The learning outcomes of the program will remain fundamentally unchanged.

In Propaedeutics, the required course on research methods, the instructor will prepare students for the Major Research Paper instead of the MA Thesis, but the main topics (e.g., the formulation of valid research questions, the choice of appropriate critical methods, the effective organization of thesis chapters, the comprehensive understanding of the range of fields within the contemporary discipline of Comparative Literature, etc.) will hardly differ from the range of topics covered in the course currently offered in the two-year program.

6. School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A)

Recommended: That the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A) be revised as shown in [Appendix 6](#), effective September 1, 2019.

Background

The proposal involves four modifications to the MMASc spoke in Global Health Systems in Africa:

- Transition of the Spoke from the Faculty of Science to the Schulich School of Medicine and Dentistry, and expanding the partnership to include the Faculty of Health Sciences;
- Renaming the Global Health Systems in Africa (GHS-A) Spoke of the MMASc to Global Health Systems (GHS);

- c) A slight reconfiguration of the course requirements;
- d) The introduction of four courses and electives to the new GHS Spoke Course Roster.

The current MMASc, Global Health Systems in Africa (GHS-A) is a one-year professional master's degree consisting of eight months of course work followed by a (500 hour) summer practicum. The GHS-A spoke reviewed nearly 200 applications for the 2018/19 academic year and accepted 15 students to the spoke. Since its inception, the spoke has graduated over 40 students and continues to grow in popularity. It is anticipated that the spoke can accommodate approximately 40-50 students, and the proposed program modifications lay the groundwork to manage this expected growth.

The Global Health Systems in Africa spoke is invested in providing students with a curriculum premised on participatory engagement, and places a great deal of emphasis on the collaborative elements of this experience. Over the years the applicant pool for this spoke has evolved, with students expressing interest in global health issues such as health care management including occupational and physical therapy as well as mental health, oral health, and maternal/child health. About a third of students now come from Nursing, Kinesiology, and other Health Sciences disciplines. Hence, the modification to administratively migrate the spoke to the Schulich School of Medicine & Dentistry and to incorporate Health Sciences into the new GHS profile is a natural and even essential step to advance the MMASc, GHS spoke.

7. **School of Graduate and Postdoctoral Studies: Introduction of the New Field “Food Processing” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering**

Recommended: That the new field “Food Processing” be introduced into the Master of Engineering (MEng) in Chemical and Biochemical Engineering program effective September 1, 2019, as shown in [Appendix 7](#).

Background

The Faculty of Engineering, in collaboration with Brescia's School of Food and Nutritional Sciences, is proposing to add a new field “Food Processing” to the current MEng program in Chemical and Biochemical Engineering. The Province of Ontario's goal is to create to 100,000 jobs in agri-food by 2020, with the expectation that at least half of these jobs will be in food processing. The London Economic Development Corporation anticipates local employment in the food processing sector to grow from 7,000 to 10,000 due to local expansions and the arrival of Maple Leaf Foods.

Food processing is a niche area that requires specific expertise in different streams of food processing operations. A major portion of these operations are engineering-focused and not only require advanced engineering, but also an in-depth understanding of food sciences, food safety and related policies. At present, such knowledge is primarily acquired through experience and some form of on-job training. Engineers who start their careers in the food and beverage industry typically do not have the required knowledge depth and expertise in this niche area and the industry has had to utilize significant resources to train them to the required level of expertise. A specialized field in a graduate degree serves to fill this gap in terms of the education and skills required to meet the growing demand for engineering professionals in the food industry. There are a lack of applied graduate programs in food processing, both in Canada and internationally, that train engineers for jobs in the food processing sector.

8. **Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Sociology of Population, Health and Aging**

Recommended: That effective September 1, 2019 admission to the Major in the Sociology of Population, Aging, and Health be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2023 upon fulfillment of the requirements, and

That effective September 1, 2023, the Major be discontinued.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21044&Keywords=population&SelectedCalendar=Live&ArchiveID=>

Major in the Sociology of Population, Aging, and Health

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the module requirements.

Background

Enrolments are too low to justify the continuation of the module. There are currently only nine students enrolled in the module, which represents a steady decline over the past few years. Moreover, in the past few years, the Department has not been able to offer a number of courses that are essential to the module, and has consequently had to grant special permissions to substitute these courses with other Sociology courses. Lastly, many of the required courses in the module have been taught by Limited Duty Faculty. Given these factors, the Department feels that the module is no longer sustainable.

9. **Brescia University College: Introduction of an Honors Specialization in Foods and Nutrition**

Recommended: That effective September 1, 2019, an Honors Specialization in Foods and Nutrition be introduced at Brescia University College as shown in [Appendix 8](#).

Background

The proposed Honors Specialization in Foods and Nutrition will offer an alternative to the existing Honors Specialization in Nutrition and Dietetics. Many students in the current Honors Specialization in Nutrition and Dietetics (an accredited program for becoming a Registered Dietitian) either are not interested in becoming a Registered Dietitian or are not good candidates for the required practicum programs post undergraduate degree. The proposed Honors Specialization in Foods and Nutrition will provide an alternative for those students.

Graduates of the Honors Specialization in Foods and Nutrition will be able to pursue a range of job opportunities in community and population nutrition. Students will be provided with guidance on courses to take as electives if they want to work in food science, community or population nutrition, food service management, or other areas related to food and nutrition.

10. **Revisions to the “Accommodation for Illness – Undergraduate Students” Policy**

Recommended: That effective September 1, 2019, the “Accommodation for Illness – Undergraduate Students” Policy be replaced with the new “Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” Policy for a three-year trial period, as shown in [Appendix 9](#).

Background

In 2016 a working group of five Associate and Academic Deans (at that time from Social Science, Science, Arts and Humanities, FIMS, and Engineering) was tasked to look at the challenges of administering the extant policy regarding Accommodation for Illness – Undergraduate Students. The impetus behind this was both changing policies related to workplace medical notes, and the sharp increase in students seeking accommodation for absences and missed work, primarily through the use of Student Medical Certificates (SMCs).

Between 2014-15 and 2017-18 the number of excused absences on campus increased from 14,892 to 25,922, and the majority of these absences involved an SMC. This increase represents an increased burden on an already overwhelmed and under-resourced health care system, but also, with the ability of physicians to charge for medical notes, represents a financial outlay of approximately \$500,000 per

annum, money which comes out of students' pockets. Students who do not have these financial resources are disadvantaged.

The numbers also represent a huge burden for the academic counselling units who are tasked with processing and policing SMCs, at a time of both increased need and reduced resources. Allowing students access to some capacity to self-report absences was part of the recommendations put forward in the Mental Health Strategic Plan in 2018. Further, freeing up counselling and medical appointments (by removing students who are simply seeking an SMC) is an important benefit, as it provides students with a way to reduce some of the stress related to illness or balancing competing demands.

The proposal seeks to reconfigure the extant "Accommodation for Illness – Undergraduate Students" policy to consider student absence more expansively, make some degree of self-reporting possible, and thereby reduce the volume of SMC requests. The policy proposed retains the SMC in certain situations (final exams, work over a certain amount), but allows students the opportunity to self-report absences of 48 hours or less up to 2 times during the academic year.

In developing the proposed policy, the working group consulted externally with a number of universities that had introduced or had some version of a self-reported absence policy, including McMaster University, University of Alberta, Memorial University, and Queen's University. Internally, the working group consulted with the wider Associate and Academic Dean's group, as well as Academic Counsellors from across the different Faculties. These consultations were iterative and involved sharing multiple drafts, plus multiple meetings. As well consultations were had with student representatives from the USC and Student Senators, Student Experience, the Office of the Ombudsperson, the Center for Teaching and Learning, the Registrar's Office, UWOFA, EPCs, UACs, Chairs and Undergrad Chairs, and University Legal Counsel.

11. **Introduction of a New Policy on Academic Accommodation for Students with Disabilities**

Recommended: That effective May 1, 2019 the current policy on "Academic Accommodation for Students with Disabilities" and the "Faculty Handbook on the Implementation of the Policy on Academic Accommodation for Students with Disabilities" be replaced by a new policy, as shown in [Appendix 10](#).

Background

In March 2016, a letter from the Ontario Human Rights Commission (OHRC) to the President advised Western that its policies should now specifically state that Western no longer require a diagnosis in order to grant an accommodation. The letter also made other recommendations, many of which were adopted into the new policy. In addition, the new policy simplifies the process for dealing with disagreements between students (and their parents, doctors, etc.) and Student Accessibility Services over the granting and implementation of an accommodation. The current policy and Faculty Handbook can be accessed here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf and https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

12. **Revisions to the "Senior Citizens" Policy**

Recommended: That the "Senior Citizens" Policy be revised as shown in [Appendix 11](#), effective May 1, 2019.

Background

Specific language relating to eligibility for a bursary was removed from the policy, as this information is out-of-date, and is not under the purview of academic policy. Information regarding eligibility for a bursary will be provided by the Office of the Registrar. Minor editorial amendments were also made.

FOR INFORMATION

13. **SUPR-U Report: Cyclical Reviews of Civil / Environmental Engineering; Mechanical Engineering**

The following cyclical reviews of the undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Engineering	Civil / Environmental Engineering	November 26, 2018	Good Quality
Engineering	Mechanical Engineering	November 26, 2018	Good Quality

The detailed Final Assessment Report and Implementation Plan for these reviews are attached as [Appendix 12](#).

14. **SUPR-G Report: Cyclical Review of Classics**

The following cyclical review of a graduate program was conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Arts and Humanities	Classics	December 3-4, 2018	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review are attached as [Appendix 13](#).

15. **Scholarships and Awards**

SCAPA approved on behalf of the Senate the Terms of Reference for the new scholarships and awards shown in [Appendix 14](#).

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/general/convocation.pdf

Convocation; Graduation Diplomas and Certificates

The first part of the policy is unchanged

GRADUATION DIPLOMAS AND CERTIFICATES

The designation of "Bachelor" will be used on diplomas with the designation of "Baccalaureate" approved for use on diplomas upon request by individual students. [S.95-110] For diplomas of Masters and Doctoral degrees the designation "Master" or "Doctor" will be used.

Undergraduate students who qualify for Graduation "With Distinction" will receive the designation on diplomas.

Effective January 1, 1999, all Bachelor/Baccalaureate degree diplomas will include the student's Area(s) of Concentration. The option of requesting a replacement diploma is available to students who graduated prior to 1999 upon payment of the diploma replacement fee.

Effective February 2020, the designation of "Honors" be replaced by the designation of "Honours" in all occurrences at Western University, including to be used on diplomas.

At its February 1999 meeting, Senate reaffirmed that:

- 1) all diplomas (for degree programs and diploma programs) and certificates (for certificate programs) will be in English
- 2) all and only Honorary Degree diplomas will be in Latin, and
- 3) programs approved by Senate for diplomas/certificates not in English, e.g., the Certificat de Français Pratique, will be exceptions to this policy.

For graduation diplomas, the wording of the program taken will follow this format:

Honours Degree	BACHELOR OF ARTS <i>Honours Philosophy</i>
Combined Honours Degree	BACHELOR OF ARTS <i>Honours Anthropology and English</i>
Honours Degree with an Area of Concentration in another Subject	BACHELOR OF SCIENCE <i>Honours Mathematics with French</i>
Three Year Degree	BACHELOR OF ARTS <i>English</i>
Four-Year Degree	BACHELOR OF ARTS Four Year Program <i>Computer Science</i>
Four Year Degree with an Area of Concentration in another Subject	BACHELOR OF ARTS Four Year Program <i>French with Philosophy</i>

The remainder of the policy is unchanged

Structure of the Academic Year

HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

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

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

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

Notes:

- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean)
- Graduate and second-entry professional programs and scholar's elective programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26-week teaching term, i.e., they do not apply to the Richard Ivey School of Business, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1. Scheduling the Start Date of Classes and Length of the First and Second Terms

- Classes in the first term will begin on the Thursday following Labour Day.
- Classes in the second term will begin on the first Monday following January 2. Second term classes will begin no earlier than twelve days following the last day of the mid-year examination period.
- The last day of registration for either the Fall or Winter term will be seven days from and including the start date of the session (excluding weekends).
- Each term will be **twelve** ~~thirteen~~ weeks in length, comprising at least **60** ~~62~~ "lecture days."
- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days results in a term of less than **60** ~~62~~ "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

- There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination.
- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.
- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
- No examinations are to be scheduled on Good Friday or Easter Sunday.
- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students are required to request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3. Scheduling Spring and Fall Reading Week

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.
- A Fall Reading Week will be scheduled to begin **at 6:00 p.m. on the Sunday prior to the 9th teaching week and end at midnight on the subsequent Sunday.** ~~at 6:00 p.m. on Friday prior to Thanksgiving Monday and end at midnight on the subsequent Sunday.~~
 - a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
 - b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
 - c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g. travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

4. Scheduling Convocation Ceremonies

- The in absentia February Convocation will be scheduled for the last Friday in February.
- June Convocation ceremonies will be scheduled from Monday to Friday in the second and third full week in June.
- October Convocation ceremonies will normally be scheduled on the fourth Wednesday, Thursday and Friday in October. (If October 1 is a Friday, it will not count as week 1).

The rest of the policy is unchanged

Evaluation of Academic Performance

EVALUATION OF UNDERGRADUATE ACADEMIC PERFORMANCE - DEPARTMENTAL RESPONSIBILITY

Responsibility and authority for evaluating student achievement in individual undergraduate courses rests with the department (or faculty where applicable) which may delegate this responsibility to the individual instructor(s).

Direct responsibility for quality of instruction and evaluation of student performance rests with departments, which may delegate this responsibility to members of faculty.

The department (or faculty where applicable) shall devise procedures to ensure that the evaluative methods used are academically rigorous and as equitable as possible.

EVALUATION OF UNDERGRADUATE ACADEMIC PERFORMANCE

At least three days prior to the deadline for withdrawal from a **1000- or 2000-level** course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade. ~~For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus. Generally, students can expect some form of feedback on their performance in a course before the drop date. In rare instances, at the Dean's discretion, an exemption can be issued, which also must be noted in the course syllabus.~~ Deans should review exemptions on a course-by-course basis each time an exempted course is offered. **Performance-based courses in the Don Wright Faculty of Music are exempt (1900-1999, 2900-2999).**

As a guideline for departments (or faculties where applicable), the last day of scheduled classes in any course will be the last day on which course assignments will be accepted for credit in a course.

As a guideline for departments (or faculties where applicable), instructors will be required to return assignments to students as promptly as possible with reasonable explanations of the instructor's assessment of the assignment.

The policy of the University shall be that departments (or faculties where applicable) ensure that, wherever possible, final grades in courses under their aegis are derived largely from documented evidence demonstrating academic achievement, i.e., written or practical examinations, essays, reports, problem assignments. This shall not preclude the use of oral examinations as part of the evaluative process.

As a guideline, departments (or faculties where applicable) shall take appropriate action to ensure that for all sections of a multi-sectioned course,

- a) course requirements and grading procedures are equivalent;
- b) grades assigned reflect achievement accurately.

Department chairs (or deans of faculties where applicable) are required to co-sign the official record of final grades of students registered in courses under their aegis prior to submission to the Registrar for issuance of student reports.

The rest of the policy is unchanged

Report of the *ad hoc* Subcommittee on Fall Reading Week

The History of Fall Reading Week

In October 2012 Senate approved the introduction of two Fall Study Days starting in the 2013-14 academic year. While this break was welcomed by many students on campus, it became clear that a longer break was desired in order to contribute to students' well-being and to mitigate some of the stresses experienced during the Fall semester.

Western's undergraduate courses have also changed and half courses have almost entirely replaced the full courses that were traditionally offered in the past. This meant that while students experienced the same stresses over both the Fall and Winter terms, they only received a full Reading Week during the Winter Term.

In October 2016, an *ad hoc* Subcommittee of SCAPA was established to investigate the feasibility of a week-long Fall Reading Week. Upon the recommendation of that Subcommittee, Senate approved the introduction of the Fall Reading Week effective in the 2017-18 academic year, to be held in conjunction with Thanksgiving, for a two-year trial period. The two-year trial period of the Fall Reading Week ended in October 2018.

Process of the *ad hoc* Subcommittee on Fall Reading Week

In November 2018, SCAPA formed an *ad hoc* Subcommittee to review whether the Fall Reading Week should be permanently introduced into the academic year and to consider whether any policy changes might be required to accommodate it.

Membership of the *ad hoc* Subcommittee:

John Hatch, Chair of SCAPA – Chair

Danny Chang, Vice-President, USC

Jina Kum, VP Academic, SOGS

Matthew Novello, Western Student Senator

John Cuciurean, Associate Dean (Undergraduate Admissions & Programs), Faculty of Music [SCAPA Member]

Mark Workentin, Faculty of Science [SCAPA member]

Joan Finegan, Associate Dean (Undergraduate Studies), Faculty of Social Science

Lauretta Frederking, Vice-Principal and Academic Dean, Brescia University College

Lee Ann McKivor, Associate Registrar

The *ad hoc* Subcommittee met on January 24, February 25, and March 11 to review the current practices in offering a fall study break at other universities in Ontario and Canada, and to discuss policy and operational considerations relevant to scheduling a week-long Fall Reading Week at Western. In addition, representatives of the *ad hoc* Subcommittee consulted with the Associate Deans (Academic).

Recommendations

The Subcommittee supports the permanent introduction of a Fall Reading Week at Western.

Scheduling of Fall Reading Week

The Subcommittee recommends that a Fall Reading week be scheduled during the **9th full week** of the Fall Term. The Subcommittee felt that scheduling the Fall Reading Week in conjunction with the Thanksgiving weekend was simply too early in the term, benefitting but a small group of students.

Concerns were raised with regards to mid-term exams. A significant number of mid-term exams in the Faculty of Science, for example, fall on a weekend due to class size and/or the number of continuous classroom hours available for an in-class exam. At present, the University is already unable to schedule

weekend exams on Thanksgiving weekend. If the Fall Reading Week were to be modelled after the Winter Reading week, which technically runs from the Friday evening to the next Sunday, a second weekend would be excluded from the scheduling of mid-term exams. With this consideration in mind, the Subcommittee recommends that the Fall Reading Week be mandated to run from **Sunday 6pm to midnight on the subsequent Sunday**, as this will free up a weekend for the scheduling of mid-term exams. This will be communicated to the campus community through the Associate Deans.

The Subcommittee discussed the issue of Sunday exams. The Subcommittee recommends that Sunday exams be kept as an option, however it is expected that this option will be rarely used. The Registrar's Office notes that with the reinstitution of Sunday exams during the current term, there were no mid-terms scheduled on a Sunday. Granted this likely was the result of many instructors being unaware that Sundays were now an option for mid-terms. However, with three weekends available to schedule mid-term exams, if reading week is held on the 9th full week of the term, the Sunday option will be an infrequent one.

Structure of the Academic Year

The Subcommittee recognizes that moving the Fall Reading Week away from the Thanksgiving weekend places additional pressure on the Fall term length. Potential options to address this issue were to further shorten Orientation Week, or sacrifice study days, neither of which the Subcommittee was willing to seriously contemplate.

Western's Structure of the Academic Year Policy currently holds that each term will be comprised of at least 62 lecture days. In a survey of peer institutions, it was found that many Universities are operating with a 60-day term, most notably the University of Toronto (59 days), York (60), Ottawa (60), Queen's (59), Waterloo (60), and Guelph (60).

The Subcommittee recommends that the Structure of the Academic Year Policy be revised to reduce the term from 62 days to 60 days, resulting in a reduction of the number of weeks in the term from 13 weeks to 12 weeks (in fact, the reduction is technically from 12.4 weeks to 12 weeks). The Subcommittee notes that the reduction to a 60-day term accommodates for the loss of Thanksgiving Day and provides an additional day for the December exam calendar. Western had the shortest December exam period of the institutions mentioned above this year, with only 12 days compared to 14-16 days (with the unusual exception of Guelph with 11 days ending December 14).

The proposed changes to the Structure of the Academic Year Policy are shown in [Appendix 2](#).

Evaluation of Academic Performance

The Subcommittee considered the "15% rule" where students should expect to have at least 15% of their course mark available to them three days before the drop date for their first term courses. The Subcommittee recommends that the 15% rule be modified so as to apply solely to 1000- and 2000-level courses and that a statement be added to the policy that reads: "Generally, students can expect some form of feedback on their performance in a course before the drop date." The Subcommittee also recommends that an exception be added for performance-based courses in the Don Wright Faculty of Music. There is currently a provision that a waiver can be requested for the 15% rule and the Associate Dean in Music regularly grants over 70 a year.

The proposed changes to the Evaluation of Academic Performance are shown in [Appendix 3](#).

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20964&SelectedCalendar=Live&ArchiveID=>

MAJOR IN SPANISH LANGUAGE AND HISPANIC CULTURES

Admission Requirements

Completion of first year requirements, including 1.0 course from Spanish 1030 or Spanish 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish.

Module

6.0 courses:

3.5 courses from: Spanish 2200 or Spanish 2200W/X, Spanish 2214A/B, Spanish 2215F/G, Spanish 2220A/B or Spanish 3327A/B and Spanish 3300 or Spanish 3301E

1.5 courses from: Spanish 2100 level or above or Intercultural Communications 2200F/G

1.0 courses from: Spanish 3000 level or above

1.0 course from: Spanish 2200, Spanish 2200W/X.

1.0 course (normally taken in second year): Spanish 2215F/G, Spanish 2216F/G, Spanish 2800F/G.

0.5 course: Spanish 2220A/B or Spanish 3327A/B.

1.0 course (normally taken in third year) from: Spanish 3300, Spanish 3301E.

1.0 course from: Spanish 3400-3700, Spanish 3901F/G-3910A/B.

0.5 course from: Spanish 4420-4600, Spanish 4901F/G-4910A/B, Spanish 4961F/G-4965F/G.

1.0 course from: Spanish 2102A/B, Spanish 2105F/G/Z, Spanish 2214A/B, Spanish 2500F/G, Spanish 3303A/B, Spanish 3322A/B, Spanish 3400-3700, Spanish 3901F/G-3910A/B, Spanish 4420-4600, Spanish 4901F/G-4910A/B, Spanish 4961F/B-4965F/G not taken previously, Intercultural Communications 2200F/G, or the former Spanish 3801F/G. Students may take up to 0.5 Spanish Language and Linguistics course.

Notes:

(1) 0.5 course from the module's requirements (above) can be replaced with 0.5 approved course from the Linguistics Program. Consult the Department for approved courses.

(2) With permission of the Department, students who are fluent in Spanish may substitute Spanish 2200 with Portuguese 2200.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20972&SelectedCalendar=Live&ArchiveID=>

MINOR IN SPANISH LANGUAGE AND HISPANIC CULTURES

Admission Requirements

Completion of first-year requirements, including 1.0 course from Spanish 1030 or Spanish 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish, or permission of the Department.

Module

4.0 courses:

2.0 courses from: Spanish 2200 or Spanish 2200W/X, and Spanish 3300 or Spanish 3301E

1.0 course from: Spanish 2100 level or above or Intercultural Communications 2200F/G

1.0 course from: Spanish 3100 level or above

1.0 course from: Spanish 2200, Spanish 2200W/X (prerequisite for the rest of the module).

1.0 course from: Spanish 3300, Spanish 3301E.

2.0 courses from: Spanish 2102A/B, Spanish 2105F/G/Z, Spanish 2215F/G, Spanish 2216F/G, Spanish 2220A/B, Spanish 2500F/G, Spanish 2800F/G, Spanish 2901A/B-2905A/B, Spanish 2906A/B-2910A/B, Spanish 2911A/B-2915A/B, Spanish 3327A/B, Spanish 3421F/G, Spanish 3422F/G, Spanish 3500G,

~~Spanish 3511F/G, Spanish 3521F/G, Spanish 3531F/G, Spanish 3541F/G, Spanish 3901F/G-3905F/G,
Spanish 3906A/B-3910A/B, the former Spanish 3501F/G.~~

Notes:

- (1) 0.5 course from the module's requirements (above) can be replaced with 0.5 approved course from the Linguistics Program. Consult the Department for approved courses.**
- (2) With permission of the Department, students who are fluent in Spanish may substitute Spanish 2200 with Portuguese 2200.**

Major Modification

The Master of Management of Applied Science (MMASc) in Global Health Systems in Africa

1. Program Name and Degree

MMASc in Global Health Systems in Africa (GHS-A)

2. Overview and description of the proposed modification

Four particular modifications to the MMASc spoke in Global Health Systems in Africa (GHS-A) contribute to this proposal:

- I. Transition of the Spoke from the Faculty of Science to the Schulich School of Medicine & Dentistry, and expanding the partnership to include the Faculty of Health Sciences
- II. A renaming of the Global Health Systems in Africa (GHS-A) Spoke of the MMASc to Global Health Systems (GHS)
- III. Slight reconfiguration of the course requirements for the spoke
- IV. The introduction of four courses and electives to the new GHS Spoke Course Roster

I. Transition of the spoke from the Faculty of Science to the Schulich School of Medicine & Dentistry, and expanding the partnership to include the Faculty of Health Sciences

Starting in 2019-20, incoming students will have the opportunity to take Spoke courses in Global Health Systems from both the Schulich School of Medicine & Dentistry and the Faculty of Health Sciences, broadening their exposure to different theoretical and empirical approaches to the subject of health equity and inequities, differential health-care needs, and health-care delivery related to impoverished populations around the world. The goal is to infuse more global health-related content into Global Health Systems sections of the various Hub courses in the future via a partnership and expertise from Faculty of Health Sciences and the Schulich School of Medicine & Dentistry.

The proposed transition will enhance the current curriculum by broadening the scope of the global health courses offered within the current Spoke and enabling incoming students to engage with more faculty members and practitioners of global health across faculties.

II. A renaming of the Global Health Systems in Africa (GHS-A) Spoke of the MMASc to Global Health Systems (GHS)

Effective September 2019, the GHS-A Spoke will be renamed Global Health Systems. The justification for the name change is that as the Spoke continues to grow, the practicum projects and supervision will expand to low-middle income countries outside of the African continent. In addition, the learning objectives of the current Global Health Systems in Africa Spoke apply to all marginalized and impoverished populations across the globe, inclusive of indigenous and other marginalized populations in Canada.

However, with the strong GHS-A Spoke and university relationships established with partnering organizations on the African continent (particularly in Uganda, Kenya, Ghana and Rwanda), the summer practicums will continue to be in East African countries for the foreseeable future.

III. Slight reconfiguration of the course requirements for the program:

The proposal involves a reduction in weight for the current GHS9030W African Field School from (1.0 FCE) to (0.5 FCE). The course currently involves three weeks, i.e. 15 days of field education and discussion groups at a maximal of 6 hours per day. For assignments and grading, the students provide 1-page daily reflections, prepare/participate in 5 group presentations, and are graded on class participation. This level of work is equivalent of 0.5 FCE. While this credit is being reduced, one additional elective course (0.5) is required in the winter term (see below), which keeps the total credits required for graduation the same.

IV. The introduction of four courses to the GHS spoke Course Roster

With the inclusion of new students and the inclusion of the Faculty of Health Sciences starting in 2019-2020 academic year, four new 0.5 FCE graduate courses for the GHS Spoke will be introduced, three from the Faculty of Health Sciences and one from the Schulich School of Medicine & Dentistry entitled:

1. GHS 9018B/N9638B Interdisciplinary Perspectives on Global Health (0.5 FCE, mandatory)
2. GHS 9017B Epidemiology of Major Diseases: Global Perspectives (0.5 FCE, elective)
3. GHS 9019A/APPLHSCI 9002 (online) Equity and Health Systems (0.5 FCE, elective)
4. GHS 9016A/APPLHSCI 9003 (online) Global Health (0.5 FCE, elective)

The Addition of another Milestone Series tailored to the GHS-A Spoke:

Professional Development Seminar Series/ Workshops: The professional development workshop series has been implemented out of a demand by the current cohort to have access to tailored career workshops. Students in the past had expressed that the existing career services offered by the MMASc did not adequately address their interests in learning about the array of existent opportunities in the broad and diverse field of global health. This year partnerships have been leveraged across campus to facilitate the development of professional development workshops/seminars which allow the students to interact with practitioners engaged in different facets of global health. Based on the popularity of the series of workshops to date, more subject matter experts will be invited to conduct workshops and interact with the students throughout the winter term and beyond. The Student Success Center at Western will also be engaged to conduct seminars on CV writing/building and creating professional portfolios. In addition to the networking opportunity provided by the workshop, students have also been provided with information regarding different types of career paths available to them after graduation, and links on where to find and access these employment listings. This series is not-graded, but students are required to attend and submit reflections, when appropriate. Moving forward, the Professional Development Seminar Series/ Workshops will be further developed and implemented as a milestone component to the program.

Additional Notes/ Changes: The syllabus for GHS 9012B and GHS 9020S have changed slightly. GHS 9012B now provides additional lessons related to grant applications and budgets to the appropriate agencies to fund these incubators. GHS 9020S now has had a change in focus from translating water management research to policy and practice. Instead the course reenacts/simulates the development of a multimillion dollar research and implementation project in Uganda, Zimbabwe, and Thailand related to women's health issues and based on an actual contract funded by the US National Institutes of Child Health and Human Development to Family Health International.

Proposed Modification to introduce a new field “Food Processing” to the current Master of Engineer (MEng) program in Chemical and Biochemical Engineering (CBE)

A description of the current state of the program: The MEng program in Chemical and Biochemical Engineering currently has four specialization fields. Students are required to take 10 courses (or 8 courses plus a project) including three core courses and two professional engineering courses from a limited selection of five courses. The remaining five (or 3 if students pursue a project) courses are from a list of recommended technical electives. The current structure of the MEng program with different specialization fields is presented in a table below:

Core Technical Courses (Must take the following three courses per area of specialization)*			
ENVIRONMENTAL AND GREEN ENGINEERING	BIOMATERIALS AND BIOCHEMICAL ENGINEERING	REACTIONS AND PROCESS SYSTEMS ENGINEERING	PARTICLE TECHNOLOGY AND FLUIDIZATION
CBE 9350 – Physical Principles of Environmental Engineering	CBE 9260 - Advanced Bioengineering and Biotechnology	CBE 9450 - Advanced Chemical Reaction Engineering	CBE 9550 - Advanced Particle and Fluidization Engineering
CBE 9361 - Biological Wastewater Treatment OR CBE 9312 - Air Pollution Control OR CBE 9314 – Solid Waste Treatment	CBE 9250 - Advanced Biomaterials Engineering	CBE 9160 - Transport Processes OR CBE 9350 – Physical Principles of Environmental Engineering	CBE 9160 - Transport Processes OR CBE 9450 - Advanced Chemical Reaction Engineering
CBE 9334 - Green Fuels and Chemicals OR CBE 9261 - CBE 9311 – Green Energy and Engineering OR CBE 9556 Integrated Resource Recovery	BME 9526 - Tissue Engineering OR CBE 9241 – Nano-biotechnology	CBE 9455 Advanced Polymerization Engineering OR CBE 9170 - Mathematical Methods in Engineering OR CBE 9551 – Advanced Design in Fluidized Bed Reactors	CBE 9561 – Advanced High Velocity Fluidization Technology OR CBE 9587 - Fine Powder Technologies and Application
Professional Engineering Courses (Two of the following four courses are required)			
ENGSCI 9010 - Intellectual Property for Engineers		ENGSCI 9185 - Risk Assessment and Management in Engineering Systems	
ENGSCI 9510 – Engineering Planning and Project Management		ENGSCI 9670 – Engineering Communication	
ENGSCI 9501 – Engineering Business			
Recommended CBE Electives			
CBE 9132 – Oil Refining and Processing		CBE 9150 - Advanced Chemical Engineering Thermodynamics	
CBE 9160 - Transport Processes		CBE 9170 - Mathematical Methods in Engineering	
CBE 9180 - Instrumental Methods of Analysis for Engineers		CBE 9190 - Advanced Statistical Process Analysis	
CBE 9211 – Fundamentals of Biochemical Engineering		CBE 9241 – Nano-biotechnology	
CBE 9250 - Advanced Biomaterials Engineering		CBE 9260 - Advanced Bioengineering and Biotechnology	
CBE 9263 - Biosensors: Principles and Applications		CBE 9312 – Air Pollution Control	
CBE 9334 – Green Fuels and Chemicals		CBE 9350 - Physical Principles of Environmental Engineering	
CBE 9417 – Industrial Catalysis		CBE 9424 - Computer Process Control	
CBE 9450 - Advanced Chemical Reaction Engineering		CBE 9455 - Advanced Polymerization Engineering	
CBE 9461 – Advanced Process Control		CBE 9544 – Pharmaceutical Manufacturing Processes	
CBE 9550 - Advanced Particle and Fluidization Engineering			
CBE 9561 – Advanced High Velocity Fluidization		*This list is not exhaustive, there are other courses you can take as electives*	
NOTES			
Students are allowed to take graduate courses from other disciplines in the Faculties of Engineering and Science as technical electives. Students need to complete the appropriate form to enroll in courses outside the home program (CBE) and this is subject to the approval of the MEng Program Director.			

