

1:30 p.m., Friday, April 17, 2020 Meeting to be held electronically via Zoom

Members of the public who wish to attend Senate are invited to contact the University Secretary at <u>secretariat-covid19@uwo.ca</u>

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

- 1. Minutes of the Meeting of March 13, 2020
- 2. Business Arising from the Minutes
- 3. Report of the President **EXHIBIT I**
- 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. Cuciurean)
Senate Committee on University Planning – EXHIBIT VI	(D. Laird)
University Research Board – EXHIBIT VII	(S. Prichard)

(A. Shepard)

- 6. Announcements and Communications
- 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 Vacancies Filled by Appointment In Absentia Convocation May and June 2020

FOR INFORMATION

Report of the Convocation Board: Spring Convocation (#315) Candidates for Degrees and Diplomas – Spring 2020 Senate Membership – (SGPS) Schulich School of Medicine & Dentistry Nomination Process for the Nominating Committee 2020/21

NOMINATING COMMITTEE

FOR ACTION

Nomination Process for Senate Committees in 2020/21

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Engineering, Department of Chemical and Biochemical Engineering: Withdrawal of the Green Process Engineering Program

School of Graduate and Postdoctoral Studies:

Introduction of the Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS) Introduction of the Master of Arts (MA) in Research for Policy and Evaluation Revisions to the Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP)

Revisions to the Non-Thesis Master of Science (MSc) in Biochemistry

Faculty of Law: Revisions to the "Progression Requirements – Law" Policy

Faculty of Health Sciences, School of Health Studies: Revisions to the Admission Requirements of the Health Sciences Modules

Articulation Agreements:

Renewal of the Articulation Agreement between Western University, Bachelor of Science, Computer Science Program and Fanshawe College regarding the transfer of credit for students in the Computer Programmer Analyst Program

Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science Program

Policy Revisions:

Revisions to the "English Language Proficiency for Admission" Policy Revision to the "Structure of the Academic Year" Policy (Scheduling of Fall Convocation)

FOR INFORMATION

Revision to the transfer credit granted under the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program Revisions to the "Structure of the Academic Year" Policy (Table of Dates)

New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION 2020-21 University Operating and Capital Budgets

FOR INFORMATION

Provost's Task Force on Online Learning Interim Report of the Provost's Task Force on Open Access and Scholarly Communication

UNIVERSITY RESEARCH BOARD (URB)

FOR INFORMATION URB Report (March 2020)

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION



MINUTES OF THE MEETING OF SENATE

MARCH 13, 2020

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

SENATORS: 63

S. Basu	K. Gibbons	S. Morrison
A. Baxter	M. Goodman	S. Mumm
L. Beres	M. Grenier	A. Nelson
S. Birdi	C. Harasym	C. Nolan
A. Borchert	L. Henderson	J. Nord
H. Boyi	K. Hibbert	K. Olson
D. Brou	S. Hodgson	P. Peddle
E. Chamberlain	A. Holm	V. Radcliffe
A. Chant	A. Hrymak	G. Read
D. Cheng	V. Joe	S. Roland
K. Cole	R. Kennedy	C. Roulston
K. Coley	J. Kitz	A. Rozovsky
J. Corrigan	L. Logan	A. Shepard
V. Dalal	D. Macpherson	C. Steeves
S. Datars Bere	D. Mallory	S. Taylor
M. Davison	A. Matchen	P. Thomlinson
J. Finegan	C. McLeod	J. Toswell
L. Frederking	L. Melnyk Gribble	S. Trosow
B. Garcia	K. Mequanint	J. Wilson
J. Garland	M. Milde	K. Yeung
L. Ghattas	L. Miller	B. Younker

Observers: R. Bgeginski, K. Campbell, J. Doerksen, L. Gribbon, B. Jalayer, J. Kum, D. Laird, J. Massey, E. Ukposidolo.

Land Acknowledgement

C. Harasym read a Land Acknowledgement.

S.20-34 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of February 14, 2020 were approved as circulated.

S.20-35 BUSINESS ARISING FROM THE MINUTES [Exhibit I]

E. Morse, Executive Director, Pierre L. Morrissette Institute for Entrepreneurship, provided a Western Entrepreneurship presentation to Senators. [S.19-214]

A Senator asked whether the participation rates for students could be provided to Senate. E. Morse advised that the participation rates that he presently holds includes a broad cross section of the campus community members and does not distinguish amongst the participants. His hope was that the new entrepreneurship building on campus would provide a space for the community-at-large to engage in

various forms of entrepreneurship. The new building would be located between the Law building and the University Community Centre (UCC), and would serve a wide range of campus partners. He also noted that exploration has commenced to design certificate that will engage students with an interest in social entrepreneurship, further enhancing the links to the wider London community to increase engagement.

S.20-36 **REPORT OF THE PRESIDENT** [Exhibit II]

The Report of the President, distributed with the agenda, contained an update on the Anti-Racism Working Group, Coronavirus update, and the following senior academic and administrative appointments:

- Britta Baron has been appointed as the next Vice-Provost & Associate Vice-President (International), effective July 1, 2020 through June 30, 2025.
- Althea Blackburn-Evans has been appointed as Western's first-ever Chief Communications Officer, effective April 6, 2020.

The President additionally commented on the University's current response to the COVID-19 pandemic, and the potential changes that could take place on campus in the event of a government mandated closure. The President provided the following information to Senators:

- A Western student was diagnosed with COVID-19 in January. This student did not come to campus and self-isolated.
- A Western student was diagnosed with COVID-19 while studying abroad in Spain, and is in intensive care.
- New cases in the London area will impact the decisions that the University may be required to take in response to further protect the campus.
- The University is cancelling events across campus, including the March Break Open House.
- At this time, the University is not requiring students in residents to leave campus, but students may choose to leave and return home before the end of the term.
- The University will maintain increased security in specific areas of campus.
- Weldon Library and the gym facilities will not be required to close at this time.
- Classes will be moved to an online format for the remainder of the term. WTS is on hand over the weekend to assist faculty members with moving their course materials online.
- It is too early to make a final determination with respect to Spring Convocation. Details will be forthcoming subsequent to a meeting of the Convocation Board.
- J. Doerksen, Vice-Provost (Academic Programs) and the Registrar's Office will be working on protocols relating to final exams.
- The Faculty of Education has volunteered to assist colleagues with moving their course materials online.

A Senator raised concerns with respect to students completing professional designations, noting that there are requirements for completion relating to examinations and total number of in-class instruction. A Senator noted that in some faculties, accommodations would be made with respect to requirements in light of any campus closures due to the pandemic.

A Senator asked whether the University and campus would be closed abruptly if the government made an announcement to close public buildings. The President noted that if there is a government issued closure then it may happen quickly.

A Senator voiced concerns relating to the implementation of online course instruction at this time, as it would be quite late in the academic term. Would instructors be given the option to give pass/fail marks? The President noted that professors would have some latitude to determine what would be the appropriate format in the current circumstances. It was important that measure be taken to preserve the academic year for students.

A Senator requested information on how the University intended to deal with thesis defences during this time. L. Logan, Vice President (Operations & Finance) noted that the university was working on implementing arrangements to permit thesis defences to continue remotely. J. Doerksen, Vice-Provost

(Academic Programs) added that the likelihood of the University holding in-person thesis defences would be low.

A Senator asked what would the likelihood be that they would be called back for final exams, if students were permitted to leave campus? Specifically, the concern was that international and out-of-province students may incur exceptional costs to return to London in order to take final exams. J. Doerksen, Vice-Provost (Academic Programs) advised that students that need to go home should go home, and that at this time alternative arrangements for exam were being evaluated.

A Senator asked whether research efforts at the University would continue. The President advised that research would be permitted to continue on campus at this time.

Senators raised concerns with respect to the use of OWL and copyright of course materials. The President advised that the Vice-Provost (Academic Programs) would address these concerns following further discussions.

S.20-37 UNANIMOUS CONSENT AGENDA [Exhibit III]

It was moved by K. Mequanint, seconded by J. Garland

That the 12 items listed in the Unanimous Consent Agenda (Exhibit III) be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit IV]

S.20-38 Notice of Motion: Navitas

Senate, at its meeting on February 14, 2020, received the following Notice of Motion regarding Navitas.

It was moved by J. Compton, seconded by A. Chant,

Whereas, in response to negotiations between The University of Western Ontario and Navitas, a for-profit recruiter and educator of international students, to establish a 10-year contract for services; and

Whereas, Section 29 of the University of Western Ontario Act (the "Act") provides "The Senate is responsible for the academic policy of the University."

Senate notes that the potential partnership with Navitas involves the academic work of the University, which explicitly falls under the remit of Senate in the UWO Act; and therefore the articulation agreement/partnership/credit transfer/affiliation agreement/ contract to engage in the academic work of Western must come to Senate for approval.

CARRIED

M. Milde, (Chair, Operations/Agenda Committee) noted for clarification, that the Operations/Agenda Committee noted in its discussions, that it would support details relating to the academic components progressing to Senate, with the financial arrangements not being within Senate's remit.

When questioned what the timing might be for the proposal to come to Senate, the President indicated the timeline had not yet been determined. If the University needs urgent assistance to recruit students that could impact the timing of the proposal.

S.20-39 Senate Vacancies Filled by Appointment

It was moved by M. Milde, seconded by A. Chant,

That the Senate seats be filled for the terms indicated below, by the appointment of the following individuals, (terms from July 1, 2020 – June 30, 2022) at the recommendation of the units concerned:

- Jun Li, Faculty of Education
- Bertha Garcia, Dentistry (Schulich School of Medicine & Dentistry)
- Tania Granadillo, Faculty of Social Science
- Wolfgang Lehmann, Faculty of Social Science
- Jamie Baxter, Faculty of Social Science (SGPS)
- Lauren Cipriano, Ivey School of Business (SGPS)

CARRIED

M. Milde, (Chair, Operations/Agenda Committee) advised Senators that a procedural amendment to the Senate election procedures would be brought to Senate to align this process with the processes used for the filling of mid-year vacancies.

S.20-40 Information Items Reported by the Operations/Agenda Committee

Exhibit IV, Report of the Operations/Agenda Committee, contained the following items that were received for information by unanimous consent:

- Results of the Spring 2020 Elections for Membership on Senate 2018-2019
- Senate Membership Education

REPORT OF THE UNIVERSITY RESEARCH BOARD [EXHIBIT V]

S.20-41 URB Report (February 2020)

S. Prichard, Acting Vice-President (Research) presented the URB Report (February 2020) contained in Exhibit V, Appendix 1.

The Acting Vice-President (Research) advised Senators that research at the University would continue unless the work is in contravention of any mandates from Public Health, at which time the research would cease. Currently, Western Research offices are functioning as normal and preparations are being made in the event that the university is closed.

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

S.20-42 Faculty of Arts and Humanities: Revisions to the "Dean's Honour List and Graduation 'With Distinction'" Policy and the "Honours Specialization in the Faculty of Arts and Humanities / HBA" Policy

S.20-42(a) Revisions to the "Dean's Honour List and Graduation 'With Distinction'" Policy

It was moved by A. Borchert, seconded by G. Read,

That effective September 1, 2020, the "Dean's Honour List and Graduation 'With Distinction'" policy be revised as shown in Exhibit VI, Appendix 1.

CARRIED

S.20-42(b) Revisions to the "Honours Specialization in the Faculty of Arts and Humanities / HBA"

It was moved by A. Borchert, seconded by G. Read,,

That effective September 1, 2020, the "Honours Specialization in the Faculty of Arts and Humanities / HBA" policy be revised as shown in Exhibit VI, Appendix 2.

CARRIED

S.20-43 Faculty of Engineering: Revisions to the Structure of the Biomedical Engineering Program

It was moved by K. Mequanint, seconded by J. Garland,

That the three program options of Biomedical Engineering with Chemical Engineering Foundations, Biomedical Engineering with Electrical Engineering Foundations, and Biomedical Engineering with Mechanical Engineering Foundations be withdrawn effective September 1, 2019, and,

That the Biomedical Engineering Program be structured to have one option effective September 1, 2019, as outlined in Exhibit VI, Appendix 3.

CARRIED (Unanimous Consent)

S.20-44 School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Pathology and Laboratory Medicine

It was moved by D. Cheng, seconded by L Miller,

That the new Graduate Diploma (GDip) in Pathology and Laboratory Medicine be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2020, as shown in Exhibit VI, Appendix 4.

CARRIED

S.20-45 School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Specialization in Music Cognition

It was moved by C. Nolan, seconded by B. Younker,

That a new Collaborative Graduate Specialization in Music Cognition be introduced effective September 1, 2020, as shown in Exhibit VI, Appendix 5.

CARRIED

S.20-46 School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music Theory

It was moved by K. Mequanint, seconded by J. Garland,

That the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music Theory be revised as shown in Exhibit VI, Appendix 6, effective September 1, 2021.

CARRIED (Unanimous Consent)

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S.20-47 School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc), Communication Sciences and Disorders, Audiology Field

It was moved by K. Mequanint, seconded by J. ,Garland

That the Master of Clinical Science (MCISc), Communication Sciences and Disorders, Audiology field be revised as shown in Exhibit VI, Appendix 7, effective January 1, 2020.

CARRIED (Unanimous Consent)

S.20-48 School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc), Advanced Health Care Practice, Manipulative Therapy Field

It was moved by K. Mequanint, seconded by J. Garland,

That the Master of Clinical Science (MCISc), Advanced HealthCare Practice, Manipulative Therapy field be revised as shown in Exhibit VI, effective September 1, 2020. CARRIED (Unanimous Consent)

S.20-49 Don Wright Faculty of Music: Renaming of the Bachelor of Musical Arts (BMusA) and Bachelor of Musical Arts (Honours Music) programs as the Bachelor of Music and Bachelor of Music (Honours)

It was moved by K. Mequanint, seconded by J. Garland,

That effective September 1, 2020, the Bachelor of Musical Arts (BMusA) and Bachelor of Musical Arts (Honours Music) be renamed to the Bachelor of Music and Bachelor of Music (Honours), and,

That all related references to the Bachelor of Musical Arts (BMusA) degree, modules and courses in the Academic Calendar be revised to reflect this change, and,

That all students currently enrolled in any BMusA program or combined program that includes the BMusA degree, be transferred effective September 1, 2020 into a BMus degree program (with Honours as appropriate).

CARRIED (Unanimous Consent)

S.20-50 Brescia University College: Revisions to the Honours Specialization, Specialization, and Major in Food Management and Marketing

It was moved by K. Mequanint, seconded by J. Garland,

That the Honours Specialization, Specialization and Major in Food Management and Marketing at Brescia University College be revised as shown in Exhibit VI, Appendix 8, effective September 1, 2020.

CARRIED (Unanimous Consent)

S.20-51 Huron University College: Introduction of a Minor in Chinese History

It was moved by M. Goodman, seconded by G. Read,

That effective September 1, 2020, a new Minor in Chinese History be introduced at Huron University College, as shown in Exhibit IV.

CARRIED

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S.20-52 King's University College: Revisions to the Admission Requirements of the Honours Specialization, Major, and Minor in French Language and Literature, and the Specialization in French Studies

It was moved by K. Mequanint, seconded by J. Garland

That the admission requirements of the Honours Specialization, Major, and Minor in French Language and Literature, and the Specialization in French Studies at King's University College be revised as shown in Exhibit VI, Appendix 9, effective September 1, 2020.