*If a core course is not offered, it will be replaced by another course subject to the program director approval.

Description of the proposed modification: The structure of the MEng program will remain the same, but the proposed specialization field will have separate course requirements, which includes courses from Chemical and Biochemical Engineering, and Brescia’s School of Food and Nutritional Sciences. The proposed course requirements for the MEng in Food Processing are provided in a table below:

Master of Engineering in Food Processing	
Core courses	<ul style="list-style-type: none"> • CBE 9160: Transport Processes • CBE 9460: Fundamentals of Food Engineering • FN 9342: Food Science • FN 9430: Food Analysis
Professional Courses	Select one course from the following list: <ul style="list-style-type: none"> • FN 9111: Food and Nutritional Policies and Regulations • FN 9410: Global Policies in Food Safety

	<p>Select one course from the following list:</p> <ul style="list-style-type: none"> • ENGSCI 9010: Intellectual Property for Engineers • ENGSCI 9185: Risk Assessment and Management in Engineering Systems • ENGSCI 9501: Engineering Business • ENGSCI 9510: Engineering Planning and Project Management • ENGSCI 9670: Engineering Communication
Technical Electives	<p>Select four courses with the Course option OR two courses with the Project option</p> <ul style="list-style-type: none"> • FN 9420: Sensory Evaluation of Food • FN 9440: Current Issues in Food Science and Technology • CBE 9150: Fundamentals of Biochemical Engineering • CBE 9170: Mathematical Methods in Engineering • CBE 9190: Advanced Statistical Process Analysis • CBE 9260: Advanced Bioengineering and Biotechnology • CBE 9450: Advanced Chemical Reaction Engineering • CBE 9461: Advanced Process Control • CBE 9314: Solid waste Treatment

Pre-requisites for Brescia's Food and Nutrition courses: There is no additional pre-requisite course required for the Engineering students. The two core courses from Food and Nutrition cover all necessary background and serve as pre-requisites for the corresponding technical electives. The requirements for each Food and Nutrition course are provided below:

FN 9342 Food Science (Core Course): The Engineering students are expected to have necessary chemistry knowledge from their undergraduate engineering courses, such that they would be able to succeed in this course. While Engineering students may not have the nutrition background; this should not limit their ability to grasp the food science concepts. This course will be the foundation for the remaining courses and will be taken in the fall semester by Engineering students.

FN 9430 Food Analysis (Core Course): Pre- or co-requisite is FN 9342 (Core Course), which adequately covers the necessary biology background to prepare Engineering students.

FN 9111 Food and Nutritional Policies and Regulations: This course has no pre-requisites. It is offered in a seminar format and Engineering students would have the option to focus their assignments/presentations on regulations pertaining to food processing.

FN 9410 Global Policies in Food Safety: Pre- or Co-requisite is FN 9342 (Core Course).

FN 9420 Sensory Evaluation of Foods: Pre- or Co-requisites is FN 9342 (Core Course). Students also need a background in statistics and Engineering students are expected to have the sufficient statistical background from their undergraduate engineering courses.

FN 9440 Current Issues in Food Science and Technology: Pre- or Co-requisite is FN 9342 (Core Course).

Learning Outcomes

Depth and Breadth of Knowledge

- A firm understanding of the key principles and concepts of Chemical Engineering and the applications of these concepts in the food industry
- Learn physical, chemical and biochemical analyses of food
- Learn scientific knowledge of food composition
- Understand the principles and practice of food analysis

- Learn principles of sensory and consumer science including test methods, questionnaire design, experimental design, statistical considerations and decision analysis

Research and Scholarship

- Able to critically evaluate advancements in food science and technology

Application of Knowledge

- Able to apply the existing knowledge of food science and engineering to investigate and solve issues and problems in food processing systems
- Integrate causes and methods of preventing foodborne illnesses into analysis of local, national, international policies

Professional Capacity/Autonomy

- Recognize the regulatory issues, safety and efficiency of specific categories of foods
- Recognize food waste or by-product management, a critical factor in recycling valuable food components
- Analyze food safety events considering economics, policy, trade, public trust; and their implications at the local, national and/or international levels
- Apply an ethical framework to contribute to the analysis of food safety issues and policies at the local, national, and international levels

Communication Skills

- Able to effectively communicate knowledge, applications, problems/challenges and potential solutions to technical and non-technical audiences

Awareness of the Limits of Knowledge

- Recognize the complexities of processes involved in food industry and the limitation of analysis and diagnostic tools to address those challenges

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HONORS SPECIALIZATION IN FOODS AND NUTRITION

The Honors Specialization in Foods and Nutrition prepares students for employment in food and nutrition careers, e.g., food service management and distribution, population and community health, and food industry. Graduates may also pursue advanced study in areas such as Public Health, Community Development, Education, Food Science/Safety, Hospitality Management and others.

Students are encouraged to seek academic advising at Brescia University early in the program, especially if they intend to combine the Honors Specialization with a Major or Minor in a complementary field.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no grade below 60% in the following courses:

Chemistry 1301A/B and Chemistry 1302A/B

Biology 1290B

Foods and Nutrition 1070A/B

Foods and Nutrition 1241A/B

Physiology 1021

Module

9.0 courses:

3.5 courses: Foods and Nutrition 2266F/G, Foods and Nutrition 2232,

Foods and Nutrition 2230A/B, Foods and Nutrition 2449A/B, Foods and Nutrition 3390W/X.

0.5 courses: Human Ecology 2222A/B.

0.5 course from: Chemistry 2003A/B (recommended) or Chemistry 2213A/B.

0.5 course from: Biochemistry 2288A (recommended) or Biochemistry 2280A.

2.0 courses from: Foods and Nutrition 3320, 3342, 3348, 3361, 3380, or 3400.

2.0 courses from: Foods and Nutrition or Human Ecology at the 3000 or 4000-level.

The Foods and Nutrition Honors Specialization is distinct from the version offered at Brescia University College from 2007-2009 and should be considered a different Honors Specialization for degree purposes.

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https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

POLICY ON ACADEMIC CONSIDERATION FOR STUDENT ABSENCES -- UNDERGRADUATE STUDENTS IN FIRST ENTRY PROGRAMS

1. Purpose of the Policy:

The purpose of this Policy is to provide guidance to undergraduate students, instructors, and administrators in situations where students are unable to complete academic responsibilities as the result of extenuating circumstances, including short-term illness or injury.

2. Application of the Policy:

This Policy and the associated Procedures apply only to students who have been admitted to first entry programs on Western University. Students who are in second entry programs, including Education, Law, Medicine, and the Ivey School of Business, or graduate programs, should consult their Faculty of registration for information about Academic Consideration and how it is handled in their Faculty.

3. Statement of Principles:

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short term illness or injury.

Reasonable academic consideration is a cooperative process between the University, the student and academic staff. All participants in the process must in good faith and fulfil their respective obligations set out in this Policy and the associated Procedures if it is to succeed.

The University is committed to providing reasonable academic consideration to a student in extenuating circumstances, while taking into account:

- a need to ensure fairness and consistency for all students seeking academic consideration;
- a desire to empower students to take responsibility for their decisions about absences and missed work due to extenuating circumstances;
- an anticipation that students, faculty, staff, and administrators will approach requests for academic consideration as being undertaken in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense (Clause 4) or a violation of the Student Code of Conduct (Section E, clauses 4a and 4b).
- a desire to provide a mechanism for facilitating student well-being and academic fairness while at the same time acknowledging the integrity of relationships and interactions that students have with individuals and services on campus. These may include faculty members, academic counsellors and advisors, SAS, Student Success Centre, Student Health Services and community healthcare professionals.
- a recognition that there is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities.

All requests for consideration and related communications will be maintained in confidence in accordance with the University's Official Student Record Information Privacy Policy and the University's obligations under the *Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Privacy Act* and any other applicable laws. Personal information of students will be shared only to the extent necessary to consider requests for consideration, to arrange for reasonable academic relief or to process any appeals, all in accordance with this Policy and associated Procedures and all applicable law.

Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to extenuating circumstances.

Students who have long-term or chronic medical conditions (physical or mental) which may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Student Accessibility Services ([Academic Accommodation for Students with Disability](#)).

4. Policy review

This Policy is a pilot version and will be reviewed after 3 years by SCAPA. It may be reviewed prior to the three-year term where it is determined that an earlier review is necessary because of:

- (a) a change in University practices or procedures; or
- (b) any other reason that would call into question the applicability of the Policy in its current form.

PROCEDURES FOR STUDENT ABSENCES – UNDERGRADUATE STUDENTS IN FIRST ENTRY PROGRAMS

1. Purpose of Academic Consideration Procedures

The purpose of the Academic Consideration Procedures is to set out the process by which students may request reasonable academic consideration for extenuating circumstances resulting in missed academic requirements and to establish the responsibilities of all participants in the consideration process.

All interested persons – students, academic staff and the University – have vital roles to play in the process.

2. Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on [Academic Accommodation for Students with Disability](#). Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through [Student Health and Wellness](#) and [Learning Skills Services](#) in order to deal with this stress in a proactive and constructive manner.

3. Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

4. Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

The following conditions are in place for students seeking academic consideration for a medical absence:

- a. Students must submit their documentation along with a request for academic consideration specifying the nature of the relief being requested. This documentation, in the form of a Student Medical Certificate (SMC), shall be submitted to the Academic Counselling or Undergraduate Office of the student's Faculty of registration indicating the period of illness, severity, and when the student should be able to resume academic responsibilities. **Forms must be submitted no later than two business days after the date specified for resuming responsibilities.**
- b. Students who require academic consideration must, where possible, seek medical attention in advance of due dates, examinations, etc.
- c. If the Academic Counselling/Dean's Office determines that academic consideration is warranted, the period of academic consideration will normally be that specified on the medical documentation. Once the request for academic consideration and supporting documents have been received and approved, the student's instructors will be notified of this by the Academic Counselling or Undergraduate Office in the student's home faculty.
- d. Academic consideration shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities, and only when the licensed practitioner providing the documentation is able to make a reasonable assessment of the student's physical or mental state during the period for which relief is sought. The expectation is that the practitioner's assessment of the student's condition will be made in person.
- e. The duration of the excused absence will terminate prior to the end of the period indicated on the SMC should the student undertake significant academic responsibilities (write a test, submit a paper) during that time.
- f. Students must communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.
- g. In cases where a student may be experiencing long-term or recurring absences, students should consult their Academic Counsellors for advice about which of the options available to them (academic consideration, pursuing Academic Accommodation, withdrawal from the course) are most appropriate.

5. Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

The following conditions are in place for students seeking academic consideration for a non-medical absence:

- a. Students must submit the appropriate documentation¹ along with a request for academic consideration specifying the reason for the absence and the nature of the relief being requested. This documentation shall be submitted to the Academic Counselling or Undergraduate Office in the student's Faculty of registration. Documentation must be submitted no later than two business days after the student resumes academic responsibilities.
- b. Academic consideration shall be granted only where the documentation indicates that the student could not reasonably be expected to complete their academic responsibilities as a result of an extenuating circumstance.
- c. Students must communicate with their instructors **no later than 24 hours** after the end of the period covered by the documentation, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.
- d. In cases where a student might be absent for periods greater than 3 weeks, students should consult their Academic Counsellors for advice about which of the options available to them (academic consideration, pursuing Academic Accommodation, withdrawal from the course) are most appropriate.

6. Appeal

A student who has been denied academic consideration by an Academic Counselling Unit may appeal the decision to the Dean of their Faculty of registration (or the Dean's designate).

¹ Students are strongly urged to consult with the Academic Counselling or Undergraduate Office in their Faculty to determine what documentation would be appropriate.

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https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

Western University Policy on Academic Accommodation for Students with Disabilities

Policy Statement

1. Purpose of Policy

The purpose of this Policy is to ensure that students with disabilities have a reasonable opportunity to engage in academic activities at the University and to fulfill essential course and program requirements, and to ensure that all members of the University understand their rights and obligations to reach this goal.

2. Application of Policy

This Policy and the associated Procedures apply to both graduate and undergraduate students at Western and the affiliates while engaged in academic activities related to their program of study, and includes students registered in courses or programs with Western Continuing Studies.

In the case of graduate students, reference to courses and programs throughout this Policy and associated procedures shall include milestones and requirements associated with progression in graduate programs.

3. Statement of Principles

The University recognizes the inherent dignity and equality of all students and is committed to ensuring students with disabilities have the opportunity to fully participate in the academic life of the institution.

The University also recognizes that it is subject to the Ontario *Human Rights Code* and that it is required to provide reasonable academic accommodation to students with disabilities where those disabilities create limitations that interfere with the students' participation in academic activities.

Reasonable academic accommodation is a cooperative process between the University, the student and academic staff. All participants in the process must fulfil their respective obligations set out in this Policy and the associated Procedures if it is to succeed.

The University is committed to providing reasonable academic accommodations to students with disabilities, up to the point of undue hardship, to enable students to successfully meet the essential requirements of their course or program of study.

All requests for accommodation and related communications will be maintained in confidence in accordance with the University's obligations under the *Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Privacy Act* and any other applicable laws. Personal information of students will be shared only to the extent necessary to consider requests for accommodation, to arrange for reasonable academic accommodations or to process any appeals, all in accordance with this Policy and associated Procedures and all applicable law.

4. Accountability

All members of the University are required to comply with the terms of this Policy and its associated Procedures.

This Policy is administered by Student Accessibility Services.

Student Accessibility Services is responsible for reviewing this Policy in accordance with its terms.

5. Review

This Policy shall be reviewed every five (5) years from the date it comes into effect. The Policy may be reviewed prior to the five-year term where it is determined that an earlier review is necessary because of:

- (a) a change in the law respecting accommodation of students with disabilities;
- (b) a change in University practices or procedures; or
- (c) any other reason that would call into question the applicability of the Policy in its current form.

Related Procedures

[**Academic Accommodation Procedures**](#)

[**Academic Accommodation Appeal Procedures**](#)

Western University Policy on Academic Accommodation for Students with Disabilities

Academic Accommodation Procedures

1. Purpose of Academic Accommodation Procedures

The purpose of the Academic Accommodation Procedures is to set out the process by which students may request reasonable academic accommodations and to establish the responsibilities of all participants in the accommodation process.

All interested persons – students, academic staff and the University – have vital roles to play in the accommodation process. The University has designated Student Accessibility Services, or SAS – to oversee the development of reasonable academic accommodations and to implement the Policy.*

Accommodations developed under this Policy are to be guided by principles of respect for dignity, individualization, integration and full participation, while preserving the essential requirements of a course or program of study.

2. Definitions

Academic Accommodation is a means of adjusting the academic activities associated with a course or program of study in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program. Academic accommodations take into account the individual's limitations and what is reasonable in the context of the particular course or program and the essential requirements of the course or program. Examples of academic accommodations include, but are not limited to:

- access to alternative format textbooks or accessible versions of materials on course websites
- use of sign-language interpreters
- permission to audio record lectures
- writing exams in an alternative location or being provided extra time or rest breaks to complete an exam
- use of assistive technology when writing exams (e.g., a computer equipped with specialized software)
- use of an assistant in labs.

Essential Requirements refer to the bona fide academic requirements of a course or program of study, which cannot be altered without compromising the fundamental nature of the course or program. Essential Requirements will vary from course to course and from milestone to milestone, depending on the nature of the subject matter, the teaching methods employed and the knowledge and skills that are to be learned and/or demonstrated. While it may be an essential requirement that a student master core aspects of a course curriculum, it is less likely that the means in which a student demonstrates the mastery will be essential, unless mastery of that format (e.g. oral communication) is also a vital requirement of the program.

* Reference to SAS in these procedures shall include Accessibility, Counselling and Student Development at King's University College as utilized by King's students for Academic Accommodation.

Academic Staff refers to the individuals who are responsible for the development of course content, for teaching the course or who deliver an element of a course, and for supervising or evaluating completion of milestones. It includes professors (including associate and assistant professors), adjunct faculty, teaching assistants, lab instructors, etc.

Disability means

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Disabilities that fall within this Policy may be permanent or temporary. Limitations caused by disabilities may be constant or may be more sporadic in nature.

Reasonable Academic Accommodation means a form of academic accommodation that addresses the limitations experienced by a student with disabilities in a manner that allows them to meet the essential requirements of a course or program of study, without resulting in undue hardship to the University. There will often be a range of reasonable academic accommodations available, and a student might not be entitled to their preferred accommodation. Because of the differences between the academic environments, students may not be entitled to the same form of accommodation that they received at a prior time in their education history (e.g. while in high school or college).

Undue Hardship is the outer limit of the University's accommodation obligation, and may refer to activities, impacts or effects that would result in undue or excessive costs for the University (considering sources of outside funding available) or unreasonably interfere with the health and safety or other rights of other members of the University community. Undue hardship is considered individually, within the full context of a particular request for reasonable academic accommodation.

3. Responsibilities

Students with disabilities who are seeking academic accommodation have the responsibility to:

- register with and/or seek accommodation through SAS and Accommodated Exams Services in a timely fashion;
- provide supporting medical documentation from a qualified professional;
- identify the courses that they are registered in, including any course changes that occur during the school year;
- promptly notify Academic Staff and SAS if they need accommodation for any exchange or experiential learning opportunities during the school year;

- cooperate with SAS in the identification and implementation of reasonable academic accommodations;
- accept reasonable academic accommodations identified by the SAS that meet their identified limitations;
- communicate with academic staff to the extent necessary to give effect to their academic accommodations; and
- notify the SAS immediately if there are any changes in their disability status, identified limitations or the continued appropriateness of the academic accommodations that have been implemented.

Academic staff members have the responsibility to:

- identify the essential requirements of their courses or milestones that cannot be altered without undue hardship (i.e. compromising the fundamental nature of their courses or milestones);
- cooperate with the SAS to determine reasonable academic accommodations for students with disabilities in their courses or milestones;
- cooperate with Accommodated Exams, Office of the Registrar to facilitate delivery of evaluations;
- assist students and SAS in arranging accommodations related to exchange or experiential learning opportunities;
- maintain confidentiality with respect to any personal information of students that is shared with the staff member to facilitate the academic accommodation;
- not seek any medical or other personal information directly from a student who has requested an academic accommodation; and
- where students request academic accommodations outside this Policy, refer the students to the SAS so that the request may be properly considered and appropriate accommodations implemented.

The SAS has the responsibility to:

- register students with disabilities who request to use its services;
- gather the necessary medical information to determine whether a student has a disability, and the nature and extent of any limitations associated with the disability;
- review the course or milestone requirements for those courses or milestones for which the student is seeking academic accommodation;
- determine a reasonable accommodation (or range of accommodations) that meets the student's limitations while respecting the essential requirements of the course, milestone or program of study;
- consult with the academic staff member responsible for the course, milestone or program of study as necessary to ensure that any recommended accommodations do not compromise the essential requirements of the course or program;
- assist students and Academic Staff in arranging accommodation in relation to exchange or experiential learning opportunities;
- assist students to identify any sources of funding or other supports that may help the students with their accommodation needs;

- assess any changed circumstances in a student's accommodation needs to determine whether existing academic accommodations remain reasonable and appropriate;
- recognize that accommodations for academic evaluations that are facilitated through The Office of the Registrar should be appropriate to the duties and responsibilities maintained within this unit; and
- make accommodation information available to academic deans and counsellors in students' faculties of registration.

4. Establishing Reasonable Academic Accommodations

(a) Accommodation Process

1. Students with disabilities seeking an academic accommodation are required to register with the SAS in the Student Development Centre and arrange for an initial consultation with a counsellor.

Students are encouraged to register at the earliest opportunity, and ideally before classes begin in a given academic term. The SAS will consider all requests for academic accommodation whenever they are made. However, the SAS may not be able to arrange for timely accommodations for students who register after a term has commenced.

Students must provide documentation supporting their request for accommodation. Detailed documentation requirements may be found on the website of the SAS, along with medical forms to be completed by the student's attending health professional. Examples of required information may include, but are not limited to

- (a) the nature of the disability [a diagnosis is not generally required];
- (b) its expected duration;
- (c) any functional limitations that may interfere with the student's academic activities; and
- (d) whether any medications will cause side effects that should be taken into consideration by the SAS [specific medications will not need to be identified].

Requests for academic accommodation will not generally be processed until sufficient medical documentation is provided to SAS. SAS will consider requests for interim accommodation while awaiting receipt of medical documentation where circumstances beyond the control of the student prevent timely compliance with these requirements.

A student must register with SAS in order for Accommodated Exams Services to facilitate an accommodated evaluation for the student.

2. The SAS will review all information provided by the student to determine whether the student requires accommodation, and the range of reasonable accommodations that will meet the student's identified limitations. Where SAS determines that the information provided by the student does not support the request for academic accommodation, SAS shall inform the student in writing that it has not approved the request.
3. In determining reasonable academic accommodations for a course, SAS will consider the nature of the course or milestone and the requirements outlined in the applicable course syllabus. SAS may consult with the academic staff who will be teaching the course or will be responsible for any element within the course in order to determine whether an accommodation is reasonable. SAS may share information about the student's identified limitations, but only where such disclosure is necessary to determine the appropriateness of an accommodation being considered.

4. Academic staff who are contacted by SAS shall reply promptly to any requests for information, including requests for information about the essential requirements of a course.
5. Based on the information provided to SAS by the student and the academic staff, SAS shall recommend a reasonable accommodation that, in the opinion of SAS, addresses the student's identified restrictions and does not compromise the essential requirements of the course, milestone or program of study. The accommodation shall be communicated to the student and to the appropriate academic staff.
6. If SAS determines that there are no reasonable academic accommodations that can be provided short of undue hardship, it shall inform the student of this decision and shall provide brief reasons for its decision.
7. Students who are granted an academic accommodation shall follow any instructions provided by SAS, including making any necessary communications with Accommodated Exam Services or program staff.

(b) Reconsideration of Initial SAS Decision

1. Students may ask their SAS counsellor to reconsider their decision where the student:
 - (a) has had a request for accommodation denied,
 - (b) believes that the recommended academic accommodation does not reasonably meet their identified restrictions, or
 - (c) believes that they have been treated unfairly in the process of assessing their request for accommodation.
2. Academic staff who disagree with the academic accommodation recommended by the SAS counsellor may ask the counsellor to reconsider their decision, but only on the ground that the recommended accommodation compromises the essential requirements of the course or program of study.
3. The SAS counsellor shall seek to resolve any requests for reconsideration with the student and academic staff. If a satisfactory resolution cannot be reached, the student or academic staff may appeal the decision of SAS in accordance with the Appeal Procedures of this Policy.

5. Implementation of an Accommodation within a Classroom or Similar Context

1. Where an academic accommodation is granted to a student under this Policy and Procedure, SAS will communicate the accommodation to the academic staff members responsible for the student's identified courses or milestones.
2. The responsible academic staff members are required to implement the accommodation that has been granted with respect to their courses or milestones, and shall do so in a manner that is consistent with the principles underlying this Policy.
3. Where a student who has been granted an accommodation is not satisfied with the manner in which the accommodation is being implemented in a course, the student shall discuss the matter with the academic staff responsible for that course. The student and academic staff member(s) shall attempt to resolve the dispute in a manner that provides reasonable academic accommodation to the student while respecting the essential requirements of the course or milestone.

4. If the student and academic staff member(s) are not able to resolve the dispute over the implementation of the accommodation that has been granted by SAS, the matter must be referred back to the SAS counsellor who granted the original accommodation for consideration of an appropriate manner of implementing the accommodation. The SAS counsellor shall consult both the student and academic staff and shall attempt to resolve the dispute. If the dispute cannot be resolved to the satisfaction of the student and academic staff, the SAS counsellor shall determine how the accommodation is to be granted, and shall communicate this determination in writing to all interested parties.
5. If either the student or academic staff is not satisfied with the determination of the SAS counsellor, they may appeal the determination in accordance with the Appeal Procedures of this Policy.

Western University Policy on Academic Accommodation for Students with Disabilities

Appeal Procedures

1. Purpose of Academic Accommodation Appeal Procedures

The purpose of the Appeal Procedures is to provide an expeditious process by which either students or academic staff may appeal decisions made by the SAS, or in the case of King's University College, its Accessibility, Counselling and Student Development Office (ACSD)), in respect of academic accommodations in relation to the student or the course or program of study for which the academic staff is responsible.

Throughout these Appeal Procedures, reference to Vice-Provost shall mean, in the case of undergraduate students, the Vice-Provost (Academic Programs) or designate, or, in the case of graduate students, the Vice-Provost (School of Graduate and Postdoctoral Studies) or designate.

2. Appeal of a Decision Establishing Academic Accommodations

This section applies to appeals by students or academic staff members in relation to a decision of the SAS or ACSD made under Part 4 of the Academic Accommodation Procedures – i.e. the initial decision to grant or deny an accommodation request.

(a) Interim Accommodation Pending Appeal

Where the SAS or ACSD has recommended an accommodation that is the subject of an appeal under this section by either the student or the academic staff, the accommodation shall be implemented on an interim basis as of the date of the final decision of the SAS or ACSD counsellor made under Section 4 of the Academic Accommodation Procedures. The interim accommodation will remain in effect until the appeal process under this section is complete.

(b) Reconsideration by the SAS

Before a formal appeal can be made under this section, the affected party must request a reconsideration of the decision of the SAS or ACSD counsellor by the director of SAS or designate.

Students may request a reconsideration by the director of SAS or designate if the student:

- (a) has had a request for academic accommodation denied for any reason;
- (b) believes that they have been treated unfairly during the accommodation process;
- (c) believes that the recommended accommodation does not reasonably meet their identified restrictions; or
- (d) has new information relevant to the request for academic accommodation that was not reasonably available to the SAS or ACSD counsellor at the time of the original decision.

Academic staff may request a reconsideration by the director of SAS or designate only on the ground that the recommended accommodation compromises the essential requirements of the course or program of study.

Requests for reconsideration shall be made in writing, and shall identify the ground or grounds upon which the request is being made and the reasons why the student or academic staff member, as the case may be, disagrees with the recommendation of the SAS or ACSD counsellor on those grounds.

Academic staff who request a reconsideration of the recommendation of the SAS or ACSD counsellor shall identify the essential requirements of the course, milestone or program of study, why they are essential, and how the recommended accommodation compromises such essential requirements of the course, milestone or program.

The director of SAS or designate shall review all requests for reconsideration, including all material submitted in support of the request and all material upon which the original recommendation was based. The director of SAS or designate may consult with the academic staff or the Chair of their department or designate in order to better understand and assess the essential requirements of the course or program in question.

Where a request for reconsideration is filed, the director of SAS or designate shall provide notice to the other party involved and shall give them an opportunity to participate in the reconsideration. For example, if an academic staff member requests a reconsideration, the director of SAS or designate shall notify the student with a disability of the request and shall seek their input on it.

In the case of a King's University College student, the Director of SAS shall consult with the Manager of Student Wellness at ACSD before making a decision.

The director of SAS or designate shall make a decision on the request for review expeditiously, and in the ordinary course, within five (5) days (excluding Saturdays, Sundays, statutory holidays and other University closures) of receiving the request. The decision shall be communicated in writing to the student with a disability, the academic staff member and, where appropriate, the Chair of the relevant department.

(c) Appeal to the Vice-Provost

Either of the student with a disability or the academic staff may appeal the decision of the director of SAS or designate to the Vice-Provost or designate.

Students may file an appeal with the Vice-Provost or designate if the student:

- (a) has had a request for academic accommodation denied for any reason;
- (b) believes that they have been treated unfairly during the accommodation process or the reconsideration process;
- (c) believes that the recommended accommodation does not reasonably meet their identified restrictions; or
- (d) has new information relevant to the request for academic accommodation that was not reasonably available to the SAS counsellor at the time of the original decision or to the director of SAS or designate during the reconsideration process.

Academic staff may file an appeal with the Vice-Provost or designate only on the ground that the recommended accommodation compromises the essential requirements of the course or program of study.

Appeals shall be made in writing, and shall identify the ground or grounds upon which the appeal is based and the reasons why the student or academic staff member, as the case may be, disagrees with the reconsideration decision of the director of SAS or designate on those grounds.

Academic staff who appeal the reconsideration decision of the director of SAS or designate shall identify the essential requirements of the course or program of study, why they are essential, and how the recommended accommodation compromises such essential requirements of the course or program.

The Vice-Provost or designate shall review all appeals, including all material submitted in support of the appeal, all material upon which the original recommendation was based and all material considered by the director of SAS or designate during the reconsideration process.

Before determining the appeal, the Vice-Provost or Designate may consult with the Director of Equity and Human Rights Services or designate to ensure that appropriate human rights and accommodation principles are applied to the matter under appeal. The Vice-Provost or designate may consult with the academic staff, the Chair of their department or designate or Associate Dean or any other appropriate individual in order to better understand and assess the essential requirements of the course or program in question. In the case of a student of an affiliate college, the Vice-Provost or Designate shall seek recommendations from the Academic Dean of the affiliate college before making a decision.

Where an appeal is filed, the Vice-Provost or designate shall provide notice to the other party involved and shall give them an opportunity to respond to the grounds raised in the appeal. Any response to an appeal shall be made in writing, and shall be provided to the party who filed the appeal who shall be given an opportunity to reply in writing to the response. For example, if the student with the disability files an appeal, the Vice-Provost or designate shall notify the academic staff member responsible for the course in question, and shall provide the staff member the opportunity to provide a written response. If the staff member provides a written response, it will be shared with the student who shall have a further opportunity to reply in writing to matters raised by the staff member in the response.

The Vice-Provost or designate shall make a decision on the appeal expeditiously, and in the ordinary course, within five (5) days (excluding Saturdays, Sundays, statutory holidays and other University closures) of receiving the appeal. Where interim accommodations have been implemented pending the appeal pursuant to paragraph 2(a), the Vice-Provost or designate shall determine whether the result of the appeal requires reassessment of any grades achieved during the application of the interim accommodations and shall provide such direction as to such grades as he or she deems appropriate. The decision shall be communicated in writing to the student with a disability, the academic staff member, SAS, and, where appropriate, the Chair of the relevant department or Associate Dean.

The decision of the Vice-Provost is final, and may not be appealed under any other University policy or procedure.

3. Appeal of a Dispute regarding the Implementation of an Accommodation

This section applies to appeals by students or staff members in relation to a decision of the SAS or ACSD made under Part 5 of the Academic Accommodation Procedures – i.e. the determination of the implementation of an accommodation within the context of a classroom or similar context.

Either the student or the academic staff member may appeal the determination of the SAS or ACSD counsellor as to how the accommodation that has been granted is to be implemented in the course in question. Appeals shall be made directly to the Vice Provost or designate.

Students may file an appeal with the Vice-Provost or designate if the student:

- (a) believes that they have been treated unfairly during the accommodation process;
- (b) believes that the determination of how the accommodation is to be implemented does not reasonably meet their identified restrictions; or
- (c) has new information relevant to the request for academic accommodation that was not reasonably available to the SAS or ACSD counsellor at the time of the determination.

Academic staff may file an appeal with the Vice-Provost or designate only on the ground that the determination of how the accommodation is to be implemented compromises the essential requirements of the course or program of study.

Where an appeal is filed under this section, the process outlined in section 2(c) of these Procedures shall apply with necessary modifications.

The decision of the Vice-Provost or designate shall be final, and may not be appealed under any other University policy or procedure.

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/admission/seniors.pdf

SENIOR CITIZENS

Canadian citizens or permanent residents, resident in Ontario, who are 60 years of age or older or who will reach the age of 60 during the month that their classes commence, **may be and who are offered admission to, and register in, Senate-approved courses or programs as an undergraduate student, or as a graduate student in the School of Graduate and Postdoctoral Studies.** in an undergraduate faculty or in the School of Graduate and Postdoctoral Studies as a full-time or part-time student for credit or audit, may be eligible for a bursary equivalent to their tuition fees, subject to the following conditions:

Admission is subject to the following conditions:

1. applicants must present **acceptable** proof of age **documentation**;
2. applicants wishing to seek admission to a first year program in one of the Faculties of Arts and Humanities, Science or Social Science will be required to complete **only** a formal admission application;
3. applicants seeking admission to other undergraduate faculties must complete an application for admission and may be required to provide additional documentation **as identified by the Undergraduate Admission Office or the School of Graduate and Postdoctoral Studies**;
4. **applicants recognize that if admitted, they will be subject to the Senate regulations governing the applicable program or course(s).**
4. ~~applicants seeking admission to the School of Graduate and Postdoctoral Studies must complete an application for admission and complete all documentation required by that School;~~
5. ~~applicants seeking credit for previous university work must provide such documentation as required by the Admissions Office.~~
6. ~~declared financial need.~~

Note 1: Admission to limited enrolment courses and programs is competitive. No assurance can be given to senior citizens that they will be granted a place in such courses or programs.

Note 2: Senior citizens admitted to an undergraduate degree program will be subject to the Senate regulations governing the program. With the permission of the Dean of their faculty, however, regulations governing progression requirements and course prerequisites may be waived.