CARRIED (Unanimous Consent)

S.20-53 Revisions to the "Letter of Permission" Policy

It was moved by G. Tigert, seconded by A. Borchert,

That effective March 1, 2020 the "Letter of Permission" Policy be revised as shown in Exhibit VI, Appendix 10.

CARRIED

S.20-54 Report of the Subcommittee on Teaching Awards (SUTA)

The Report of the Subcommittee on Teaching Awards (SUTA) was provided for information in Exhibit VI, Appendix 11.

S.20-55 Information Items Reported by the Senate Committee on Academic Policy and Awards

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

- SUPR-G Report: Cyclical Review of the Graduate Program in Master of Public Health (MPH)
- New Scholarships and Awards

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [EXHIBIT VII]

S.20-56 2020-2025 Draft Strategic Mandate Agreement

The 2020-2025 Draft Strategic Mandate Agreement was received for information in Exhibit VII, Appendix 1.

S.20-57 Information Items Reported by the Senate Committee on University Planning

Exhibit VII, Report of the Senate Committee on University Planning, contained the following items that were received for information by unanimous consent:

Vice-Provost's Annual Report on Faculty Recruitment and Retention February 2020

S.20-58 **REPORT OF THE ACADEMIC COLLEAGUE** [EXHIBIT VIII]

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

- SMA3
- Collaborative Nursing
- IP Strategy
- Digital Learning

In addition to the items noted in the report, E. Chamberlain further noted the flowing items to Senators:

- Advocacy effort to the provincial government had gained increased opportunities for the reweighting for the SMA3 metrics.
- The innovation metric can now include funds from foundations and not for profit groups.
- Government will now permit colleges to offer stand-alone bachelor degrees in Nursing.
- There are no indications that Western and Fanshawe College will change their joint program offerings at this time.

S.20-59 DISCUSSIONS AND QUESTION PERIOD

Q1 J. Toswell, Senator

The Weldon library and the library system in general are in a process of transformational change. This change was not reflected in the "report" the library system provided for Senate recently. The loan system has radically changed, with no signs posted or mention made at the circulation desk (as I found out to my personal cost). The new OMNI catalogue system continues to suffer massive numbers of broken links, and students engaging in research are finding it extremely difficult both because OMNI is such an ugly and unhelpful interface and because they cannot access databases and online items that they need. Books are disappearing from both the fourth and fifth

floors of the Weldon Library, where shelves are rapidly being disassembled--students searching for books cannot find them. On one of those floors, posters on the ends of the empty shelves advise that reorganization is taking place and students wanting to find books should "ask a librarian." The circulation desk is not staffed by librarians, and librarians do not, to the best of my knowledge, roam the shelves looking to help hapless undergraduates (or frustrated faculty members either). And so I find myself looking for something concrete, and this is the only concrete document I can find, from the Western Office of Institutional Planning and Budgeting, Western Facts, as of 30 April 2019:

LIBRARY HOLDINGS Book Holdings at April 30			
	2016-17	2017-18	2018-19
Service Location			
The D.B. Weldon Library	1,260,647	1,199,719	1,068,611
C.B. "Bud" Johnston Library (Business)	14,640	14,501	14,773
Education Library	30,568	28,711	23,235
John and Dotsa Bitove Family Law Library	111,944	114,058	110,092
Music Library	237,228	300,922	389,788
Allyn and Betty Taylor Library	177,148	169,385	159,129
Archives & Research Collections Centre	2,086,224	2,105,190	1,591,585
Online Books	1,513,203	1,760,261	1,954,417
TOTAL	5,431,602	5,692,747	5,311,630
Other Holdings			
Print Serial Subscriptions	4,569	4,585	4,149
Online Serial Subscriptions	140,837	155,442	156,899

From this information I deduce that the library is reducing its holdings in Weldon, Education, Law,

Taylor, the ARCC (by 500,000 items?), and increasing its holdings in Business, Music (perhaps a transfer from Weldon, if I recall correctly?), and online books.

Are these numbers correct? What will appear in 2020?

C. Steeves (Vice-Provost & Chief Librarian), advised Senators that in 2018-2019, the reported numbers represented a reporting error due to a change in staff and a different approach to counting holdings. The University has not been reducing its investment in library holdings. Bibliographic records – books, physical items, microfiche, maps, musical scores, tapes, films, etc. were previously reported and were not included in this report. From 2015-16 thought 2018- 19, the University added 28,000 books to the collection. This will be clarified on the website.

With respect to concerns relating to broken links subsequent to the change over the OMNI system, C. Steeves noted that the library had provided notice to users that the system was changing for a period of time prior to the migration. Broken links will be addressed on an ongoing basis.

Concerns with respect to fee changes were also communicated to users, specifically one fee that did go up, was the cost for late materials that are recalled. These changes were communicated via posters and the library's website. Users that are having difficulty locating items may avail themselves of the chat function on the library's website to track down resources.

Q2 J. Toswell, Senator

Navitas and Internationalization at Western:

Simon Fraser University recently renewed its agreement with Navitas (26 February 2020), as announced on the Navitas and SFU websites, but not mentioned in the minutes of either the Senate or the Board of Governors, as best I can tell, in January or February 2020), extending an agreement first made in2006 through to 2030. The Navitas contribution to student numbers is not separated out in SFU's documents on enrolment planning, so the role of Navitas at SFU is unclear (except for the very large and beautiful building on the campus): see the Fraser International College website here: https://www.fraseric.ca/about. As much discussed by the Western Senate, the University of Manitoba renewed its Navitas agreement for a further ten years in 2018. The vote on the second Navitas agreement carried at Senate, opposed by one-third of those voting according to the university president in his report to the Board of Governors during its decision to approve the renewed agreement.

Ryerson University is also pursuing an agreement with Navitas according to a press release on 2 February 2020 found here:

https://www.ryerson.ca/news-events/news/2020/02/a-new-pathway-to-ryerson-for-international-students/.

The document provided to Senate in February carefully described the agreement with Navitas as "One Element of Western's Internationalization Aspirations: Undergraduate International Enrolments." I note that Ryerson held two town hall meetings as part of its Navitas consultations in February 2020, and also carefully placed its engagement with Navitas in terms of its new and quite fully-developed "Internationalization Strategy," found here:

https://www.ryerson.ca/ri/internationalization-strategy/. Western on its Western International website (which is not easy to find) has an international strategy for 2014-2019: see it here: https://international.uwo.ca/pdf/International%20Strategy%202014-2019.pdf.

My question is, Does the Western senior administration plan to organize a partnership with Navitas as the first element of its new international strategy? We have only just appointed a new vice-provost and associate vice-president (international). Is she already apprised of the proposed relationship with Navitas (I note that she does seem to have delivered some conference papers in sessions with Navitas executives, so she is presumably aware of their work), and prepared to move forward with this part of her remit already complete?

In short, should Western proceed with a partnership with Navitas when two and possibly three other Canadian universities have such partnerships (which will make us one of four Canadian universities for which those vaunted Navitas recruiters are recruiting, so not obviously set apart from the other Canadian universities), when the senior administrator who will have to administer all or part of the partnership is only just appointed, and when we do not have a current international strategy?

A. Hrymak, Provost & Vice-President (Academic), noted that the University of Manitoba model would be similar to the model proposed at Western. With respect to the ongoing process at Western, currently, consultations with faculties are ongoing and will continue. Another information session will be coordinated at a later date for those faculties that would be interested in participating in the Navitas program. He noted that the operational aspects and academic structure of an international college model would require oversight. He commented that diversification of international student recruitment, with a specific focus on the diversification of source country and program is an underlying goal of this process. Whatever decision is taken in relation to international recruitment, it will fit with Western's governance structures.

J. Weese, Acting Vice-Provost and Associate Vice-President (International) indicated that while the international strategy had expired last year, Western was continuing to attract international students and engage in the international landscape.

I wish to raise a concern regarding a fee being charged of students by Western that appears both unethical and impermissible under the current Board approved fee schedule.

On December 11, 2019, the Registrar's Office e-mailed students and others to advise them that they must provide their social insurance number (SIN) to Western for inclusion on tax forms for students and recent graduates. A copy of the e-mail is included below. The e-mail details changes by the Government to the T2202A and T4A forms such that they must now bear a student's SIN. The e-mail indicates that students must enter their SIN on Student Centre no later than December 31, 2019 or face a fee of \$27.50. I have concerns regarding this e-mail and the penalty, specifically:

- 1. The e-mail was sent on Wednesday, December 11th at the end of the business day. This gave students only 20 days and a few hours in which to receive this e-mail, review it, and carry out the instructions therein to avoid incurring the penalty threatened.
- 2. At the time the e-mail was sent out, the undergraduate population was in the thick exams, while many undergraduates and graduates had left for the holidays.
- 3. Following the examination period, the University closed for the holidays until after the deadline had passed.
- 4. When the e-mail was received, Student Centre did not appear to allow students to view/update their SIN, despite following the instructions in the e-mail that was distributed. Indeed, I received an e-mail from a student reporting this issue, and I myself attempted to do so without any luck.
- 5. The Board of Governors has not approved a fee for updating a student's record such that a compliant T2202A and/or T4A can be printed. The only fee on the 2019-2020 Supplemental Fees and Other Charges, which has been approved by the Board for \$27.50 is "Duplicate Tax Receipts (T2202A/T4A)". This is out-dated fee that is no longer applicable, as Western updated Student Centre to allow students to print their own tax forms directly. Moreover, the updating of an account such that a student may print a compliant tax receipt is not equivalent to printing a duplicate receipt, and the 2019-2020 Supplemental Fees and Other Charges listing further stipulates that the fee is "per paper receipt".
- 6. The Canadian Revenue Agency will accept tax forms that do not bear the student's SIN, as such, the update is not required.

As such, it is evident that the Registrar's Office did not notify students of the requirement to update their accounts in a timely fashion (particularly in light of exams and the holiday season), did not ensure that the infrastructure was able to allow students who acted promptly to update their information as directed, and has threatened to levy a fee which has not been approved by the Board of Governors. Furthermore, there is no actual obligation for students to provide their SIN to Western for tax form purposes.

In light of these revelations, I would like assurance that Western will not be assessing fees of any student who did not update Student Centre with his/her SIN on or before December 31, 2019 and that any fees already charged for students who updated their SIN thereafter will be returned.

Supporting information:

For the information of senators, Western's 2019-2020 Supplemental Fees and Other Charges can be viewed here: <u>https://registrar.uwo.ca/student_finances/fees_refunds/pdfsfeeschedule/2019-20%20Supplemental%20Fees.pdf</u>

The fee in question ("Duplicate Tax Receipts (T2202A/T4A)") is listed at line 33.

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G. Tigert (University Registrar) advised Senators that Revenue Canada rrequires Western to obtain the social insurance numbers of students, and that a fine could be assessed if Western is found to not have made significant efforts to obtain these. Charges would only be applied if a student needs a replacement form. At this point, the Registrar's Office have not applied any charges to students and only had 4 fees for duplicate T4(A) forms to date. These fees would be refunded to students.

ADJOURNMENT

The meeting adjourned at 3:43 p.m.

A. Shepard Chair K. Kwan Secretary



President & Vice-Chancellor

REPORT OF THE PRESIDENT

To:	Senators
From:	Alan Shepard
Date:	April 8, 2020
Re:	President's Report to Senate
Re:	President's Report to Ser

Dear Senators,

Dear Senators,

This report summarizes some noteworthy developments since my last report to Senate of March 13, 2020.

Coronavirus update: Suffice to say the COVID-19 pandemic has become a constant and prevailing preoccupation for all members of our campus community. The scope, volume and speed of activity behind our collective response to the crisis has been astounding and exhausting for all of us. I am incredibly proud of the resilience, innovation and collaboration that our faculty, staff and students have demonstrated during this past month. In the days ahead, remaining supportive and virtually connected to each other (while maintaining our physical distance) will be more important than ever before. I will continue providing regular updates on our response and I encourage you to please watch the pandemic website at https://www.uwo.ca/coronavirus/ for the latest news and developments.

Anti-racism working group update: The group has now concluded all of its listening sessions and the anonymous online survey inviting community input was closed March 19. In light of the pandemic, I have granted an extension to May 15 for the group to submit its final report to me. I look forward to reviewing the report's findings and recommendations which will inform future actions to make our campus a safer, more respectful and inclusive place to be.

Accolades: In addition to extending our collective thanks to all those colleagues who are health care providers working on the frontlines to care for the sick and keep us safe during the pandemic, I want to congratulate the following campus community members who, among others, were recognized with special honours in recent weeks:

- Hesham El Naggar (Civil & Environmental Engineering) and Joy MacDermid (Physical Therapy) named 2020's Distinguished University Professors, recognizing their sustained excellence in scholarship over substantial careers at Western.
- The team of Eric Arts, Stephen Barr, Chil-Yong Kang and Ryan Troyer (all from Microbiology & Immunology) awarded \$998,840 by the Canadian Institutes of Health Research in support of their work to establish and test a vaccine for the COVID-19 virus. This adds to COVID-19 related grants announced in early March by CIHR that funded two other Western teams led by Anita Kothari and Maxwell Smith (both from Health Studies) to support their respective studies of social media communications and ethical issues related to the pandemic.
- Randal Graham (Law), awarded Western's Edward G. Pleva Award for Excellence in Teaching.

- Kim Jackson (Nursing), Robert Cockcroft (Physics & Astronomy) and Fabiana Crowley (Physiology and Pharmacology) awarded Western's Marilyn Robinson Award for Excellence in Teaching.
- Lauren Barr (Sociology) and Christine Bell (Physiology and Pharmacology) awarded Western's Angela Armitt Award for Excellence in Teaching by Part-Time Faculty.
- **Susan Scollie** (Communication Sciences & Disorders) awarded the Western Award for Innovations in Technology-Enhanced Teaching.
- Dianne Bryant (Physical Therapy) awarded Western's Award for Excellence in Online Teaching and Learning.

Leadership review and selection: The work of Senate-appointed selection committees for the following senior administrative positions all remain underway: Vice-President (Research), Dean of Education, Dean of Social Science, Vice-Provost (Academic Planning, Policy & Faculty), and Vice-Provost & AVP (Indigenous Initiatives).