Note 3: Senior citizens admitted into a graduate degree program by the School of Graduate and Postdoctoral Studies will be subject to all Senate regulations governing the program.

Note 4: Activity fees for these students have been waived by the organizations concerned. Consult the Bursary Section of the Calendar.



Civil and Environmental Engineering Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Engineering
Degrees Offered	BESc Civil /Environmental Engineering
Modules Reviewed	Civil and Structural Engineering; Environmental Engineering; Civil Engineering and Management; Civil Engineering and Law; Structural Engineering and International Development; Environmental Engineering and International Development
External Consultants	Professor Brent Sleep, Chair, Department of Civil and Mineral Engineering, University of Toronto Professor Yi Liu, Head, Department of Civil and Resource Engineering, Dalhousie University
Internal Reviewer	Tracy Isaacs, Associate Dean (Academic), Arts and Humanities
Date of Site Visit	November 26, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: March 20, 2019 SCAPA: April 3, 2019 Senate: April 12, 2019
Year of Next Review	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Department of Civil and Environmental Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical

review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

The site visit took place on November 26, 2018, the same day as all the other site visits for all Engineering programs and coinciding with the Canadian Engineering Accreditation Board (CEAB) site visit. Much of the provided documentation was also the same as what was provided to the CEAB team. As the external reviewers note, this was expedient and understandable, but since the CEAB and the IQAP review have different objectives and purposes, it wasn't ideal from the IQAP perspective. It was sometimes challenging to find simple information needed to speak to IQAP criteria.

The site visit itinerary included meetings with the following:

- Vice Provost (Academic Programs)
- Vice Provost (Academic Planning, Policy and Faculty)
- Department Chair and Undergraduate Chair
- Acting Dean and Associate Dean (undergraduate studies)
- Members of the Undergraduate Curriculum Committee
- Faculty members
- Librarians and library tour
- Department Administrative Staff
- Department Technical Staff
- Facilities tour
- Students

The external reviewers' report paints a picture of a well-resourced department with a strong faculty complement, sufficient admin staff and technical staff support, excellent library resources, sufficient IT resources, and curriculum that appropriately reflects the current state of the civil engineering discipline within the specialization of the areas of structural engineering, environmental engineering, and international development. Of the 80-90 students per year, the majority are in the Structural Engineering program. The report notes enthusiastic support for the fourth-year capstone course (a CEL course offered in collaboration with the City of London). Instructors and students alike also spoke highly of the International Development programs. Reviewers point out a consistent expression of concern about the proposed cuts to TA support and the impact these may have on undergraduate courses. The reviewers also report that the Program's requirements are appropriate and consistent with the Western Degree Outcomes, which the Department self-study showed to map onto the CEAB Graduate Attributes.

Significant Strengths of the Program

The following program strengths are identified in both the self-study and the External Consultants' Report

- High quality program with excellent faculty and staff
- Students express satisfaction with the Program and options within the Program. Students indicated that the learning experience exceeded their expectations in terms of the quality of the curriculum, opportunities for personal and professional development and the support they received from the Department.

- Fourth Year Capstone Course offered in collaboration with the City of London has been very successful in providing students with experiential learning in practical design projects mentored by professionals in industry.
- Structural and Environmental Engineering and International Development programs, which are unique in Canadian civil engineering programs
- Promotion of interdisciplinary initiatives, e.g. students in the International Development programs take courses in Geography and the Centre for Global Studies; students have an option to take a combined degree with Business or with Law.
- Opportunities for overseas internships for students
- Percentage of female students (27%) slightly higher than the national average for civil engineering (as reported in 2016 at 25%), and the women report a positive student experience in the program.

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

Reviewers made the following recommendations:

1. Continued effort will be required to increase enrolment in the environmental option. Introduction of environmental engineering into first year would help recruit students into the environmental engineering option.
2. Concern over reduction in TA support needs to be addressed.
3. Low representation of female faculty members in the Department. A total of three female faculty members, with none in the structural engineering area. Increasing the number of female faculty members will require a continued commitment from Department and Faculty.

Department's response:

1. The department exerts some effort to promote its Environmental Engineering program through outreach to first year students and high school students, and the first year students have exposure in several lectures in 1050. There has been some increase in recent years, and if the 2+2 programs succeed, those international students will be able to join the environmental option in third and fourth year.
2. The TA reduction has been a point of discussion and concern for 2 years. The Department held a half day retreat to address teaching practices that may help deal with the reduction. Discussions to minimize the impact of the TA reduction will continue.
3. The representation of women faculty members in the Department was not addressed in the Departmental or Faculty response.

Other Opportunities for Program Improvement and Enhancement

Reviewers identify the following issues:

1. Students might benefit from more departmental-level advising (at present it is largely done at the Faculty level)
2. Proposed 2+2 requires buy-in from faculty members and more detailed study before it can be considered a viable initiative.

3. Students should be provided learning opportunities in the areas of machine learning and artificial intelligence, as well as climate change, since these are emerging popular areas of interest in the field.
4. Increase the visibility of wind engineering and urban sustainability in the curriculum in all options to better utilize the strengths of faculty members in this area as they are not currently covered in any substantive way.

The Departmental Responses are as follows:

1. The Department has two faculty advisors: one for 1st and 2nd year students and one for 3rd and 4th year students.
2. 2+2 was not directly addressed in the departmental response.
3. The Department recently hired a faculty member with expertise in climate change. Current curriculum includes an introduction to the theory of optimization, taught in a second year course. The department will consider extending this to include machine learning and AI.
4. The Department has introduced a course on urban sustainability taught by the Western Research Chair that has recently joined the Department.

The Department also explained the reasons for needing to cap the International Development Programs' enrolment at 20 (limited scholarships to support international travel for the students). The Department noted that in terms of Health and Safety in workplaces abroad, students in this program complete a training module called "Foundations for International Mobility and Engagement." The Department's response also addressed the point that Sustainability is a new addition to the curriculum, in a course entitled: "Cities: Resilience and Sustainability."

The Faculty of Engineering response states that the Faculty is satisfied with both the report of the external reviewers and the Departmental response.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Sustained effort to recruit into Environmental Engineering program	Department to continue recruitment/outreach plan and also possibly target 3 rd and 4 th year international students in 2+2
2. Address impact and plan for managing TA reduction	Concrete plan required; ongoing discussion with colleagues



Mechanical Engineering Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Engineering
Degrees Offered	BESc
Modules Reviewed	Mechanical Engineering
External Consultants	Prof. Markus Bussmann Chair, Dept. of Mechanical and Industrial Engineering University of Toronto Prof. David Sumner Undergraduate Program Chair, Dept. of Mechanical Engineering University of Saskatchewan
Internal Reviewer	Prof. Jeffrey Hutter Associate Dean (Academic), Faculty of Science
Date of Site Visit	November 26, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: March 20, 2019 SCAPA: April 3, 2019 Senate: April 12, 2019
Year of Next Review	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Department of Mechanical and Materials Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made

available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public, all other documents are confidential to the Program/Faculty and SUPR-U.

Executive Summary

During the one-day site visit, the review team met with, among others: the Vice-Provost Academic Programs, John Doerksen; the Dean and Associate Dean of Engineering, Greg Kopp and Jeff Wood, respectively; the Chair and Associate Chair of Mechanical and Materials Engineering (MME), Tony Straatman and Ovidiu-Remus Tutunea-Fatan, respectively; a cross-section of faculty, administrative staff, and technical staff; as well as current students in the program. In advance of that meeting, the Department provided the reviewers with a detailed self-study of the Mechanical Engineering (ME) program that described and mapped the curriculum, discussed resources for the program, and provided quality indicators. Because a review by the Canadian Engineering Accreditation Board (CEAB) was being conducted in parallel, much of the material was provided in the context of CEAB requirements, and the Western Degree Outcomes were mapped to the CEAB Graduate Attributes in an appendix.

The external consultants were "very impressed" by what they saw and described the Department as an "especially strong unit" benefiting from strong leadership and a collegial atmosphere. They noted that the Mechanical Engineering program was similar to other ME programs in Canada, as is to be expected given the oversight by the CEAB. The reviewers were particularly impressed with the strong emphasis on hands-on experience and the variety of elective courses offered. They stated that they had "few concerns" about the Mechanical Engineering program, describing their list of 17 recommendations as "suggestions that would only further improve an already strong program."

Significant Strengths of the Program

Based on the self-study and site visit, the external consultants noted several strengths of the program, including:

- strong leadership by the Chair and Associate Chair.
- a strong sense of collegiality among faculty, staff, and students
- high demand for the program among Engineering students
- strong participation in the Internship program, with ~2/3 of the students participating and ~60% receiving employment offers from their Internship employers upon graduation
- the availability of a wide range of project types in the senior capstone design course, including industry-sponsored, faculty-sponsored, student-sponsored, student design team sponsored, etc.
- the availability of on-campus summer research experiences for students
- early entrepreneurship training through the first-year business course and second-year design class
- a lab-intensive curriculum providing hands-on experience
- a good variety of elective courses, made possible by a good faculty-to-student ratio
- emphasis on safety with mandatory training in shop safety for undergraduate students and appropriate training of teaching assistants in lab equipment
- the opportunity for additional training via the Fanshawe College Practical Elements of Mechanical Engineering program

- the availability of combined degrees with Business and Law, as well as the availability of an accelerated master's program
- regular meetings between the departmental leadership and student representatives to address concerns

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

The reviewers raised a few minor concerns and listed 17 unranked recommendations, which they described as "suggestions." A summary of the key suggestions, in approximate rank order, is included below, along with Departmental responses.

1. The reviewers noted that the first-year programming course serving all Engineering students was not optimal for ME students, and suggested the introduction of training in advanced Excel functions and data analysis.
 - The Department noted that an introduction to Matlab was now provided in the first-year course, and that they intend to build upon that with the introduction of a second-year course focused on Matlab and Excel.
2. The reviewers had a number of suggestions regarding the availability, use, and training of TA resources.
 - a) The reviewers recommended that the TA budget be maintained and that some labs and tutorials receive a greater allocation of TAs to achieve a lower student-to-TA ratio.
 - The Department pointed out that the TA budget was under Faculty control, and that limited resources were available.
 - b) The reviewers suggested training to improve TA effectiveness.
 - The Department acknowledged an unevenness in TA quality, and stated that they would encourage additional training beyond the minimum compulsory level.
3. The reviewers noted that students had expressed dissatisfaction with some service courses, taught both by other units in Engineering, as well as by departments outside the Faculty.
 - The Department noted that they were in regular contact with other Engineering departments, but that it is difficult to effect change in another department. As well, there is regular interaction at the Faculty level with instructors (e.g., in Applied Mathematics, Statistical and Actuarial Sciences, Writing, etc.) in other faculties.
4. The reviewers suggested that interdisciplinary projects, perhaps in collaboration with Electrical and Computer Engineering, could be included in the capstone design course.
 - The Department noted that this was already being discussed and is being explored further at the Faculty level.

Other Opportunities for Program Improvement and Enhancement

A number of additional points worthy of consideration were raised, as summarized below.

5. The reviewers suggested that more faculty involvement in tutorials would be beneficial.
 - The Department noted that many faculty members do attend tutorials but that this would be further encouraged at the departmental level.
6. The reviewers suggested that students be permitted more time to complete laboratories, and be given more open-ended or creative projects.

- The Department argued that this would be difficult to do for large lab courses, and viewed it as important in lower-level courses that the work be completed during the laboratory session.
7. The reviewers recommended that the Department consider a separate position dedicated to program assessment and improvement.
 - The Department felt that this role was adequately covered by the Undergraduate Chair and Curriculum Committee. The Associate Dean further noted that the addition of a related position at the Faculty level.
 8. The reviewers were concerned that participation in the Internship program could be limited by its high fees.
 - The Department noted that the fee was determined at the Faculty level and was likely required to support the program.
 9. The reviewers suggested that the Co-Curricular Record (CCR) be used to enhance the reporting of student activities.
 - The Department felt that this could be a Faculty-level initiative.
 10. The reviewers suggested that the Department be permitted to directly contact alumni to strengthen its links with industry and gain feedback on the effectiveness of their training.
 - The Department was enthusiastic about this suggestion, but noted that it would depend on discussion between the Dean and Faculty Relations.
 11. The reviewers were unconvinced that ME students were using library resources, and suggested that use, both physical and online, be monitored.
 - The Department was uncertain of the value of such statistics and suggested that it be monitored instead at the Faculty level.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Enhance training in data analysis including advanced Excel functions.	Introduce a course at the second-year level to follow up on first-year training.
2. Improved communication with instructors of service courses.	Continue regular meetings.
3. Increase the availability of interdisciplinary design projects.	Discussion with other Engineering departments



Classics
Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Arts and Humanities	
Degrees Offered	MA and PhD	
Approved Fields	<ul style="list-style-type: none"> • Ancient History • Archaeology / Material Culture • Classics (Greek and Latin Philology and Literature) 	
External Consultants	Dr. Sean Corner, Professor, McMaster University	Dr. Lea Sterling, Professor, University of Manitoba
Internal Reviewer	Samuel Trosow, Associate Prof. Faculty of Law and Faculty of Information & Media Studies	Karen Dunkerley, Graduate student
Date of Site Visit	December 3 and 4, 2018	
Evaluation	Good Quality	
Approval Dates	SUPR-G: March 18, 2019 SCAPA: April 3, 2019 Senate (FYI only): April 12, 2019	
Date of Next Review	Year of next cyclical review - 2025-2026	

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Faculty of Arts & Humanities. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available in a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary

The site visit took place on December 3 and 4, 2018 by the two external reviewers, the internal reviewer and a graduate student. Classics is a small program in the Faculty of Arts and Humanities, so it was possible for the reviewers to speak with substantially all of the faculty and staff, as well as a good cross-section of graduate students. This is an exceptionally close-knit department with a strong sense of collegiality, very high morale and a clear sense of mission. The faculty members are at the forefront of research in their respective fields and at the same time, they undertake a very high teaching load in comparison to other programs. By all measures, this is a highly successful graduate program but it is facing many challenges which need to be addressed.

Strengths of the program

The external examiners concluded that:

- The Learning Outcomes for the programs are clearly mapped out.
- The learning outcomes are well-matched with the requirements in the programs.
- The program requirements are clearly mapped onto the university's Graduate Degree Level Expectations and this is presented to current and prospective students in a clear manner.
- The 12 core faculty (currently 11 tenured faculty members in the Department, one of whom will retire in 2019, plus one faculty member on a three-year contract) collectively demonstrate excellence in every realm of academic accomplishment: books published at influential academic presses, peer-reviewed articles, and grants from SSHRC and other foundations.
- The supervision of graduate students (including major summer papers and MA theses) is reasonably well distributed among faculty across the Department.
- In terms of admissions standards, requirements for both the MA and PhD programs are consistent with those of other leading Canadian programs.
- While the quality of students admitted are high, the level of preparation of entering students varies considerably, the Core Course and other (thesis and coursework-based requirements) are designed to address this difference.
- The first year Core Course, (year-long, taken by first-year MA and PhD students) is divided into four parts (Roman history and archaeology, Greek history and archaeology, Latin literature, and Greek literature) each taught by a different faculty member. The goals are to provide a common basic grounding in the subject areas and also to cultivate a sense of community among the students.

Opportunities for Program Improvement and Enhancement

Given the turnover of the faculty, due to both retirements and tenure denials, there is a sense of urgency that faculty renewal is the highest priority if the quality of the program is to be maintained. This need can be met through a combination of a new tenure-track hires and the use of limited duty faculty. There are also facility-related issues which can be addressed by re-configuring some of the existing space. The Program is only able to offer three graduate courses per term in addition to the Core Course. Two, each term, are in Greek and Latin, leaving just one history/archaeology course offering each term. This results in limited choice for students beyond the first year.

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

This program is performing well in a very competitive environment. It has high admissions standards, attracts a good number of applicants, and has high completion rates. There is high morale and a strong sense of collegiality in the program. In order to maintain the excellence of the program and to build on its strengths, the reviewers have made several recommendations, with which the internal reviewer concurs:

1. It is essential to maintain expertise in Greek archaeology and ancient philosophy in the Program. With the anticipated retirement of the current Greek archaeologist and the recent departure of an ancient philosopher, ongoing viability of the program is at risk.
2. It is generally felt that there is a shortage of classes after the first year, and that more variety in course offerings is needed. The department should offer one more graduate course per semester or even one more per year to let students shape their programs more. In particular, students in the archaeology stream do not have access to ample course-work in their field. As the enrollments in these courses is in the 15-20 range there are enough students in the program to

support further offerings. Increased support for limited-term positions and a further tenure-stream appointment in the Department are possible approaches to enable the Program to increase course offerings.

3. The Program is currently engaged in ongoing discussion about the goals, design and delivery of the Core Course. They are urged to continue these discussions.
4. Next year the Program will face a shortfall in office space for graduate students. This could be addressed by reconfiguring Lawson Hall 3270D, which is a large space, but is not well configured as it is.
5. As student mental health is a serious and growing problem across campus, the faculty, staff and students in this program would benefit from increased knowledge of the various campus and community resources available to support students, and guidance about how to optimally access these services.

Implementation Plan

Recommendation	Proposed Action and Follow-up
1. Expertise in Greek Archaeology and Ancient Philosophy are essential to the viability of the program. With an anticipated retirement and a recent departure, a plan is needed to ensure ongoing availability of expertise in these essential areas	In collaboration with the Dean, the Department Chair and Graduate Program Chair should draft a plan to address the shortfall of expertise in these critical areas
2. Expand the selection of graduate courses, particularly post-first-year courses. The need for additional course offerings is most acute in the archaeology stream.	In consultation with the Dean and Department Chair, develop a plan to broaden the scope of courses offered on a regular basis
3. Continue redesign of content and delivery of "core-course"	These discussions have been underway and should continue
4. Enhance work-space for graduate students and enhance usability of department seminar room.	The space in Lawson Hall 3270D could be adequate to meet this need with some renovations. The size of the seminar room is inadequate for some of the classes.

New Scholarships and Awards

Ronald R. Mayo Award in Engineering (Engineering)

Awarded annually to a full-time undergraduate student in second year or higher in the Faculty of Engineering, based on academic achievement (minimum 70% average) and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. A separate award application must also be completed online through the Engineering Undergraduate Services Website (<http://www.eng.uwo.ca/undergraduate>) and submitted by September 30. The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Engineering after the Registrar's Office has assessed financial need. This award was established by a generous gift from Dr. W.E. Barry Mayo (MD '58) in honour of his brother Ronald R. Mayo.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

Ronald Mayo was born in Ottawa in 1932. He graduated from the University of Alberta with a degree in Mechanical Engineering. He answered the call to be a missionary for the Church of Jesus Christ of Latter-Day Saints and served in Europe for two years. After suffering from a tragic car accident, Ronald became a social activist promoting highway safety and emergency medical services. He also founded an engineering consulting firm in Lethbridge, Alberta.

Dr. Peter Paul Van Der Borch Graduate Bursary in Physical Therapy (Physical Therapy)

Awarded annually to a graduate student entering the Master of Physical Therapy program, based on demonstrated financial need. Candidates must submit a one-page statement outlining their financial need to the School of Physical Therapy Office by October 31st. The recipient will be selected by the Student Affairs Committee in the School of Physical Therapy, of which at least one representative is a current member of the School of Graduate and Postdoctoral Studies. This bursary was established by a generous gift from the Estate of Dr. Peter Paul Van Der Borch (BSc Physical Therapy '75, BA Phys Education '84).

Value: 2 at \$1,000

Effective Date: May 2019

Dr. Van Der Borch was born in Odenkirk, Netherlands in 1946. An academic achiever, Peter obtained 5 degrees, and wore a number of professional hats including science teacher, physiotherapist, and veterinarian. His lifelong passions included keeping fit, working on lexicons, a love for the feline species, and discussions about anatomy, physiology, chemistry, art, social injustice, travel and playing competitive bridge. A quiet, unassuming and gentle man, Peter's spirit will be firmly entrenched in the hearts of many. Dr. Van Der Borch died in 2014, at the age of 68.

MBA '93 Legacy Award (Ivey Business School)

Awarded annually to a full-time student entering the MBA Program at the Ivey Business School based on academic achievement and demonstrated community leadership. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. The recipient will be notified at the time of acceptance into the program. This award was established with a generous gift from the members of the MBA Class of 1993 on the occasion of their 25th reunion.

Value: 1 at \$5,000

Effective Date: May 2019

Morley Thomas 1939 Football Award (Any Undergraduate or Graduate Program)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. Preference will be given to a student who is a lineman. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Steve Thomas (MA '69, York University; BA '68 Western University) in honour of his father, Mr. Morley Thomas (BA '41).

Value: 1 at \$1,400

Effective Date: 2019-2020 academic year

Morley Thomas played Mustang Football as a lineman from 1938 to 1940. He was a starter on the 1939 undefeated Yates Cup team. Morley graduated from Western in 1941 with an Honors BA in Mathematics and Physics. During World War II he was a meteorologist with the Royal Canadian Armed Forces. After the war, Morley remained in meteorology for his entire career, retiring in 1983 as Director General of the Canadian Climate Centre in Environment Canada's Atmospheric Environment Service. Morley was a lifetime supporter of Canadian University football. He held season's tickets at the University of Toronto for over fifty years where he always cheered for the visiting team, especially his beloved Mustangs! Morley lived to see, and relish, Western's Vanier Cup victory in November 2017.

G. Michael and Joan Bancroft Graduate Research Award (Chemistry)

Awarded annually to a full-time Doctoral student in Chemistry, based on research excellence demonstrated by the quality and quantity of peer-reviewed publications since registration as a graduate student at Western University. The student will have been registered as a graduate student for up to seven terms, as of September 30th. The Graduate Scholarship and Awards Committee of the Department of Chemistry will select the recipient. At least two members of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from Dr. G. Michael Bancroft (PhD '67, University of Cambridge, DSc '06, Western University) and his wife Joan Bancroft (BA '67, University of Manitoba).

Value: 1 at \$1,200

Effective Date: May 2019

Dr. G. Michael Bancroft joined the Department of Chemistry at Western in 1970 as an Assistant Professor. He was Director of the Centre for Chemical Physics from 1977-1981, Chair of Chemistry from 1986-1995, and Director of the Canadian Light Source in Saskatoon from 1999-2001. He has been committed both to his own spectroscopic research and to the establishment of large, collaborative research facilities such as Surface Science Western, the Canadian Synchrotron Radiation Facility in Madison, and the Canadian Light Source. He received the Shell Graduate Scholarship to the University of Cambridge in 1964, the Fellow of the Royal Society of Canada in 1978, and Officer of the Order of Canada in 2006. Both Michael and Joan are very aware of how critical awards are to a successful career and are passionate about supporting young Western chemistry graduate students.

Ronald J. Wonnacott Economics Prize (Economics)

Awarded annually for the best paper by an undergraduate student completing fourth year in an Honors Program in Economics. The Chair of the Department of Economics (or designate) will select the recipient. This award was established with a generous gift from the Estate of Dr. Ronald J. Wonnacott (BA '55) and members of his family.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

Dr. Ronald Wonnacott received an AM in 1957 and a PhD in Economics in 1959 from Harvard University. He taught at Western University from 1958 until his retirement in 1996. He received the Order of Canada, was a Fellow of the Royal Society of Canada, a former president of the Canadian Economics Association and the William G. Davis Professor of International Trade at Western University. He received an Honorary LLD from Western in 2001. He enjoyed skiing, Mozart and golf. Dr. Wonnacott died in 2018 at the age of 87.

Dancap Private Equity Student Award in Enterprise Risk Management (DAN Department of Management & Organizational Studies)

Awarded annually to a full-time student graduating from Year 4 of a Specialization or Honors Specialization in Management and Legal Studies in the DAN Department of Management & Organizational Studies based on academic achievement in the Enterprise Risk Management course (MOS 4468a/b) and demonstrated professionalism, leadership and initiative in extracurricular activities. Online applications can be accessed through the DAN Department of Management & Organizational Studies' website. Applications, including a résumé describing the applicant's qualifications, must be submitted to the Departmental Office by April 1. The recipient will be selected by the DAN Management Student Awards Committee. This award was established by a generous donation from Mr. Aubrey Dan (BA '85).

Value: 1 at \$2,000

Effective Date: 2019-2020 academic year

Dancap Private Equity Student Award in Management and Legal Studies (Specialization) (DAN Department of Management & Organizational Studies)

Awarded annually to a full-time student graduating from Year 4 in the Specialization in Management and Legal Studies module in the DAN Department of Management & Organizational Studies, based on academic achievement and demonstrated professionalism, leadership and initiative in extracurricular activities. Online applications can be accessed through the DAN Department of Management & Organizational Studies' website. Applications, including a résumé describing the applicant's qualifications, must be submitted to the Departmental Office by April 1. The recipient will be selected by the DAN Management Student Awards Committee. This award was established by a generous donation from Mr. Aubrey Dan (BA '85).

Value: 1 at \$2,000

Effective Date: 2019-2020 academic year

Dancap Private Equity Student Award in Management and Legal Studies (Honors Specialization) (DAN Department of Management & Organizational Studies)

Awarded annually to a full-time student graduating from Year 4 in the Honors Specialization in Management and Legal Studies module in the DAN Department of Management & Organizational Studies based on academic achievement and demonstrated professionalism, leadership and initiative in extracurricular activities. Online applications can be accessed through the DAN Department of Management & Organizational Studies' website. Applications, including a résumé describing the applicant's qualifications, must be submitted to the Departmental Office by April 1. The recipient will be selected by the DAN Management Student Awards Committee. This award was established by a generous donation from Mr. Aubrey Dan (BA '85).

Value: 1 at \$2,000

Effective Date: 2019-2020 academic year

Bill and Barbara Etherington Undergraduate Research Fellowship (Engineering)

Awarded to a full-time undergraduate student in any year of a program in the Department of Electrical and Computer Engineering based on a minimum 80% average and a desire to complete a 16-week summer research experience under the supervision of a faculty member in the Department of Electrical and Computer Engineering. An NSERC USRA application, along with a statement illustrating why they would like to pursue a summer research position, must be submitted to the Department of Electrical and Computer Engineering by January 31. Recipients of the Etherington Fellowship will be selected by a faculty committee appointed by the Chair of Electrical and Computer Engineering. Selection will take place annually at the end of February. The Department of Electrical and Computer Engineering will ask fellowship recipients to submit a report, at the end of the summer, describing the research conducted and how the experience advanced their personal growth and career aspirations. This fellowship was established by a generous gift from Bill Etherington (BESc '63, LLD '98) and Barbara Etherington.

Value: 3 at \$10,000

Effective Date: 2019-2020 to 2020-2021 academic years (with the number of awards increasing to 4 in the 2021-2022 academic year)

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Contents	Consent Agenda
2019-20 University Operating and Capital Budgets	No

FOR APPROVAL

1. **2019-20 University Operating and Capital Budgets**

Recommended: That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2019-20 University Operating and Capital Budgets ([Appendix 1](#)).

Background

The Operating and Capital Budgets and setting of tuition fees are in the purview of the Board of Governors. The Senate may provide its advice to the Board under the authority of Section 30.(f) of the *UWO Act*.

The Senate may ... pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board elsewhere in [the] Act.

As Supplementary information for Senate, the Program Specific Tuition and Other Supplemental Fees are provided in [Appendix 2](#).

* Appendix 1 and Appendix 2 to be provided to Senate following the April 9, 2019 SCUP meeting.



2019-20 Operating and Capital Budgets

March 31, 2019

Western University

2019-20 Budget Highlights

A. Introduction

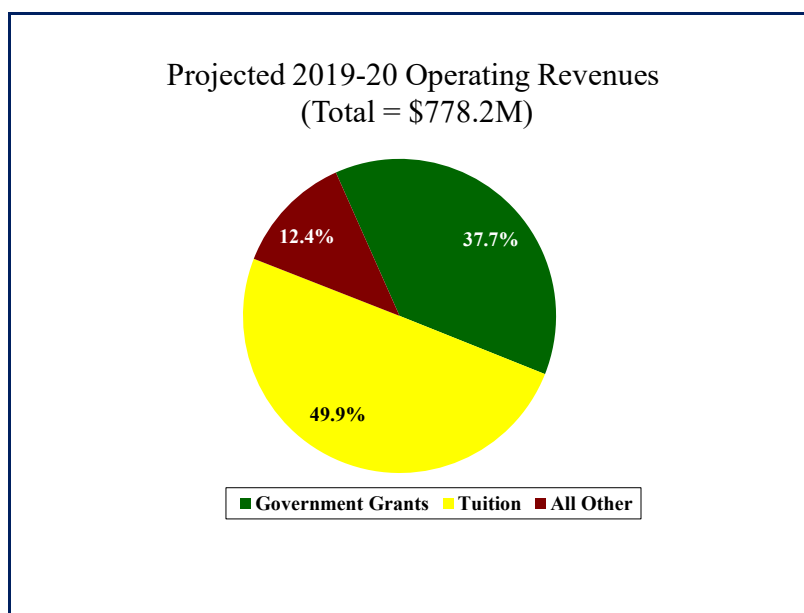
Western's 2019-20 Operating and Capital Budgets move us forward to a new (transitional) 2-year plan – spanning the period 2019-20 and 2020-21. This budget builds on the previous 4-year plan and has been developed in the context of our Strategic Plan – *Achieving Excellence on the World Stage* – and with reference to the priorities outlined in the Faculty Academic Plans and the Support Unit Operational Plans. The budgetary context is one of significant fiscal pressures associated with the two major sources of funding in our Operating Budget – tuition fees and provincial government grants.

The Province has announced that domestic tuition fees must be rolled back 10% in 2019-20 and must remain frozen in 2020-21. The impact of this decision is a shortfall in tuition revenue of approximately \$43 million at the end of 2020-21 compared to our initial forecast – which was based on the continuation of the previous domestic tuition framework which allowed for an overall increase of 3%. We do not yet have a formal announcement on provincial government grants for 2019-20 and beyond. Our assumption at this point in time is that grant funding will remain unchanged from 2018-19 levels.

B. The 2019-20 Operating Budget

Revenues

The 2019-20 Operating Budget projects total revenue of \$778.2 million – which is based on stable government grants, the 10% reduction in domestic tuition rates, increases in international tuition rates similar to recent years, and modest growth in undergraduate and graduate enrolments.

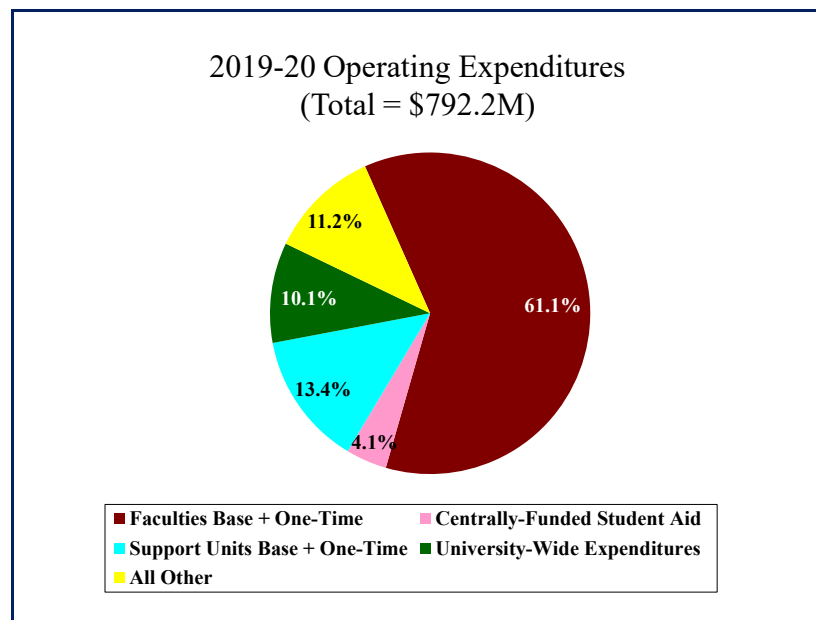


Expenditures

Total expenditures for 2019-20 are projected to be \$792.2 million, and include the following investments in new initiatives and priorities:

- Growing our endowments is a University priority – and, in support of this, a sum of \$12 million in one-time funding is being recommended to augment our ***Endowed Chairs Matching Program***.
- Western continues with its ***integrated long-range approach to space/facilities planning*** – and we are recommending \$12 million in one-time funding to support two high priority projects:
 - A sum of \$5 million for the creation of Indigenous Learning Spaces across campus – which includes indoor/outdoor teaching and learning facilities, ceremonial space, multi-functional/gathering spaces, studio facilities, and offices
 - The remaining \$7 million to move forward with the next stage of the multi-phased Medical School Facilities Project – which includes renewal, replacement, and expansion components
- In order to support the Faculties and Support Units in adapting to lower budgets, ***the Efficiency and Innovation Fund*** is being recommended for 2019-20 – at a value of \$10 million in one-time funding. The one-time-only fund will support major initiatives that lead to significant revenue generation and/or cost reductions. Faculties and Support Units can submit proposals up to August 31, 2019.
- The self-funding ***multi-year Engineering Expansion Plan*** that supports expansion of enrolments and faculty/staff complements, and the construction of a new building. In 2019-20, a sum of \$950,000 in base funding and \$8 million in one-time funding (to support Engineering facilities expansion and renewal) are recommended.
- A sum of \$3 million in one-time funding is being recommended to support the “First in Canada” ***Innovation & Collaboration Hub for Advanced X-Ray Imaging and Interventional Suite*** – specifically to cover the cost of renovations to create the necessary facilities and equipment. The facility – which will strengthen Western’s place as a leader in imaging research within Canada and Internationally – is being located at the Robarts Research Institute and is being supported by over \$8 million in private sector investments.
- ***The Postdoctoral Fellowship Program*** aimed at attracting and retaining top-tier postdoctoral talent was initiated last year as a 2-year pilot – with a one-time allocation of \$226,000 in 2018-19. As committed in last year’s budget, a sum of \$452,000 in one-time funding is being recommended for 2019-20.
- In response to our Strategic Plan’s commitment to strengthen the ***entrepreneurship eco-system on campus***, the 2016-17 University budget allocated \$1 million in one-time funding to be spent over a 3-year period. That funding comes to an end in 2018-19 – and it is now being recommended that the funding be made permanent in 2019-20 with a base allocation of \$400,000. For information, we are also in the planning stages of creating new space/facilities for Entrepreneurship at Western.