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 <u>or</u> 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 Operations/Agenda Committee – EXHIBIT III

1.	Senate Vacancies Filled by Appointment	ACTION
2.	Report of the Convocation Board: Spring Convocation (#315)	INFORMATION
3.	Candidates for Degrees and Diplomas – Spring 2020	INFORMATION
4.	Senate Membership – (SGPS) Schulich School of Medicine & Dentistry	INFORMATION
5.	Nomination Process for the Nominating Committee 2020/21	INFORMATION

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

6.	Faculty of Engineering, Department of Chemical and Biochemical Engineering: Withdrawal of the Green Process Engineering Program	ACTION
7.	School of Graduate and Postdoctoral Studies: Introduction of the Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS)	ACTION
8.	School of Graduate and Postdoctoral Studies: Introduction of the Master of Arts (MA) in Research for Policy and Evaluation	ACTION
9.	School of Graduate and Postdoctoral Studies: Revisions to the Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP)	ACTION
10.	School of Graduate and Postdoctoral Studies: Revisions to the Non-Thesis Master of Science (MSc) in Biochemistry	ACTION
11.	Faculty of Law: Revisions to the "Progression Requirements – Law" Policy	ACTION
12.	Faculty of Health Sciences, School of Health Studies: Revisions to the Admission Requirements of the Health Sciences Modules	ACTION
13.	Renewal of the Articulation Agreement between Western University, Bachelor of Science, Computer Science Program and Fanshawe College regarding the transfer of credit for students in the Computer Programmer Analyst Program	ACTION
14.	Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science Program	ACTION
15.	Revisions to the "English Language Proficiency for Admission" Policy	ACTION
16.	Revisions to the "Structure of the Academic Year" Policy (Table of Dates)	INFORMATION
17.	Revision to the transfer credit granted under the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program	INFORMATION
18.	New Scholarships and Awards	INFORMATION

Report of the Senate Committee on University Planning – EXHIBIT VI

19.	Provost's Task Force on Online Learning	INFORMATION
20.	Interim Report of the Provost's Task Force on Open Access and Scholarly Communication	INFORMATION

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 <u>not</u> 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 Vacancies Filled by Appointment	Yes
Report of the Convocation Board: In Absentia Convocation May and June 2020	No
Report of the Convocation Board: Spring Convocation (#315)	Yes
Candidates for Degrees and Diplomas – Spring 2020	Yes
Senate Membership – (SGPS) Schulich School of Medicine & Dentistry	Yes
Nomination Process for the Nominating Committee 2020/21	Yes

FOR APPROVAL

1. Senate Vacancies Filled by Appointment

Recommended: That the Senate seats be filled for the terms indicated below, by the appointment of the following individuals, at the recommendation of the units concerned:

ARTS AND HUMANITIES			
Angela Borchert Constanza Burucua	Languages and Cultures Languages and Cultures	July 1, 2020 – June 30, 2022 July 1, 2020 – June 30, 2022	
SGPS – EDUCATION			
Rachel Heydon	Education	July 1, 2020 – June 30, 2022	
Report of the Convocation Board: In Absentia Convocation May and June 2020			

Please see (Item 1) Appendix 1.

FOR INFORMATION

2.

3. Report of the Convocation Board: Spring Convocation (#315)

Please see (Item 2) Appendix 1.

4. Candidates for Degrees and Diplomas – Spring 2020

On behalf of the Senate the Provost approves the list of Candidates for Degrees and Diplomas upon the recommendation of the Registrar [S.96-124]. The list of Candidates approved by the Provost will be appended to the Official Minutes of the June 5, 2020 meeting of Senate.

5. Senate Membership – (SGPS) Schulich School of Medicine & Dentistry

The seat held by Marlys Koschinsky, representative of the SGPS-Schulich School of Medicine & Dentistry constituency, has been declared vacant as a result of her resignation and Shawn Whitehead has been elected to fill this vacancy, term to June 30, 2021, in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

6. Nomination Process for the Nominating Committee 2020/21

As Western needs to continue to operate as efficiently as possible during these challenging times, the Nominating Committee was presented by the University Secretariat with an alternative means by which it could carry out the nominations function, particularly for the large group of nominations that are important for the Senate Committees of 2020/21.

As OAC is the nominating committee for the Nominating Committee (as per the Terms of Reference for OAC), the proposal was also put before OAC. OAC agreed that it would operate in a parallel fashion to that agreed by the Nominating Committee. As a result, nominations for the Nominating Committee will be delayed until a meeting of OAC in early June. Thereafter, Senate will have the same opportunity as is described in the Nominating Report regarding consideration of nominees, opportunity to submit any additional nominations and voting as may be necessary.

REPORT OF THE CONVOCATION BOARD

Contents	Consent Agenda
In Absentia Convocation May and June 2020	No
Spring Convocation (#315)	Yes

FOR APPROVAL

1. In Absentia Convocation for May and June 2020

Recommended: That the Senate approve the establishment of three in absentia convocations to be held May 7, 2020, May 22, 2020 and June 19, 2020 for students who complete their degree requirements and would normally have their name put forward as part of:

- the May 7, 2020, Huron Theology Convocation,
- the May 22, 2020, Schulich School of Medicine & Dentistry (MD) Convocation,
- the May 22, 2020, Richard Ivey School of Business (Graduate Programs Spring) Convocation,
- the June 8-12 and 15-19, 2020, Spring Convocations,

And that all students who have their degree conferred in absentia be given the opportunity to participate in a future convocation ceremony.

At the September 22, 2006 meeting, Senate approved the establishment of an in absentia convocation to be held in mid-February for students who complete their degree requirements by the end of the preceding fall semester. Students who have their degrees conferred in February are automatically invited to participate in the following June convocation ceremony.

As a result of the ongoing recommendations associated with COVID-19, Convocation Board took the decision to postpone the 2020 Spring Convocations, as noted below. In order to support the May/June 2020 cohort who complete degree requirements, in absentia convocations are recommended for approval by Senate. There would be no ceremonies in May or June, but these students would be permitted to cross the stage as walk-ons at a future convocation that is approved by Convocation Board.

FOR INFORMATION

2. Spring Convocation (#315)

In light of ongoing developments and recommendations associated with COVID-19, Convocation Board has taken the decision to postpone the Spring Convocation scheduled to be held on various dates in May and June this year. It is with much regret that the Board took this decision but the safety of the graduates, their families and the University community necessitated this decision.

All those candidates for degrees, diplomas and certificates who are recommended by their Faculties to the Registrar for conferral of degrees and diplomas, or award of certificate, will have them granted outside of a rescheduled convocation ceremony.

Alternative options for the holding of convocation will be explored and an announcement made as soon as possible.

EXHIBIT IV

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Nomination process for Senate Committees in 2020/21	Yes

FOR APPROVAL

1. Nomination Process for Senate Committees in 2020/21

Recommended: That Senate approve, a temporary variation to the Senate Bylaws, Section 2(a), whereby the Vice Chair of Senate "*shall be elected annually at the first regular meeting of Senate held after the first day of April*" to instead be that "the Vice Chair of Senate shall be elected annually prior to the first meeting of the Senate for the academic year 2020/21 using the Simply Voting platform".

As Western needs to continue to operate as efficiently as possible during these challenging times, the Nominating Committee was presented by the University Secretariat with an alternative means by which it could carry out the nominations function, particularly for the large group of nominations that are important for the Senate Committees of 2020/21.

Outlined below is the process that will be undertaken for the nominations this term:

Background:

- 1. Western wishes to give people adequate time to reflect on appropriate representation for committees. We are all conscious that with the many priorities happening at the moment, selecting a colleague to serve on a committee for 2020 is not pressing.
- 2. Western is also conscious that current membership expires at the end of June 2020 for all committees and Senate where terms are expiring. Working with new Senators to manage the large election process could be challenging.
- 3. Voting should remain confidential, even in an online environment.
- 4. The voted slate from the Nominating Committee should move forward to Senate and should still provide the opportunity for other names to be put forward.
- 5. April does not need to be our 'go-to" month for this process, as long as we have things in place during the summer save and except that the Senate Bylaws do state (Section 2a) that the Vice Chair of Senate "*shall be elected annually at the first regular meeting of Senate held after the first day of April*". Senate is asked to approve the above motion to allow the Vice Chair of Senate to be selected in June 2020 using the Simply Voting platform.
- 6. The remainder of the nominations for Senate Committees can proceed via the alternative route as there is no stipulated process or timing provided for in the Senate Bylaws allowing for flexibility.
- 7. As a result, Senate is only asked to approve a variation to the Bylaws for the timing of the Vice Chair selection.

In support of the above points, the process will be as follows:

- 1. The April meeting of the Nominating Committee will be delayed until June 8 (or thereabouts but no later than June 8th), assuming that Convocation will not move forward in the traditional sense.
- 2. A call will be made to the Nominating Committee, in advance, to ask for candidates for the slate of vacancies. This list of vacancies will be supplied to the Committee week of April 6th.
- 3. Nominating Committee will meet no later than on June 8th through whatever medium is appropriate.
- 4. Once the slate of nominations is determined from Nominating Committee, it will be prepared for Senate members likely for June 10th. Please note that the process will not involve a Senate meeting, but votes from Senators will be obtained virtually.
- Senators will be provided with the slate of nominations and given one week for consideration or additional nomination(s) – nominations will be due back to the University Secretariat for June 16th by noon.
- 6. The Simply Voting platform will be used to present the slate and bios. Senators will be given six days to vote, June 19th, 3:00 p.m. to June 24th until 3:00 p.m. Where there are no additional nominations, the slate presented by the Nominating Committee will be deemed to be acclaimed by Senate.
- 7. If necessary, a run-off vote will be launched, again through Simply Voting using June 29th and 30th if necessary.
- 8. Results should be available by July 2nd, 2020.

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
Faculty of Engineering, Department of Chemical and Biochemical Engineering: Withdrawal of the Green Process Engineering Program	Yes
School of Graduate and Postdoctoral Studies: Introduction of the Master of Science (MSc) in Interdisciplinary	Yes
Introduction of the Master of Arts (MA) in Research for Policy and Evaluation	Yes
Revisions to the Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP)	Yes
Revisions to the Non-Thesis Master of Science (MSc) in Biochemistry	Yes
Faculty of Law: Revisions to the "Progression Requirements – Law" Policy	Yes
Faculty of Health Sciences, School of Health Studies: Revisions to the Admission Requirements of the Health Sciences Modules	Yes
Articulation Agreements: Renewal of the Articulation Agreement between Western University, Bachelor of Science, Computer Science Program and Fanshawe College regarding the transfer of credit for students in the Computer Programmer Analyst Program	Yes
Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science Program	Yes
Policy Revisions: Revisions to the "English Language Proficiency for Admission"	Yes
Policy Revisions to the "Structure of the Academic Year" Policy	No
(Scheduling of Fail Convocation) Revisions to the "Structure of the Academic Year" Policy (Table of Dates)	Yes
Revision to the transfer credit granted under the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program	Yes
New Scholarships and Awards	Yes

FOR APPROVAL

1. <u>Faculty of Engineering, Department of Chemical and Biochemical Engineering: Withdrawal of the</u> <u>Green Process Engineering Program</u>

Recommended: That effective September 1, 2020, admission to the Green Process Engineering Program be discontinued, and

That students currently enrolled in the program be permitted to graduate until August 31, 2024 upon fulfillment of the requirements, and

That effective September 1, 2024, the program be discontinued.

REVISED CALENDAR COPY

https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21263&Keywords=green%20process&Sele ctedCalendar=Live&ArchiveID=

GREEN PROCESS ENGINEERING

Admission to this program is discontinued effective September 1, 2020. Students enrolled in the program will be allowed to graduate until August 31, 2024, upon fulfillment of the module requirements.

Background

Green Process Engineering (GPE) was created at Western in as a standalone program offered by the Department of Chemical and Biochemical Engineering (CBE) in parallel to the regular Chemical Engineering program. In April 2019, the CBE Department Council agreed to begin the process of phasing out of the GPE program. This was the result of almost one year of discussions among faculty members, alumni and students in the program. A key factor in this decision is the low GPE second year intake for the past 7 years. The Faculty of Engineering anticipates an opportunity for consolidation of GPE into a single, modernized, flexible Chemical Engineering program.

2. <u>School of Graduate and Postdoctoral Studies: Introduction of the Master of Science (MSc) in</u> Interdisciplinary Medical Sciences (IMS)

Recommended: That the Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS) be introduced effective May 1, 2021, as shown in **Appendix 1**.

Background

The proposed program is a one-year (3 terms, starting in May) course-based Master's program in Interdisciplinary Medical Sciences (IMS).

This new Master's program will attract students with an undergraduate science, biomedical science, life sciences, or health sciences degree and will provide them with an advanced skill set. One of the major objectives of the program is to enhance students' "research literacy", which is the ability to access, interpret, and critically evaluate scientific research. Therefore, students will gain a critical understanding of how research is effectively designed, analyzed, interpreted, and disseminated, particularly in the context of collaborative and translational research programs. Students will be exposed to a breadth of relevant topics that impact how medical science research is conducted, interpreted, and communicated. Examples include communicating to different audiences, the implications of research ethics, excellence in diversity, and business challenges of clinical translation. The program will benefit from participation of faculty and staff members across all seven basic science departments at Schulich

In addition to their coursework, students will be immersed in experiential rotations, and they will participate in a continuous seminar series that will allow them to connect theory and practice throughout

the program. Existing interdisciplinary research areas at the Schulich School of Medicine & Dentistry, such as musculoskeletal health, cancer research, or neuroscience will provide a framework within the program for students to learn and apply their breadth of knowledge in the rotations. Students will identify a research area of interest, and in parallel to the interdisciplinary learning blocks, they will complete three experiential rotations that align with their chosen field—two laboratory rotations and a community-engaged rotation. For example, if a student wanted to learn more about cancer biology, they would complete a basic science and a clinical laboratory rotation in this field. For the third rotation, the student would be expected to identify an organization to engage with to learn about how that research field impacts or interacts with other stakeholders. This last rotation could include community support groups, lay or scientific communication streams (e.g. local newspaper or Western Gazette), commercialization organizations (e.g. patent law office, or World Discovery), teaching units, or an industrial research lab.

Finally, students will be expected to implement and maintain an ePortfolio—this milestone element will run in parallel to the course content and experiential rotations. Students will collect evidence of their learning and reflect on it in their ePortfolios as they progress through the program. Maintaining an ePortfolio and engaging in ongoing reflection will allow students to showcase their learning, personal growth, and professional development in the program. Compared to many traditional programs, the MSc in IMS will emphasize development of essential transferable skills such as project and time management, self-awareness, critical thinking, evaluative judgement, and decision-making.

The MSc in IMS will employ a cohort model, whereby students will progress through their education in small teams. Instead of traditional courses, content will be delivered in sequential intensive interdisciplinary learning blocks using lectures, case studies, and real-world applications that are relevant to topics in medical science research. Each block will be strategically placed in the curriculum to build on one another and connect with the experiential learning rotations. In total, students will complete 6.0 course credits, which include the serial interdisciplinary learning block courses (7 x 0.5), experiential rotations (3 x 0.5), and a continuous seminar series (1.0). Additionally, they will get a milestone notation for their ePortfolio.

SUPR-G considered the Introduction of the Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS) and requested that the program be sent for external review. The results of the external review are attached as **Appendix 2**.

3. <u>School of Graduate and Postdoctoral Studies: Introduction of the Master of Arts (MA) in Research</u> for Policy and Evaluation

Recommended: That the Master of Arts (MA) in Research for Policy and Evaluation be introduced effective September 1, 2020, as shown in **Appendix 3**.

Background

The proposed Master of Arts (MA) in Research for Policy and Evaluation will be a one-year (three term) Professional Master's program with an emphasis on social scientific research for the work world – collection, analyzing, interpreting, and communicating research for practical applications in policy and program development and enhancement. The emphasis will be on developing quantitative and qualitative research skills that can be used to develop, evaluate, and enhance policies and programs in a variety of settings, including in government, not-for-profit, and private sectors.

The MA in Research for Policy and Evaluation will provide students with advanced policy- and practicerelevant research skills in the social sciences, and the ability to conduct independent research in applied settings. A unique feature of the program is the focus on solid social scientific research skills that may be applied in the workplace. The focus on high level, multimethod social scientific research skills will position graduates to be desirable candidates for advanced research positions in a broad array of work environments including government, not-for-profit organizations, and the private sector.