The 2016 Provost's Taskforce on University Budget Models concluded that strong support remains for Western's current hybrid budget model – and its ability to evolve over time and to adopt various components found in Incremental, Responsibility-centered Management (RCM), and Performance-based models. The recommendations in this budget continue with the underlying principles that drive our current model: maintain high student and educational quality in the context of a research-intensive university. A high-level breakdown of the expenditure recommendations is as follows:



C. The 2019-20 Capital Budget

The Capital Budget supports our Long-Range Space Plan which involves a number of high priority projects – including five major academic projects which are underway or in various planning stages:

- Modernization of Thames Hall – including the creation of an integrated Western Wellness Centre
- The Biomedical Research Facility – phase 1 of the multi-phased Medical School facilities renewal/realignment/expansion plan
- Modernization of Weldon Library – including the creation of student spaces
- Renewal and expansion of the Ivey Spencer Leadership Centre – including creation of modern accommodation facilities
- Space/facilities for Entrepreneurship at Western

Funding for the Capital Budget in 2019-20 is derived from the following sources: Government Grants (\$8.5 million), transfers from the Operating Budget – including unit budgets (\$33.2 million), self-funded or ancillary operations (\$17.6 million), and borrowing (\$19.4 million).

Capital Expenditures are projected to be \$95.3 million in 2019-20, with a breakdown as follows:

- \$24.8 million in support of ***new construction*** (including planning/design). This includes the Biomedical Research Facility and the Ivey Spencer Leadership Centre Renewal/Expansion Project.
- \$20.6 million in support of ***major renovation projects***, which includes modernization of Thames Hall and the Weldon Library.
- \$8.0 million for ***utilities and infrastructure projects***.
- \$9.3 million associated with the ***modernization/adaptation of instructional and research facilities*** across campus.
- \$14.3 million for ***general campus maintenance projects***.
- \$13.1 million in support of ***renewal in our residences***.
- \$5.4 million for all ***other capital expenditures*** – which includes carrying costs and debt repayment.

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ACRONYMS used in University Budget Document

	Acronym	Description
1	APF	Academic Priorities Fund
2	APPF	Academic Planning, Policy, and Faculty
3	AQ	Additional Qualification Courses in the Faculty of Education
4	B.Ed.	Bachelor of Education Program/Degree
5	BRT	Bus Rapid Transit System
6	CERC	Canada Excellence Research Chairs Program
7	CRCs	Canada Research Chairs
8	CRV	Current Replacement Value (of Buildings)
9	CSD	Communication Sciences and Disorders Program
10	DM	Deferred Maintenance
11	Ed.D.	Doctor of Education Degree
12	EFB	Employee Future Benefits
13	FIMS	Faculty of Information & Media Studies
14	FRSF	Federal Research Support Fund (formerly FFICR)
15	FTE	Full-Time Equivalent
16	GGRP	Greenhouse Gas Reduction Program
17	HBA	Honours Business Administration Degree/Program
18	IBA	Initial Budget Adjustment
19	ILIC	Integrated Learning and Innovation Centre
20	ITIF	Information Technology Infrastructure Fund
21	M.Cl.Sc.	Masters in Clinical Sciences Degree
22	M.Ed.	Masters in Education Degree/Program
23	M.O.S.	Management & Organizational Studies Program
24	MBA	Master of Business Administration Degree/Program
25	MC	Middlesex College
26	MD	Doctor of Medicine Degree/Program
27	MEng	Master of Engineering Degree/Program
28	MESc	Master of Engineering Science Degree
29	MMI	Maintenance, Modernization, and Infrastructure
30	MOECC	Ministr of the Environment and Climate Change
31	MSc	Master of Science Degree
32	MTCU	Ministry of Training, Colleges, and Universities
33	MTP	Media, Theory, and Production Program
34	NCB	North Campus Building
35	OSAP	Ontario Student Assistance Program
36	OT	Occupational Therapy (School/Program)
37	Ph.D.	Doctor of Philosophy Degree
38	PT	Physical Therapy (School/Program)
39	RCM	Responsibility-centered Management
40	RISF	Research Infrastructure Support Fund
41	SGPS	School of Graduate & Postdoctoral Studies
42	SIF	Federal Government's Strategic Investment Fund
43	SSHRC	Social Science and Humanities Research Council
44	STEM	Science, Technology, Engineering, and Mathematics
45	SUPF	Support Unit Priorities Fund
46	WRCs	Western Research Chairs
47	WSC	Western Science Centre

2019-20 Operating Budget

A. Planning and Budgetary Context

The current planning cycle moves us forward to a new (transitional) 2-year plan – spanning the period 2019-20 to 2020-21. This budget builds on the previous 4-year plan and has been developed in the context of our Strategic Plan – *Achieving Excellence on the World Stage* – and with reference to the priorities outlined in the Faculty Academic Plans and the Support Unit Operational Plans.

We move forward with planning for the next 2 years in the context of significant fiscal pressures associated with the two major sources of funding in our Operating Budget – tuition fees and provincial government grants.

- The Province has announced that domestic tuition fees must be rolled back 10% in 2019-20 and must remain frozen for 2020-21. The impact of this decision is a shortfall in tuition revenue of approximately \$43 million at the end of 2020-21 compared to our initial forecast – which was based on the continuation of the previous domestic tuition framework which allowed for an overall increase of 3%. In addition, it is not clear what rules will be put in place after 2020-21.
- We do not yet have a formal announcement on provincial government grants for 2019-20 and beyond. Our assumption at this point in time is that grant funding will remain unchanged from 2018-19 levels.
- Enrolments are the major drivers of our operating revenues. Modest growth is projected for both undergraduate and graduate enrolments. Undergraduate growth is targeted in the international component and graduate growth is projected based on the plans submitted by the Faculties.
- The net impact of these parameters is that total operating revenue is forecast to decline by 2.2%.

The recommendations in this budget are based on currently-known information on revenues and expenditures. We are awaiting more information on other Provincial Government initiatives that could have an impact on our Budget. These include:

- The restructuring of the Ontario Student Assistance Program (OSAP) which might impact the University Budget – through changes in enrolment levels and/or increased pressures on our student aid budget lines.
- The “Student Choice Initiative” which gives students the choice to opt out of certain ancillary fees – which in turn could impact revenues that fund some of our student services.

If our fiscal situation changes (either positive or negative), we will need to make the necessary adjustments as part of the next year’s planning cycle which will begin in September 2019.

At Western, our multi-year approach to planning serves us well – and we continue to focus our budget planning on our strategic priorities. Our enrolment planning follows the objectives set out in our Strategic Plan:

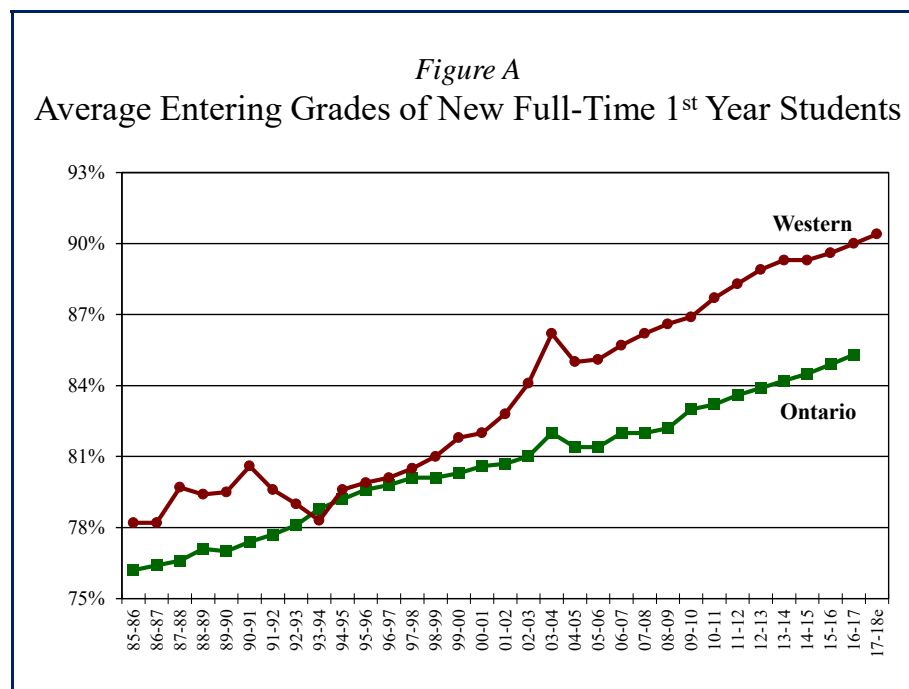
- Attract the brightest students as demonstrated through the highest entering grade average. Our first-year class is expected to be about 5,250 in 2019-20 and 5,300 in 2020-21.
- Over time, increase the number of undergraduate international students to 15% of the undergraduate student body. Our plan is to recruit 680 first-year international students next year.
- Increase the number of out-of-province students to at least 10% of the undergraduate student body. Our plan is to recruit 500 first-year out-of-province students.

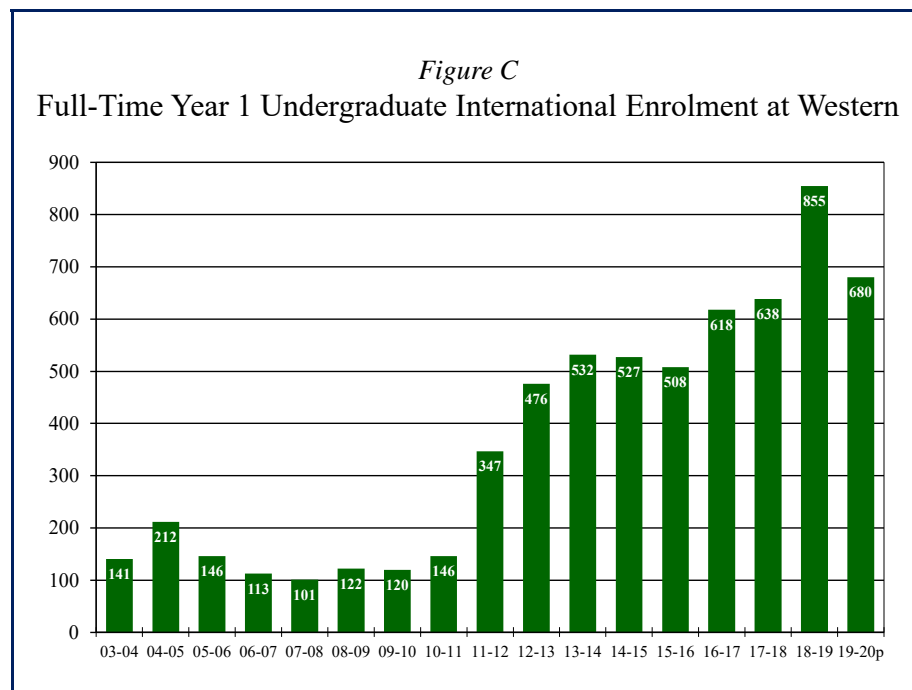
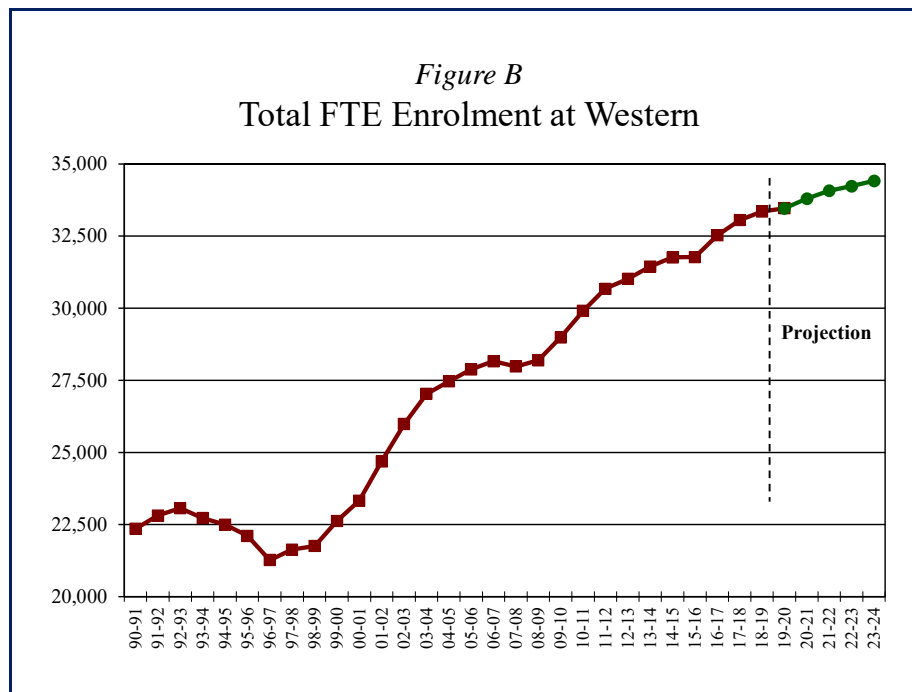
- Increase graduate student enrolment to at least 20% of the total student body. The graduate enrolment plans from the Faculties will place us very close to this threshold during the upcoming 2-year planning period.

Our approach to enrolment planning allows us to make significant enhancements to the quality of education and the educational experience we offer our students:

- Recruitment of outstanding undergraduate students is a high priority. The average entering grade of our incoming class in the fall of 2017 was 90.3% – well above the Ontario average.
- Over 93% of our first-year students continue into their second year. Our retention rates are amongst the highest in Canada and much higher than at our peer institutions in the United States.
- Graduation rates of our undergraduate students have been steadily increasing – and they are currently much higher than the rates at our peer universities in Canada and the United States. Over 83% of Western’s 2011-12 entering cohort graduated within 6 years.
- Our efforts in undergraduate international enrolment expansion resulted in nearly 16% of our fall 2018 first-year class coming from other countries. However, a vast majority of these students are from one country and are being admitted into three programs. Our aspirations are to diversify the source and destination of international students. We are developing diversification strategies, and expect to return to a growth trajectory in subsequent years.
- Expansion of graduate enrolments (in areas of demand and capacity) continues to be a strategic priority at Western. The current plans from the Faculties show significant growth aspirations. In the current year, full-time graduate students comprise 19.3% of total full-time enrolment.
- Results of exit surveys and course/instructor evaluations at Western indicate that our students rate their courses, instructors, and the quality of their education very high.

We remain committed to building on the substantive gains we have made in the areas of student quality, educational quality, and the students’ educational experience. Going forward, we will continue to manage our resources and target them towards our highest priority – *Achieving Excellence on the World Stage*.





B. Updates on Priorities and Initiatives from Last Year's Budget

The following initiatives were included in the 2018-19 Budget, and involved substantial investments.

1. Growing our Endowment: The Endowed Chairs Matching Program

Growing our Endowment continues to be a high priority for the University – and this priority has been supported through the expansion of the Endowed Chairs Matching Program, which started in 2010-11. In 2018-19, a sum of \$15 million in one-time funding was added to this program – bringing the total to \$83.5 million over the 9-year period.

2. Long-Range Space Plan

Western continues with its integrated long-range approach to space/facilities planning. Last year's budget identified three projects for funding support:

- Weldon Library Renewal. Phase 1 of this Project is currently in design stage.
- Western Wellness Centre in Thames Hall. The first stages of construction have started.
- Realignment of space in the Natural Sciences Centre to create student spaces. Formal planning for this project is expected to begin in the summer of 2019.

3. Strategic Expansion of Engineering

The multi-year self-funding Engineering Expansion Plan – launched in 2015-16 is well underway. The plan includes expansion of undergraduate enrolment, faculty/staff complements, and space/facilities. The specific elements for 2018-19 were as follows:

- Full-time undergraduate enrolment reached 2,032 – an increase of 486 from the 2014-15 level of 1,546.
- \$898,000 in incremental base funding was added to the Engineering budget – to support expansion of faculty and staff complements.
- \$6.8 million in one-time funding was transferred to the capital budget in support of Engineering facilities expansion and renewal.

4. Support for Scholarship/Research Initiatives in the SSHRC Disciplines

The need to provide incremental targeted internal resources to support scholarship/research in the SSHRC disciplines was identified as a priority in the 2016-17 Budget – and a \$5 million endowment was established that year. In 2017-18, an incremental \$2.5 million was added to the endowment – bringing the total to \$7.5 million. Last year's budget allocated an incremental \$2.5 million – bringing the total to \$10 million. In the steady-state, this \$10 million is expected to yield an annual amount of \$400,000 to support this priority.

5. Pedestrian-Friendly Safe Campus Initiatives – Western's Open Space Strategy

The planned transformation of our core campus into a vehicle-free pedestrian-friendly campus started two years ago. In support of this, a sum of \$2 million in one-time funding was allocated in 2018-19 – bringing the total allocation to \$6 million over the last three budgets. This work to-date includes new/improved safety-related signage, traffic calming or vehicle speed reduction initiatives in high traffic and pedestrian areas, improved lighting – in areas such as Alumni Circle, the Natural Sciences

precinct, the Engineering Precinct, Talbot College areas, and various high-traffic parking lots, improvements to bike lanes across campus, and the transformation of Kent Drive and surrounding areas into a vehicle-free zone.

6. Energy Conservation Initiatives

The University's utilities costs – after recoveries from self-funding operations – are in the range of \$25 million. In order to help contain utilities costs in the future, last year's budget allocated \$1 million in one-time funding in support of University-wide Energy Conservation Initiatives. These funds have been invested in campus-wide infrastructure projects such as insulation improvement, fume hood infrastructure enhancements, and upgrades to chilled water distribution systems, plumbing infrastructure, and electrical systems. These projects will help reduce electricity, water, and natural gas consumption – and the projected “payback” period for the \$1 million investment is three years.

7. The Postdoctoral Fellowship Program

The Postdoctoral Fellowship Program – aimed at attracting and retaining top-tier postdoctoral talent (domestic and international) – was introduced last year as a 2-year pilot, with a one-time allocation of \$226,000 and the commitment to double the amount in 2019-20. To-date, the program has co-funded (matched by Faculties and Principal Investigators) ten top-tier postdoctoral fellows recruited nationally and internationally across a broad range of disciplines, including two Fellows in the area of Indigenous Scholarship/Research. The next round will be adjudicated in late April 2019. Details of the program can be found at:

https://www.uwo.ca/research/funding/students/postdoctoral_fellowship_program.html

8. Indigenous Initiatives – New Faculty Appointments

In support of our priorities in the area of Indigenous Education, the 2018-19 Budget committed \$600,000 in base funding to support faculty appointments. This program – structured as a Cluster Hire Initiative designed to attract and appoint Indigenous Scholars in any discipline across the Academy – is formally launched. The Search Committee has been identified and has met, search processes have been finalized, and an advertisement is in development for posting.

9. Support for Front-Line Student Mental Health Services

Western's Student Mental Health and Wellness Strategic Plan outlines a set of goals and priorities – with an underlying theme of strengthening front-line/direct services to our students. In support of this, last year's budget committed \$400,000 in base funding – with the understanding that this funding will be used to partner with our student organizations for matching/incremental funding. Through the Student Services Committee process, our student organizations have approved modest increments to ancillary fees that would provide a matching \$400,000. The total available funding will support incremental staffing that will allow us to broaden proactive support and strengthen responsive care in the areas of student mental health and wellbeing to enhance student thriving.

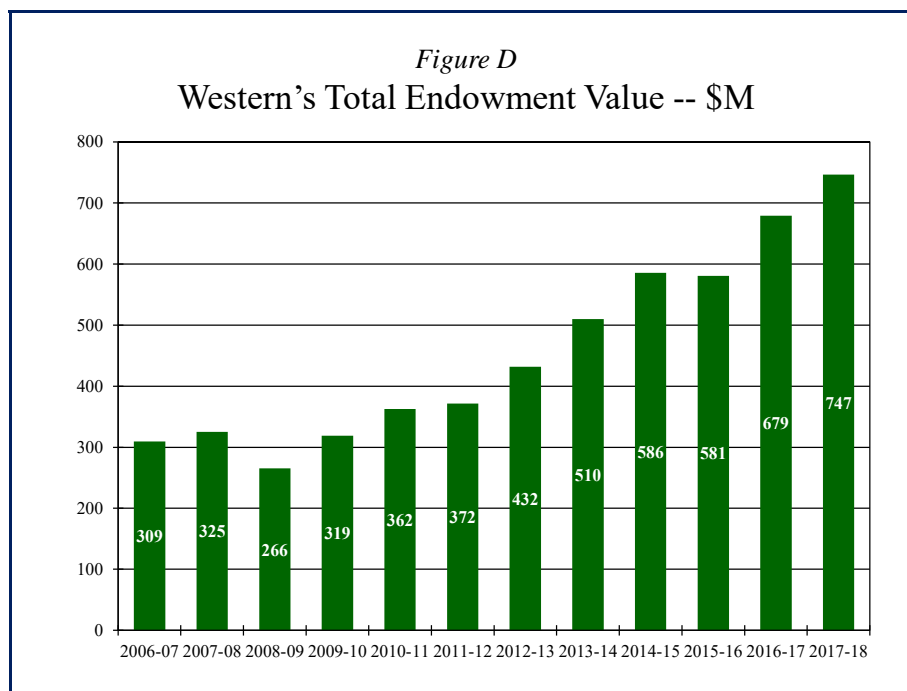
C. Priorities for the 2019-20 Budget and New Initiatives

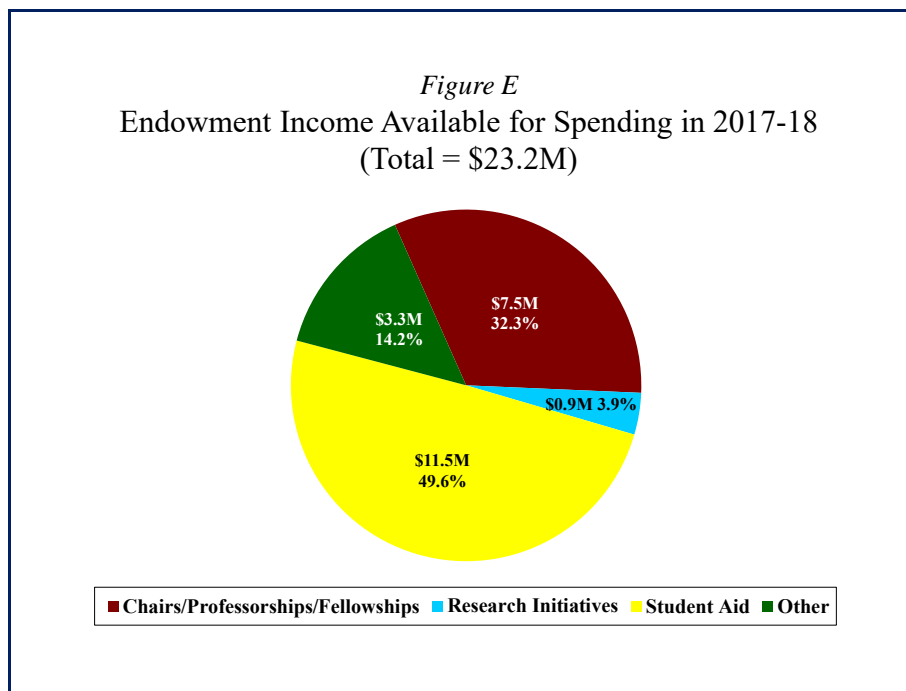
1. Growing our Endowment: The Endowed Chairs Matching Program

Growing our Endowment is a high priority for the University – and our budgetary allocations in recent years to the Endowed Chairs Matching Program have directly supported this priority. Starting in 2010-11, a total of \$83.5 million has been allocated to support the Endowed Chairs Program. To-date, pledges have been committed for 28 endowed chairs (of a possible 45 to 50). The Vice-President External is in discussions with donors at various stages for an additional 14 chairs (ranging from \$3 million to \$5 million per chair) – which, if successful, will bring the total to 42 chairs. In addition, a further 34 chairs have been identified by Deans as high priorities. Given the success of this program, and in order to continue with the Endowed Chairs Matching Program, it is recommended that a sum of \$12 million in one-time funding be allocated in 2019-20 to support this high priority.

The incremental \$12 million being proposed in this budget will be targeted towards sustained funding for the Western Research Chairs (WRC) Program – which was introduced in 2013-14 with one-time funding. Our objective is to continue the WRC program as a permanent program with ongoing funding – either through the creation of endowments through the matching chairs approach or future base funding from the Operating Budget.

As noted above, building our endowments is a high priority for the University – and is a central component of our fundraising efforts. Endowments provide the University with substantial additional resources (incremental to the funds in the Operating Budget) in the form of on-going or base resources – to support faculty positions (chairs, professorships, and fellowships), research initiatives, student aid, and other priority needs. Figure D shows the total value of Western’s endowments since 2006-07 and Figure E shows the funding that was available for spending from the endowments in 2017-18 by major category (totaling \$23.2 million).





2. Long-Range Space Plan

The University's space/facilities requirements to support our academic priorities are reviewed as part of our integrated approach to planning – and the updated Long-Range Space Plan is summarized in Table 14.

Category 1 of Table 14 lists the projects that are currently under way or soon-to-start and category 2 lists projects that are in various planning stages. In this budget, one-time funding (\$12 million) is being recommended to support two priority projects:

- a. A sum of \$5 million for the creation of Indigenous Learning Spaces across campus – which includes indoor/outdoor teaching and learning facilities, ceremonial space, multi-functional/gathering spaces, studio facilities, and offices; and
- b. The remaining \$7 million to move forward with the next stage of the multi-phased Medical School Facilities Project – which includes renewal, replacement, and expansion components.

As part of this budget document, we seek approval in principle from the Board of Governors to proceed with planning for the above projects – with the understanding that these projects and the detailed funding plans will be brought forward on an individual basis for formal Board-approval.

3. Efficiency and Innovation Fund

In order to support the Faculties and Support Units in adapting to lower budgets, the Efficiency and Innovation Fund is being established in 2019-20 – at a value of \$10 million in one-time funding. Deans and Unit Heads can submit proposals to support major initiatives aimed at revenue generation, increased efficiencies, and cost reduction initiatives. The high-level parameters for the fund/program are:

- The one-time-only fund will support major initiatives that lead to significant revenue generation and/or cost reductions.
- Examples of Revenue Generation Initiatives include new program development that results in incremental enrolments, targeted initiatives (such as 2+2 programs or joint/dual degree programs) that lead to incremental international enrolments, and partnerships with the private sector that could reduce costs or generate revenues.
- Examples of modernization, realignment, and cost reduction initiatives include leveraging new technology to support educational innovation and/or administrative/operational efficiencies, realignment of services both within units and through pan-university collaboration to reduce/eliminate duplication and costs, and technology-enabled/supported delivery of courses.
- The outcome of each initiative must have substantial financial benefits to the unit(s) and must assist the unit in achieving structurally stable/balanced budgets in the long-run. The outcome/benefits must be clearly measurable.
- Funding requests could be a maximum of \$500,000 one-time – to be spent over the 2-year period 2019-20 and 2020-21 (i.e. by April 30, 2021). The level of funding requested should have a direct relationship to the financial outcomes/benefits.
- Proposals that involve collaborative multi-unit initiatives and/or matched with unit carryforward funds will be viewed favourably. It is recognized that carryforward levels vary substantially among the units.
- Initial proposals should be brief (maximum 3 pages) – and clearly describe the one-time funding plan and the expected financial and operational benefits. If a proposal is chosen for funding support, additional information – including a business plan and a project management structure – may be required.
- Proposals can be submitted up to August 31, 2019 – i.e. prior to the start of next year’s planning process.
- The Provost will respond within 20 working days from the proposal submission date.

There will be a separate call for proposals – later in 2019 – for online program development that leads to revenue generation and/or cost reductions.

While the current fiscal environment places financial pressures on all aspects of the University’s operations, we believe Western is well-positioned to take this period as an opportunity to review our processes and activities to become more effective and efficient in supporting our academic mission.

4. Strategic Expansion of Engineering

The multi-year strategic expansion of Engineering continues with the allocation of additional resources in 2019-20, as follows:

- A sum of \$950,000 in base funding to the Engineering Budget.
- A transfer of \$8 million one-time to the Capital Budget to finance Engineering facilities expansion and renewal.

5. Innovation & Collaboration Hub for Advanced X-Ray Imaging and Intervention Suite

A sum of \$3 million in one-time funding is being recommended to support the “First in Canada” Innovation & Collaboration Hub for Advanced X-Ray Imaging and Interventional Suite – specifically to cover the costs of renovations to create the necessary facilities. The facility – which will strengthen Western’s place as a leader in imaging research within Canada and Internationally – is being located

at the Robarts Research Institute and is being supported by over \$8 million in private sector investments.

6. The Postdoctoral Fellowship Program

A Postdoctoral Fellowship Program – aimed at attracting top-tier postdoctoral talent – was introduced as a pilot last year with a one-time allocation of \$226,000 and the commitment to double the funding in 2019-20. In this budget, a sum of \$452,000 in one-time funding is being recommended. The program will be reviewed at the end of 2019-20. Details of the program can be found at:

https://www.uwo.ca/research/funding/students/postdoctoral_fellowship_program.html

7. Entrepreneurship Initiatives

Our Strategic Plan – *Achieving Excellence on the World Stage* – makes a clear commitment to strengthen the entrepreneurship eco-system on campus, and it is noted that regardless of the program of study, all students should graduate having explored and acquired leadership and entrepreneurship skills. In order to better coordinate and integrate the various activities into an overall Entrepreneurship Ecosystem at Western, a sum of \$1 million in one-time funding was allocated in the 2016-17 University budget – to be spent over a 3-year period. It is recommended that the funding be made permanent in 2019-20 – with an allocation of \$400,000 in base funding, through the Student Experience Portfolio. For information, we are also in the planning stages of creating new space/facilities for Entrepreneurship at Western.

D. Two-Year Operating Budget Summary

We seek approval of the 2019-20 Budget as outlined in this document. The recommendations in this document have been guided by projections of operating revenues and expenditures for the upcoming 2-year planning period. These projections respect the requirement of an operating reserve at the Board-mandated minimum level of \$7.5 million at the end of the 2-year cycle. Table 1 summarizes our current forecast for 2019-20 – and the major underlying assumptions are as follows:

Revenues

- Provincial government grant funding remains constant for the next two years – consistent with the new corridor funding system.
- The \$750 international student recovery by the Province (which is applied as a base grant reduction) continues in this 2-year planning period.
- All other government grants continue under the current arrangements/levels.
- As required by the Province, domestic tuition rates have been reduced by 10% in 2019-20 and held constant in 2020-21. International tuition rates are de-regulated, and our proposed rate increases are shown in Tables 11 and 12.
- Enrolment projections and plans (shown in Table 13) underlying the tuition revenue projections will be achieved.

Expenditures

- Faculty and Support Unit Budgets have been reduced by an additional 2.5% in each of 2019-20 and 2020-21 – on top of the 3% Annual Inflationary Budget Adjustment (IBA).
- Enrolment-related revenue sharing allocations to the Faculties continues during this 2-year planning period, and the projections are shown in Table 4a.
- Increases in non-salary costs for major University-wide budget items (e.g. utilities, insurance, and I.T. infrastructure) will be consistent with recent trends and/or known cost escalations.
- We need to set aside the necessary funds to cover the operating costs of incremental space in our new facilities. It should be noted that the Faculties are responsible for covering 50% of the operating costs of incremental space.