The program will include eight months (two terms) of course work and a four-month (one term) internship in which students have the opportunity to apply their skills to a specific project or set of projects in an applied setting. Skills to be developed include the ability to address research questions of practical value, measure outcomes and evaluate programs and policies, collect and analyze quantitative and qualitative data, and report on the findings in a succinct and effective manner. The program will cross the departments within the Faculty of Social Science and be housed within the Network for Economic and Social Trends (NEST), the flagship research and policy alliance within the Faculty of Social Science

The program will follow a cohort model, with a total of 5.0 full course equivalents: 3.0 required full course equivalents, 1.0 elective courses selected from a list of relevant options approved by the program, and 1.0 full course equivalent summer internship. No thesis option will be offered, and the summer internship will be a required feature of the program.

The audience for the program is two-fold. First, the program aims to attract students and recent graduates looking for a Master's program with an internship component that will provide them with advanced skills needed to conduct, interpret, and communicate policy- and evaluation-relevant research for government, not-for-profit, and private sectors. Second, the program aims to attract those who are already working in the field who would like to upgrade their ability to conduct, interpret, utilize, and communicate practical research of value to policy- and evaluation-oriented decision-making.

SUPR-G considered the introduction of the Master of Arts (MA) in Research for Policy and Evaluation and requested that the program be sent for external review. The results of the external review are attached as **Appendix 4**.

4. <u>School of Graduate and Postdoctoral Studies: Revisions to the Master of Nursing – Advanced</u> <u>Primary Health Care Nursing Practice (MN-PHCNP)</u>

Recommended: That the Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP) be revised effective September 1, 2020, as shown in **Appendix 5**.

Background

The Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP) degree prepares graduates to meet the regulatory requirements and the resultant professional designation of Primary Health Care Nurse Practitioner (NP-PHC) in the province of Ontario. Students enrolled in the current program take 12 courses. Seven of the required courses focus on the PHCNP role and are required for eligibility to write licensure examinations to work as a Nurse Practitioner in the province of Ontario. These core courses are delivered using a combination of distance learning, onsite seminars and supervised clinical practica through a consortium of nine Ontario Schools of Nursing. There are no changes requested to the seven NP-core courses as these are provincially delivered and mandated. In addition to the 7 NP-core courses, students enrolled in the MN-PHCNP at Western University complete an additional 5 required courses. Modifications are being requested for these 5 courses in this area of study.

The name change from *Master of Nursing - Advanced Primary Health Care Nursing Practice* to *Master of Nursing – Primary Health Care Nurse Practitioner* is proposed to decrease confusion. Currently similar programs in the province all use 'Primary Health Care Nurse Practitioner' in their name; the proposed name change would align with similar programs across the province.

Modifications to the curriculum content of the MN-PHCNP field focus on transferrable core knowledge for masters-prepared nurses. Health care delivery is increasingly complex requiring Nurse Practitioners to synthesize, implement and evaluate evidence-informed solutions, manage complex situations and develop innovative strategies to improve health outcomes. Masters-prepared nurses have been identified as one of the key practitioners that attend to such health care delivery complexities. Curriculum updates will focus on the multiple areas of practice required by masters-prepared Nurse Practitioners, which include clinical expertise in diagnosis and treatment of disease, application of research in practice and utilization of change management and clinical leadership strategies to improve health outcomes. The clinical component of the role is largely obtained through the NP-core courses. The other courses relate to role development in areas to improve health outcomes through leadership, research utilization, and quality improvement. The proposed changes focus on these aspects of role development.

By refocusing curriculum content, the number of courses will be reduced from 12 to 11. The previous courses in the MN-PHCNP field focused heavily on theoretical aspects of research. For instance, in two core required methodology courses students developed full research proposals, which aligned well with MScN student needs for their thesis work but was not strongly aligned with roles that MN-PHCNP students would be undertaking upon graduation. The proposed curriculum changes will focus on implementation of evidence-informed change and critical analysis of evidence for nursing practice, i.e. utilization and application of research rather than research proposal development. Specifically, modifications to the curriculum will be the inclusion of three courses: Foundations of Nursing Science; Critical Appraisal of Evidence for Nursing Practice; and Leadership and Management in Nursing and Health Services. One additional course will be an elective chosen from a specific list of possible courses that provide students with an opportunity to pursue an area of interest to inform a future role.

The students, many of whom are working Registered Nurses, have identified that the biggest challenge to full-time study in the MN-PHCNP program is the number of courses, and the requirement to be on-site several days per week. Currently, for the part-time students, there are terms without courses available which delays progress; changes within this major modification will enable part-time students to complete the MN-PHCNP Program within a 36-month or a 48-month option. Continuing to work while attending graduate school is driven by financial need, seniority in current nursing roles, and a professional desire to continue to practice. While a variety of strategies have been developed in the current MN-PHCNP field to assist students, all have limitations related to balancing the number of required courses and on-site delivery. Students have identified that concentrated classroom face-to-face instruction coupled with asynchronous flexible online delivery of courses would be most effective to reduce barriers and enhance their learning opportunities. To address these concerns and barriers, the proposed modifications for this field include residency periods of 2.5 days per core course (i.e. Foundations, Critical Appraisal, and Leadership). The residency aspect is linked with courses that begin with an onsite face-to-face residency and continue online after the residency to enable students to have more control over schedules, to balance work and school. The residency periods will allow students to interact with colleagues and faculty at Western, as well as with experts in practice settings (i.e., acute care settings, public health contexts) to support integration of their learning from multiple sources. The elective courses range in delivery from face-to-face, hybrid delivery, or exclusively online, thus providing students more choice in terms of learning strategies, topics of interest, as well as progression in 36 or 48-months.

In addition to improvements in accessibility, the delivery of courses as a hybrid of on-site (residency periods) and online will facilitate students' learning. Currently, the courses in the MN-PHCNP field of study are delivered in a variety of ways: face-to-face, hybrid with face-to-face seminars, online discussions, and intermittent workshops with periods of facilitated learning occurring between on-site classes and clinical practice courses. Therefore, with the exception of the addition of the residency periods, the delivery presented in this modification for students will not be new. The material delivered in the on-site format will be designed to be interactive and include opportunities for expert presenters, panel discussions, co-operative learning among students, mentored discussions and other strategies that are considered of most benefit to be done in real time. The online components of the core courses will be designed and delivered in ways that allow students to access material at their own pace, to take more time in some areas depending on their own learning needs and to still have co-operative opportunities for student part of the delivery. The elective courses may be taken online, face-to-face, or as a hybrid delivery.

Senate Agenda April 17, 2020

5. <u>School of Graduate and Postdoctoral Studies: Revisions to the Non-Thesis Master of Science</u> (MSc) in Biochemistry

Recommended: That the non-thesis Master of Science (MSc) in Biochemistry be revised effective September 1, 2020, as shown below.

Current program	Proposed Change(s)
The one-year non-thesis MSc program entails 9 credits:	The one-year non-thesis MSc program entails 9 credits:
3 credits derived from graduate-level courses in the Biochemistry program	 2 credits derived from graduate-level courses in the Biochemistry program
 a 3-credit directed research project carried out under the supervision of a faculty member in the Biochemistry graduate program, and 	 a 3-credit directed research project carried out under the supervision of a faculty member in the Biochemistry graduate program, and
 an additional 3 credits that can be obtained through two different options: a) completion of a collaborative project entitled "Ideas to Innovation" that requires independent and collaborative research and communication skills with an emphasis on biotechnology and business; or b) completion of a research-based course intended for students interested in pursuing careers with a major research component and in particular careers requiring independent research skills. 	 an additional 4 credits that can be obtained through two different major courses: a) completion of a collaborative project entitled "Ideas to Innovation" that requires independent and collaborative research and communication skills with an emphasis on biotechnology and business; and b) completion of a research-based course intended to prepare students for careers with a major research component and in particular careers requiring independent research skills.

Background

The one-year non-thesis Master of Science (MSc) in Biochemistry program is aimed at students who desire advanced biochemical training and transferable skills. The one-year program currently entails 9.0 credits: 3.0 credits derived from graduate-level courses in the Biochemistry program, a 3.0-credit directed research project carried out under the supervision of a faculty member, and, depending on the stream selected, either a 3.0-credit collaborative project entitled "Ideas to Innovation" that prepares students for careers outside of research or a 3.0-credit course entitled "Advanced Laboratory Research" in which the students rotate through three different laboratories doing short research projects, while also attending lectures on the most up-to-date techniques in biochemical research.

The proposal reduces the number of 0.25-credit courses that are required, while making mandatory both of the 3.0-credit courses (BIOC 9533 "Ideas To Innovation" and BIOC 9455 "Advanced Laboratory Research") that currently define the two streams. In order to keep the same total number of credits the two 3.0-credit courses will be modified and reduced to 2.0 credits each.

For the modification, the 3.0-credit original research project (Summer term capstone course, BIOC 9544) will remain. However, the students will take the modified 2.0-credit Ideas To Innovation in Fall term and the modified 2.0-credit Advanced Laboratory Research in Winter term. Instead of taking 3.0 credits in graduate-level courses (12×0.25 credits, each), the students will take 2.0 credits (8×0.25 credits).

In "Ideas to Innovation", students are presented with interactive lectures on how to develop and evaluate innovations. They are also given lectures on basic business planning, financials and marketing. They then work in teams to develop a proposal for an innovation of their choice. They are evaluated on three written proposals (two preliminary and one final) during the two terms in which the course runs and prepare a final oral presentation. The "Ideas to Innovation" course does not involve practical or laboratory work.

A central outcome and series of competencies of the "Advanced Laboratory Research" course is to provide students with necessary skills for conducting multi-disciplinary contemporary biomedical research. The course also offers students the option of rotational research training in up to three different laboratories in the Biochemistry Graduate Program. It is particularly attractive to those who have not completed an independent research project in their undergraduate degree and thus are lacking many of the practical (technical and communications) skills that are necessary for success in a contemporary biochemistry laboratory. The "Advanced Laboratory Research" delivers these critical skills by emphasizing technical, conceptual and practical aspects of biochemical research, as well as enhancing written and verbal communication skills through poster presentation, a written report, and oral presentation at the conclusion of the respective rotations.

6. <u>Faculty of Law: Revisions to the "Progression Requirements – Law" Policy</u>

Recommended:	That the "Progression Requirements - Law" Policy be revised effective
	September 1, 2020, as shown in Appendix 6.

Background

The Faculty of Law's Programs Committee is proposing a number of changes to the current progression policy. Major changes are proposed for the Passing and Failing, Supplemental Examinations, and Satisfying Program Requirements sections (as they are currently labelled). Only minor changes are proposed for the other sections. The revisions are proposed for a variety of reasons. Some of the information in the current policy is out of date (e.g. refers to "core-group courses"). Some of the terminology is undefined and no longer used by other Faculties (e.g. "fails the year"). Some of the language is difficult to understand and interpret (e.g. "has not previously failed in law school" or "the Faculty may pass a student who would otherwise fail"). Some issues are not addressed, either clearly or at all (e.g. whether a student who fails a year can or has to repeat courses in which s/he received a passing grade, and what happens when a student fails to meet the minimum annual or term credit requirements)..

Among other things, the Faculty of Law's Programs Committee voted to revise the policy to:

- Abandon the concept of failing a year in favour of a more workable reference to individual course outcomes.
- Adopt an overall competency requirement that results in a student being forced to withdraw from the Faculty upon collecting any one of several combinations of poor final grades (e.g. two Fs after supplemental assessments), on the basis that accumulation of such grades suggests insufficient overall competence.
- Adopt a requirement that a student must withdraw from the Faculty upon obtaining a failing final grade in any compulsory course, on the basis that the course content is foundational and failure (after supplemental assessment) demonstrates that the student is unable to succeed in law school.
- Incorporate discretion into the application of the previous two rules to account for unusual situations and allow for due process.
- Clarify the rules relating to the privilege to write a supplemental assessment while incorporating some discretion and due process into the application of the rules.
- Add rules that speak to miscellaneous other issues, such as when a student fails to meet annual
 or term minimum credit requirements, and when and how a student can earn credits after failing a
 course.

7. <u>Faculty of Health Sciences, School of Health Studies: Revisions to the Admission Requirements</u> of the Health Sciences Modules

7a. Introduction of Health Sciences 1110A/B (Personal and Social Determinants of Resilience and Wellbeing)

Recommended: That effective September 1, 2020, Health Sciences 1110A/B (Personal and Social Determinants of Resilience and Wellbeing) be introduced into the course offerings of the School of Health Studies as shown below.

NEW CALENDAR COPY

Health Sciences 1110A/B – Personal and Social Determinants of Resilience and Wellbeing (short title, Resilience and Wellbeing)

Personal resilience is widely recognized to be a cornerstone of wellbeing, and is considered essential to success in environments ranging from schools to workplaces. In this interdisciplinary course, we introduce an evidence-informed framework for the study of personal and social determinants of resilience.

Antirequisite(s): Health Sciences 2110A/B Prerequisite(s): Registration in the School of Health Studies. 3 contact hours

7b. <u>Revisions to the Admission Requirements of the Honours Specialization, Specialization, and Major in</u> <u>Health Sciences, Honours Specialization in Health Sciences – Health and Aging, Honours Specialization</u> <u>in Health Sciences – Health Promotion, and Honours Specialization in Health Sciences with Biology</u>

 Recommended:
 That effective September 1, 2020, the admission requirements of the following modules be revised to include Health Sciences 1110A/B, as shown in Appendix 7:

 Honours Specialization in Health Sciences

 Specialization in Health Sciences

 Major in Health Sciences

 Honours Specialization in Health Sciences

 Honours Specialization in Health Sciences

 Honours Specialization in Health Sciences – Health and Aging

 Honours Specialization in Health Sciences – Health Promotion

Honours Specialization in Health Sciences with Biology

7c. <u>Revisions to the Course Requisites and Course Notes for Health Sciences 2110A/B</u>

Recommended: That effective September 1, 2020, the calendar copy for Health Sciences 2110A/B be revised as shown in **Appendix 8**.

Background

Cultivation of resilience is a key programming goal within the School of Health Studies, and features prominently in the School's recently redeveloped program-level outcomes. A similar course to the proposed Health Sciences 1110A/B (Personal and Social Determinants of Resilience and Wellbeing) was offered for the first time in January of 2020, to a cohort of students that includes both students within the School of Health Studies, and students from across the campus (see Health Sciences 2110A/B). The School of Health Studies has, however, come to believe that early introduction of the key concepts within this course may be foundational to success within the program. Accordingly, the School proposes to introduce module modifications that will include Health Sciences 1110A/B as a required course in first year.

Although the School considers it likely that the content introduced in this course will have positive effects on the mental health and wellbeing of students, it is important to note that this is not a "personal development course", but rather is thoroughly grounded in scholarship related to resilience and wellbeing. Senate Agenda April 17, 2020

Health Sciences 2110A/B will continue to be offered for the foreseeable future, as an elective that is available to students outside the Faculty of Health Sciences, and as an elective for students within the School of Health Studies who were not required to take Health Sciences 1110A/B. Due to content overlap between the courses, Health Sciences 2110A/B will be revised to include Health Sciences 1110A/B as an antirequisite.