Net Position and the Operating Reserve

- As can be seen in line 32 of Table 1, the Operating Reserve is projected to be at \$87.4 million at the end of the current year (i.e. 2018-19). The reserve is projected to be \$57.4 million at the end of the upcoming 2-year planning period (i.e. 2020-21) – above the current Board-mandated minimum level of \$7.5 million. ***It is recommended that the minimum reserve level be maintained at \$7.5 million for the upcoming 2-year planning period.***

E. Summary of the 2019-20 Operating Budget

Table 2 summarizes the 2019-20 Operating Budget – including total revenues, expenditures by area, net position for the year, and the projected operating reserve.

- Line 5: Total operating revenues are projected to be \$778.2 million in 2019-20 – a decrease of 2.2% over 2018-19. Details of the operating revenues are shown in Table 3.
- Line 13: Total expenditures are projected to be \$792.2 million in 2019-20 – an increase of 0.3% over 2018-19. Details of the expenditures (by area) are shown in Tables 4 through 8.
- Line 14: The in-year net position is projected to be a surplus of \$6 million in 2018-19 and a deficit of \$14.0 million in 2019-20.
- Line 17: The Operating Reserve is forecast to be \$87.4 million at the end of 2018-19 and \$73.4 million at the end of 2019-20.

Table 1
TWO-YEAR OPERATING BUDGET OUTLOOK (\$M)

		2018-19	2019-20	2020-21
1	REVENUES			
2	Government Grants			
3	Provincial: Core Operating Grant (enrolment-based)	241.7	241.7	241.7
4	Provincial: Differentiation Envelope	22.0	22.0	22.0
5	Provincial: Special Purpose Grants	19.9	18.5	18.4
6	Federal: Research Support Fund (FRSF)	11.1	11.2	11.4
7	Total	294.6	293.4	293.4
8	Tuition Revenue	406.0	388.3	402.4
9	All Other Revenues			
10	Canada Research Chairs (CRCs)	6.7	5.8	5.8
11	Recoverable Salaries	26.4	26.4	26.4
12	All Other	62.2	64.3	65.5
13	Total	95.3	96.5	97.7
14	Total Revenues	795.9	778.2	793.5
15	EXPENDITURES			
16	Faculties			
17	Base Budgets	427.8	413.5	399.8
18	Revenue Sharing Allocations	0.0	5.5	8.6
19	Canada Research Chairs (CRCs)	5.8	5.0	5.0
20	All Other	49.7	51.3	51.2
21	Total	483.3	475.3	464.6
22	Scholarships and Bursaries	34.3	32.7	33.7
23	Support Areas	104.6	101.5	98.2
24	University-wide Expenditures	76.2	80.0	87.9
25	Provision for Cost Fluctuations	2.5	42.8	38.1
26	One-Time Allocations	89.1	59.9	87.1
27	Total Expenditures	790.0	792.2	809.6
28	REVENUES minus EXPENDITURES	5.9	-14.0	-16.1
29	OPERATING RESERVE			
30	Beginning Operating Reserve	81.5	87.4	73.4
31	Surplus / (Deficit) -- from Line 28 above	5.9	-14.0	-16.1
32	Ending Operating Reserve	87.4	73.4	57.4

Table 2
SUMMARY OF OPERATING BUDGET: 2019-20

		<a> 2018-19 Budget (@Feb 28, 2019)	 2019-20 Budget	<c> \$ Change from 2018-19
1	Operating Revenues (Table 3)			
2	Government Grants	294,586,778	293,397,085	-1,189,693
3	Tuition Revenue	405,969,193	388,255,730	-17,713,463
4	All Other	95,343,337	96,563,777	1,220,440
5	Total Revenues	795,899,308	778,216,592	-17,682,716
6	Expenditure Budgets			
7	Faculties (Table 4)	483,271,250	475,291,530	-7,979,720
8	Scholarships and Bursaries (Table 5)	34,320,520	32,669,856	-1,650,664
9	Support Areas (Table 6)	104,592,891	101,536,755	-3,056,136
10	University-wide Expenditures (Table 7)	76,184,649	80,027,519	3,842,870
11	Provision for Cost Fluctuations and Budget Transition	2,450,000	42,786,381	40,336,381
12	One-Time Allocations	89,114,930	59,924,179	-29,190,751
13	Total Expenditures	789,934,240	792,236,220	2,301,980
14	Surplus / (Deficit) - Line 5 minus Line 13	5,965,068	-14,019,628	
15	Beginning Operating Reserve Balance	81,476,641	87,441,709	
16	Surplus / (Deficit) -- Line 14 above	5,965,068	-14,019,628	
17	Closing Operating Reserve Balance	87,441,709	73,422,081	
18	Board-mandated Minimum Level Reserve Target	7,500,000	7,500,000	

F. Details of the 2019-20 Operating Revenue Forecasts (Table 3)

Government Grants

As a result of the Provincial Government's funding formula which was introduced in 2017-18, the overall level of grant funding will remain constant in 2019-20. Consistent with the new funding formula structure, provincial grants are presented in three categories: the Core Operating Grant (enrolment based), the Differentiation Envelope, and Special Purpose Grants which are targeted towards specific provincial priorities.

Tuition Fees

The recommended tuition fee rates for 2019-20 are summarized in Tables 11 and 12. Tuition revenue projections are a function of tuition rates and the enrolment forecasts shown in Table 13.

Domestic Students

Our recommendations for domestic student tuition fees follow the provincial government directive to reduce rates by 10% in 2019-20.

International Students

The last nine University budgets highlighted the fact that Western's international undergraduate student tuition rates were below the average of our peer research-intensive institutions in Ontario – and it was noted that, looking forward, our recommendations for these tuition fees will seek to move Western's tuition rates to the level of our peers. The recommendations for international undergraduate tuition fees continue on the path to narrowing the gap with our peer institutions.

Starting with the fall term of 2018, tuition rates for international Ph.D. students are set at the same rate as domestic students.

All Other Revenues

A number of other sources contribute to the University's Operating Budget. Major items to note are the Canada Research Chairs (CRCs), Transfer from the Affiliated University Colleges, Fundraising associated with Student Financial Aid, Royalties and Licences, and Contributions from Ancillaries and Other Self-funded Operations.

- Table 9 summarizes the distribution of currently-occupied CRCs at Western. Our current allocation is a total of 66 CRCs. The occupancy of the Chairs turns over dynamically as terms end and begin. There are currently 37 occupied Chairs continuing into 2019-20, 9 nominations currently under consideration by the CRC program for new occupancy in 2019-20, and 10 vacancies in various stages of the search and nomination process – with additional searches planned to fill 6 current and 4 pending vacancies in 2019-20. The upcoming search will be conducted as a Special Program aimed at improving our representation of equity-seeking groups, by attracting applications from the four Federally Designated Groups. The net effect of the transition in CRC occupancy is that, in 2019-20, we are projecting \$5.8 million for 37 chairs with current incumbents.

- The Transfer from the Affiliated University Colleges represents payments for services and teaching provided to their students. The transfer rate for 2019-20 is at the steady-state level of 12% of the Colleges' grant and tuition revenue, and the decline in the dollar value of the transfer reflects the reduction in projected domestic tuition revenue.
- Fundraising for needs-based Student Awards continues to be of high priority to the University. In 2019-20, we project a sum of \$7.9 million from this source.
- The revenue from Royalties and Licences includes patents/licences associated with the Robarts Research Institute.
- Western's self-funded operations and ancillary units generate substantial revenue for the University Operating Budget by way of recoveries associated with facilities costs and services provided by the University. The category also includes the payment from the Ivey Business School to the University for services provided by the University to Ivey – a component within the funding model for the Ivey School that was introduced in 2004-05.

G. Details of the 2019-20 Expenditure Recommendations

1. Faculty Budget Recommendations

Table 4 shows the 2019-20 **base budget recommendations** for Western's Faculties. Final 2019-20 base budgets are the net result of the following:

- Starting base budgets;
- The Inflationary Budget Adjustments (IBA) established as part of the multi-year budget plan;
- Additional 2.5% base budget reductions;
- Faculty Turnover Recovery, which returns the greater of \$90,000 or 60% of the retiring or departing member's salary to the Faculty budget;
- Academic Priorities Fund (APF) allocations;
- Targeted government program expansion funding; and
- Funds associated with CRC positions (detailed in Table 9).

The **Inflationary Budget Adjustment (IBA)** – which reduces the base budget by 3% – is applied annually. This adjustment is required to help fund inflationary costs, which are primarily the annual employee salary increases as negotiated through collective bargaining agreements.

As an outcome of the 2016-17 planning cycle, in order to provide Faculties with resources to support faculty renewal, the **Faculty Turnover Recovery Program** was temporarily suspended. Turnover recovery was waived for all tenured/probationary faculty retirements (or exits of faculty members at age 55 or higher) signed between February 1, 2016 and June 30, 2019 – where the faculty member leaves the University by July 1, 2019. Turnover recovery associated with all previous exits – which are currently built into the Faculties' budget plans – will be applied as planned.

The **Academic Priorities Fund (APF)** shown in line 18 of Table 4 was established in 2011-12. The Provost's APF recommendations are in direct response to requests from the Faculties – and are made in the context of the following considerations:

- The Faculty's overall resource situation relative to enrolments/teaching
- Plans for program expansion and/or development of new graduate and undergraduate programs
- Projected revenue sharing allocations
- Resources relative to similar programs/Faculties
- Cost structure variations among disciplines/Faculties
- Relationship between resources, enrolments, and faculty/staff complements
- Scholarship/research activities and new initiatives, including interdisciplinary or cross-Faculty initiatives
- Previous investments made in the last 4-year planning cycle

The **Faculty-specific APF base recommendations** for 2019-20 (shown in column <d> of Table 4) are:

- \$150,000 to the Faculty of Arts & Humanities in support of Faculty priorities;
- \$45,000 to the Faculty of Education to support various Indigenous Student Initiatives;
- \$150,000 to the Faculty of Health Sciences in support of Faculty priorities;
- \$150,000 to the Faculty of Information & Media Studies in support of Faculty priorities;
- \$52,000 to the Schulich School of Medicine & Dentistry as partial support for a staff position in the area of Mental Health Counselling;

- \$210,000 to the Don Wright Faculty of Music in support of Experiential Learning Initiatives and general support for Faculty priorities;
- \$150,000 to the Faculty of Science in support of Faculty priorities;
- \$150,000 to the Faculty of Social Science in support of Faculty priorities.

As noted earlier (in section C.5.), the multi-year **strategic expansion of Engineering** will flow a sum of \$950,000 in base funding to the Engineering budget (Table 4, line 4, column e).

The **funding model for the Ivey Business School** – introduced in 2004-05 – flows all tuition fees and government grants deriving from the School’s enrolments directly to Ivey. Under this funding model, the Ivey School does not participate in the University’s other funding programs such as the APF or the Research Infrastructure Support Fund (RISF), and the School is responsible for all cost increases – including annual employee salary increases. The School also makes an annual payment to the central budget reflecting the cost of the services provided to the School by the University.

Over and above the base budget allocations, the Faculties receive substantial additional on-going funds through the **enrolment-related revenue sharing mechanism** that was implemented in 2011-12. A proportion of tuition revenue deriving from incremental enrolments flows to the Faculties, as follows:

- 40% on direct-entry undergraduate enrolments/teaching
- 40% on second-entry (or professional) undergraduate enrolments
- 50% on graduate enrolments

The Faculty-specific breakdown of the projected \$5.5 million in revenue sharing allocations is shown in Table 4a. This amount is on top of a total of \$46.2 million that was rolled into Faculty base budgets in 2018-19.

The Faculties also receive additional budgetary support through:

- **One-time operating budget allocations** (totaling \$9 million) – which are detailed in Table 8 (lines 8 to 18);
- **The Research Infrastructure Support Fund (RISF)** allocations shown in Table 10; and
- Support for **Faculty-specific capital projects** through the University’s Capital Budget.

For information, a consolidated summary of the Provost’s allocation recommendations for the Faculties (from the various sources described above) is presented in Figure G. These recommendations are for the 2019-20 Budget – and, given our multi-year planning approach, should be considered in the context of resource allocations made in previous years.

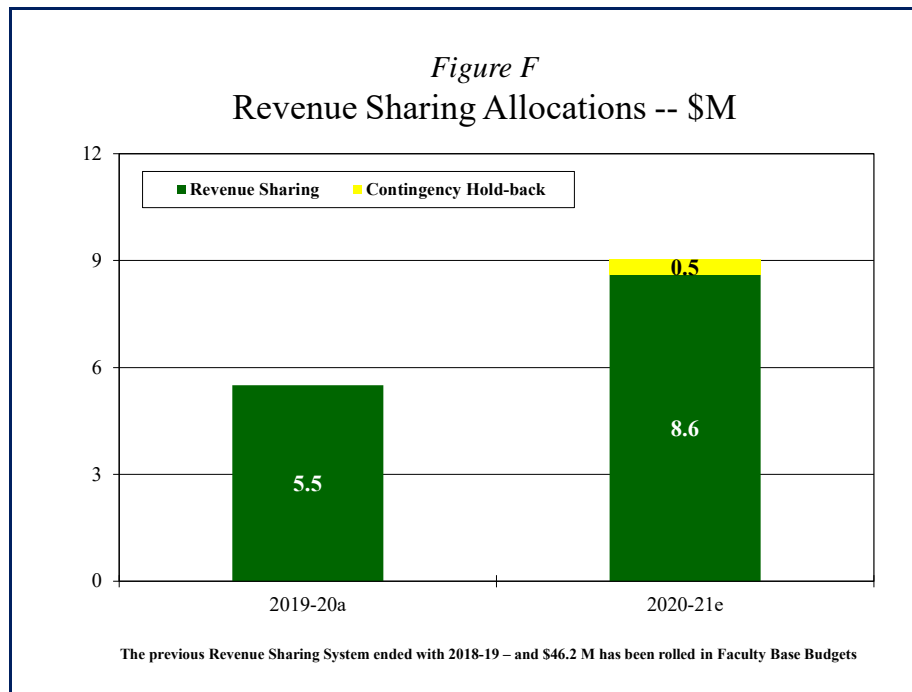


Figure G
SUMMARY OF 2019-20 ALLOCATION RECOMMENDATIONS FOR THE FACULTIES

		Base Allocations	One-Time Allocations	Capital Allocations
1	Arts & Humanities	150,000	319,136	351,000
2	Education	45,000	50,000	
3	Engineering	950,303	125,000	119,000
4	Health Sciences	150,000	150,000	450,000
5	Information & Media Studies	150,000	100,000	89,600
6	Law		20,000	
7	Medicine & Dentistry	52,000	65,000	419,500
8	Music	210,000	98,200	69,000
9	Science	150,000		60,000
10	Social Science	150,000	150,000	1,000,000
11	Total	2,007,303	1,077,336	2,558,100

Note: These recommendations are for the 2019-20 budget -- and, given our multi-year planning approach, should be considered in the context of resource allocations made in previous years.

2. Scholarships and Bursaries

Base budget allocations for centrally-funded student support are shown in Table 5. Overall student support funding is projected to be \$32.7 million in 2019-20.

- Fundraising for undergraduate and graduate student needs-based awards continues to be of high priority to the University. In 2019-20, we project a sum of \$7.9 million from this source.
- As the footnote in Table 5 indicates, graduate student funding is now addressed through the Faculty budgets – and the Faculty Plans estimate a total of \$54 million in 2019-20 for this high priority item.

3. Support Unit Budget Recommendations

Table 6 shows the 2019-20 base budget recommendations for Support Units. Final 2019-20 base budgets are the net result of the following:

- Starting base budgets;
- The Inflationary Budget Adjustments (IBA) established as part of the multi-year budget plan;
- Additional 2.5% base budget reductions;
- Support Units Priorities Fund (SUPF) allocations; and
- Other strategic base allocations in support of: maintaining core services and the operating costs of new facilities.

The **Support Unit Priorities Fund (SUPF)** was established in 2011-12, and the unit-specific base allocations for 2019-20 (shown in column <c> of Table 6) are:

- \$100,000 to the Registrar's Office in support of additional staffing in the areas of international student recruitment and student pathways coordination;
- \$100,000 to Western International in support of student recruitment initiatives;
- \$80,000 to Western Technology Services for additional Cyber Security staffing;
- \$152,000 to Police Services to maintain staffing levels and services;
- \$100,000 to Financial Services to sustain operations;
- \$26,513 to Internal Audit to sustain operations;
- \$23,200 to Legal Services to sustain operations;
- \$50,000 to Facilities Management to sustain operations;
- \$100,000 to the Vice-President (Research) Portfolio in support of service enhancement;
- \$150,000 to the Vice-President (External) Portfolio in support of our fundraising campaign;
- \$85,000 to Human Resources to maintain service levels;
- \$60,000 to the Office of the President to maintain staffing levels.

The Provost and the Vice-President (Operations & Finance) are also carrying forward a portion of the SUPF resources associated with their units for allocation in the future. These are shown in lines 13 and 21 of Table 6.

The Support Units receive nearly \$1 million in additional base allocations (column d, Table 6) to **maintain core services** and the following targeted special allocations:

- \$400,000 to the Student Experience Portfolio in support of Student Entrepreneurship Initiatives;

- \$71,331 to Facilities Management to cover the incremental operating costs associated with new facilities.

Similar to the Faculties, the Support Units also receive additional budgetary support through:

- **One-time operating budget allocations** (\$5 million) – which are detailed in Table 8 (lines 20 through 34); and
- Support for **Unit-specific capital projects** through the University's Capital Budget.

4. University-wide Expenditures

Table 7 summarizes University-wide Expenditures – expenses that extend across all areas of the University.

- The increase in the University's physical plant **Utilities** is the net result of projected rate increases, utilization patterns, anticipated savings resulting from the implementation of energy efficiency initiatives, and the opening of new buildings.
- The **Library Acquisitions Budget** continues to be a high priority – and is being maintained at the current level of \$15.4 million.
- The **Maintenance, Modernization, and Infrastructure (MMI)** transfer to the Capital Budget is being maintained at the Board-approved level of \$15.5 million. The status of this budget will be reviewed by the Board of Governors as part of the 2020-21 budget process.
- The **FRSF Transfer to Capital** continues at the \$3 million level – and these funds are used to support major projects in our Long-range Space Plan that involve research facilities.
- The **Information Technology Infrastructure Fund (ITIF)** supports rapidly-expanding University-wide central IT infrastructure – including our networks, wireless technologies, internet bandwidth, IT security infrastructure, general university computer labs, instructional support and eLearning software applications, central university databases, the hardware necessary to run the applications and databases, and maintenance costs associated with all the hardware and software.
- **Contingency** is being set at approximately \$2 million – 0.25% of Operating Revenues, as in previous years.
- Western attracts outstanding students. Their recruitment, within an increasingly competitive environment, continues to be of high priority to the University – and the **Student Recruitment** base budget supports a wide array of recruitment activities, including out-of-province student recruitment initiatives.

5. One-Time Recommendations

The Faculties and Support Units will receive substantial one-time funding in 2019-20. The specific one-time recommendations are summarized in Table 8 – and include unit-specific items as well as allocations for University-wide initiatives.

-
- As described earlier in Section C of this document, the following high priority university-wide initiatives are recommended for support in the 2019-20 budget – with one-time allocations:
 - **Growing our Endowment – The Endowed Chairs Matching Program:** \$12 million.
 - **Support for our Long-Range Space Plan** – \$12 million – for the creation of Indigenous Spaces and initiation of future phases of the Medical Facilities Project.
 - **Efficiency and Innovation Fund:** \$10 million
 - Multi-year **Financing of Engineering Facilities Expansion/Renewal:** \$8 million
 - **Innovation & Collaboration Hub for Advanced X-Ray Imaging and Intervention Suite:** \$3 million
 - **Modernization of Instructional Facilities:** \$1 million

Table 3
2019-20 OPERATING REVENUES

		2018-19 Budget Forecast (@Feb 28, 2019) (1)	2019-20 Budget (2)	Increase / (Decrease) Amount (3)	% Change (2) to (1)
1	Government Grants				
2	Provincial: Core Operating Grant (Enrolment-Based)	241,671,833	241,671,833	0	0.0%
3	Provincial: Differentiation Envelope	21,984,916	21,984,916	0	0.0%
4	Provincial: Special Purpose Grants	19,862,489	18,550,498	-1,311,991	-6.6%
5	Federal Research Support Fund (FRSF)	11,067,540	11,189,838	122,298	1.1%
6	Sub-Total Government Grants	294,586,778	293,397,085	-1,189,693	-0.4%
7	Tuition Revenue				
8	Undergraduate	267,940,000	251,844,331	-16,095,669	-6.0%
9	Graduate	62,500,000	55,794,022	-6,705,978	-10.7%
10	<i>Sub-Total General Programs</i>	<i>330,440,000</i>	<i>307,638,353</i>	<i>-22,801,647</i>	<i>-6.9%</i>
11	Ivey Programs (HBA, MBAs, MSc, PhD)	64,408,105	67,856,741	3,448,636	5.4%
12	International Medical and Dental Students	10,296,088	11,935,636	1,639,548	15.9%
13	<i>Sub-Total Other Programs</i>	<i>74,704,193</i>	<i>79,792,377</i>	<i>5,088,184</i>	<i>6.8%</i>
14	Miscellaneous Fees	825,000	825,000	0	0.0%
15	Sub-Total Tuition Revenue	405,969,193	388,255,730	-17,713,463	-4.4%
16	Other Revenues				
17	Canada Research Chairs (CRCs)	6,700,000	5,800,000	-900,000	-13.4%
18	Transfer from Affiliated University Colleges	9,410,241	8,914,608	-495,633	-5.3%
19	Recoverable Salaries	26,414,000	26,414,000	0	0.0%
20	Fundraising -- Need-based Student Awards and Bursaries	7,900,000	7,900,000	0	0.0%
21	Application Fees	1,780,258	1,780,258	0	0.0%
22	Research Overheads	2,300,000	2,300,000	0	0.0%
23	Royalties and Licences	3,350,000	3,350,000	0	0.0%
24	Scholarship/Research Initiatives in the SSHRC Disciplines	273,113	325,155	52,042	19.1%
25	Contributions from Self-Funded & Ancillary Operations	34,568,600	37,170,500	2,601,900	7.5%
26	Miscellaneous Revenues	2,647,125	2,609,256	-37,869	-1.4%
27	Sub-Total Other Revenues	95,343,337	96,563,777	1,220,440	1.3%
28	Total Revenues	795,899,308	778,216,592	-17,682,716	-2.2%

Table 4
FACULTIES

	<a>		<c>	<d>	<e>	<f>	<g>
1	2018-19 Base Budget (@Feb 28, 2019)	IBA and Add'l 2.5% Reduction	Faculty Turnover Recovery	APF	Other Base Changes	Canada Research Chairs	Resulting 2019-20 Base Budget
Faculties							
2 Arts & Humanities	33,603,816	-1,815,209	-103,530	150,000		-170,000	31,665,077
3 Education	18,413,085	-1,061,137	-71,270	45,000			17,325,678
4 Engineering	32,239,989	-1,744,708	-87,001		950,303		31,358,583
5 Health Sciences	34,587,725	-1,883,625	-86,207	150,000			32,767,893
6 Information & Media Studies	10,672,222	-586,973		150,000			10,235,249
7 Law	9,849,522	-541,724					9,307,798
8 Medicine & Dentistry	74,317,824	-3,935,945	-94,429	52,000		-170,000	70,169,450
9 Music	11,022,798	-606,254		210,000			10,626,544
10 Science	64,970,709	-3,511,239	-180,318	150,000		-180,000	61,249,152
11 Social Science	64,250,349	-3,495,269	-128,738	150,000		-90,000	60,686,342
12 Sub-Total Faculties (excluding Business)	353,928,039	-19,182,083	-751,493	1,057,000	950,303	-610,000	335,391,766
13 Business	77,467,507				3,413,290	-170,000	80,710,797
14 Sub-Total Faculties	431,395,546	-19,182,083	-751,493	1,057,000	4,363,593	-780,000	416,102,563
15 Revenue Sharing Allocation					5,496,916		5,496,916
16 Research Infrastructure Support Fund (RISF)	750,000						750,000
17 Faculty Recruitment Initiatives	1,473,760						1,473,760
18 Academic Priorities Fund (APF)	7,127,335			193,000			7,320,335
19 Total -- with Revenue Sharing Allocation	440,746,641	-19,182,083	-751,493	1,250,000	9,860,509	-780,000	431,143,574
20 All Other							
21 Western Strategic Success Programs	1,500,000						1,500,000
22 Continuing Studies: Trois-Pistoles	1,156,396				29,969		1,186,365
23 Education: Continuing Education for Teachers	1,354,320				-46,170		1,308,150
24 Medicine & Dentistry: International Tuition and Primary Care	10,645,893				1,639,548		12,285,441
25 Faculty Share of Research Overheads	1,075,000						1,075,000
26 Faculty Scholars & Distinguished University Professors	239,000						239,000
27 Graduate and Undergraduate Program Reviews	140,000						140,000
28 Recoverable Salaries	26,414,000						26,414,000
29 Sub-Total	42,524,609				1,623,347		44,147,956
30 Total Academic Units	483,271,250	-19,182,083	-751,493	1,250,000	11,483,856	-780,000	475,291,530

Note: Funding to cover the costs of negotiated employee salary and benefits increases will be incrementally added to Faculty base budgets (in year, to column g), as the information is available.

Table 4a
FACULTIES: REVENUE SHARING ALLOCATIONS

		2019-20	2020-21e
1	Arts & Humanities	0	0
2	Education	1,236,160	1,212,163
3	Engineering	79,233	2,250,608
4	Health Sciences	735,598	771,691
5	Information & Media Studies	421,175	238,919
6	Law	33,666	14,032
7	Medicine & Dentistry	0	0
8	Music	25,726	191,822
9	Science	1,638,091	2,385,541
10	Social Science	1,327,267	1,491,597
11	Sub-Total	5,496,916	8,556,373
12	Contingency Hold-back		456,987
13	Sub-Total	5,496,916	9,013,360

Table 5
SCHOLARSHIPS and BURSARIES

		<a> 2018-19 Base Budget (@Feb 28, 2019)	 Changes	<c> Resulting 2019-20 Base Budget
1	Undergraduate Scholarships	7,300,000		7,300,000
2	Tuition Re-Investment	16,506,638	-1,650,664	14,855,974
3	Western Bursaries	776,545		776,545
4	Privately-Funded Need-based Awards & Bursaries	7,900,000		7,900,000
5	MAESD Bursaries	514,268		514,268
6	Global Opportunities Awards	200,000		200,000
7	Graduate Bursaries and Fellowships	1,123,069		1,123,069
8	Total Scholarships and Bursaries	34,320,520	-1,650,664	32,669,856

Graduate student funding is now addressed through the Faculty budgets. In 2018-19, this funding is estimated to be \$55.6 million and the plan for 2019-20 is \$53.9 million.

Table 6
SUPPORT AREAS

	<a>		<c>	<d>	<e>
	2018-19 Base Budget (@Feb 28, 2019)	IBA and Add'l 2.5% Reduction	SUPF	Other Base Changes	Resulting 2019-20 Base Budget
1	Reporting to the Provost				
2	Centre for Teaching & Learning	746,554	-41,061		705,493
3	Western Technology Services	10,731,922	-590,256	80,000	10,421,666
4	Libraries	13,607,011	-748,385		12,858,626
5	Registrar's Office	6,172,934	-339,511	100,000	6,033,423
6	Student Experience Portfolio	2,831,527	-122,787	400,000	3,108,740
7	Office of Vice-Provost (APPF)	1,440,101	-79,206		1,360,895
8	Graduate & Postdoctoral Studies	1,744,699	-95,958		1,648,741
9	Institutional Planning and Budgeting	2,239,316	-123,162		2,116,154
10	Western International	2,757,030	-151,637	100,000	2,705,393
11	McIntosh Gallery - Subsidy	298,294	-7,457		290,837
12	Teaching Fellows Program	500,000	-12,500		487,500
13	Support Unit Priorities Fund (SUPF)			235,000	235,000
14	Sub-Total	43,069,388	-2,311,920	515,000	41,972,468
15	Reporting to the Vice-President Operations & Finance				
16	Financial Services	5,005,820	-275,321	100,000	4,900,499
17	Facilities Management	19,348,715	-896,957	50,000	18,633,089
18	Police	3,007,404	-165,407	152,000	2,993,997
19	Internal Audit	493,987	-27,170	26,513	493,330
20	Legal Services	428,557	-23,571	23,200	428,186
21	Support Unit Priorities Fund (SUPF)	944,000		-11,713	932,287
22	Sub-Total	29,228,483	-1,388,426	340,000	28,381,388
23	Reporting to the Vice-President Research				
24	Animal Care/Veterinary Services - Subsidy	1,000,000			1,000,000
25	Research Western	5,345,118	-293,982	100,000	5,151,136
26	Research Promotion Fund	579,930			579,930
27	Small Grants Support for Arts/Humanities/Social Sciences	250,000			250,000
28	Scholarship/Research Initiatives in the SSHRC Disciplines	273,113		52,042	325,155
29	Western Innovation Fund	400,000			400,000
30	Sub-Total	7,848,161	-293,982	100,000	7,706,221
31	Vice-President External Portfolio	12,438,307	-684,106	150,000	11,904,201
32	General Administration				
33	Human Resources	6,886,856	-378,777	85,000	6,663,079
34	Workplace Health Services	170,813			170,813
35	Offices of the President/Vice-Presidents	4,106,247	-225,843	60,000	3,940,404
36	University Secretariat	844,636	-46,455		798,181
37	Sub-Total	12,008,552	-651,075	145,000	11,572,477
38	Total Support Areas	104,592,891	-5,329,509	1,250,000	101,536,755

Note: Funding to cover the costs of negotiated employee salary and benefits increases will be incrementally added to Unit base budgets (in year, to column e), as the information is available.