8. <u>Renewal of the Articulation Agreement between Western University, Bachelor of Science,</u> <u>Computer Science Program and Fanshawe College regarding the transfer of credit for students in</u> <u>the Computer Programmer Analyst Program</u>

Recommended: The Senate approve the renewal of the Articulation Agreement between Western University, Bachelor of Science, Computer Science Program and Fanshawe College regarding the transfer of credit for students in the Computer Programmer Analyst program, effective March 1, 2020, as shown in **Appendix 9**.

Background

This agreement is a renewal that relates to students studying in the Computer Programmer Analyst program at Fanshawe College. Effective March 1, 2020, Western proposes to accept students from this program into third year of the Bachelor of Science Computer Science program as set out in an Articulation Agreement between the two institutions. The details of the agreement are set out in **Appendix 9**.

The objectives of the agreement are to provide graduates from Fanshawe, who satisfy the criteria described in this agreement, with the opportunity to apply for admission to the Bachelor of Science Computer Science and obtain a Western degree.

9. <u>Renewal of the Articulation Agreement between Western University, Brescia University College,</u> <u>Huron University College, King's University College, and Fanshawe College regarding the transfer</u> <u>of credit for students in the General Arts and Science Program</u>

Recommended: That Senate approve, and recommend to the Board of Governors, the renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science program, effective March 1, 2020, as shown in Appendix 10.

Background

This agreement is a renewal that relates to students studying in the General Arts and Science program at Fanshawe College. Effective March 1, 2020, Western and the Affiliated University Colleges propose to accept students from this program as set out in an Articulation Agreement outlined in **Appendix 10**.

The objectives of the agreement are to provide graduates from Fanshawe, who satisfy the criteria described in this agreement, with the opportunity to apply for admission to and receive credit from Western, Brescia, Huron and King's and obtain a Western degree.

10. <u>Revisions to the "English Language Proficiency for Admission" Policy</u>

10a. <u>Revisions to the "English Language Proficiency for Admission" Policy to Add C1 Advanced and C2</u> <u>Proficiency to the List of Recognized English Language Proficiency Tests</u>

Recommended: That the "English Language Proficiency for Admission" Policy be revised effective April 17, 2020, as shown in **Appendix 11**.

Background

This proposal adds C1 Advanced and C2 Proficiency to the list of recognized English proficiency tests for use by applicants applying for undergraduate admission whose first language is not English. C1 Advanced and C2 Proficiency are Cambridge English Qualification offered through Cambridge Assessment English, part of the University of Cambridge. Cambridge Assessment English has been providing English Language assessment since 1913. With exam centers in 130 countries, C1 Advanced and C2 Proficiency has already been recognized as an approved English language admission test by over 107 Higher Education institutions in Canada and 100% of UK Universities. The C1 Advanced and C2 Proficiency tests of academic English are offered by Cambridge Assessment to effectively measure the English language skills of non-native English speaking students in the following areas: reading, writing, listening, and speaking. C1 Advanced and C2 Proficiency are offered as both a computer-based and paper-based exam.

10b. <u>Revisions to the "English Language Proficiency for Admission" Policy to Remove the Michigan English</u> Language Assessment Battery (MELAB) from the List of Recognized English Language Proficiency Tests and Accept the Paper Delivered TOFEL on a Case-By-Case Basis

Background

The proposal removes the Michigan English Language Assessment Battery (MELAB) from the list of recognized English proficiency tests for use by applicants. The MELAB test is no longer offered by Michigan Language Assessment.

The proposal also recommends that the Paper Delivered TOEFL is accepted on a case-by-case basis. 98% of TOEFL test takers worldwide take the TOEFL iBT test, delivered via the internet, and access continues to expand. For test takers who do not have access to the TOEFL iBT, there is the revised TOEFL Paper-delivered Tests. However it does not measure all 4 communication skills (reading, listening, speaking, writing); there is no Speaking section in the Paper-delivered test. With a lack of concordance to other English tests, the exclusion of a speaking section and the limited number of Paperdelivered tests written, the recommendation is that this test is accepted on a case-by-case basis.

11. <u>Revisions to the "Structure of the Academic Year" Policy (Scheduling of Fall Convocation)</u>

Recommended: That effective April 17, 2020, the "Structure of the Academic Year" Policy be revised as shown below.

REVISED CALENDAR COPY

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

The beginning of the policy remains unchanged

- 4. <u>Scheduling Convocation Ceremonies</u>
 - 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 on the first full week following Thanksgiving. in October. (If October-1 is a Friday, it will not count as week 1).

The remainder of the policy is unchanged

Recommended: That the "English Language Proficiency for Admission" Policy be revised effective September 1, 2020, as shown in **Appendix 12**.

Background

With Western's implementation of a Fall Reading Week being scheduled to begin the 3rd Monday after Thanksgiving and end on the subsequent Monday, the current scheduling guidelines place Fall Convocation immediately preceding the Fall Reading week in the years 2022, 2023 and 2026 (see **Appendix 13**). Given that Faculty are a key component to the successful delivery of Convocation, the timing of the event to fall immediately prior to the Reading Week may impact Faculty and Staff participation.

FOR INFORMATION

12. <u>Revisions to the "Structure of the Academic Year" Policy (Table of Dates)</u>

The table of dates in the "Structure of the Academic Year" Policy has been revised as shown in **Appendix 14** to include the academic years 2020-2021 to 2024-2025. The structure of upcoming academic years is usually presented several years in advance to facilitate planning of exams, breaks, convocation etc.

13. <u>Revision to the transfer credit granted under the Articulation Agreement between Western</u> <u>University, Brescia University College, Huron University College, King's University College, and</u> <u>Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program</u>

For the past several years, Western, King's, Brescia and Huron have awarded transfer credit to graduates from the Police Foundations program at Fanshawe College. New course numbers were implemented by the Faculty of Social Science at Western. As a result, Sociology 2260A/B is no longer offered. Sociology 2260A/B was previously granted under this articulation agreement and to reflect the change to Western's course offerings, transfer credit granted as part of this agreement requires updating, as shown in **Appendix 15**.

This agreement was effective June 1, 2017 and shall continue in force unless terminated by either Fanshawe or Western.

14. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards as shown in **Appendix 16**.

Proposal for a Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS)

The proposed program is a one-year (3 terms, starting in May) course-based Master's program in Interdisciplinary Medical Sciences (IMS).

Admission Requirements

The Master's program of Interdisciplinary Medical Science will admit basic science undergraduates, health science undergraduates, and life sciences undergraduates who desire advancement in their knowledge of medical science research. The ideal candidate could be searching for professional program entry, may wish to further their skills training in research, or may just want to be better prepared for a career in the medical sciences fields. The program is looking for the following type of candidate:

- Individual who has earned a four-year undergraduate degree in one of health sciences, life sciences or medical sciences related fields from an accredited Canadian university or equivalent.
- Candidates must have a minimum average of B+ (78% or higher) on the last 10 full courses equivalent course load (approximately the last 2 years of study).
- Candidates will undergo a structured video interview. Apart from fulfilling the minimum grade requirements, the program will look for well-rounded individuals with various interests within and beyond academia and of diverse educational and geographical background.

Additionally, international students must meet the following English language requirements as outlined below:

English Language Proficiency

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet-based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is 0984].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 7 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.
- Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency.
Master of Interdisciplinary Medical Science Degree Requirements

The Master of Interdisciplinary Science degree is a three term (one year) program:

- Course Requirements:
 - 6.0 course credits:
 - MEDSCIEN 9501 Communicating Science in the 21st-Century (0.5)
 - MEDSCIEN 9502 Designing, Analyzing, and Interpreting Medical Science Research (0.5)
 - MEDSCIEN 9503 Ethical Research Practices (0.5)
 - MEDSCIEN 9504 Academic Integrity and Professionalism (0.5)
 - MEDSCIEN 9505 Data Science (0.5)
 - MEDSCIEN 9506 Research Excellence Through Diversity (0.5)
 - MEDSCIEN 9507 Intellectual Property, Implementation, and Commercialization (0.5)
 - MEDSCIEN 9601 Experiential Lab Rotation (0.5)
 - MEDSCIEN 9602 Experiential Lab Rotation (0.5)
 - MEDSCIEN 9603 Experiential Community Rotation (0.5)
 - MEDSCIEN 9700 Interdisciplinary Skills (0.5)
 - MEDSCIEN 9701 Seminar Series (1.0)
- Milestones (non-course degree requirements)
 - o ePortfolio
 - All students must maintain an ePortfolio during completion of the program. Students will be expected to submit their ePortfolios at the end of the program and they must meet expectations to graduate.

Progression requirements

Students must attain a minimum grade of 80% on all assessments in the block courses. Students will be expected to complete their experiential learning rotations, keep an up to date ePortfolio, and attend monthly progress evaluation meetings with an academic advisor.



MSc in Interdisciplinary Medical Sciences Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Schulich School of Medicine and Dentistry	
Degrees Offered	MSc in Interdisciplinary Medical Sci	iences (IMS)
Date of Last Review	New program not previously review	ved
Approved Fields	None	
External Consultants	Reinhart Reithmeier,Department of Biochemistry,PhD FCAHSUniversity of Toronto	
	Edward Ruthazer, PhD	Montreal Neurological Institute, McGill University
Internal Reviewers	Jamie Baxter Associate Dean, Faculty of Social Science	
	Mohammed Estaiteyeh	Ph.D. student, Western University
Date of Site Visit	January 14-15-2020	
Date Review Report Received	January 29, 2020	
Date Program/Faculty Response Received	February 17, 2020	
Evaluation	Approved to Commence	
Approval Dates	SUPR-G: March 25, 2020 SCAPA: April 1, 2020 Senate:	
Year of Next Review	2027-2028	

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11,2011, revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Schulich School of Medicine and Dentistry.

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 on 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 Schulich School of Medicine and Dentistry is introducing the MSc in Interdisciplinary Medical Sciences (IMS). It will be a one-year (3 terms, starting in May) course-based Master's program. The degree designation MSc was selected for the proposed program because of the integration of research skills and scientific biomedical research at the core of this interdisciplinary program.

Student teams will be established for the duration of the program. The students will work closely with these members in their coursework and on some assignments and assessments. Therefore, a collaborative learning environment will be established so that students are supported throughout their program. Students will also attend and participate in a continuous seminar series throughout the academic year. The seminar series will offer students the opportunity to attend academic talks related to their research interests as well as professional development workshops. Students will frequently present in different formats and to various audiences at the seminar series. These opportunities will allow students to showcase what they have learned, share and reflect on their experiences, and contribute to thought-provoking discussions.

Having students immersed in various experiential rotations will introduce students to the wider community of scholars in the discipline and also in the community. Students will be expected to discuss their ideas and disseminate findings with researchers and community members.

The MSc in IMS will include consecutive block courses where students will be immersed in a topic. These learning blocks will be the equivalent to 0.5 course credits and are outlined below. The curriculum will be comprised of seven learning blocks (0.5 credits each), three experiential rotations (0.5 credits each), and a continuous seminar series (1.0 credit).

Course Requirements

- 6.0 course credits
 - MEDSCIEN 9501 Scientific Communication in the 21st-Century (0.5)
 - o MEDSCIEN 9502 Experimental Design in Medical Science Research (0.5)
 - MEDSCIEN 9503 Research Ethics and Academic Integrity (0.5)
 - MEDSCIEN 9504 Ethics in Human and Animal Research (0.5)
 - MEDSCIEN 9505 Research Excellence Through Diversity (0.5)
 - MEDSCIEN 9506 Biomedical Applications of Artificial Intelligence (0.5)
 - MEDSCIEN 9507 Intellectual Property and Business Challenges of Clinical Translation (0.5)
 - MEDSCIEN 9601 Experiential Rotation 1 (0.5)
 - MEDSCIEN 9602 Experiential Rotation 2 (0.5)
 - MEDSCIEN 9603 Experiential Rotation 3 (0.5)
 - MEDSCIEN 9500 Seminar Series (1.0)
- Milestones (non-course degree requirements)
 - o ePortfolio

All students must maintain an ePortfolio during completion of the program. Students will be expected to submit their ePortfolios at the end of the program and they must meet expectations to graduate.

Significant Strengths of the Program

The Review Process identified the following program strengths:

1. unique in offering accelerated and specialized training for students who seek to work in health and life science disciplines, as policy analysts, fund raisers, not-for-profit administrators, teachers, journalists, managers of clinical trials, etc.

- 2. Graduates who understand the multidisciplinary nature of research focused on community needs.
- E-portfolio
 Interdisciplinary (within the Medical Sciences)
- 5. Cohort model
- 6. Three practical rotations interspersed among more formal coursework

Areas of Concern Identified

Review	wers' Recommendation	Program/Faculty Response
Recom been n implem Plan be	nmendations requiring implementation have narked with an asterisk (*). The process for nentation can be found in the Implementation elow.	
1.	* One possible way to eventually dissuade the premed cohort from applying to this program as a way to boost their GPAs for Med school applications would be to adopt a non-numeric grading scheme.	Members of the program committee are in favour of this approach and would like to discuss the possibility of a strictly pass/fail system with SGPS.
2.	* Student applicants should not be given false hopes that this MSc program will significantly change their likelihood of medical school admission.	The program will emphasize transferable skills training and experiential learning opportunities at recruitment events, ensuring that we attract a diverse student population, especially for our first cohort, which will set a tone for future cohorts
3.	*One pool of ideal applicants that should not be underestimated are international students interested in integrating into the Canadian workforce and who may already hold PhDs or medical degrees	It is currently anticipated that a mix of one third each of local, Canadian from elsewhere, and international students will be admitted to the program.
4.	* If possible, some scholarships should be made available to allow economically disadvantaged students or international students from underdeveloped countries to participate.	Scholarships for students in the program will be considered based on need and/or merit. We also hope to develop funding initiatives that align with the goals of the program, such as equity, diversity, and inclusion.
5.	*It may also be beneficial for enhancing diversity and interdisciplinarity in the pool of students to expand the criteria for admission beyond those holding health and life science degrees, to include individuals in the humanities in areas such as philosophy, economics, engineering, etc.	We plan to involve other faculties in the design and delivery of the curriculum, and we will therefore consult with members of these faculties about their students being candidates for our program. However, we would like to determine what students would need in terms of background from their undergraduate studies to be successful in our program. Therefore, at least initially, we will recruit students who hold a health or life science degree, as outlined in the brief, but will continue to explore other disciplines for future cohorts
6.	* The consultants recommend that there be a sole Director, an Associate Director and a Program Administrator	The program committee agrees with this structure and is in the process of identifying candidates. The plan is to have the Director and Associate Director roles filled by the end of this calendar year.
7.	* Regular meetings should be held by an oversight board. We recommend that this board include, in addition to university administrators and faculty members, some members of the community who may have	The program committee agrees with these recommendations.

participated in community engaged learning rotations such as local non-for-profits or funding agencies.	
8. * Because of the importance of the community engagement component, and the likelihood of a heavy reliance on services from the Community Engaged Learning Centre, it is strongly recommended that the university create a new position of Graduate Liaison for Community Engaged Learning, probably to be located at the Community Engaged Learning Centre itself.	The program had not considered this role but agrees that it would be beneficial for the success of the program and the community rotation.
9. * In general the 8 weeks allocated for the rotation will permit only superficial hands-on research experience and is not enough time to learn more than a few new techniques. We therefore recommend that the rotations be designed to give the students more of a consultant type role (e.g., creating a website based on interviews with lab members and the PI that highlights the research program for the lab).	We will work closely with our lab rotation partners and recruit them early so that we are aware of the general lab needs for the rotations.
10. * It will be important that the specific goals and plan for implementation of each rotation be formally agreed to by student and host upon the start of each of the 3 rotations to avoid wasted time and miscommunication.	The program committee agrees strongly with this statement and will ensure that onboarding and offboarding training be completed by both the mentee and mentor. While maintaining different options in terms of how rotation students get immersed in the lab work, a clear framework of expectations, time commitment, deliverables and responsibilities will be established that all parties need to agree to.
11. * We urge the organizers to provide some sample ePortfolios to the students at the beginning of the year so that they will have a clear idea what they can include in their own portfolios.	We will ensure that we provide a template for students as well as examples of ePortfolios. Every year, we will also ask students for their permission to share their ePortfolios with future cohorts.
12. * In some cases, the ePortfolios may contain privileged information about IP or patient details which should not be placed in the public domain. It would be wise for any ePortfolios to be restricted initially to local consumption by students and instructors in the program.	We do not plan to have the ePortfolios be open to the public. Instead, we will work with platforms that can be made private and only shared with members within the program. We will also make sure we discuss public versus private domains in the communication block and work through case study examples.
 13. * The reviewers were slightly concerned about the large amount of independent work time incorporated into the block course curriculum. Effectively, classroom interactions will take place on Mondays and Fridays with Tuesday through Thursday involving small group work and self-study. The value of the flipped classroom has been brought into question in recent studies. However, it seems to be a useful component of this program and several of the instructors and administrators have extensive experience with this format for active learning. At least in the initial years, it will be 	We agree with the reviewers and together with the curriculum developer have recently revised the weekly schedule. We will solicit regular feedback from students and hope to incorporate scholarly research by members of the Faculty for Education and/or CERI for quality assurance and improvement.

critical to solicit regular feedback from the students about whether they agree that this	
format is serving their needs adequately.	
14. * Guest lecturers from outside this discipline	The program committee completely agrees and is
Business School lecturers, etc.) could be	expand the network
invited to participate occasionally with greater	expand the network.
involvement perhans evolving over time in a	
bottom up manner	
15 * If independent self- and small team-study will	We agree that a physical space would benefit
be a core aspect of the teaching model it	students in the program. This is something that will
would be valuable for a physical cohort space	be discussed by senior leadership and with the
to be set aside for these students to facilitate	CFO of Schulich. We will ensure that at minimum,
safe and unfettered interactions with their	students have rooms booked to work with their
classmates outside of fixed hours.	teams and independently on their coursework.
16. * The so-called Phase 2 online version of this	In what form and to what extent an online version of
program, as described in the brief, does not	this program, or of parts of the program, will be
seem to adequately benefit from the many	developed in the future, will be determined once
interactive and interdisciplinary strengths of	this program is established.
the program. We recommend it be	
abandoned, at least until the degree program	
nas been successfully running for several	
years.	We are very fortunate to be working with a
students to all present their Capstone projects	curriculum designer who has expertise in this area
to the entire group. Clear examples of what	Therefore the canstone projects are being defined
constitutes a good Capstone project should be	so that clear expectations will be provided to
provided at the beginning of the year.	students. We have also included a Capstone
p	Showcase for the end of the year, where students
	will have opportunities to present their work to the
	Schulich community and beyond.
 18. * There might be some merit in students 	The program committee agrees with this statement
engaging with community partners to identify	and will consider this comment during design and
an interest or need and then to consult with	implementation stages of the program over the next
basic scientists and clinicians working in the	year.
area to come up with a policy paper, a	
strategic plan, a grant proposal, etc. as the	
	e will be implemented)
19 A great deal of consideration be put into	The program committee agrees with this
regulating class size. Because of the active	recommendation and we will ensure that we
learning flipped-classroom and hands-on	monitor the program carefully to determine the
rotation structure of the program there is likely	maximum number of students that can be
a number of students per class (perhaps 30)	accommodated without sacrificing the quality of the
above which the guality of training and	experience
supervision will suffer	
20. There was some discrepancy about the	Students are required to participate in a basic
learning objective of the rotations. We agree	science lab, clinical or translational lab, and with a
that that the 3 rotations should be required to	community partner
be spread across basic, clinical and	
community engagement areas.	

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or followup. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

Recommendation	Proposed Action and Follow-	Responsibility
List recommendations requiring implementation	Describe the action and/ or follow-up required to implement the recommendation	Identify those responsible for implementation
 * One possible way to eventually dissuade the premed cohort from applying to this program as a way to boost their GPAs for Med school applications would be to adopt a non-numeric grading scheme. 	Members of the program committee are in favour of this approach and would like to discuss the possibility of a strictly pass/fail system with SGPS.	Director, Program Committee
2. * Student applicants should not be given false hopes that this MSc program will significantly change their likelihood of medical school admission.	The program will emphasize transferable skills training and experiential learning opportunities at recruitment efforts, ensuring to attract a diverse student population, especially for our first cohort, which we acknowledge will set a tone for future cohorts	Director, Program Committee
 *One pool of ideal applicants that should not be underestimated are international students interested in integrating into the Canadian workforce and who may already hold PhDs or medical degrees 	It us currently anticipated that a mix of one third each of local, Canadian from elsewhere, and international students will be admitted to the program.	Director, Program Admissions Committee
4. * If possible, some scholarships should be made available to allow economically disadvantaged students or international students from underdeveloped countries to participate.	Scholarships for students in the program will be considered based on need and/or merit. We also hope to develop funding initiatives that align with the goals of the program, such as equity, diversity, and inclusion.	Director, Program Committee, Dean, Faculty Development Coordinator

Recommendation	Proposed Action and Follow-	Responsibility
List recommendations requiring implementation	Describe the action and/ or follow-up required to implement the recommendation	Identify those responsible for implementation
5. *It may also be beneficial for enhancing diversity and interdisciplinarity in the pool of students to expand the criteria for admission beyond those holding health and life science degrees, to include individuals in the humanities in areas such as philosophy, economics, engineering, etc.	We plan to involve other faculties in the design and delivery of the curriculum, and we will therefore consult with members of these faculties about their students being candidates for our program. However, we would like to determine what students would need in terms of background from their undergraduate studies to be successful in our program. Therefore, at least initially, we will recruit students who hold a health or life science degree, as outlined in the brief, but will continue to explore other disciplines for future cohorts	Director, Program Admissions Committee
6. * The consultants recommend that there be a sole Director, an Associate Director and a Program Administrator	The program committee agrees with this structure and is in the process of identifying candidates. The plan is to have the Director and Associate Director roles filled by the end of this calendar year.	Dean
7. * Regular meetings should be held by an oversight board. We recommend that this board include, in addition to university administrators and faculty members, some members of the community who may have participated in community engaged learning rotations such as local non-for- profits or funding agencies.	The program committee agrees with these recommendations.	Dean, Director
8. * Because of the importance of the community engagement component, and the likelihood of a heavy reliance on services from the Community Engaged Learning Centre, it is strongly recommended that the university create a new position of Graduate Liaison for Community Engaged Learning, probably to be located at the Community Engaged Learning Centre itself.	The program had not considered this role but agrees that it would be beneficial for the success of the program and the community rotation.	Dean, Director, CEL

Recommendation	Proposed Action and Follow-	Responsibility
List recommendations requiring implementation	Describe the action and/ or follow-up required to implement the recommendation	Identify those responsible for implementation
9. * In general the 8 weeks allocated for the rotation will permit only superficial hands- on research experience and is not enough time to learn more than a few new techniques. We therefore recommend that the rotations be designed to give the students more of a consultant type role (e.g., creating a website based on interviews with lab members and the PI that highlights the research program for the lab).	We will work closely with our lab rotation partners and recruit them early so that we are aware of the general lab needs for the rotations.	Director, Program Committee
10. * It will be important that the specific goals and plan for implementation of each rotation be formally agreed to by student and host upon the start of each of the 3 rotations to avoid wasted time and miscommunication.	The program committee agrees strongly with this statement and will ensure that onboarding and offboarding training be completed by both the mentee and mentor. While maintaining different options in terms of how rotation students get immersed in the lab work, a clear framework of expectations, time commitment, deliverables and responsibilities will be established that all parties need to agree to.	Director, Program Committee
11. * We urge the organizers to provide some sample ePortfolios to the students at the beginning of the year so that they will have a clear idea what they can include in their own portfolios.	We will ensure that we provide a template for students as well as examples of ePortfolios. Every year, we will also ask students for their permission to share their ePortfolios with future cohorts.	Director, Program Committee, course instructor
12. * In some cases, the ePortfolios may contain privileged information about IP or patient details which should not be placed in the public domain. It would be wise for any ePortfolios to be restricted initially to local consumption by students and instructors in the program.	We do not plan to have the ePortfolios be open to the public. Instead, we will work with platforms that can be made private and only shared with members within the program. We will also make sure we discuss public versus private domains in the communication block and work through case study examples.	Director, Program Committee, course instructor

Recommendation	Proposed Action and Follow-	Responsibility
List recommendations requiring implementation	Describe the action and/ or follow-up required to implement the recommendation	Identify those responsible for implementation
13. * The reviewers were slightly concerned about the large amount of independent work time incorporated into the block course curriculum. Effectively, classroom interactions will take place on Mondays and Fridays with Tuesday through Thursday involving small group work and self-study. The value of the flipped classroom has been brought into question in recent studies. However, it seems to be a useful component of this program and several of the instructors and administrators have extensive experience with this format for active learning. At least in the initial years, it will be critical to solicit regular feedback from the students about whether they agree that this format is serving their needs adequately.	We agree with the reviewers and together with the curriculum developer have recently revised the weekly schedule. We will solicit regular feedback from students and hope to incorporate scholarly research by members of the Faculty for Education and/or CERI for quality assurance and improvement.	Director, Program Committee, course instructors
14. * Guest lecturers from outside this discipline (e.g., philosophers, law school faculty, Ivey Business School lecturers, etc.) could be invited to participate occasionally with greater involvement perhaps evolving over time in a bottom up manner.	The program committee completely agrees and is working diligently on building relationships and expand the network.	Director, Program Committee, course instructors
15. * If independent self- and small team-study will be a core aspect of the teaching model it would be valuable for a physical cohort space to be set aside for these students to facilitate safe and unfettered interactions with their classmates outside of fixed hours.	We agree that a physical space would benefit students in the program. This is something that will be discussed by senior leadership and with the CFO of Schulich. We will ensure that at minimum, students have rooms booked to work with their teams and independently on their coursework.	Dean, Director

Recommendation	Proposed Action and Follow-	Responsibility
	up	
List recommendations requiring implementation	Describe the action and/ or follow-up required to implement the recommendation	Identify those responsible for implementation
16. * The so-called Phase 2 online version of this program, as described in the brief, does not seem to adequately benefit from the many interactive and interdisciplinary strengths of the program. We recommend it be abandoned, at least until the degree program has been successfully running for several years.	In what form and to what extent an online version of this program, or of parts of the program, will be developed in the future, will be determined once this program is established.	Associate Dean, Director, Program Committee
17. * It would be nice to have an occasion for the students to all present their Capstone projects to the entire group. Clear examples of what constitutes a good Capstone project should be provided at the beginning of the year.	We are very fortunate to be working with a curriculum designer that has expertise in this area. Therefore, the capstone projects are being defined so that clear expectations will be provided to students. We have also included a Capstone Showcase for the end of the year, where students will have opportunities to present their work to the Schulich community and beyond.	Director, Course instructors
18. * There might be some merit in students engaging with community partners to identify an interest or need and then to consult with basic scientists and clinicians working in the area to come up with a policy paper, a strategic plan, a grant proposal, etc. as the Capstone Project	The program committee agrees with this statement and will consider this comment during design and implementation stages of the program over the next year.	Director, Program Committee, Course Instructor

Other Opportunities for Program Improvement and Enhancement

The Internal reviewers suggest that while the review is very positive, and the program fills a clear niche, that a report on all of the above items be provided to SUPR-G after the first cohort has completed much of their program – e.g. January 2022 – this will allow time to implement adjustments for the second cohort.

Personnel Issues (Confidential and If Applicable)

None.

Proposal for the Introduction of the Master of Arts (MA) in Research for Policy and Evaluation

Admission Requirements

- An undergraduate degree or equivalent in any social science discipline.
- A strong academic history with a minimum B average achieved during the two most recent years of academic study (some consideration will be given to equivalent work experience on a case-by-case basis).
- Online application.
- Unofficial post-secondary institution(s) transcripts. One copy of official/certified transcripts will be required if applicants receive an admissions offer.
- Professional resumé (two page maximum).
- Two reference letters, with at least one from an academic referee.
- A strong level of English proficiency: See next.
- Application fee.

English Language Proficiency

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory^{*} achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is 0984].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency.

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program to determine if test scores will not be required. A decision will then be made at the discretion of the Program working with the School of Graduate and Postdoctoral Studies for exemption.

Master of Research for Policy and Evaluation Degree Requirements

The Master of Research for Policy and Evaluation degree is a three term (one year) program consisting of 5.0 full course equivalents.

- Course Requirements
 - 3.0 full course equivalent (FCE) credits
 - MRPE 9100 Research Design (0.5 fall)
 - MRPE 9200 Quantitative Research Methods and Data Collection (0.5 fall)
 - MRPE 9300 Statistics (0.5 winter)
 - MRPE 9400 Qualitative Research Methods and Analysis (0.5 fall)
 - MRPE 9500 Collating and Communicating Research (0.5 winter)
 - MRPE 9600 Evidence-Based Policy Making and Program Evaluation (0.5 winter)
 - 1.0 full course equivalents from a list of courses approved by the program and agreed to by departments within the Faculty of Social Science:
 - o 1.0 full course equivalent:
 - MRPE 9900 Internship (1.0 spring/summer)

- As part of the 9900 internship course students may be asked to complete modules from:
 - Microsoft World online course (through Linkedin.com/learning formerly Lynda.com))
 - Program Management online course (through Linkedin.com/learning formerly Lynda.com)

Progression requirements

Students will be evaluated through in-class participation, quizzes, individual and group reports and assignments, and final exams or presentations and some professional modules from Linkedin.com/learning (formerly Lynda.com).com (e.g., Microsoft Office).

- In order to progress through and graduate from the MRPE program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered for the program (i.e. including electives).