Table 7
UNIVERSITY-WIDE EXPENDITURES and EMPLOYEE BENEFIT COSTS

		<a> 2018-19 Base Budget (@Feb 28, 2019)	 New Investment	<c> Other Changes	<d> Resulting 2019-20 Base Budget
1	Utilities	24,450,000		435,785	24,885,785
2	Library Acquisitions	15,415,896			15,415,896
3	Transfer to MMI: Operating	15,500,000			15,500,000
4	Transfer to MMI: Ancillaries	600,000			600,000
5	FRSF Transfer to Capital	3,000,000			3,000,000
6	CRC Transfer to Capital	728,000		-96,000	632,000
7	Information Technology Infrastructure Fund	10,123,230			10,123,230
8	Property Taxes	2,289,150		12,825	2,301,975
9	Insurance	1,899,210		315,437	2,214,647
10	Contingency	1,968,362		-22,830	1,945,532
11	Services for Students with Disabilities	1,469,872			1,469,872
12	Professional Fees	1,282,500		100,000	1,382,500
13	Institutional Memberships	1,150,000			1,150,000
14	Student Recruitment	850,000			850,000
15	Sports and Recreation Services - Subsidy	927,435		-103,350	824,085
16	Convocation and Diplomas	338,000			338,000
17	Governance-Related Costs	177,800			177,800
18	Costs Associated with Employee Contracts	589,000			589,000
19	Ombudsperson	111,188			111,188
20	University Surveys and Teaching Evaluations	75,000			75,000
21	Centre for Research on Violence Against Women and Children - Subsidy	55,000			55,000
22	Museum of Ontario Archaeology - Subsidy	50,000			50,000
23	Total University-wide Expenditures	83,049,643	0	641,867	83,691,510
24	Employee Benefit Plan Costs	115,273,006		4,685,994	119,959,000
25	Employee Benefit Recoveries	-122,138,000		-1,485,000	-123,623,000
26	Net Employee Benefits	-6,864,994		3,200,994	-3,664,000
27	Net University-wide Expenditures	76,184,649	0	3,842,861	80,027,510

Table 8
2019-20 ONE-TIME ALLOCATIONS

1	Endowed Chairs Matching Program	12,000,000
2	Long-Range Space Plan	12,000,000
3	Efficiency and Innovation Fund	10,000,000
4	Engineering Facilities Expansion/Renewal: Multi-year Financing Plan	7,953,641
5	Innovation & Collaboration Hub for Advanced X-Ray Imaging and Intervention Suite	3,000,000
6	Modernization of Instructional Facilities	1,000,000
7	Faculties	
8	Arts & Humanities: Undergraduate Recruitment Initiatives (\$75K), and Support to Manage Deficit (\$244K)	319,136
9	Education: Indigenous Graduate Student Initiatives	50,000
10	Engineering: CEAB Administrative Support (\$75K) and Support for Alumni & Development Staff Position (\$50K)	125,000
11	Health Sciences: Targetted Government Funding for Clinical Education (\$842K) and Nurse Practitioner Program (\$580K), and Teaching Equipment & Classroom Upgrades in Elborn College (\$150K)	1,572,412
12	Information & Media Studies: Media Production Equipment & IT Infrastructure (\$100K)	100,000
13	Law: Support for Continuing Professional Development Program (\$20K)	20,000
14	Medicine & Dentistry: Targetted Government Funding for Dental Clinical Education (\$1.2M), MD Expansion (\$2.4M), Roberts Royalties & Licences (\$2.5M), and Indigenous Engagement Coordinator (\$65K)	6,103,879
15	Music: Undergraduate Recruitment Awards (\$45K) and Grants Facilitator Staffing Joint with FIMS and Law (\$53.2K)	98,200
16	Social Science: Post Doctoral Positions in NEST (\$150K)	150,000
17	Provost: Unallocated Academic Priorities Fund	416,800
18	Sub-Total Faculties	8,955,427
19	Support Units	
20	Student Experience: Experiential Learning Initiatives (\$68.3K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$247.1K)	495,350
21	Centre for Teaching & Learning: 360 Degree Initiative for Graduate Students (\$292.5K), and Faculty Mentor Program (\$39K)	331,500
22	Western International: International World's Challenge Challenge	100,000
23	Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K)	70,000
24	SGPS: Maintain Service and Staffing Levels (\$170.6K), Recruitment and Retention Initiatives (\$107.2), Exchange Program Travel Costs (\$14.6K), and Thesis Writing Boot Camp (\$18.5K)	311,025
25	Libraries: Staffing to Support Weldon Library Revitalization Project	40,000
26	McIntosh Gallery: Indigenous Exhibitions and Programs	40,000
27	Provost: Unallocated Support Unit Priorities Fund	265,000
28	Police: Sustain Operations (\$80K), and Additional Evening Security (\$100K)	180,000
29	Vice-President (Operations & Finance): Unallocated Support Units Priorities Fund	160,000
30	Human Resources: Support Operational Needs	85,000
31	Office of the President / Vice Presidents: Support Operational Needs	60,000
32	Vice-President (Research): Support for Research/Scholarship Initiatives	2,402,000
33	Vice-President (External): Support for Fundraising Campaign	475,236
34	Sub-Total Support Units	5,015,111
35	Total One-Time Allocations	59,924,179

Table 9
CANADA RESEARCH CHAIRS -- by FACULTY (Cumulative)

		2018-19 Final						2019-20 Preliminary					
		Tier 1		Tier 2		Total		Tier 1		Tier 2		Total	
		N	\$	N	\$	N	\$	N	\$	N	\$	N	\$
1	Arts & Humanities	3	510,000	1	90,000	4	600,000	2	340,000	1	90,000	3	430,000
2	Business	2	340,000	0	0	2	340,000	1	170,000	0	0	1	170,000
3	Education												
4	Engineering	4	680,000	3	270,000	7	950,000	4	680,000	3	270,000	7	950,000
5	Health Sciences	2	340,000	0	0	2	340,000	2	340,000	0	0	2	340,000
6	Info & Media Studies												
7	Law												
8	Medicine & Dentistry	7	1,190,000	6	540,000	13	1,730,000	6	1,020,000	6	540,000	12	1,560,000
9	Music												
10	Science	4	680,000	5	450,000	9	1,130,000	4	680,000	3	270,000	7	950,000
11	Social Science	2	340,000	4	360,000	6	700,000	2	340,000	3	270,000	5	610,000
12	Total to Faculties	24	4,080,000	19	1,710,000	43	5,790,000	21	3,570,000	16	1,440,000	37	5,010,000
13	Total CRC Funding		4,800,000		1,900,000		6,700,000		4,200,000		1,600,000		5,800,000

Table 10

RESEARCH INFRASTRUCTURE SUPPORT FUND (RISF)

2019-20 Allocations

1	Arts and Humanities	9,000
2	Education	11,000
3	Engineering	125,000
4	Health Sciences	34,000
5	Information & Media Studies	5,000
6	Law	5,000
7	Medicine & Dentistry	328,000
8	Music	5,000
9	Science	158,000
10	Social Science	70,000
11	Total	750,000

Revised on April 10, 2019

Table 11
2019-20 TUITION FEE PROPOSALS FOR UNDERGRADUATE PROGRAMS

		Domestic Students			International Students		
		Actual 2018-19 Tuition	2019-20 Proposed Tuition	<a> % Increase	Actual 2018-19 Tuition	2019-20 Proposed Tuition	<a> % Increase
1	First-Entry Programs 						
2	Year 1	6,723	6,050	-10.0%	28,743	31,042	8.0%
3	Year 2	6,723	6,050	-10.0%	27,678	29,892	4.0%
4	Year 3	6,723	6,050	-10.0%	26,653	28,785	4.0%
5	Year 4	6,723	6,050	-10.0%	25,666	27,719	4.0%
6	Engineering						
7	Year 1	13,661	12,294	-10.0%	36,886	41,312	12.0%
8	Year 2	13,661	12,294	-10.0%	35,519	38,361	4.0%
9	Year 3	13,661	12,294	-10.0%	34,204	36,940	4.0%
10	Year 4	13,661	12,294	-10.0%	32,937	35,572	4.0%
11	M.T.P.						
12	Year 2	7,033	6,329	-10.0%	29,805	32,189	8.0%
13	Year 3	7,033	6,329	-10.0%	28,701	30,997	4.0%
14	Year 4	7,033	6,329	-10.0%	27,638	29,849	4.0%
15	M.O.S.						
16	Year 1	6,723	6,050	-10.0%	34,474	38,611	12.0%
17	Year 2	6,723	6,050	-10.0%	32,012	35,853	4.0%
18	Year 3	6,723	6,050	-10.0%	29,725	33,292	4.0%
19	Year 4	6,723	6,050	-10.0%	27,602	30,914	4.0%
20	Nursing						
21	Year 1	6,723	6,050	-10.0%	36,886	39,836	8.0%
22	Year 2	6,723	6,050	-10.0%	35,519	38,361	4.0%
23	Year 3	6,723	6,050	-10.0%	34,204	36,940	4.0%
24	Year 4	6,723	6,050	-10.0%	32,937	35,572	4.0%
25	Second-Entry Programs						
26	Business (HBA)						
27	Year 1	28,000	25,200	-10.0%	40,000	44,800	12.0%
28	Year 2	28,000	25,200	-10.0%	40,000	42,000	5.0%
29	Dentistry						
30	Year 1	39,268	35,341	-10.0%	82,088	88,655	8.0%
31	Year 2	39,268	35,341	-10.0%	79,048	85,371	4.0%
32	Year 3	39,268	35,341	-10.0%	76,120	82,209	4.0%
33	Year 4	39,268	35,341	-10.0%	73,301	79,165	4.0%
34	Education (B.Ed.)	8,079	7,271	-10.0%	29,411	31,764	8.0%
35	Law						
36	Year 1	22,390	20,151	-10.0%	36,886	39,836	8.0%
37	Year 2	22,390	20,151	-10.0%	35,519	38,361	4.0%
38	Year 3	22,390	20,151	-10.0%	34,204	36,940	4.0%
39	Medicine (M.D.)						
40	Year 1	26,652	23,986	-10.0%	n.a.	n.a.	n.a.
41	Year 2	26,652	23,986	-10.0%	n.a.	n.a.	n.a.
42	Year 3	26,652	23,986	-10.0%	n.a.	n.a.	n.a.
43	Year 4	26,652	23,986	-10.0%	n.a.	n.a.	n.a.

<a> The proposed 2019-20 rates are effective May 1, 2019.

The % increase figures are calculated on the previous year of study in the previous academic year;
for example, the % increase for year 2 is the increase over the year 1 tuition in the previous academic year. Includes Arts & Humanities, BMedSc program, Health Sciences, Kinesiology, MIT program, Music, Science,
Social Science (excl. M.O.S.).

Table 12
2019-20 TUITION FEE PROPOSALS FOR GRADUATE PROGRAMS

		Domestic Students			International Students		
		Actual	2019-20		Actual	2019-20	
		2018-19 Tuition	Proposed Tuition	<a> % Increase	2018-19 Tuition	Proposed Tuition	<a> % Increase
1	Masters Category 1						
2	Arts & Humanities	7,067	6,360	-10.0%	17,889	18,247	2.0%
3	Engineering (M.E.Sc.)	7,067	6,360	-10.0%	17,889	18,247	2.0%
4	Health & Rehabilitation Sciences	7,067	6,360	-10.0%	17,889	18,247	2.0%
5	Health Information Sciences	9,627	8,664	-10.0%	25,245	25,750	2.0%
6	Interdisciplinary Programs 	7,067	6,360	-10.0%	17,889	18,247	2.0%
7	Kinesiology	7,067	6,360	-10.0%	17,889	18,247	2.0%
8	Law/Studies in Law	11,521	10,368	-10.0%	26,749	26,749	0.0%
9	Media Studies	7,067	6,360	-10.0%	17,889	18,247	2.0%
10	Medicine (Basic Health Sciences)	7,067	6,360	-10.0%	17,889	18,247	2.0%
11	Music	7,067	6,360	-10.0%	17,889	18,247	2.0%
12	Nursing (M.Sc.)	8,488	7,639	-10.0%	25,245	25,750	2.0%
13	Science	7,067	6,360	-10.0%	17,889	18,247	2.0%
14	Social Science	7,067	6,360	-10.0%	17,889	18,247	2.0%
15	Masters Category 2						
16	C.S.D./O.T./P.T. (MPT)	12,549	11,294	-10.0%	30,167	31,675	5.0%
17	Dentistry (Orthodontics)	30,415	27,373	-10.0%	70,611	74,142	5.0%
18	Education (M.Ed)	12,086	10,877	-10.0%	30,167	31,675	5.0%
19	Engineering (M.Eng.)	12,086	10,877	-10.0%	30,167	34,692	15.0%
20	Environment & Sustainability	13,533	12,179	-10.0%	30,167	31,675	5.0%
21	Financial Economics	33,944	30,549	-10.0%	51,107	53,662	5.0%
22	Library & Information Science	12,086	10,877	-10.0%	30,167	31,675	5.0%
23	M.M. in Journalism & Communication	15,048	13,543	-10.0%	30,167	31,675	5.0%
24	M.N Nurse Practitioner	12,086	10,877	-10.0%	30,167	31,675	5.0%
25	Master of Data Analytics	25,898	23,308	-10.0%	44,597	46,827	5.0%
26	Master of Mgmt. of Applied Science	21,878	19,690	-10.0%	44,597	46,827	5.0%
27	Medicine (Family Medicine)	15,914	14,322	-10.0%	30,167	31,675	5.0%
28	Medicine (Pathology Assistant)	12,551	11,295	-10.0%	30,167	31,675	5.0%
29	Medicine (Public Health)	34,457	32,734	-5.0%	55,149	57,906	5.0%
30	Physical Therapy (M.Cl.Sc.)	12,086	10,877	-10.0%	30,167	31,675	5.0%
31	Doctoral						
32	Doctor of Musical Arts	7,067	6,360	-10.0%	7,067	6,360	-10.0%
33	Doctor of Education (EdD)	11,219	10,097	-10.0%	30,167	31,675	5.0%
34	PhD Programs	7,067	6,360	-10.0%	7,067	6,360	-10.0%

<a> The proposed 2019-20 rates are effective September 1, 2019.

 Includes Biomedical Engineering, Neuroscience, Theory & Criticism, and Popular Music & Culture

Table 13
SUMMARY OF ENROLMENT FORECAST

		Actual					Forecast				
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
1	Constituent University										
2	Full-Time Undergraduates										
3	Arts & Humanities	1,121	1,027	979	985	938	905	935	959	966	969
4	Business (HBA)	1,100	1,093	1,120	1,109	1,085	1,130	1,130	1,130	1,130	1,130
5	Dentistry	262	265	265	263	262	264	264	264	264	264
6	Education	657	286	653	747	716	668	668	668	668	668
7	Engineering	1,546	1,761	1,951	1,981	2,032	2,060	2,117	2,243	2,261	2,262
8	Health Sciences										
9	BHSc Program	1,163	1,179	1,199	1,189	1,227	1,233	1,281	1,278	1,277	1,294
10	Kinesiology	1,240	1,204	1,247	1,231	1,215	1,212	1,183	1,152	1,153	1,155
11	Nursing	835	868	903	960	969	969	966	957	957	957
12	Sub-Total	3,238	3,251	3,349	3,380	3,411	3,414	3,430	3,388	3,387	3,406
13	Law	486	474	482	478	480	468	468	468	468	468
14	Media, Information, & Tech	924	983	966	898	916	862	865	848	848	854
15	Medicine										
16	MD Program	683	684	682	699	685	684	684	684	684	684
17	BMedSci Program	892	881	928	1,021	1,000	1,000	970	970	970	970
18	Music	457	432	417	412	414	437	457	466	469	469
19	Science	4,606	4,679	4,826	4,948	5,143	5,190	5,256	5,282	5,281	5,296
20	Social Science	6,601	6,482	6,520	6,501	6,497	6,424	6,457	6,532	6,601	6,672
21	Total Full-Time Undergraduates	22,573	22,298	23,138	23,422	23,579	23,505	23,700	23,902	23,997	24,112
22	Concurrent Programs	200	255	233	231	247	250	250	250	250	250
23	Medical Residents	913	923	942	934	956	955	955	955	955	955
24	Full-Time Graduates										
25	Masters	3,146	3,276	3,431	3,750	3,734	3,869	3,971	4,009	4,044	4,084
26	Ph.D.	2,075	2,088	2,083	2,185	2,177	2,197	2,232	2,265	2,300	2,325
27	Total Full-Time Graduates	5,221	5,364	5,514	5,935	5,911	6,066	6,203	6,274	6,344	6,409
28	Total Full-Time Enrolment	28,907	28,840	29,827	30,522	30,693	30,776	31,108	31,381	31,546	31,726
29	Part-Time FTEs										
30	Undergraduate	2,123	2,226	2,084	2,012	2,061	2,100	2,100	2,100	2,100	2,100
31	Education (AQs)	607	595	499	401	456	440	440	440	440	440
32	Masters	99	79	89	95	114	120	120	120	120	120
33	Ph.D.	29	32	29	29	32	32	32	32	32	32
34	Total Part-Time FTEs	2,858	2,932	2,701	2,537	2,663	2,692	2,692	2,692	2,692	2,692
35	Total Constituent FTEs	31,765	31,772	32,528	33,059	33,356	33,468	33,800	34,073	34,238	34,418
36	Affiliated University Colleges										
37	Full-Time Undergraduates										
38	Brescia	1,269	1,327	1,329	1,306	1,392	1,405	1,440	1,485	1,532	1,535
39	Huron	1,144	1,062	979	882	1,038	1,075	1,136	1,184	1,203	1,211
40	King's	3,063	3,004	3,070	3,034	3,162	3,196	3,229	3,262	3,295	3,327
41	Total Full-Time Undergraduates	5,476	5,393	5,378	5,222	5,592	5,676	5,805	5,931	6,030	6,073
42	Part-Time Undergraduate FTEs										
43	Brescia	86	80	69	84	76	80	80	80	80	80
44	Huron	65	58	42	65	64	58	58	58	58	58
45	King's	277	260	232	234	254	231	231	231	231	231
46	Total Part-Time FTEs	428	398	343	383	394	369	369	369	369	369
47	Graduate FTEs										
48	Brescia	28	33	35	35	38	44	47	48	46	46
49	Huron	11	9	9	7	5	6	7	9	10	10
50	King's	33	29	41	48	50	60	60	60	60	60
51	Total Graduate FTEs	72	71	85	90	93	110	114	117	116	116
52	Total Affiliate FTEs	5,976	5,862	5,806	5,695	6,079	6,155	6,288	6,417	6,515	6,558
53	Total UWO FTEs	37,741	37,634	38,334	38,754	39,435	39,623	40,088	40,490	40,753	40,976

Table 13
SUMMARY OF ENROLMENT FORECAST

		Actual					Forecast				
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Rows 55 to 86 Included above										
54	International Students										
55	Constituent Full-Time										
56	Undergraduates	1,895	1,990	2,217	2,342	2,692	2,835	2,932	3,091	3,102	3,264
57	Medical Residents	134	136	134	123	142	140	140	140	140	140
58	Masters (excluding Ivey)	495	576	596	715	717	735	765	775	785	800
59	MBA (Regular), Ivey MSc	39	56	68	75	63	94	112	112	112	112
60	Executive MBA	35	24	2	1	4	0	0	0	0	0
61	Ph.D.	547	562	562	581	607	618	625	630	635	640
62	Affiliates										
63	Undergraduates	577	661	718	732	991	1,094	1,184	1,257	1,307	1,332
64	Masters	0	0	2	0	0	1	2	2	2	2
65	Year 1 Only										
66	Constituent										
67	Arts & Humanities	267	217	240	229	233	240	240	240	240	240
68	Engineering	511	637	598	571	588	610	610	610	610	610
69	Health Sciences										
70	BHSc Program	347	336	320	335	393	340	350	360	375	375
71	Kinesiology	386	335	350	318	304	320	320	320	320	320
72	Nursing	131	143	162	144	142	145	145	145	145	145
73	Media, Information, & Tech	336	350	304	245	263	250	250	260	260	260
74	MOS Program	857	794	861	769	819	800	820	835	850	850
75	Music	99	100	102	112	121	120	120	120	120	120
76	Science	1,474	1,445	1,599	1,551	1,680	1,625	1,635	1,650	1,650	1,650
77	Social Science	803	796	817	815	835	800	810	820	850	850
78	Total Year 1 - Constituent	5,211	5,153	5,353	5,089	5,378	5,250	5,300	5,360	5,420	5,420
79	Affiliated University Colleges										
80	Brescia	315	350	321	313	320	337	365	382	394	400
81	Huron	274	290	253	250	415	450	463	463	463	463
82	King's	740	774	777	788	834	845	853	861	869	877
83	Total Year 1 - Affiliates	1,329	1,414	1,351	1,351	1,569	1,632	1,681	1,706	1,726	1,740
84	Total UWO Year 1	6,540	6,567	6,704	6,440	6,947	6,882	6,981	7,066	7,146	7,160
85	Masters										
86	All Programs (excluding MBAs)	2,781	2,877	3,004	3,280	3,319	3,419	3,487	3,525	3,560	3,600
87	Ivey (excl EMBA)	161	208	255	265	241	275	310	310	310	310
88	Executive MBA	204	191	172	205	174	175	174	174	174	174

For Information

89	Year 1 Constituent International Students	527	508	618	638	855	680	730	790	850	850
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Table 14

WESTERN'S LONG-RANGE SPACE PLAN

Note: within each category, the projects are not prioritized

	Project	Type
	CATEGORY 1 -- Underway or Soon-to-Start	
1	Modernization of Thames Hall	Modernization
2	Weldon Library Modernization	Modernization
3	Biomedical Research Facility - Phase 1 of Medical School Project	New Construction
4	Ivey Spencer Leadership Centre Renewal and Expansion	New Construction / Modernization
5	Space/Facilities for Entrepreneurship Initiatives	New Construction
6	University-wide Infrastructure Projects (multiple stages)	New Construction / Modernization
7	Campus Sustainability and Energy Conservation Initiatives (multiple stages)	Modernization / Infrastructure
	CATEGORY 2 -- Projects in Various Planning Stages	
8	Space Realignment in the Natural Sciences Centre	Modernization / Adaptation
9	Indigenous Learning Spaces	Adaptation
10	Renewal/Replacement/Expansion of Medical School Facilities -- Future Phases	Modernization / New Construction
11	Multi-Level Parking Structures	New Construction
12	Space for Student Career Services	Adaptation
	CATEGORY 3 -- For Future Consideration -- if Funding Identified	
13	Renewal of Chemistry Facilities, Spencer Engineering Building, Elborn College, Talbot College	Modernization or Replacement
14	Social Sciences Centre Realignment/Expansion	Adaptation / Expansion
15	Renewal and/or Realignment of Library Facilities	Modernization
16	New Research Initiatives/Partnerships at the Research Parks	New Construction
17	Athletic Facilities -- Indoor and Outdoor	New Construction / Renewal
18	Residence Projects	Modernization
19	Asset Acquisitions	Acquisition

2019-20 Capital Budget

A. The Evolution of Capital Expenditures

The Capital Budget for 2019-20 should be seen in the context of both recent trends in capital spending and the University's proposed Long-Range Space Plan as outlined in Table 14 of the Operating Budget portion of this document. Table 15 sets out expenditures in the Capital Budget since 2015-16 in nine categories.

Category 1 shows all new construction, while categories 2 to 7 show renovations to existing space. Category 1 expenditures are usually funded from general University funds, the major exceptions being projects funded all or in part from external research grants, private funds, government, student contributions, and Housing construction – the latter being funded from the Housing budget. Categories 2 to 5 are funded primarily from general University funds and government, while category 6 is funded from Housing operations, and category 7 is funded by the particular Ancillary Unit undertaking the work. Categories 8 and 9 involve carrying costs and loan repayments, other expenditures such as purchases of land and buildings, and transfers from the capital budget for other purposes. Planned capital expenditures for 2019-20 total \$95.3 million.

Categories 2 to 5 involve **Maintenance, Modernization, and Infrastructure (MMI)** and are eligible to receive funds from the annual MMI transfer from the operating budget to the capital budget, which is budgeted to remain at \$15.5 million in 2019-20 (\$15.5 million in 2018-19). These are expenditures directed at modification of existing space and renewal and expansion of the utilities and infrastructure of the University.

In planning future expenditures on Maintenance, Modernization, and Infrastructure, it is useful to review the value of our current fixed assets on campus. At February 28, 2019, our buildings and infrastructure have a current replacement value (CRV) of approximately \$2,668 million, as follows:

	CRV (\$M)	Square Metres	Major Buildings
Major Non-Residential Buildings	1,874	559,172	72
Utilities and Infrastructure	239		
Subtotal, Eligible for MMI	2,113	559,172	72
Housing	437	257,546	15
Other Ancillary Buildings	118	42,479	8
Total	2,668	859,197	95

At February 28, 2019, the University had 559,000 gross square metres in 72 major non-residential buildings, ranging in size from the Cronyn Observatory (338 square metres) to the Social Science Centre (33,757 square metres). Those buildings, and \$239 million in utilities and infrastructure, are the physical assets generally eligible for MMI expenditures. On that same date, the University had 258,000 square metres of Housing space in eleven major undergraduate residences, four major apartment buildings, and numerous smaller buildings for graduate students in Platt's Lane Estates. Other than Housing, there are many buildings which are operated largely or entirely as ancillaries: Western Student Recreation Centre, Thompson Recreation and Athletic Centre, TD Stadium, Boundary Layer Wind Tunnel, Child Care Centre, the Ivey Spencer Leadership Centre, and facilities at the Research Parks.

With this background in mind, we briefly set out the nine categories of capital expenditures.

1. **New Construction.** This category includes projects which create new buildings, including housing, additions to existing buildings, and other new facilities such as parking structures or lots, power plants and athletic fields. It does not include projects which improve the space within existing buildings or projects which upgrade other existing facilities.
2. **Major Building Renovations.** This category involves major maintenance and renovation expenditures on non-residential building projects, with projects generally spanning more than one year. Given that 51% of the 559,000 square metres in major buildings was built before 1980, renovations to major buildings will continue to be a part of our capital planning.
3. **Utilities and Infrastructure Projects.** This category involves projects with values greater than \$10,000 directed at the upgrading and new installation of utilities and other infrastructure, including boilers, chillers, and electrical, water, and sewer distribution systems. Construction of a new Chiller Plant or major Power Plant expansion would be included in category 1. Given that most of our Utilities and Infrastructure plant and equipment is over thirty years old, these projects will continue to be a critical part of our capital budget. It is noted that proposed projects in this category include many that are devoted to the renewal of portions of our steam, water, and chilled water systems. Major projects in future years will include Central Power Plant upgrades, chiller capacity expansion, continued work on electrical distribution systems, and energy conservation initiatives.
4. **Modernization of Instructional and Research Facilities.** This category includes the renewal and modernization of classrooms, laboratories, libraries, and other space used for instruction and research, as well as upgrades to information technology. These expenditures are critical to maintaining Western's reputation as a leader in the quality of teaching and research. These projects are sometimes funded by the units themselves with operating or research funds.
5. **General Maintenance and Modernization Projects.** This category consists of a wide variety of maintenance and modernization projects which are not included in categories 2 to 4. Most of the projects are under \$100,000, involving such work as roof replacement, interior and exterior painting, road, bridge, and sidewalk repair, and general maintenance of structures and systems. A provision for unforeseen projects forms part of the allotment in this category.
6. **Housing Renovations.** This category includes all maintenance and modernization expenditures on University residences and apartment buildings. Construction of a new residence or apartment

building would be included in category 1. Maintenance and modernization expenditures, projected to be \$13.1 million in 2019-20, are funded from Housing revenues. Housing has always set aside adequate maintenance funds and does not have the significant deferred maintenance on its buildings which may be observed in many other University buildings.

7. **Ancillary Projects.** This category includes capital expenditures on Ancillaries other than Housing, including Hospitality Services, the Book Store, Parking Services, student fee-funded units, self-funded support units, and self-funded research units. These units pay a charge to the University for the space they occupy.
8. **Carrying Costs and Debt Repayments.** This category consists of principal repayments and interest on debt for capital projects.
9. **Other Capital Expenditures.** This category includes asset acquisitions and other miscellaneous expenditures. It has been an established principle in Western's Campus Master Plan that the University pursue, as appropriate, the purchase of lands contiguous to University property as lands become available. Western will continue to seek to protect the Regional Facilities zoning around the main campus and to buy land near our campus when it comes up for sale. The University will also look to acquire strategic physical assets.

The last twelve lines of Table 15 are labeled A to M. Line A shows total sources of funding for the capital budget, including debt; line B, sources of funds less expenditures; line C, the capital reserve at year-end; and line D, capital debt outstanding at year-end. Details on these items are shown in Tables 17 and 19. Annual changes in the capital reserve (line C) are driven by the differences between funding and expenditure (line B). Thus for 2017-18, line B shows a surplus of \$8,549, the difference between funding of \$110,681 and expenditures of \$102,132 (all figures in \$000). The accumulated capital reserve in line C increases by this same amount of \$8,549.

Line E shows the replacement value of non-residential buildings and utilities and infrastructure, the assets eligible for MMI spending, while line F shows the ratio of the annual MMI expenditure to the replacement value. For example, in 2017-18, MMI expenditures were \$36.3 million, while the estimated replacement value of non-residential buildings, utilities, and infrastructure was \$1.99 billion. The ratio of the two is 1.8%, as shown in line F.

Line G of Table 15 shows the annual transfer from the operating budget to the capital budget for Maintenance, Modernization, and Infrastructure (the MMI transfer). As part of the 1995 Strategic Plan, the Board of Governors approved an incremental annual base transfer of \$750,000 from operating to capital in support of maintenance spending for ten years, from 1996-97 to 2005-06. Since there was an existing transfer of \$500,000 in 1995-96, the annual transfer was \$8.0 million in 2005-06. In 2004, Western's Board of Governors approved the recommendation that the base transfer of \$750,000 be continued for another ten years after 2005-06 until 2015-16, when the annual transfer would be \$15.5 million. This commitment established Western as a leader among Canadian universities in maintaining its facilities and dealing with deferred maintenance. For 2009-10 and 2010-11, given the financial constraints faced by the University at that time, the Board approved the annual transfer be held at \$10.25 million. Since that time the base transfer has resumed. In 2019-20, the base transfer will be maintained at the current maximum annual transfer of \$15.5 million (2018-19, \$15.5 million).

Line H of Table 15 shows the ratio of the annual MMI transfer to total MMI expenditures; for example, in 2017-18, the transfer was \$15.5 million and MMI expenditures were \$36.3 million, so the ratio in line H is 42.8%. Other sources of funding for MMI expenditures include the annual capital facilities renewal grant from the Province (projected for 2018-19 and 2019-20 at \$4.6 million and \$4.6 million respectively), special Provincial grants, additional one-time allocations from the University's operating budget, one-time allocations from the Province, fundraising, and borrowing.

Line J contains an estimate of maintenance spending, defined narrowly as spending required to bring aging facilities up to their condition when originally built. In fact, whenever Western undertakes a major maintenance project, there is also modernization of the facility, and whenever we carry out a major modernization project, there is generally some maintenance expenditure; it is thus difficult to separate the two. Line J is calculated on the assumption that 2/3 of the expenditures in categories 2, 3, and 5 involve maintenance (the remaining 1/3 is modernization), while 1/3 of the expenditures in category 4 involve maintenance (the remaining 2/3 is modernization). While the ratio of maintenance to modernization would vary by project and by year, Facilities Management considers them a reasonable average for the four categories over a number of years.

The value of line J in 2017-18 is \$21.7 million, or 1.1% (line K) of the replacement value in that year. A standard target in industry for this ratio is 2.0%; if large buildings last an average of 50 years, then average maintenance spending should be 2.0% of replacement value. When the actual ratio is consistently lower than 2.0%, as has been the case at Western and most Canadian universities over the last three decades, the level of deferred maintenance will grow. As Western continues to renovate aging buildings, there will be years that deferred maintenance will decline.

Table 16 reviews major capital projects – and the projects are assigned to one of the nine categories. For most of the projects, the year and month of the start and end of the project are shown.

The projects listed in Table 16 are the result of an update to the Long-Range Space Plan outlined in Table 14 of the Operating Budget portion of this document. These projects include new construction that will create new student and research spaces, and major building renovations and utilities and infrastructure projects – reflecting the need to maintain and modernize Western's aging physical plant. With new building construction on campus continuing, Western is utilizing scarce developable land in the core campus. The Campus Master Plan, approved in June 2015, highlights the constraints in the amount of buildable land on our campus and the fact that new buildings are being constructed on parking lots – thus increasing the pressure on available parking. We are planning for the construction of parking structures in the periphery of campus – including siting, a funding plan, and the required parking fee rates to finance the structures. University-wide Infrastructure Projects are also included on Table 16. These projects cover upgrades to Western's central power plant, chiller facilities, and major electrical upgrades, and are typically comprised of multiple projects completed over a number of years.

B. Sources of Funding and Capital Expenditures in 2019-20

Table 17 displays sources of funding for budgeted capital expenditures with estimates of comparative data for 2018-19, divided into six major categories: federal, provincial and municipal government grants; funds transferred from Western's operating budget; interest earned; general fundraising; borrowing; and other sources, including internal recoveries. As compared to a decade ago, the University's capital budget is more dependent on transfers from the operating budget and debt.

Table 18 shows expenditures in categories 1 and 2 for 2018-19 (estimates as of January 31, 2019) and 2019-20 (current proposals).

Table 15
CAPITAL BUDGET SUMMARY, 2015-16 TO 2019-20
(\$000)

Category	Purpose	Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-19	Budget 2019-20
	New Construction					
1	New Construction (Table 18, line 11)	32,343	45,717	51,484	18,805	24,754
	Maintenance, Modernization, and Infrastructure (MMI)					
2	Major Building Renovations (Table 18, line 19)	4,737	15,789	18,924	12,551	20,563
3	Utilities and Infrastructure Projects	8,046	5,719	4,262	14,035	8,024
4	Modernization of Instructional and Research Facilities	6,640	7,816	7,543	6,688	9,308
5	General Maintenance and Modernization Projects	5,923	4,775	5,526	8,765	14,258
	Sub-Total MMI	25,346	34,099	36,255	42,039	52,153
	Other					
6	Housing Renovations	9,124	9,192	9,565	7,890	13,052
7	Ancillary Projects	2,239	1,170	1,776	924	400
8	Carrying Costs and Debt Repayments	4,702	4,453	2,964	2,250	4,500
9	Other Capital Expenditures	3,399	20	88	2,308	488
	Sub-Total Other	19,464	14,835	14,393	13,372	18,440
10	Total Expenditures	77,153	94,651	102,132	74,216	95,347

Line		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-19	Budget 2019-20
	Sources of Funding, Reserves, and Debt					
A	Total Sources of Funding, Including Debt (Table 17)	80,836	92,798	110,681	85,582	78,860
B	Sources of Funding less Expenditures	3,683	-1,853	8,549	11,366	-16,487
C	Capital Reserve, Year End (Table 19)	43,604	41,751	50,300	61,666	45,179
D	Capital Debt Outstanding, Year End (Table 19)	291,392	283,725	375,759	362,253	353,903
E	Replacement Value of Non-Residential Buildings, Utilities & Infrastructure, \$M	1,852	1,906	1,985	2,113	2,200
F	MMI Expenditures/Replacement Value	1.4%	1.8%	1.8%	2.0%	2.4%
G	Annual MMI transfer from Operating to Capital Budget	14,000	14,750	15,500	15,500	15,500
H	MMI transfer/MMI Expenditures	55.2%	43.3%	42.8%	36.9%	29.7%
J	Estimate of Maintenance Expenditure	14,684	20,127	21,656	25,797	31,666
K	Maintenance Expenditure/Replacement Value	0.8%	1.1%	1.1%	1.2%	1.4%
L	Number of Major Buildings	92	93	94	95	95
M	Total Gross Square Meters (000's)	836	843	854	859	859

Category 8 does not include carrying costs and loan repayments for Residences and Apartments, Research Park and Richard Ivey School of Business.

Line B is equal to Line A Total Sources of Funding less Total Expenses.

The change in line C from one year to the next is equal to Line B.