INTERNSHIP CHARACTERISTICS

- 1. Internship Students will be responsible for applying for positions advertised on the program's dedicated website. This is *not* a placement in the sense of having a regular set of positions into which students are inserted by the program. Though having ongoing relationships with partners is a long-term goal of the program, the program cannot rely on a regular roster of positions, particularly in the first few years of the program. As a backup to students not obtaining internships outside of the university, the program will arrange for internships within the university, some of which will be unpaid. These positions will not involve research with a faculty supervisor but will instead be about honing the applied skills that students develop in their coursework (e.g., evaluation of a program or function within the university).
- Paid and unpaid strong preference for paid, but unpaid as backup the goal is 100% paid. The Internship Coordinator will help students apply for <u>Mitacs</u> where appropriate. Very meaningful experiences can come from unpaid positions and the Internship Coordinator and the Director will vet all positions.
- 3. Internships program-arranged, and student-arranged there will be two types of internships i) program-arranged, and ii) student-arranged. As many internships as possible will be program-arranged and based on long-term relationships with government departments/firms/organizations; but students will be encouraged to find positions themselves ones that fit a minimum set of parameters to satisfy the MRPE 9900 i.e. there need to be practical research components. It is unlikely that the program will be able to have 100% program-arranged. Based on the experiences of other programs at UWO (Masters of Arts in Public History, Master of Management of Applied Science, Master of Financial Economics, Master of Environment and Sustainability) probably 50-60% will be program- arranged, and the remainder the students will find themselves. The program will make students aware of the need to be proactive.
- 4. Duration up to 500hrs (approx. 30-40 hrs per week, 12-16 weeks) May Aug.
- 5. Interviews all interviews will be arranged between the student and the potential employers.
- 6. **Location** anywhere if the position meets the minimum set of requirements (those requirements TBD by program)
- 7. Living and travel arrangements are the responsibility of the students

AFTER INTERNSHIPS

- 1. Capstone experience
 - a. "Internship reflections" post a video, poster, Prezi, blog etc. that answer a specific set of questions meant to encourage job place reflections on how evidence is used in the workplace these will be created and updated throughout the internship. Students will be asked to comment on each others' reflections online through Owl.
 - b. "Internship panels": At the end of the internship work experience, students will meet face-to-face to reflect on what they learned during their internship. The Director will organize students into panels by topic (e.g., "evidence-based decision-making in the workplace", "the research I used most in the workplace", "meeting deadlines") to informally present on their workplace experiences as a platform for class interaction. Alumni will be invited back each year to participate. The "Internship reflections" during the work placement will be used by the Director to identify panel topics for the cohort. The event will be broadcast as a webinar to share with employers.



Research for Policy and Evaluation Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Social Science	
Degrees Offered	MA	
Date of Last Review	None - new program proposal	
Approved Fields	None	
External Consultants	Wallace Clement	Professor, Carleton University
	Lori Turnbull	Professor, Dalhousie University
Internal Reviewer	Samuel Trosow	Associate Professor, UWO, Faculty of Law
	Martin Nord	PhD student, FIMS
Date of Site Visit	December 11, 12, 2019	
Date Review Report Received	January 9, 2020	
Date Program/Faculty Response Received	January 30, 2020	
Evaluation	Approved to Commence	
Approval Dates	SUPR-G: March 25, 2020 SCAPA: April 1, 2020 Senate:	
Year of Next Review	Year of next cyclical 2027-2028 This section will be completed by S	GPS

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Faculty of Social Science

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 on 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 main objective of the proposed MA Research for Policy and Evaluation (MRPE), a professional master's program, is to equip students with advanced policy and practice-relevant research and communication skills in the social sciences. The goal is to conduct mandated research in applied settings including the public, private, and non-private sectors.

These objectives are consistent with the University's Strategic Plan and the program would take advantage of research expertise across the departments in the Faculty of Social Science. The proposed program aims to blend the research methodology of various academic disciplines to create versatile research practitioners who are able to adapt to public, private, and non-profit work environments and projects.

The proposed program comprises two terms of full-time course work and one internship term with projections for an initial cohort of 15, increasing to a steady-state of 30. The program is intended to attract students with work experience and students progressing directly from undergraduate programs.

Significant Strengths of the Program

The proposed program builds on the strengths in the Faculty of Social Science in the area of Research Methods and Methodology. The proposal identifies an outstanding group of instructors who will all bring value to the program.

Given its structure and objectives, the proposal fills a specific labour market niche in the policy area, providing broad research skills needed for evaluation. It is has been carefully differentiated from other programs in the Faculty, such as the Masters of Public Administration

Areas of Concern Identified.

Reviewers' Recommendations and Program Response

	Reviewers' Recommendation	Program/Faculty Response
Recommendations requiring		
implementation: (4,6,7,8,9,	2. endorse the required internship, focused in the third term but with preparation throughout the year-long program.	"We appreciate that the reviewers see the advantages of the required internship as integral to the program, especially the continuity as a 3-term course throughout the program "
	3. adopt a policy statement that aims to build inclusive backgrounds and perspectives within the student body, including a blend of recent graduates and those drawn from the work force.	"We will certainly implement this recommendation. While the latter part of this suggestion is a long-term strategy that will benefit from consultation with program graduates, in the short term we will add a policy statement to the description of the program that aims to build an inclusive student body in terms of background and perspective. On a practical note, we will include a statement about this on our admissions page, implemented by the Program Director and NEST Administrative Assistant in the
		*NEST is the Network for Economic and Social Trends, a research hub in the Faculty of Social Science
	4. Internship Coordinator should be a full-year appointment with intensive involvement in the full- year Internship course. Internship coordinator should know the students and the markets for internships and they should be aware of specific opportunities in the public, private and third sectors, plus work with MITACS to help subsidize internships	"We agree that the internship coordinator will be a full-year appointment with intensive involvement in the internship, including the full-year course. The Dean's office and Program Director will begin the search for the internship coordinator in March 2020 with the expectation that we will fill this position in the spring. In addition to relationship building with internship hosts, that person will be responsible for developing numerous protocols for the program – e.g., internship matching, omployer agroements

	feedback mechanisms – and assisting with the internship course during the year."
5. direct efforts to building program-based scholarships to attract bright students and enable students with financial challenges	"We agree and plan to encourage donor funding of scholarships. The Program Director will work with the Faculty of Social Science
	Development Officer to begin this process in the summer of 2020. Students with financial challenges will be a priority along with attention to inclusivity/diversity as per item 3. "
6. hold retreat before classes begin in September to help build the cohort and clearly explain the	"We appreciate the suggestion to hold a retreat with the incoming class before
unique features of the program and curriculum	the start of classes in September. The Program Director and Internship Coordinator will explore this
	possibility during the summer of 2020, and will determine whether it is feasible, depending on arrival dates for incoming students."
7. launch Brown Bag series to include faculty and professionals in the field	"We agree that engagement of this sort is highly beneficial. Rather than launching a new brownbag series for students
	will utilize the colloquia organized by the Network for Economic and Social Trends (NEST) and the six Centres
	within NEST for the recommended purpose of engaging faculty and the community in the program and providing a forum for
	exchange with the faculty and the wider community. The new program will be an important component of NEST and its Centres, and we will
	fully engage MRPE students in NEST activities, rather than launching a separate series for them. The Program
	Director, who is also the Director of NEST, will be responsible for ensuring that this is the case. "
8. set up contact person from supporting faculty for the	"We will consider the possibility of setting up a

student's internships, so they	contact person from
have the opportunity for advice	supporting faculty for the
and guidance while off campus	students' internships. This will
	require discussion among the
	program planning committee
	and the course instructors
	program We anticipate
	holding a meeting for this
	purpose in April/May 2020."
9. revisiting of the course titles,	"At the meeting of planning
descriptions and the program's	committee members and
degree title by the faculty now	course instructors in April/May
engaged in directing and	2020, we will discuss the
delivering the program.	possibility of revamping the
	course titles and descriptions
	the program's degree title:
	Masters in Research for
	Policy and Evaluation, this title
	was determined through
	extensive consultations over a
	number of months (planning
	committee, department chairs,
	Dean's office) and we would
	represents what the program
	will be providing – a focus on
	research that can be applied
	to policy and to program
	evaluation."
10. consider whether a gradate	"The idea of adding a set of
diploma Type II (for those	graduate diplomas to the
enrolled in other graduate	program is appealing and will be discussed by the Program
those in the workplace not	Director and Dean's Office
requiring Internship experience)	once the first cohort of
would add value to the overall	students have completed the
program now or in the future	program. As the evaluators
	suggest, these diplomas can
	be added at any point, and it
	would seem wise to start with
	the Master's program, before
	expanding. We will also review lessons learned when
	we eliminated such a
	graduate diploma associated
	with the Masters of
	Management of Applied
	Science (MMASc)."

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or followup. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

Recommendation	Proposed Action and Follow-up	Responsibility
3.adopt policy statement that aims to build inclusive backgrounds and perspectives within student body, including a blend of recent graduates and those drawn from the work force	Include the statement in all materials and outreach for the program and include in program specification going forward to for final approval	 Associate Dean- Graduate Program Director
4. Internship Coordinator should be full-year appointment with intensive involvement in the full-year Internship course.	Ensure job description of internship coordinator addresses the need for full- year support and appoint the internship coordinator	 Dean Associate Dean- Graduate Program Director
 hold retreat before classes begin in September 	explore this possibility and determine whether it is feasible, depending on arrival dates for incoming students.	 Program Director Internship Coordinator
6. launch Brown Bag series	utilize the existing colloquia organized by the Network for Economic and Social Trends (NEST) and its six Centres	• Program Director
7. set up contact person from supporting faculty for the student's internships	program director to consult with Dean (regarding potential workload implications) and faculty members	 Dean Department Chair Program Director Program Faculty Members
8. revisit course titles	explore the possibility of revamping the course titles and descriptions as recommended	 Program Director Program Faculty Members
9. Adjust NEST mandate to include the goal to "train the next generation of applied public policy researchers."	will be revised to include the goal of training the next generation of applied researchers.	NEST Director NEST Administrative Assistant

Proposed changes to the Master of Nursing (MN) Degree Field: Advanced Primary Health Care Nursing Practice (MN-PHCNP)

Proposed changes to the MN-PHCNP field include:

- 1) Field name change from Master of Nursing Advanced Primary Health Care Nursing Practice to Master of Nursing Primary Health Care Nurse Practitioner.
- 2) Part-time study revised to offer a 36-month option in addition to the 48-month option.
- 3) Reduction in required number of courses from 12 to 11, with 10 required courses and 1 elective.
- 4) Onsite residency periods each term in addition to online course delivery.

The field name will be changed from *Master of Nursing - Advanced Primary Health Care Nursing Practice* to *Master of Nursing – Primary Health Care Nurse Practitioner* to decrease confusion and align with similar programs across the province.

Program Description

The Master of Nursing – Primary Health Care Nurse Practitioner (MN-PHCNP) field prepares graduates to provide primary health care at an advanced level to clients of all ages. Graduates will be prepared to engage in evidenced-based nursing practice through the clinical, research, education, and leadership roles of the Primary Health Care Nurse Practitioner (PHCNP). The program utilizes a combination of onsite and distance learning and offers full- and part-time options in collaboration with a consortium of Ontario universities. Graduates of the MN-PHCNP program are eligible to write the Canadian Nurse Practitioner Examination (CPNE) to become a licensed Nurse Practitioner.

Field-specific Learning Outcomes

Current Field-specific Learning Outcomes	Revised Field-specific Learning Outcomes
To facilitate leadership in the:	To prepare nursing professionals to:
 Development of in-depth understanding of a selected aspect of nursing science Analysis and integration of theory and research from nursing and related disciplines as a basis for enhancing understanding of significant issues Valuing of differing approaches to knowledge development in the nursing discipline Engagement in research inquiry that is significant to the nursing discipline Upholding of principles of ethical inquiry in advancing knowledge in the discipline of nursing Evolution of health care and health policy 	 Analyze and integrate theory and research from nursing and related disciplines as a basis for enhancing understanding of significant health and healthcare related issues Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice Value differing approaches to knowledge development in the nursing discipline Engage in research inquiry that is significant to the nursing discipline Uphold principles of ethical inquiry in
through the use of research findings and the development of collaborative partnerships	advancing knowledge in the discipline of nursing 6. Utilize research findings and develop
To facilitate the students' ability to:	collaborative partnerships to improve and advance health care delivery and health policy
 Provide competent care to individuals, families, and communities 	 Practice the PHCNP role in an ethical and legal manner
 Analyze and integrate theories, models, concepts, and frameworks of advanced nursing practice 	 Provide competent care to individuals, families, and communities

3.	Incorporate principles of evidence-based practice	 Demonstrate principles of evidence-based practice in healthcare delivery
4.	Contribute to knowledge development for the PHCNP role	 Contribute to knowledge development for the PHCNP role
5.	Practice in the PHCNP role in an ethical and legal manner	

Course Sequence

Of the 4 non-NP core courses, one is a newly developed course entitled Critical Appraisal of Evidence for Nursing Practice, previously approved for the MN-Leadership field of study. This course will draw from modules available through the APPLHSCI online program (i.e., APPLHSCI9011: Introduction to Research Methods in Health Science and APPLHSCI9013-Critical Appraisal of the Health Care Literature) with content tailored to the MN-PHCNP field and facilitated by School of Nursing faculty. The core course and electives are currently part of the existing Master of Nursing Leadership and PHCNP fields.

Core Course Requirements

N9661 Foundations of Nursing Science

N9XX Critical Appraisal of Evidence for Nursing Practice (course number/code to be determined) N9676 Leadership and Management in Nursing and Health Services

Elective (1 is required for program completion)

Electives must be 0.5 weight, graduate level courses, and can be selected from any of the following:

A. Any course from Nursing currently identified as an elective or field course, including, but not limited to:

N9674 Theoretical Foundations of Nursing Education N9678 Theoretical Foundations of Health Promotion in Nursing N9638 Interdisciplinary Perspectives on Global Health N9600 Issues and Concepts in Advanced Nursing Practice

B. Any courses from the Applied Health Sciences graduate program, including, but not limited to:

APPLHSCI9002 Equity and Health APPLHSCI9004 Determinants of Mental Health and Trauma-Informed Practice APPLHSCI9005 Indigenous Health APPLHSCI9006 Health and Aging APPLHSCI9007 Motivational Interviewing APPLHSCI9008 Health and Wellbeing in Childhood and Youth APPLHSCI9009 Project Management APPLHSCI9012 Program Evaluation APPLHSCI9010 Health Services, Systems and Policy

- C. Courses offered through SGPS, as approved by the Associate Director, Graduate Programs
- D. Other courses from Nursing, Applied Health Sciences, or other graduate programs as approved by the Associate Director, Graduate Programs.

Description of the current MN-PHCNP field program in comparison to the MN-PHCNP program after major modification: a summary highlighting the changes

In Table 2, the current MN-PHCNP field courses and requested modifications for the MN-PHCNP field courses are outlined. In Table 3, A and B, the progression through the current full-time MN-PHCNP and proposed full-time MN-PHCNP fields are outlined, respectively. Table 4 A, B and C illustrates the part-time progression through the courses in the current part-time MN-PHCNP and the proposed part-time MN-PHCNP fields of 36- and 48-months duration, respectively.