Line J consists of 2/3 of Category 2, 3 and 5 and 1/3 of Category 4.

Table 16
MAJOR CAPITAL PROJECTS

		Category	Start	End
1	<i>Projects Underway or Soon-to-Start</i>			
2	Modernization of Thames Hall	2	Jan 17	Jun 21
3	Weldon Library Modernization	2	tbd	tbd
4	Biomedical Research Facility -- Phase 1 of Medical School Project	1	Jan 17	Dec 21
5	Ivey Spencer Leadership Centre Renewal and Expansion	1&2	Nov 18	Dec 20
6	Space/Facilities for Entrepreneurship Initiatives	1	tbd	tbd
7	University-wide Infrastructure Projects (multiple stages)	1,3&5	May 19	tbd
8	Campus Sustainability and Energy Conservation Initiatives (multiple stages)	3&5	Ongoing	
9	<i>Projects in Various Planning Stages</i>			
10	Space Realignment in the Natural Sciences Centre	2	tbd	tbd
11	Indigenous Learning Spaces	2	tbd	tbd
12	Renewal/Replacement/Expansion of Medical School Facilities -- Future Phases	1&2	tbd	tbd
13	Multi-Level Parking Structures	1	tbd	tbd
14	Space for Student Career Services	2	tbd	tbd
15	<i>Projects for Future Consideration -- if Funding Identified</i>			
16	Renewal of Chemistry Facilities, Spencer Engineering Building, Elborn College, Talbot College	2	tbd	tbd
17	Social Sciences Centre Realignment/Expansion	1&2	tbd	tbd
18	Renewal and/or Realignment of Library Facilities	2	tbd	tbd
19	New Research Initiatives/Partnerships at the Research Parks	1	tbd	tbd
20	Athletic Facilities -- Indoor and Outdoor	1	tbd	tbd
21	Residence Projects	6	tbd	tbd
22	Asset Acquisitions	9	tbd	tbd

Table 17
CAPITAL BUDGET: SOURCES OF FUNDING
(\$000)

		Projected 2018-19	Budget 2019-20
1	Government Grants		
2	MTCU Annual Capital Grant (Facilities Renewal Program)	4,644	4,644
3	MTCU Graduate Expansion Capital Grant	3,921	3,893
4	MTCU/MOECC GGRP Innovation Fund	11,610	0
5	Federal Strategic Investment Fund (SIF)	7,454	0
6	Sub-Total	27,629	8,537
7	Operating Budget		
8	Operating Budget MMI Transfer - Base	15,500	15,500
9	Operating Budget MMI Transfer - Base (Ancillaries)	600	600
10	Operating Budget - Engineering Building Facilities Expansion/Renewal	8,694	8,154
11	Operating Budget - FRSF Transfer	3,000	3,000
12	Operating Budget - Medical School Innovation Hub	0	3,000
13	Operating Budget - Classroom Modernization	1,000	1,000
14	Operating Budget - CRC Transfer	910	790
15	Operating Budget - Weldon Library Modernization	15,000	0
16	Operating Budget - Space Realignment in Natural Sciences Centre to Create Student Spaces	10,000	0
17	Operating Budget - Western Wellness Centre (in Thames Hall)	10,000	0
18	Operating Budget - Open Space Strategy and Campus Safety Initiatives	2,000	0
19	Operating Budget - Energy Conservation Initiatives	1,000	0
20	Operating Budget - Improvements to Alumni Hall to Accommodate SRS and Relocate GU Spaces	1,000	0
21	Operating Budget - Planning for Future Projects	250	0
22	Operating Budget - Ivey Spencer Leadership Centre Renewal and Expansion	-500	0
23	Operating Budget - Modernization/Expansion of Talbot College	-719	0
24	Miscellaneous Faculty/Department Budgets	368	1,157
25	Sub-Total	68,103	33,201
26	Interest Earned	615	100

Table 17
CAPITAL BUDGET: SOURCES OF FUNDING
(\$000)

		Projected 2018-19	Budget 2019-20
27	Fundraising		
28	The Claudette MacKay-Lassonde Pavilion (Green Building)	1,990	0
29	Ivey Building	639	0
30	Western Fund	300	0
31	Sub-Total	2,929	0
32	Borrowing		
33	Long-Range Space Plan	-27,500	19,432
34	Sub-Total	-27,500	19,432
35	Other		
36	Student Contribution - Western Student Recreation Centre	1,326	1,365
37	Energy Conservation Incentives (Rebates)	350	500
38	Sports & Recreation Services - Indoor Track Surface Replacement	0	422
39	Sports & Recreation Services - Student Contribution for Artificial Turf Playing Fields	168	172
40	Projects Funded by Housing	7,890	13,052
41	Projects Funded by Units	3,148	1,679
42	Projects Funded by Ancillaries	924	400
43	Sub-Total	13,806	17,590
44	Total Sources of Funding	85,582	78,860

Table 18
CAPITAL EXPENDITURES FOR NEW CONSTRUCTION AND MAJOR BUILDING RENOVATIONS
2018-19 and 2019-20
(\$000)

		Projected 2018-19	Budget 2019-20
1	<i>Category 1: New Construction</i>		
2	Biomedical Research Facility - Phase 1 of Medical School Project	1,010	14,150
3	Ivey Spencer Leadership Centre Renewal and Expansion	228	6,009
4	Medical School Innovation Hub	387	2,612
5	Space/Facilities for Entrepreneurship Initiatives	50	1,700
6	Faculty of Education Courtyard Addition	3,278	145
7	North Chiller Plant	0	88
8	Amit Chakma Engineering Building	6,430	50
9	Ivey Building - Completion of Unfinished Space	7,082	0
10	Western Interdisciplinary Research Building	340	0
11	<i>Total, Category 1</i>	<i>18,805</i>	<i>24,754</i>
12	<i>Category 2: Major Building Renovations</i>		
13	Modernization of Thames Hall	5,326	11,598
14	Weldon Library Modernization	130	5,945
15	Renewal of Spencer Engineering Building	1,752	2,000
16	Space Realignment in Natural Science Centre to Create Student Spaces	0	750
17	Modernization of University College	4,453	270
18	Infectious Disease Pathogenesis and Imaging Facility	890	0
19	<i>Total, Category 2</i>	<i>12,551</i>	<i>20,563</i>

Table 19
CAPITAL RESERVES AND DEBT AT FISCAL YEAR END
(\$000)

		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-19	Budget 2019-20
1	A. Capital Reserves					
2	General Capital Fund	16,973	20,291	25,783	29,112	22,710
3	Designated Capital Fund	26,631	21,460	24,517	32,554	22,469
4	Total Capital Reserves	43,604	41,751	50,300	61,666	45,179

		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-19	Budget 2019-20
5	B. Capital Debt					
6	New Construction, Major Renovations & Other	96,681	61,970	51,141	2,007	26,164
7	Housing	132,437	120,247	107,003	88,346	73,839
8	Research Park	28,712	27,868	27,015	26,000	25,000
9	Unused and Invested Debenture Proceeds	33,562	73,640	190,600	245,900	228,900
10	Total Capital Debt	291,392	283,725	375,759	362,253	353,903

Line 2 includes the required \$6 million general capital reserve fund.

Line 3 includes fund balances for large capital projects.

Long-Term Financial Trends

The Operating and Capital Budgets set out in Tables 2 and 15 of this document describe proposed spending of some \$888 million for the single year of 2019-20. That spending will take place, however, in a longer term context which must be understood in evaluating the Operating and Capital Budgets. The Administration and Board have identified three elements of that longer term context which should be reviewed in the annual Budget of the University: capital reserves and debt, employee future benefits, and deferred maintenance. These three items are described below.

The long term context for Western changed in May 2007, when the University issued its first debenture for \$190 million. Western issued a further \$100 million debenture in December 2017. As part of this process, the University received a credit rating of AA from Standard & Poor's. This credit rating was reaffirmed in February of 2019. Part of the credit rating evaluation focused on a number of long-term obligations that the University manages on an ongoing basis, including the three which we review below.

A. Capital Reserves and Debt

Table 19 displays Capital Reserves and Debt for fiscal years ending April 30. Capital Reserves are divided into two categories:

- the General Capital Fund, which includes funds not yet designated for specific purposes and funds designated for future projects.
- the Designated Capital Fund, which has been assigned to specific capital projects.

The Designated Capital Fund includes the remaining funds from the sale of the Gibbons property. The University's intention is that when the Gibbons funds are spent, there will be naming opportunities to honor the Gibbons name.

Capital Debt is divided into the following categories:

- **New Construction, Major Renovations, Infrastructure, and Other** – represents debt on projects that are largely new construction, additions to existing buildings, other new facilities, non-residential projects that involve major maintenance, and renovations to existing space. It also includes debt on purchases of property.
- **Housing** – debt required for new construction, maintenance, and modernization projects for University residences and apartment buildings.
- **Research Park** – debt incurred by the Research Park.
- **Unused and Invested Debenture Proceeds** – unused proceeds from Western's debenture issues that have been committed and invested until the specific capital project requires the funding.

Capital Debt is viewed as a resource that can help the University advance its Long-Range Space and Campus Master Plans. As part of the overall management of capitalization, the University has significantly increased its Capital Debt, primarily through debenture issuances of \$190 million and \$100 million in 2007 and 2017, respectively, and by entering into a \$100 million fifteen-year facility in 2013 to finance a 1,000 bed residence and other capital projects. The Board of Governors has approved a Capital Debt Policy which outlines the principles used in guiding the University's overall capitalization and debt management strategy. The University regularly monitors its Capital Debt position and continues to utilize monitoring ratios as part of its management strategy. The table below shows the monitoring ratio of debt per FTE, along with selected revenue metrics, for the years ending April 30.

	FTE Enrolment	Debt (\$M)	Debt per FTE (\$)	Combined Revenue (\$M)*	Revenue per FTE (\$)	Debt / Revenue (%)
2015	31,765	299.0	9,412	1,137.2	35,800	26.3%
2016	31,772	291.4	9,170	1,125.2	35,415	25.9%
2017	32,528	283.7	8,722	1,253.1	38,524	22.6%
2018	33,059	375.8	11,369	1,253.7	37,923	30.0%
2019 p	33,356	362.3	10,858	1,191.8	35,730	30.4%

*2015-2017 information has been updated for comparability purposes to reflect reclassifications in revenues and expenses occurring in 2018

The projected debt is based on Board-approved projects with allowance for other projects which may be presented to the Board during the period under consideration.

B. Employee Future Benefits

Subject to eligibility rules set within various collective agreements, the University provides medical, dental, and life insurance benefits to eligible employees after their employment with Western has ended.

The obligation for these employee future benefits are projected by actuarial valuation every three years. In the years between valuations, an extrapolation of the actuarial valuation is used to determine the projected benefit obligations. At April 30, 2018, the University's accrued benefit liability relating to the employee future benefit plans was \$495 million (2017 - \$474 million).

Cost containment of active and post-retirement benefits have been a focus in previous negotiations. These design changes have included a reduction of the co-insurance, limitation on dependent coverage, and increased service requirements for benefits to vest.

Included in the University's 2018 Audited Combined Statement of Operations is an annual expense in the amount of \$21.8 million (2017 - \$28.9 million) for non-pension employee future benefits.

A recent review of major research universities identified only five institutions with significant post-employment benefit obligations greater than \$200 million, ranging from \$204 million to \$591 million

and an unweighted average of \$365 million. Western ranked second in total liability for employee future benefits. The ratio of obligations to total expenses ranged from 19.7% to 44.1% with an unweighted average of 29.3%.

Employee Future Benefits (EFB)

Obligation and Expense as a % of Total Expenditures: Years ending April 30, 2014 to 2018

	Obligation (\$M)	Expense (\$M)	Total University Expenses (\$M)*	EFB Obligation as % of Total	EFB Expense as % of Total
2014	401.7	23.2	1,054	38.1%	2.2%
2015	482.3	22.5	1,061	45.5%	2.1%
2016	525.7	25.4	1,079	48.7%	2.4%
2017	473.5	28.9	1,113	42.5%	2.6%
2018	495.3	21.8	1,122	44.1%	1.9%

*2014-2017 information has been updated for comparability purposes to reflect reclassifications in revenues and expenses occurring in 2018

C. Deferred Maintenance

Deferred Maintenance is defined as work on the maintenance of physical facilities that has been deferred on a planned or unplanned basis to a future budget cycle or postponed until funds become available. To avoid increasing the size of the deferred maintenance backlog, it is necessary to carry out replacement of facility components on an annual basis.

The estimates of deferred maintenance are different than estimates of debt or employee future benefits in the previous sections. There are actual contracts in place for the first two categories that allow us to make reasonable estimates. For deferred maintenance, that is not the case; therefore, we have to find other ways to quantify this liability. In 2001, a common capital-asset management system was purchased by the Ontario University system to assess, track, and report on the condition of facilities. The system requires that each major component of a building – roof sections, classrooms, heating, ventilation, air-conditioning systems and so on – be inspected, either entirely or on a sample basis. Data on the findings of these inspections are entered into a central database. The system uses industry-standard cost and lifecycle data to forecast the timing and costs of capital renewal projects. The Facilities Management Division estimates that (as of February 28, 2019) deferred maintenance at Western is \$224 million for non-residential buildings and \$35 million for residences. Slightly more than 55% of the deferred maintenance for non-residential buildings relates to mechanical, electrical, and infrastructure requirements. Other major components include maintenance driven by code requirements and maintenance for roofs and windows.

A common measure for determining the overall condition of facilities is the ratio of deferred maintenance over replacement value of the facilities. The calculation for February 28, 2019 is as follows:

	Non-Residential Buildings	Combined Residences
Current Replacement Value (CRV)	\$2,113 million	\$437 million
Deferred Maintenance (DM)	\$224 million	\$35 million
DM/CRV	10.6%	8.0%

The average age of buildings for universities in the Province of Ontario was 54 years as of March 2019. Western's average age is 39 years. Over 51% of our buildings were built before 1980. Western's residences are funded through rents which cover maintenance; the University has never had a problem with deferred maintenance on residences. A ratio of 10.6% (Deferred Maintenance/Current Replacement Value) for non-residential buildings indicates a significant need for maintenance funding.

If the average component of a large building lasts 50 years, then on average, maintenance spending should be 2.0% of replacement value. This level of spending is a standard target in the industry. When the actual ratio is consistently less than 2.0%, as has been the case at most Canadian universities, the volume of deferred maintenance will grow. Failure to adequately address deferred maintenance results in substandard facilities and could result in the failure of critical systems. Based on the current replacement value of our facilities at \$2.0 billion, spending on major maintenance for campus buildings at 2.0% should be in the range of \$40 million annually.

As part of the 1995 Strategic Plan, the Board of Governors approved an incremental annual base transfer of \$750,000 from operating capital in support of maintenance spending for ten years, from 1996-97 to 2005-06. In 2004, Western's Board of Governors approved the recommendation that the base transfer of \$750,000 be continued for another ten years after 2005-06, until 2015-16, when the annual transfer will be \$15.5 million. However, for 2009-10 and 2010-11, the annual transfer was maintained at \$10.25 million. For 2019-20, the base transfer will remain at the current maximum of \$15.5 million (2018-19, \$15.5 million).

As explained at the start of the Capital Budget, the maintenance transfer is used for Maintenance, Modernization, and Infrastructure (MMI). The administration is sometimes asked by faculty and staff if the MMI transfer is too large. As lines G and E in Table 15 show, the ratio of the MMI transfer to the current replacement value (CRV) of our nonresidential buildings, utilities, and infrastructure has been below 1% in recent years.

	Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-19	Budget 2019-20
MMI (\$M)	14.00	14.75	15.50	15.50	15.50
CRV (\$M)	1,852	1,906	1,985	2,113	2,200
Ratio	0.76%	0.77%	0.78%	0.73%	0.70%

Thus, the MMI transfer from the operating to the capital budget is less than half of the 2.0% required to keep deferred maintenance from growing. Continuation of this MMI transfer is essential to maintaining a safe and reliable campus infrastructure, which supports modern research and teaching, and sustains faculty, staff, and student morale.

Line J of Table 15 presents an estimate of maintenance spending from all sources, with maintenance defined as spending required to bring aging facilities up to their condition when originally built. During the five years, 2006-07 through 2010-11, the ratio was about 2.0%, so that the level of deferred maintenance was stabilized. The University reached the 2.0% ratio with one-time funds from the provincial and federal governments, and by borrowing. The estimated ratios for 2018-19 and 2019-20 will not reach the 2.0% target.

In 2017-18, the Province increased its annual facilities renewal grant to \$60 million (for Ontario's universities and colleges). Western's share of this \$60 million was \$3.5 million in 2017-18. While this increased support is welcome, the most recent assessment within the sector indicates the need for much larger investments (on an entirely different scale) to begin to restore to the condition of University facilities.



2019-20 Program Specific Fees and Other Supplemental Fees

March 31, 2019

Western University

Notes regarding 2019-20 Program-specific Tuition and Fees and Other Supplemental Fees

Table 1: Program-Specific Tuition

This table includes tuition fees that do not align with the standard structure of tuition fees outlined in Tables 11 and 12 of the Operating Budget document – and include concurrent programs, new programs, and graduate diploma programs.

Table 2: Program-Related Fees

This table includes program-related fees – including internship/placement fees, course materials fees, tuition deposits, and the health insurance plan for International Students.

Table 3: Application Fees

This table includes application fees for graduate programs, professional programs, and undergraduate exchange programs.

Table 4: Supplemental Fees and Other Charges

This table includes a variety of other fees including late registration fees, course cancellation/change fees, and charges for official documentation, supplemental exams, and photo identification.

Table 5: Business Foundation Course Material Fees

Reports the costs of custom course material fees (course packs and related) for all pre-HBA and HBA courses.

Table 1

2018-2019 and 2019-2020 PROGRAM-SPECIFIC TUITION FEES

			2018-19	2019-20	
			Amount	Amount	% change
1	Concurrent Programs				
2	HBA/BESc Program				
3	Entering After 2 Years of Engineering	<i>Domestic</i>	24,598.00	22,138.00	-10.0%
4	Entering After 3 Years of Engineering	<i>Domestic</i>	35,662.00	32,095.00	-10.0%
5	HBA/JD Program				
6	All Years	<i>Domestic</i>	32,784.00	29,505.00	-10.0%
7	HBA/BA-BSc Program				
8	Entering After 2 Undergraduate Years	<i>Domestic</i>	19,290.00	17,361.00	-10.0%
9	Entering After 3 Undergraduate Years	<i>Domestic</i>	31,003.00	27,902.00	-10.0%
10	JD/BA-BSc Program				
11	Entering After 2 Undergraduate Years	<i>Domestic</i>	17,334.00	15,600.00	-10.0%
12	Entering After 3 Undergraduate Years	<i>Domestic</i>	22,173.00	19,955.00	-10.0%
13	JD/BESc Program				
14	Entering After 2 Years of Engineering	<i>Domestic</i>	20,991.00	18,891.00	-10.0%
15	Entering After 3 Years of Engineering	<i>Domestic</i>	24,658.00	22,192.00	-10.0%
16	MBA/JD Program				
17	Note: 2018-19 = March 2019; 2019-20 = March 2020				
18	Year 1	<i>Domestic</i>	71,092.00	63,982.00	-10.0%
19	Years 2 and 3	<i>Domestic</i>	47,089.00	42,380.00	-10.0%
20	Year 1	<i>International</i>	92,613.00	97,243.00	5.0%
21	Years 2 and 3	<i>International</i>	64,573.00	67,801.00	5.0%
22	JD/MA-MSc Program				
23	Entering Before Year 1 Law	<i>Domestic</i>	24,699.00	22,229.00	-10.0%
24	Entering After Year 1 Law	<i>Domestic</i>	26,119.00	23,507.00	-10.0%
25	MBA/MEng Program				
26	Note: 2018-19 = March 2019; 2019-20 = March 2020				
27	Years 1 - 2	<i>Domestic</i>	53,505.00	48,154.00	-10.0%
28	After 2 years	<i>Domestic; per term</i>	17,834.00	16,050.00	-10.0%
29	Years 1 - 2	<i>International</i>	70,155.00	73,662.00	5.0%
30	After 2 years	<i>International; per term</i>	23,384.00	24,553.00	5.0%
31	AMBA/JD Program				
32	Note: 2018-19 = July 2018; 2019-20 = July 2019				

Table 1

2018-2019 and 2019-2020 PROGRAM-SPECIFIC TUITION FEES

			2018-19	2019-20	
			Amount	Amount	% change
33	Year 1	<i>Domestic</i>	46,320.00	41,688.00	-10.0%
34	Year 2	<i>Domestic</i>	38,250.00	34,425.00	-10.0%
35	Year 3	<i>Domestic</i>	38,250.00	34,425.00	-10.0%
36	Richard Ivey School of Business				
37	The rates shown below are program fees				
38	Business (MBA)	<i>Domestic</i>	92,500.00	83,250.00	-10.0%
39	Business (MBA)	<i>International</i>	106,500.00	111,750.00	4.9%
40	Business (MSc In Management)	<i>Domestic</i>	42,500.00	38,250.00	-10.0%
41	Business (MSc In Management)	<i>International</i>	60,500.00	65,000.00	7.4%
42	Business (MGMT/CEMS)	<i>Domestic</i>	48,000.00	43,200.00	-10.0%
43	Business (MGMT/CEMS)	<i>International</i>	66,000.00	70,000.00	6.1%
44	Tuition, Executive MBA Program- Canada - - September 2019 Intake	<i>total for 3 terms</i>	110,000.00	115,000.00	4.5%
45	Tuition, AMBA (Accelerated MBA) (Domestic) -- July 2020 Intake		55,650.00	50,085.00	-10.0%
46	Tuition, AMBA (Accelerated MBA) (International) -- July 2020 Intake		64,000.00	67,250.00	5.1%
47	Tuition, MBA (Advanced Standing) (Domestic) -- Jan 2020 Intake	<i>new</i>		83,000.00	
48	GDip in Management				
49	If taken in Canada	<i>new</i>			
50	Per Module (1-4)	<i>Fees in Canadian Dollars</i>		4,000.00	
51	Term 5	<i>Fees in Canadian Dollars</i>		5,200.00	
52	Entry Assessment	<i>Fees in Canadian Dollars</i>		1,300.00	
53	If taken in Hong Kong				
54	Per Module (1-4)	<i>Fees in U.S Dollars</i>		3,000.00	
55	Term 5	<i>Fees in U.S Dollars</i>		4,000.00	
56	Entry Assessment	<i>Fees in U.S Dollars</i>		1,000.00	
57	Faculty of Education				
58	Tuition - Post Graduate Certificate in Education	<i>per course</i>	250.00	250.00	0.0%
59	3-Part Additional Qualification	<i>per course</i>	675.00	675.00	0.0%
60	Additional Basic Qualification	<i>Domestic, per course</i>	675.00	675.00	0.0%
61	Additional Basic Qualification	<i>International, per course</i>	1,350.00	1,350.00	0.0%
62	Honor Specialist	<i>per course</i>	725.00	725.00	0.0%
63	Technology Studies	<i>per course</i>	725.00	725.00	0.0%
64	Certificate of Unified English Braille Competence (non-credit)	<i>per level</i>	325.00	325.00	0.0%

Western University

Table 1

2018-2019 and 2019-2020 PROGRAM-SPECIFIC TUITION FEES

			2018-19	2019-20	
			Amount	Amount	% change
65	Master of Professional Education (MPed)				
66	Domestic Students				
67	All Fields	<i>per course</i>	3,022.00	2,719.00	-10.0%
68	International Students				
69	TOESL Field	<i>per course</i>	3,771.00	3,959.00	5.0%
70	All Other Fields	<i>per course</i>	3,022.00	3,022.00	0.0%
71	Faculty of Engineering				
72	University Network of Excellence in Nuclear Engineering Program	<i>10 courses or 8 courses and project</i>	25,000.00	22,500.00	-10.0%
73	Advanced Design and Manufacturing Institute (ADMI) Engineering Program	<i>9 courses; per course fee</i>	2,700.00	2,430.00	-10.0%
74	Faculty of Health Science				
75	Compressed Nursing Program				
76	Years 3 and 4, Summer	<i>Domestic</i>	3,361.50	3,025.00	-10.0%
77	Yr 3, Summer	<i>International</i>	18,443.00	19,918.00	8.0%
78	Yr 4, Summer	<i>International</i>	17,759.50	19,181.00	8.0%
79	Year 3 and 4, Fall/Winter	<i>Domestic</i>	6,723.00	6,050.00	-10.0%
80	Yr 3, Fall/Winter	<i>International</i>	36,886.00	39,836.00	8.0%
81	Yr 4, Fall/Winter	<i>International</i>	35,519.00	38,361.00	8.0%
82	Combined Health Professional Masters and PhD				
83	All Years	<i>Domestic</i>	12,549.00	11,294.00	-10.0%
84	All Years	<i>International</i>	30,167.00	31,675.00	5.0%
85	Graduate Diploma in Applied Health Sciences	<i>Domestic; per-course tuition fee</i>	1,500.00	1,575.00	5.0%
86	Graduate Diploma in Applied Health Sciences	<i>International; per-course tuition fee</i>	2,900.00	3,045.00	5.0%
87	Faculty of Law				
88	Graduate Diploma in Mining Law, Finance and Sustainability	<i>Domestic; per-course tuition fee</i>		2,250.00	
89	Graduate Diploma in Mining Law, Finance and Sustainability	<i>International; per-course tuition fee</i>		3,500.00	
90	Faculty of Medicine and Dentistry				
91	MSc in Clinical Medical Biophysics	<i>Domestic</i>	12,549.00	11,294.00	-10.0%
92	MSc in Clinical Medical Biophysics	<i>International</i>	30,167.00	31,675.00	5.0%
93	Internationally Trained Dentistry Program	Year 3 (plus full-time ancillary and supplementary fees)	56,000.00	56,000.00	0.0%
94	Internationally Trained Dentistry Program	Year 4 (plus full-time ancillary and supplementary fees)	55,500.00	55,500.00	0.0%
95	International Medical Trainees	<i>includes Saudi Trainees</i>	100,000.00	100,000.00	0.0%
96	Dentistry, PLA Wk Internationally Trained Dentistry		1,600.00	1,600.00	0.0%

Table 1

2018-2019 and 2019-2020 PROGRAM-SPECIFIC TUITION FEES

			2018-19	2019-20	
			Amount	Amount	% change
97	Faculty of Music				
98	Music Recording Arts, All Years - Domestic tuition	<i>compressed prgm with Fanshawe</i>	7,682.00	6,914.00	-10.0%
99	Music Recording Arts - Year 1 - International tuition	<i>compressed prgm with Fanshawe</i>	31,502.00	34,022.00	8.0%
100	Music Recording Arts - Year 2 - International tuition	<i>compressed prgm with Fanshawe</i>	30,335.00	32,762.00	4.0%
101	Music Recording Arts - Year 3 - International tuition	<i>compressed prgm with Fanshawe</i>	29,212.00	31,548.00	4.0%
102	Faculty of Social Science				
103	Graduate Diploma in Public Administration				
104	per-course tuition	<i>Domestic</i>	1,022.00	920.00	-10.0%
105	per-course tuition	<i>International</i>	4,333.00	4,420.00	2.0%
106	Undergraduate Diploma in Public Administration	<i>per half course</i>	808.00	727.00	-10.0%
107	School of Graduate and Postdoctoral Studies				
108	Graduate Diploma in Accounting				
109	Summer program	<i>Domestic, 1 term</i>	9,000.00	9,000.00	0.0%
110	Summer program	<i>International, 1 term</i>	16,000.00	16,000.00	0.0%
111	Continuing Studies				
112	Trois Pistoles French Immersion School:				
113	Summer (\$1,210.14 tuition, \$972.55 r&b, \$617.31 immersion)	<i>Domestic Bursary</i>	2,800.00	2,800.00	0.0%
114	Summer (\$1,210.14 tuition, \$972.55 r&b, \$617.31 immersion)	<i>Domestic Non-Bursary</i>	2,675.00	2,800.00	4.7%
115	Summer (\$6,208.49 tuition, \$972.55 r&b, \$972.55 immersion)	<i>International</i>	7,079.00	7,663.89	8.3%
116	<i>The % increase figures are calculated on the previous year of study in the previous academic year; for example, the % increase for year 4 is the increase over the year 3 tuition in the previous academic year.</i>				
117	*NOTE* Any student registered in course(s) over and above those specified as program requirements shall be assessed tuition on a per-course basis for those non-required courses.				
118	Per-Course Tuition Fees				
	<i>First Entry Programs:</i>				
119	<ul style="list-style-type: none"> Tuition per full course is one-fifth (20%) of full program tuition for the respective program. Tuition per full audited course is one-tenth (10%) of full program tuition for the respective program. 				
120	<i>Law:</i> Tuition per full course is one-fifth (20%) of full program tuition.				
121	<i>Medicine/Dentistry:</i> Tuition will be set by special arrangement.				
122	<i>Graduate Programs:</i> Tuition per term is one-half (50%) of full-time tuition for the respective program.				
	<i>PhDLIS/MLIS Program:</i>				
123	<ul style="list-style-type: none"> Tuition per full course will be 30% of full-time (per term) tuition for the respective program or one tenth (10%) of full-time (annualized) tuition for the respective program. For example, MLIS annual tuition for Domestic students is \$10,877 for 2019-20. Tuition for one course is \$1,087.7. Tuition for two (2) courses will be one-half (50%) of full-time (per term) tuition for the respective program or one-sixth (16.7%) of full-time (annualized) tuition for the respective program. For example, MLIS annual tuition for Domestic students is \$10,877 for 2019-20. Tuition for two courses is \$1,816.5. 				

Table 2
2019-2020 PROGRAM-RELATED FEES

			2018-19 Amount	2019-20 Amount
1	Faculty of Arts and Humanities			
2	Student Donation		50.00	50.00
3	Visual Arts Field Trip Fee	<i>Applicable to specific courses</i>	45.00	45.00
4	1020 Safety Kit & Materials Fee		30.00	30.00
5	Photography 1&2 Materials Fee		30.00	30.00
6	236 Printmaking Materials Fee		90.00	90.00
7	330 Printmaking Materials Fee		140.00	140.00
8	Printmaking Silk Screen Fee		40.00	40.00
9	Workshop Fees		20.00	20.00
10	Sculpture 1 & 2 Workshop Materials Fee		80.00	80.00
11	Toronto: Culture and Performance field trip fee	<i>new; Theatre Studies 3581F/English 3581F/ArtHum 3393F</i>		150.00
12	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>new; one instalment</i>		125.00
13	Internship Fee - (Professional Internship) - 4 month work term	<i>new; one instalment</i>		125.00
14	Continuing Studies			
15	Tuition Deposit for Diploma Programs in: Not for Profit Management, Clinical Trials Management, Occupational Health & Safety Management, Public Relations, Pedorthics, Marketing, Human Resources, Computer Science	<i>non-refundable</i>	250.00	250.00
16	Faculty of Education			
17	Tuition Deposit - B.Ed./Dip.Ed.	<i>non-refundable</i>	500.00	500.00
18	Tuition Deposit - Add'l Qualifications (per full course)	<i>non-refundable</i>	100.00	100.00
19	Tuition Deposit - All Graduate programs	<i>non-refundable</i>	250.00	250.00
20	Deferral Fee - All Graduate programs	<i>admission deferral, non-refundable</i>	250.00	250.00
21	Practicum Supports B.Ed./Dip. Ed.	<i>Year 1</i>	462.00	454.00
22	Practicum Supports B.Ed./Dip. Ed.	<i>Year 2</i>	416.00	424.00
23	Student Donation		30.00	30.00
24	Technology AQ Facility Fee	<i>to rent space & equipment needed for course EDTECH 5677</i>	75.00	75.00
25	Faculty of Engineering			
26	Industry Internship Program	<i>Canadian</i>	2,276.83	2,049.00
27	Industry Internship Program	<i>International</i>	5,700.67	6,156.67
28	Industry Internship Deposit	<i>non-refundable</i>	100.00	100.00

Table 2
2019-2020 PROGRAM-RELATED FEES

			2018-19 Amount	2019-20 Amount
29	Summer Co-op Program	<i>Western sourced position</i>	300.00	300.00
30	Summer Co-op Program	<i>student sourced position</i>	100.00	100.00
31	Summer Co-op Program Deposit	<i>non-refundable</i>	100.00	100.00
32	Fanshawe Externship Program		400.00	400.00
33	M.Eng Tuition Deposit	<i>new; non-refundable</i>		500.00
34	Student Donation		100.00	100.00
35	Undergraduate Student Laboratory Endowment Fund		50.00	50.00
36	Exchange Programs For information on fees for the International Study Centre, please contact Western International at exchange@uwo.ca or call (519) 661-2111 ext. 89309 Incoming Exchange, Fees Payable to Western: <ul style="list-style-type: none"> • <i>Full or half year:</i> bus pass, Western One card, and UHIP for International Students Outgoing Exchange, Fees Payable to Western: <ul style="list-style-type: none"> • <i>Full Year:</i> full program tuition fees, USC health and dental plans • <i>Half Year at Western:</i> full program tuition fees, USC health plan and dental plans, bus pass, half of full-time ancillary fees • <i>Half Year not at Western:</i> half of full-time tuition fees, USC health and dental plans 			
37	School of Graduate and Postdoctoral Studies			
38	MLIS Co-op Placement	<i>Applicable to specific courses</i>	618.00	618.00
39	PhDLIS Co-op Placement	<i>Applicable to specific courses</i>	618.00	618.00
40	Physical Therapy MCISc Clinical Mentorship		1,500.00	1,500.00
41	Accelerated Masters in Geology	<i>field school course; refundable upon successful completion of course</i>	1,600.00	1,600.00
42	Accelerated Masters in Geophysics		1,600.00	1,600.00
43	Master of Environment and Sustainability (MES)	<i>placement costs</i>	2,190.00	2,440.00
44	Master of Management of Applied Science Internship Fee	<i>placement costs</i>	3,000.00	3,000.00
45	Master of Data Analytics	<i>placement costs</i>	3,000.00	3,000.00
46	Faculty of Health Science (CSD, Nursing, OT, PT, Health Studies, Kinesiology)			
47	Graduate Professional Programs Tuition Deposit fee		500.00	500.00
48	School of Health Studies			
49	Course fee: Aging Globally, Lessons from Scandinavia	<i>optional</i>	2,500 - 3,500	2,500 - 3,500
50	Student Donation (<i>Student Opportunity Fund</i>)		100.00	100.00

Table 2
2019-2020 PROGRAM-RELATED FEES

			2018-19 Amount	2019-20 Amount
51	School of Kinesiology			
52	Holster Kit Fee	<i>Applicable to specific courses</i>	110.00	120.00
53	Student Donation (<i>Student Opportunity Fund</i>)		100.00	100.00
54	Loire Valley (France) Bicycle Tour (Kin 3300B)		2,500.00	2,500.00
55	Kinesiology - Taping supplies	<i>optional, for students in Kinesiology 3336A/B only</i>	75.00	85.00
56	Kinesiology - Tophat interactive learning tool	<i>for students in Kinesiology 2032</i>	26.00	26.00
57	Kinesiology - First responder certification training	<i>for students in Kinesiology 4585</i>	425.00	425.00
58	School of Kinesiology AND School of Health Studies			
59	Internship fee: 4 month work term	<i>paid in one installment</i>	450.00	450.00
60	Internship fee: 8 month work term	<i>paid in two installments</i>	700.00	700.00
61	Internship fee: 9-12 month work term	<i>paid in three installments</i>	950.00	950.00
62	Internship fee: 13-16 month work term	<i>paid in three installments</i>	1,200.00	1,200.00
63	School of Nursing			
64	Student Donation (<i>Student Opportunity Fund</i>)		100.00	100.00
65	School of Occupational Therapy			
66	Fit mask testing and Immunization check	<i>applicable to students in Year 1 of MSc(OT) program</i>	80.00	80.00
67	School of Communication Sciences and Disorders			
68	Laboratory and Clinic Kit fee		300.00	300.00
69	Faculty of Information and Media Studies			
70	Internship Fee, MIT, Academic Internship		103.00	125.00
71	Internship Fee, MIT, non-academic, Short Term Internship	<i>non-refundable</i>	309.00	309.00
72	Internship Fee, MIT, non-academic, Long Term Internship	<i>non-refundable</i>	772.50	772.50
73	Internship Fee, MMJC, non-academic, Third-Term Internship		103.00	103.00
74	Tuition Deposit, MMJC	<i>non-refundable</i>	412.00	412.00
75	Tuition Deposit, Library and Info. Science (Graduate)	<i>non-refundable</i>	412.00	412.00
76	Student Donation		50.00	50.00
77	Faculty of Law			
78	Computer Access Fee		75.00	75.00
79	Tuition Deposit, JD program, Year 1 only	<i>non-refundable</i>	500.00	500.00

Western University

Table 2
2019-2020 PROGRAM-RELATED FEES

			2018-19 Amount	2019-20 Amount
80	Tuition Deposit, LLM and MSL programs, new students only	<i>non-refundable</i>	500.00	500.00
81	International Law Capstone Course field trip fee; Ottawa	<i>optional</i>	500-600	500-600
82	International Business Negotiations Course field trip fee; Ghent, Belgium	<i>optional</i>	1,700-2,200	1,700-2,200
83	International Organizations Course field trip fee; Washington/NY	<i>optional</i>	1,000-1,600	1,000-1,600
84	Symposium Fee		35.00	35.00
85	Faculty of Medicine and Dentistry			
86	Dental Kits	<i>Year 1</i>	15,820.00	15,000.00
87	Dental Kits	<i>Year 2</i>	16,400.00	16,700.00
88	Dental Kits	<i>Year 3</i>	3,400.00	3,400.00
89	Dental Kits	<i>Year 4</i>	650.00	550.00
90	Internationally Trained Dentists Program - Dental Kits	<i>Year 3</i>	28,900.00	29,800.00
91	Internationally Trained Dentists Program - Dental Kits	<i>Year 4</i>	650.00	550.00
92	Tuition Deposit, Dentistry, Year 1 only	<i>\$500 non-refundable</i>	1,000.00	1,000.00
93	Tuition Deposit, Dentistry, Year 3, Internationally Trained Dentistry (Tuition deposit \$4,950, Instrument deposit \$5,000)	<i>\$500 non-refundable tuition deposit instrument deposit non-refundable</i>	9,950.00	9,950.00
94	Tuition Deposit, Medicine, Year 1 only	<i>\$500 non-refundable</i>	1,000.00	1,000.00
95	Tuition Deposit, Masters of Public Health	<i>\$500 non-refundable</i>	1,000.00	950.00
96	Visiting Medical Elective, Canadian Universities	<i>per elective</i>	100.00	100.00
97	Visiting Medical Elective, International Universities	<i>per elective</i>	1,050.00	1,050.00
98	Student Donation, Undergraduate BMSc	<i>opt out option</i>	75.00	75.00
99	Student Donation, Dentistry Clinic Endowment Fund	<i>opt out option</i>	100.00	100.00
100	Faculty of Music			
101	Music Lesson (2 term total)	<i>Applicable to specific courses</i>	2,200.00	2,200.00
102	Music - Audition Fee		60.00	60.00
103	Music - Opera Workshop Fee		75.00	75.00
104	Music - Music Education Instrument Fee		40.00	40.00
105	Music Performance String Instrument Bank Fee		125.00	125.00
106	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>new; one instalment</i>		125.00
107	Student Donation (Gift Fund)	<i>opt out option</i>	100.00	100.00

Table 2
2019-2020 PROGRAM-RELATED FEES

			2018-19 Amount	2019-20 Amount
108	Richard Ivey School of Business			
109	Tuition Deposit, MBA	<i>\$500 non-refundable</i>	5,000.00	5,000.00
110	Tuition Deposit, Executive MBA Program (Canada)	<i>non-refundable</i>	3,000.00	3,000.00
111	Executive MBA Program (Canada) Cancellation fee (withdrawal from program within 30 days of the program start date)	<i>non-refundable</i>	5,000.00	5,000.00
112	Tuition Deposit, HBA	<i>\$500 non-refundable</i>	2,000.00	2,000.00
113	Tuition Deposit, MSc program	<i>\$500 non-refundable</i>	2,000.00	2,000.00
114	Tuition Deposit, PhD	<i>non-refundable</i>	300.00	300.00
115	Course Material Fees, MBA		2,632.00	2,749.00
116	Course Material Fees, MBA (exchange students)		420.00	437.50
117	Course Material Fees, JD/MBA		2,340.00	2,435.00
118	Course Material Fees, Accelerated MBA		1,252.00	1,454.00
119	MSc Course Material Fees	<i>charged in Fall and Winter terms</i>	500.00	525.00
120	Pre Business Custom Course Material Fees	<i>See Ivey Custom Course Material Fees 2019-2020</i>		
121	HBA 1 Custom Course Material Fees	<i>See Ivey Custom Course Material Fees 2019-2020</i>		
122	HBA 2 Custom Course Material Fees	<i>See Ivey Custom Course Material Fees 2019-2020</i>		
123	Faculty of Science			
124	<i>For internships commencing May 2016 and beyond:</i>			
125	Internship Fee - 4 month work term	<i>one instalment</i>	450.00	450.00
126	Internship Fee - 8 month work term	<i>2 installments of \$350 each</i>	700.00	700.00
127	Internship Fee - 12 month work term	<i>three installments of approx \$316.67 each</i>	950.00	950.00
128	Internship Fee - 16 month work term	<i>four installments of \$300 each</i>	1,200.00	1,200.00
129	Student Donation		75.00	75.00
130	Faculty of Social Science			
131	MOS 4410 Strategic Management Hong Kong field trip fee	<i>approximate cost; optional</i>	1,800.00	1,800.00
132	<i>For internships commencing May 2016 and beyond:</i>			
133	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>new; one instalment</i>		125.00
134	Internship Fee - 4 month work term	<i>one instalment</i>	450.00	450.00
135	Internship Fee - 8 month work term	<i>2 installments of \$350 each</i>	700.00	700.00
136	Internship Fee - 12 month work term	<i>three installments of approx \$316.66 each</i>	950.00	950.00

Western University

Table 2
2019-2020 PROGRAM-RELATED FEES

			2018-19 Amount	2019-20 Amount
137	Internship Fee - 16 month work term	<i>four installments of \$300 each</i>	1,200.00	1,200.00
138	Student Donation		50.00	50.00
139	General			
140	Admission Deferral Deposit	<i>non-refundable</i>	250.00	250.00
141	Tuition Deposit, Full-time Undergraduates	<i>\$250 refundable</i>	500.00	500.00
142	Tuition Deposit, Part-time Undergraduates	<i>\$50/\$25 refundable per full/half course</i>	100.00	100.00
143	University Health Insurance Plan for International Students			
144	Undergraduates, Full-time and Part-time	<i>12 month term</i>	624.00	TBD
145	Graduates, excluding MBA	<i>per term</i>	208.00	TBD
146	Graduates, MBA	<i>12 month term</i>	624.00	TBD
147	Exchange students	<i>per term</i>	208.00	TBD

Western University

Table 3
2019-2020 APPLICATION FEES

			2018-19 Amount	2019-20 Amount
1	Undergraduate Programs			
2	Arts and Humanities - Application fee for Student Service Learning Option in Cuba	<i>Spanish 2200 or 3300</i>	60.00	60.00
3	Arts and Humanities - Application fee for summer study at University of Holguin Oscar Lucero Moya in Cuba	<i>academic credit via Letter of Permission</i>	60.00	60.00
4	Arts and Humanities - Application fee for Barcelona study abroad	<i>Spanish 2100: Barcelona: Culture through the ages</i>	50.00	50.00
5	Arts and Humanities - Visual Arts Portfolio Application Fee	<i>BFA Studio Arts; USD</i>	12.00	12.00
6	Dentistry		275.00	275.00
7	Dentistry International Student Application		275.00	275.00
8	Dentistry: Advanced Standing Dentistry Application		275.00	275.00
9	Dentistry: Internationally Trained Dentist Program Application		275.00	275.00
10	Education, B.Ed./Dip.Ed.		80.00	80.00
11	Engineering, Leadership and Innovation Certificate	<i>change in name from Technological Entrepreneurship Certificate</i>	50.00	50.00
12	Exchange programs: Western International Exchange, Study Abroad, Internship, Research & Summer programs		55.00	55.00
13	Exchange programs, Faculty of Law		55.00	55.00
14	French Immersion Application Fee	<i>non-refundable</i>	275.00	275.00
15	Part-time Application Fee		61.00	64.00
16	Law		100.00	100.00
17	Medicine		125.00	125.00
18	Social Science - Diploma in Public Administration		75.00	75.00
19	Social Science - Diploma in Public Administration, Late Application		100.00	100.00
20	Richard Ivey School of Business			
21	HBA		125.00	125.00
22	HBA Academic Excellence Opportunity Program		125.00	125.00
23	HBA Late Application Fee		250.00	250.00
24	HBA Academic Excellence Opportunity Late Application Fee		250.00	250.00
25	Continuing Studies			
26	Application Fee due at time of submission for Diploma Program in: Not for Profit Management, Clinical Trials Management, Occupational Health & Safety Management, Public Relations, Pedorthics, Marketing, Human Resources, Computer Science	<i>non-refundable</i>	100.00	100.00
27	Graduate Programs			

Western University

Table 3
2019-2020 APPLICATION FEES

			2018-19 Amount	2019-20 Amount
28	Communication Sciences and Disorders (M.CL.Sc.)		245.00	245.00
29	Ivey EMBA Hong Kong Program		1,500.00	1,500.00
30	Ivey MBA		150.00	150.00
31	Ivey MSc		100.00	100.00
32	Occupational Therapy M.Sc. (OT)		245.00	245.00
33	Orthodontics		250.00	250.00
34	Physical Therapy (MPT)		245.00	245.00
35	All other graduate programs		120.00	120.00

Western University

Table 4

2019-2020 SUPPLEMENTAL FEES AND OTHER CHARGES

			2018-19 Amount	2019-20 Amount
1	Course Cancellation/Change Fees			
2	Full-time Undergraduates - excl. Yr 1 Dentistry, Yr 1 Medicine and HBA		345.00	360.00
3	Full-time Undergraduates - Year 1 Dentistry, Year 1 Medicine		1,365.00	1,420.00
4	Part-time Undergraduates	<i>per full course</i>	69.00	72.00
5	Part-time Undergraduates	<i>per half course</i>	34.50	36.00
6	Education - B.Ed./Dip.Ed.		336.00	350.00
7	Education - Additional Qualifications		100.00	100.00
8	Law - JD, First year only		500.00	500.00
9	Law - LLM and MSL programs		500.00	500.00
10	EMBA	<i>if withdrawing up to 30 days from start of session</i>	5,000.00	5,000.00
11	HBA		618.00	645.00
12	MSc in Management		618.00	645.00
13	Identification Cards			
14	Photo Identification Card (Western ONEcard)		31.00	32.00
15	Photo Identification Replacement		31.00	32.00
16	Late Payment Charges: based on overdue balance on new consolidated account including tuition and residence charges (Fall 2019)			
17	Fall/Winter Non-Graduate (<i>per instalment</i>)	<i>Overdue balance up to \$1,500</i>	from 74.50 to 401.00	80.00
	Graduate (<i>per term</i>)			
	International, Canadian and Permanent Residents (<i>per instalment</i>)	<i>\$1,500-\$4,000</i>		156.00
	<i>*Excluding those in programs listed below</i>	<i>\$4,000-\$8,000</i>		250.00
	<i>*All outstanding balances to be paid by OSAP are deferred without penalty</i>	<i>\$8,000 +</i>		430.00

Western University

Table 4

2019-2020 SUPPLEMENTAL FEES AND OTHER CHARGES

			2018-19 Amount	2019-20 Amount
18	HBA, MBA (<i>per instalment</i>) Medicine (<i>per instalment</i>) Dentistry (<i>per instalment</i>) Law (<i>per instalment</i>) <i>includes combined programs</i> <i>*All outstanding balances to be paid by OSAP are deferred without penalty</i>	<i>Overdue balance up to \$8,000</i>	from 401.00 to 1,096.00	275.00
		<i>\$8,000- \$16,000</i>		550.00
		<i>\$16,000- \$25,000</i>		860.00
		<i>\$25,000 +</i>		1,200.00
19	Summer Non-Graduate International (<i>per instalment</i>) Summer Non-Graduate Canadian and Permanent Residents (<i>per instalment</i>) <i>*All outstanding balances to be paid by OSAP are deferred without penalty</i>	<i>Overdue balance up to \$700</i>	from 74.50 to 350.50	80.00
		<i>\$700-\$2,000</i>		156.00
		<i>\$2,000-\$5,000</i>		220.00
		<i>\$5,000+</i>		380.00
20	Graduate Delinquent Account charge (excluding MBA & Orthodontics)	<i>per term</i>	149.00	156.00
21	Late Registration Fees			
22	Full-time Undergraduates		175.00	183.00
23	Part-time Undergraduates		87.50	91.50
24	Accommodated Exam, Unauthorized Exam Absence Fee		21.50	22.00
25	Communication Sciences & Disorders - foreign licensure documentation		200.00	200.00
26	Courier	<i>Within Ontario</i>	23.00	25.00
27	Courier	<i>Canada (Outside of Ontario)</i>	31.00	34.00
28	Courier	<i>U.S.</i>	44.00	48.00
29	Courier	<i>International</i>	65.00	77.00
30	Course Description/Course Syllabus	<i>1 course</i>	2.00	2.00
31	Deregistration Fee		283.00	311.00
32	Diploma Authentication		7.00	7.00
33	Duplicate Tax Receipts (T2202A/T4A)	<i>per paper receipt</i>	26.50	27.50
34	Early Release of Diploma		113.00	117.00

Western University

Table 4

2019-2020 SUPPLEMENTAL FEES AND OTHER CHARGES

			2018-19 Amount	2019-20 Amount
35	Education - French as a Second Language Testing		100.00	100.00
36	Braille Drills Supplement Book	<i>one time charge for levels 2-4; included if entering in level 1</i>	30.00	30.00
37	PLA Testing Braille Certificate	<i>if studied at other Braille provider</i>	75.00	75.00
38	Education - Kodaly certification	<i>new</i>		320.00
39	Engineering - Supplemental Examination	<i>new, non-refundable</i>		100.00
40	Exchange Placement fee, Faculty of Law		165.00	165.00
41	Exchange , Western International & Western Heads East Placement Fee		165.00	165.00
42	Facsimile (Fax)/PDF charge		25.00	25.00
43	Graduates - Late applications for part-time status		150.00	150.00
44	Late Application to Graduate		74.00	100.00
45	Letter of Permission - Outgoing Students		72.00	75.00
46	Letter of Permission - Incoming Students		72.00	75.00
47	Mailing of Diplomas	<i>Outside of Canada</i>	65.00	77.00
48	Mailing of Diplomas	<i>Within Canada</i>	31.00	34.00
49	Mailing of Miscellaneous Items	<i>new; for mailing items through Canada Post (excludes mailing of transcripts, official letters, forms)</i>		12.00
50	Medicine - Supplemental Examination	<i>London</i>	75.00	75.00
51	Dentistry - Supplemental Examination	<i>London</i>	100.00	100.00
52	Medicine - Supplemental Examination	<i>Outside Centre</i>	100.00	100.00
53	Medicine - Postgraduate Fellowship Administrative Fee		150.00	150.00
54	Medicine - Masters of Public Health - Learning Materials	<i>new; charged 1/3 in each of 3 terms</i>		800.00
55	Medicine - Masters of Public Health - Field Trip Fee	<i>new; charged 1/3 in each of 3 terms</i>		600.00
56	Medicine - Masters of Public Health - Practicum Fee	<i>new; charged 1/3 in each of 3 terms</i>		600.00
57	Medicine - Postgraduate Verification-Dates only	<i>Regular & Rush</i>	50.00	50.00

Western University

Table 4

2019-2020 SUPPLEMENTAL FEES AND OTHER CHARGES

			2018-19 Amount	2019-20 Amount
58	Medicine - Postgraduate Verification-Dates & Performance		75.00	75.00
59	Medicine - Postgraduate Certificate of Completion of Training - duplicate/replacement		25.00	25.00
60	Medicine - Postgraduate Courier	<i>Within Canada</i>	15.00	15.00
61	Medicine - Postgraduate Courier	<i>To USA</i>	25.00	25.00
62	Medicine - Postgraduate Courier	<i>International</i>	50.00	50.00
63	Medicine - Postgraduate Duplicate Receipts		15.00	15.00
64	Medicine - Postgraduate Registration - Residents/Fellows	<i>set by provincial COFM</i>	735.00	770.00
65	Medicine - Postgraduate Returned Cheque Charge		55.00	55.00
66	Medicine - Undergraduate Non-credit Summer Elective	<i>per elective</i>	60.00	60.00
67	Medicine - Undergraduate Verification-Dates only		50.00	50.00
68	Medicine - Undergraduate Verification-Dates & Performance		75.00	75.00
69	Music - Recital Cancellation Fee		200.00	200.00
70	Nursing - Foreign Licensure Documentation		250.00	250.00
71	Nursing - Clinical Placement documentation requirement late fee		50.00	50.00
72	Official Western Letter	<i>per letter; standard processing time</i>	16.00	16.00
73	Official Western Letter, on demand	<i>per letter; in-person priority request</i>	20.00	25.00
74	Official Western Letter Special Handling	<i>new; to include an external student-provided form with Official Western Letter (in addition to form processing fee, if applicable)</i>		20.00
75	Physical Therapy - Foreign Licensure Documentation		250.00	250.00
76	Physical Therapy - Remedial Clinical Placement		250.00	250.00
77	Physical Therapy - Supplemental Examination		250.00	250.00
78	Physical Therapy - MCISc Supplemental Practical Examination	<i>for Manipulative Therapy and Wound Healing MCISc programs</i>	500.00	500.00
79	Re-admission Fee (Undergraduates deleted for non-payment of fees)		72.00	75.50

Western University

Table 4

2019-2020 SUPPLEMENTAL FEES AND OTHER CHARGES

			2018-19 Amount	2019-20 Amount
80	Removal of Academic Sanctions (Sealing charge)		64.00	67.00
81	Replacement Cheque Fee		27.00	28.50
82	Replacement/Duplication of Graduation Diplomas		58.50	62.00
83	Reprinting of non-current fee bills		15.00	20.00
84	Returned Cheque Charge		68.50	72.00
85	Self-service Verification of Enrolment Letters	<i>Per Letter</i>	8.00	8.00
86	Special Examination	<i>Off Campus location</i>	93.00	150.00
87	Supplemental Examination	<i>London; for Faculties not listed above</i>	40.00	41.50
88	Third Party Forms	<i>per form; standard processing time</i>	16.00	16.00
89	Third Party Forms, on demand	<i>per form; in-person priority request</i>	20.00	25.00
90	Transcripts	<i>per copy; standard processing time</i>	15.00	15.00
91	Transcripts, on demand	<i>per copy; in-person priority request</i>	20.00	25.00
92	Transcript Special Handling	<i>new; to include an external student-provided form with transcript (in addition to form processing fee, if applicable)</i>		20.00
93	Transcript Evaluation Fee		90.00	93.50
94	Visiting Research Only Processing Fee	<i>Graduate</i>	200.00	200.00
95	Visiting Research Only Processing Fee	<i>Undergraduate</i>	200.00	200.00
96	Writing Proficiency Examination		66.50	69.00

Table 5

BUSINESS FOUNDATIONS COURSE MATERIAL FEES 2019-20

				2018-2019 Amount	2019-2020 Amount	% change
	BUSINESS FOUNDATIONS CUSTOM COURSE MATERIAL FEES					
	Course		Fees include program activity fees if applicable			
1	1220E	Introduction to Business Fall & Spring	Bus1220E Making Business Decisions 11th Edition	198.00	208.00	5.1%
2	2257	Accounting and Business Analysis Fall & Spring	Bus2257 Accounting + Bus Analysis Casbook Vol 1+2	224.00	236.00	5.4%
3	2257	Accounting and Business Analysis	Financial Accounting Tools for Business Decision Making Cust	71.00	75.00	5.6%
4	2257	Accounting and Business Analysis	T-account Pad, 45 sheets	7.00	7.50	7.1%
5	2295F/G	Business Basics for the Sciences	Bus2295F/G Bus Basic for Science Casebook	68.00	72.00	5.9%
6	2299E	Business for Engineers	Bus2299E Business for Engineers Casebook	162.00	170.00	4.9%
7	1299E	Business for Engineers	Bus1299E Business for Engineers Casebook	211.00	221.00	4.7%
8	Notes					
9	•	Business Foundations course material fees include a custom coursepack, plus all course materials not bound in the custom coursepack including in-class readings, handouts, additional cases and items ordered from outside suppliers like software, workbooks, or other materials.				
10	•	The custom course pack and hardcopy handouts are comprised of purchased material, copyright material reported through copyright holders directly, copyright material reported through Access Copyright, and materials that fall in the fair dealing copyright exception.				
11				2018-2019 Amount	2019-2020 Amount	% change
	IVEY HBA CUSTOM COURSE MATERIAL FEES					
	Course		Fees include program activity fees if applicable			
12	3300	Strategy		115.00	115.00	0.0%
13	3301	Marketing		125.00	135.00	8.0%
14	3302	Communications		115.00	115.00	0.0%
15	3303	Finance		100.00	100.00	0.0%
16	3304	Operations		200.00	200.00	0.0%
17	3311	Leading People in Organizations		300.00	300.00	0.0%
18	3316	Competing with Analytics		175.00	175.00	0.0%
19	3321	Financial Analysis		110.00	110.00	0.0%
20	3322	Leveraging Information Technology		110.00	150.00	36.4%
21	3323	Learning Through Action		75.00	75.00	0.0%

Western University

Table 5

BUSINESS FOUNDATIONS COURSE MATERIAL FEES 2019-20

				2018-2019 Amount	2019-2020 Amount	% change
22	Electives					
23	4402	Communications and Society		35.00	35.00	0.0%
24	4408	Cross-Cultural Management		85.00	85.00	0.0%
25	4413	Derivatives		65.00	65.00	0.0%
26	4417	Corporate Financial Reporting		200.00	200.00	0.0%
27	4421	Business to Business Marketing		145.00	145.00	0.0%
28	4427	Advanced Corporate Financial Reporting		65.00	65.00	0.0%
29	4431	Consumer Marketing: Advertising & Promotion		140.00	140.00	0.0%
30	4433	Portfolio Management		125.00	125.00	0.0%
31	4434	Management of Services		140.00	140.00	0.0%
32	4439	Entrepreneurial Finance		100.00	100.00	0.0%
33	4441	Entrepreneurial Marketing		125.00	150.00	20.0%
34	4443	Value Investing		110.00	110.00	0.0%
35	4454	Operations Strategy		125.00	125.00	0.0%
36	4458	Leading Change		210.00	210.00	0.0%
37	4461	Strategic Market Planning		110.00	130.00	18.2%
38	4468	Interpersonal Negotiations		100.00	100.00	0.0%
39	4469	Competing with Analytics		65.00	100.00	53.8%
40	4477	Corporate Financial Reporting II		70.00	70.00	0.0%
41	4479	Taxation for Managers		65.00	65.00	0.0%
42	4480	Global Strategy		150.00	150.00	0.0%
43	4486	Financial Models		100.00	100.00	0.0%
44	4489	Management of Professional Service Firms		125.00	125.00	0.0%
45	4500	Learning from Leaders		80.00	80.00	0.0%
46	4503	Leadership and Communication		50.00	50.00	0.0%

Table 5

BUSINESS FOUNDATIONS COURSE MATERIAL FEES 2019-20

				2018-2019 Amount	2019-2020 Amount	% change
47	4505	Global Environment of Business		60.00	60.00	0.0%
48	4517	End User Modelling		75.00	75.00	0.0%
49	4518	Project Management		150.00	150.00	0.0%
50	4525	Service Learning in Africa		100.00	100.00	0.0%
51	4530	Competition & Competitor Analysis	<i>new</i>		150.00	
52	4535	Integrating & Implementing Marketing Decisions		150.00	150.00	0.0%
53	4539	C&S Business Sustainability		110.00	110.00	0.0%
54	4547	Health Sector Leadership		100.00	125.00	25.0%
55	4553	Social Enterprise		135.00	135.00	0.0%
56	4554	Private Equity		150.00	150.00	0.0%
57	4557	C&S - Business, Government and Globalization		100.00	100.00	0.0%
58	4558	New Venture Creation		180.00	150.00	-16.7%
59	4559	Raising Capital in Financial Markets		130.00	130.00	0.0%
60	4564	Design Driven Innovation		150.00	150.00	0.0%
61	4566	Managing High Growth Companies		90.00	100.00	11.1%
62	4567	Investment Management		125.00	125.00	0.0%
63	4569	Ivey Client Field Project (ICFP)		25.00	25.00	0.0%
64	4571	Leadership Under Fire - Developing Character		400.00	400.00	0.0%
65	4574	Mergers and Acquisitions		125.00	125.00	0.0%
66	4580	Reputation Management		90.00	90.00	0.0%
67	4588	C&S Sustainable Finance		125.00	125.00	0.0%
68	4591	Business Markets		150.00	150.00	0.0%
69	4592	Sports and Entertainment Marketing		125.00	125.00	0.0%
70	4607	Microeconomics for Managers		200.00	200.00	0.0%
71	4610	Leading Family Firms		50.00	50.00	0.0%

Table 5

BUSINESS FOUNDATIONS COURSE MATERIAL FEES 2019-20

				2018-2019 Amount	2019-2020 Amount	% change
72	4611	Start Ups		100.00	100.00	0.0%
73	4614	Social Media, Analytics and Digital Marketing		150.00	150.00	0.0%
74	4616	Innovation, Entrepreneurship and Economic Growth in Israel		100.00	100.00	0.0%
75	4619	The Performing Leader		150.00	100.00	-33.3%
76	4620	Impact Assessment		150.00	150.00	0.0%
77	4621	Design and Technology Management		150.00	175.00	16.7%
78	4623	International Collaborative Arrangements		180.00	180.00	0.0%
79	4625	Developing More Sustainable Supply Chain		175.00	175.00	0.0%
80		Managerial Accounting & Control		150.00	150.00	0.0%
81		Fintech Disruption of Banking	<i>new</i>		125.00	
82		Introductory Data Science	<i>new</i>		100.00	
83	Note: Courses may change depending on enrollment for Winter Term 2018					
84	Program Activity Fees					
85	3302	Communications	<i>Improv Workshop</i>	10.00	10.00	0.0%
86	3302	Communications	<i>Supporting Roles</i>	10.00	10.00	0.0%
87	3304	Operations - Operations in various organizations	<i>Field Trip</i>	30.00	30.00	0.0%
88	3311	Leading People in Organizations: Team Building Exercise	<i>Field Trip</i>	60.00	60.00	0.0%
89	3311	Leading People in Organizations: Team Building Exercise	<i>Transportation</i>	10.00	10.00	0.0%
90	3311	Leading People - Supporting Roles Workshop Role-play	<i>Commitment Workshop</i>	40.00	40.00	0.0%
91	4535	SABRE	<i>Simulation</i>	70.00	70.00	0.0%
92	4433	Stock Track Simulation	<i>Simulation</i>	25.00	25.00	0.0%
93	4535	Simulation	<i>Simulation</i>	65.00	65.00	0.0%
94	4441	Entrepreneurial Marketing Simulation	<i>Simulation</i>	30.00	30.00	0.0%
95	Notes					
96	•	<i>Course pack fees include: custom course pack, items not bound in the custom course pack including in-class readings, handouts, additional cases and items ordered from outside suppliers through Ivey Publishing like software, workbooks or other materials.</i>				

Table 5

BUSINESS FOUNDATIONS COURSE MATERIAL FEES 2019-20

			2018-2019 Amount	2019-2020 Amount	% change
97	•	<i>Approximately \$10.00 has been added to the course pack fee to cover the cost of binding, graphic services labour charges and distribution costs.</i>			
98	•	<i>The custom course pack and hardcopy handouts are comprised of purchased material, copyright material reported through copyright holders directly, copyright material reported through Access Copyright, and materials that fall in the fair dealing copyright exception.</i>			
99	•	<i>Any increase/decrease in fee reflects adjustments made due to actual costs as compared to estimated fees from previous year.</i>			
100	•	<i>Estimated fees for new core courses are based on how many cases and readings will be used.</i>			

REPORT OF THE HONORARY DEGREES COMMITTEE

Contents	Consent Agenda
Honorary Degree Recipients – Spring 2019	Yes

FOR INFORMATION

1. **Honorary Degree Recipients – Spring 2019**

The Honorary Degree recipients who will be honored at the June 2019 convocation ceremonies has been updated to accommodate a scheduling conflict for Thursday, June 13, 2019, as noted below:

Date & Time	Faculty	Honorary Degree Recipient
Thursday, June 13 (10:00 a.m.)	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr)	Alan Bernstein, D.Sc.
Thursday, June 13 (3:00 p.m.)	Faculty of Science (Honors)	Tebello Nyokong, D.Sc.

ANNOUNCEMENTS

Contents	Consent Agenda
Academic Administrative Appointments	Yes

FOR INFORMATION

1. **Academic Administrative Appointments**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of March 2019:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Robert Teasell	Physical Medicine and Rehab	Schulich	Acting Chair	2019-02-01	2019-06-30
Keith Sequeira	Physical Medicine and Rehab	Schulich	Acting Chair	2019-02-01	2019-06-30
Daniel Shrubsole		Social Science	Associate Dean (Undergraduate Studies)	2020-01-01	2023-06-30
Laura Misener	Kinesiology	Health Sciences	School Director	2019-07-01	2022-06-30
Jan Plug		Arts & Humanities	Associate Dean (Academic Affairs)	2019-07-01	2020-08-31