•		
Course	MN-PHCNP	MN-PHCNP
Requirements	Current Field	Modified Field
Core Courses	N9661 Foundations of Nursing Science	N9661 Foundations of Nursing Science
	N9611 Statistical Analysis & Application	N9XX Critical Appraisal of Evidence for
	N9662 Post-Positivist Research	Nursing Practice
	Methodology	N9676-Leadership and Management in
	N9663 Interpretive and Critical Research	Nursing and Health Services
	Methodologies	1 Elective
	N9664 Research Practicum	
Required	N9850 Pathophysiology for Nurse	N9850 Pathophysiology for Nurse
Nurse	Practitioners	Practitioners
Practitioner	N9856 Advanced Health Assessment &	N9856 Advanced Health Assessment &
Field	Diagnosis I	Diagnosis I
Courses	N9857 Advanced Health Assessment &	N9857 Advanced Health Assessment &
(no change)	Diagnosis II	Diagnosis II
	N9458 Therapeutics I	N9458 Therapeutics I

N9459 Therapeutics II

N9853 Roles & Responsibilities

N9854 Integrative Practicum

Table 2: Comparison of Current and Proposed MN-PHCNP Field Courses

Table 3: Course Sequence for Full-Time Study

N9459 Therapeutics II

A: MN-PHCNP Full-Time Study (Current Field Progression)

N9853 Roles & Responsibilities

N9854 Integrative Practicum

Year 1 Fall	Year 1 Winter	Year 1 Spring/Summer
N9661 Foundations of Nursing	N9662 Post-Positivist	N9665 Research Practicum
Science	Research Methodology	
N9611 Statistical Analysis &	N9663 Interpretive and Critical	
Application	Research Methodologies	
N9850 Pathophysiology for	N9850 Pathophysiology for	
Nurse Practitioners ¹	Nurse Practitioners (con't) ¹	
Year 2 Fall	Year 2 Winter	Year 2 Spring/Summer
N9856 Advanced Health	N9857 Advanced Health	N9854 Integrative Practicum
Assessment & Diagnosis I	Assessment & Diagnosis II	
N9458 Therapeutics I	N9459 Therapeutics II	
N9853 Roles &	N9853 Roles &	
Responsibilities ¹	Responsibilities (con't) ¹	

¹ N9850 Pathophysiology for Nurse Practitioners and Roles & Responsibilities currently are 0.5 FCE courses which are delivered across two semesters.

B: MN-PHCNP Full-Time Study (Proposed Field Progression)

Year 1 Fall	Year 1 Winter	Year 1 Spring/Summer
N9661 Foundations of Nursing	N9676-Leadership and	Elective
Science	Management in Nursing and Health Services	
Residency 1 (2.5 days) ²		
	Residency 1 (2.5 days)	
N96xx Critical Appraisal of	N9853 Roles &	
Evidence for Nursing Practice	Responsibilities ³	
Residency 1 (2.5 days) ²		
N9850 Pathophysiology for	N9850 Pathophysiology for	
Nurse Practitioners ¹	Nurse Practitioners (con't) ¹	
Year 2 Fall	Year 2 Winter	Year 2 Spring/Summer
N9856 Advanced Health	N9857 Advanced Health	N9854 Integrative Practicum
Assessment & Diagnosis I	Assessment & Diagnosis II	
N9458 Therapeutics I	N9459 Therapeutics II	

Table 4: Course Sequence for Part-Time Study

A: MN-PHCNP for Part-Time Study (Current Field Progression – 48 months)

Year 1 Fall	Year 1 Winter	Year 1 Spring/Summer
N9661 Foundations of Nursing	N9663 Interpretive and Critical	No Courses
Science	Research Methodologies	
N9850 Pathophysiology for Nurse	N9850 Pathophysiology for Nurse	(can take an elective
Practitioners ¹	Practitioners (con't) ¹	above the minimum if they
		desire)
Year 2 Fall	Year 2 Winter	Year 2 Spring/Summer
N9611 Statistical Analysis &	N9662 Post-Positivist Research	N9665 Research
Application	Methodology	Practicum
Year 3 Fall	Year 3 Winter	Year 3 Spring/Summer
N9856 Advanced Health	N9856 Advanced Health	N(can take an elective
Assessment & Diagnosis I	Assessment & Diagnosis II	above the minimum if they
N9853 Roles & Responsibilities ¹	N9853 Roles & Responsibilities	desire)o Courses
	(con't) ¹	
Year 4 Fall	Year 4 Winter	Year 4 Spring/Summer
N9458 Therapeutics I	N9459 Therapeutics II	N9854 Integrative
		Practicum

² Residency periods are held over 5 days. Core program courses have allocated time within the Residency period, i.e. 2.5 days for each of the core program courses.

³ Roles & Responsibilities will be delivered through the consortium as a 0.5 FCE, one term course effective Winter 2020. Pathophysiology delivery is unchanged.

B: MN-PHCNP for Part-Time Study (Proposed Field Progression - 36 months)

Year 1 Fall	Year 1 Winter	Year 1 Spring
N9661 Foundations of Nursing	N9676-Leadership and	Elective
Science	Management in Nursing and	
Residency 1 (2.5 days) ⁴	Health Services	
	Residency 1 (2.5 days)	
N96xx Critical Appraisal of	N9853 Roles & Responsibilities ³	(can take an elective
Evidence for Nursing Practice		above the minimum if they
Residency 1 (2.5 days) ⁴		desire)
Year 2 Fall	Year 2 Winter	Year 2 Spring
N9850 Pathophysiology for Nurse	N9850 Pathophysiology for Nurse	No Required Courses or
Practitioners ¹	Practitioners (con't) ¹	Elective
N9856 Advanced Health	N9856 Advanced Health	No Required Courses or
Assessment & Diagnosis I	Assessment & Diagnosis II	Elective (can take an
		elective above the
		minimum if they desire)
Year 3 Fall	Year 3 Winter	Year 3 Spring/Summer
N9458 Therapeutics I	N9459 Therapeutics II	N9854 Integrative
		Practicum

C: MN-PHCNP for Part-Time Study (Proposed Field Progression - 48 months)

Year 1 Fall	Year 1 Winter	Year 1 Spring
N9661 Foundations of Nursing	N9676-Leadership and	Elective
Science	Management in Nursing and	
Residency 1 (2.5 days) ⁴	Health Services	
	Residency 1 (2.5 days) ⁴	
Year 2 Fall	Year 2 Winter	Year 2 Spring
N9850 Pathophysiology for Nurse	N9850 Pathophysiology for Nurse	No Required Courses or
Practitioners ¹	Practitioners (con't) ¹	Electives (can take an
		elective above the minimum
		if they desire)
N96xx Critical Appraisal of	N9853 Roles & Responsibilities ³	Can take an elective above
Evidence for Nursing Practice		the minimum if they desire.
Residency 1 (2.5 days) ⁴		
Year 3 Fall	Year 3 Winter	Year 3 Spring/Summer
N9856 Advanced Health	N9856 Advanced Health	No Required Courses or
Assessment & Diagnosis I	Assessment & Diagnosis II	Electives (can take an
		elective above the minimum
		required if they desire)
Year 4 Fall	Year 4 Winter	Year 4 Spring/Summer
N9458 Therapeutics I	N9459 Therapeutics II	N9854 Integrative
		Practicum

The duration of the full-time MN-PHCNP program remains unchanged (24 months). The part-time MN-PHCNP program can be taken over 36 or 48 months. The rationale for being able to make this change comes from alignment and delivery of courses. In the current MN-PHCNP field, courses are delivered in accordance with the full-time program schedule and if a part-time student cannot take a course, they need to skip a term. The modified program enables many more offerings related to elective choices to

⁴ Residency Periods are adjusted for PT students. They will participate in course material relevant to the courses they are taking in each term. The total amount of residency time spent is equal to FT students.

support taking courses in a term instead of having little to no elective choices in a term and having to skip a term.

Scholarly Product

The students will have several opportunities throughout the MN-PHCNP field to develop a scholarly product. Students will be guided to develop publishable short papers (e.g., critical appraisal of subjects of interest, case analyses, opinion papers, editorials) for submission to practice journals. This type of applied learning represents an important contribution to the profession that may be underestimated; often these sources are where practicing nurses obtain information.

In the final Integrative Practicum, students create a Quality Improvement initiative that requires critical appraisal of evidence, critique of current practice, development of planning documents and analysis of outcomes.

Admission Requirements

The admission criteria for the proposed MN-PHCNP field will remain unchanged from the previous MN-PHCNP field.

An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change

Students currently enrolled full-time in the MN-PHCNP field will be completing NP-core courses (which are unchanged) in September 2020 and will complete the degree in December 2021. Students entering the program in September 2020 will be enrolled in the full-time program sequence outlined in Table 3B. If students who enrolled in the current program in September 2019 experience a delay (e.g.,, LOA), they will be provided with an individual learning plan and schedule to complete the program requirements.

In September 2020, part-time students enrolled in the 2nd year of the current MN-PHCNP (admission September 2019) will be offered the option of remaining in the current version of the MN-PHCNP field or switching to the modified version of MN-PHCNP field. Students will be advised on appropriate course selection, based on their decision. Those who choose to remain in the current MN-PHCNP field will complete the field in August 2023. Students who switch to the modified MN-PHCNP field can complete the field in August 2022 or August 2023, depending on the number of courses they take each term.

Students who remain in the non-modified field (full-time or part-time) will have all courses, which are not part of the consortium, offered to them without interruption.

https://www.uwo.ca/univsec/pdf/academic policies/registration progression grad/profprog law.pdf

Progression Requirements – Law

Progression Requirements - JD/HBA COMBINED DEGREE PROGRAM Progression Requirements - JD/MBA COMBINED DEGREE PROGRAM

LAW

The beginning of this policy remains unchanged

Evaluation

Course descriptions must set out clearly the contents of the course and the method of evaluation. These may not be changed after they have been published without the instructor's and students' agreement. Instructors should be as specific as possible about the method of evaluation. While it may not be essential to indicate whether an examination is open or closed book, it is preferable to provide students with this information at the outset of the course.

Final grades are based on some combination of written examinations, mid-term tests, essays, group assignments, presentations, and class participation. In upper-year courses, a final examination may count for more than 75% of a student's final grade only if the student (i) has been given the option of a final examination worth 75% or less, and (ii) has declined that option. First-year courses (with the exception of Legal Research, Writing and Advocacy) run the full academic year, with mid-term examinations held in December worth at least 20% and not more than 30% of the student's final grade in the course.

The Faculty uses a system of blind marking, and students are issued exam numbers each term. These numbers are the only identification used by students on examination papers. They also may be used for other methods of evaluation.

No more than 75% of a student's final grade in a course may be assessed on the basis of group work. This rule does not apply to a research paper undertaken as a joint Individual Research project for which a group of students has received approval. "Group work" means an assignment submitted by two or more students for which there is a single overall evaluation with one common mark allotted to all students in the group.

No more than 20% of the final grade in a course may be for class participation. The basis for the participation component must be stated clearly stated.

A student who has an unexcused absence from an examination, or an unexcused failure to submit an assignment or complete a course component, will receive an F for the examination, assignment or course component.

Grading Rules

The Faculty of Law uses the following grade designations:

Grades	Grade Meanings	Numeric Values
A+	Excellent	90-100%
A	Excellent	85-89%
A-	Excellent	80-84%
B+	Good	77-79%
В	Good	73-76%

B-	Good	70-72%
C+	Competent	67-69%
С	Competent	63-66%
C-	Barely Competent	60-62%
D	Marginal Pass	50-59%
F	Fail	0-49%
PAS	Pass	
FAI	Fail	
AUD	Audit	
WDN	Withdrawn	
INC	Work is Incomplete	

Students receive only a letter grade for each subject. The numeric values are used for letter grade calculation only.

The "PAS" and "FAI" designations are used only in courses identified specifically as being graded on a pass/fail basis. This pass/fail designation is used also for grades obtained on exchanges. A grade of "FAI" is treated the same as an "F" grade.

In any course not identified specifically as being graded on a pass/fail basis, no components of any student's grade in the course can be assessed on a pass/fail basis.

Students receive only a letter grade for each subject. The numeric values are used for letter grade calculation only.

The class average in an upper-year course of 25 or fewer students must be between 74.0 - 79.0. The class average in an upper-year course of more than 25 students and in all first year courses must be between 74.0 - 76.0. Grades in the "F" range will be excluded from the calculation of class averages. These grading rules do not apply to independent research projects, supplemental writing credits, to courses in which students participate in external advocacy competitions, or to internships or externships with fewer than five enrolled students.

For the purposes of calculating class averages and the overall average of individual students, including the determination of Honours standing, final letter grades for each student are assigned the following fixed numeric values:

Grades	Fixed Numeric Value	
A+	92	
A	87	
A-	82	
B+	78	
В	75	
B-	71	
C+	68	

С	65
C-	61
D	58
F	45

Individual grades assigned by instructors remain provisional until they are approved at the Faculty of Law Grades Meeting. The grades assigned by instructors must comply with the applicable class average requirements and must be submitted, together with electronic evidence demonstrating such compliance, in the form stipulated by the Assistant Dean, Student Services. However, after grades have been assigned, the Faculty has the discretion, at a Faculty of Law **Gg**rades **Mm**eeting, to waive the class average requirements. If an instructor wishes to seek an exemption from the class average requirements, he or she must apply to the Faculty at a Grades Meeting, indicating the reasons for the application and providing the **alternative** grades he or she wishes to assign**, along with an alternative set of compliant grades.**

In the case of a class with fewer than six students, an instructor who has submitted non-compliant grades is not required to submit at the same time an alternative set of compliant grades.

Passing and Failing

A student must obtain a minimum overall weighted average of C- to pass the year. A student who does not obtain the required minimum overall weighted average does not pass the year and is not entitled to write a supplemental examination.

A student who obtains more than one F in a year is not entitled to write a supplemental examination and fails the year.

A first-year student who fails a course, and who is not entitled to write a supplemental examination or does not pass the supplemental examination, fails the year.

A first-year student who fails the year must withdraw from the Faculty of Law unless the Faculty determines otherwise. An upper-year student who fails the year, but who has not failed previously in law school, may repeat the failed year. A student who fails any two years in law school must withdraw from the Faculty of Law.

The Faculty will review the grades in all courses taken by a failing student. This review will include re-reading of all the student's examination papers to verify the accuracy of the marking process.

In appropriate circumstances, the Faculty may pass a student who would otherwise fail.

Supplemental Examinations

A student who has failed a course may be entitled to write a supplemental form of evaluation to obtain credit for the course if the student meets the requirements set out below. Normally, a supplemental will take the form of an examination; however, it is within the instructor's discretion to select another comparable form of supplemental evaluation if the nature of the course requires it.

A student who receives an F in only one course, and whose overall weighted average for the year (excluding the F) is C or higher, is entitled to write a supplemental examination in the failed course if the F was not, in whole or in part, received because of either the commission of an academic offence, or the student's lack of regular attendance or participation in required exercises.

A student who is entitled to write a supplemental examination but does not do so will receive an F for the examination and the course. A student must obtain a minimum of C on a supplemental examination to pass and thereby obtain credit for the course. If the student obtains a C or better on a supplemental examination, the original failed grade remains on the transcript, but with a notation that the course has been "passed by supplemental."

Supplemental examinations and special examinations (i.e., examinations given for medical or compassionate reasons) generally will be scheduled in June of each academic year.

Satisfying Program Requirements

An upper-year student who fails one of the two upper-year compulsory courses, but either is not entitled to write a supplemental examination or does not pass the supplemental examination, must repeat the course.

An upper-year student who has not passed three core-group courses previously, who fails one of the core-group courses, but either is not entitled to write a supplemental examination or does not pass the supplemental examination, must repeat the course or take a different core-group course. An upperyear student who fails any other course (including a core-group course where the student has passed three core-group courses previously), but either is not entitled to write a supplemental examination or does not pass the supplemental examination, may either retake the failed course or take a different course or courses in order to make up sufficient course credits to complete the year.

A failed course for which a student receives no credit does not fulfill any Law program requirements and, more specifically, does not qualify as a course taken in satisfaction of upper-year compulsory course or core-group requirements.

A student who has completed three academic years, but is required to retake a course or to take another course or courses to make up missed credits, may do so in a fourth year.

Except as provided in these regulations, a student who passes the year may not repeat courses already taken in that year.

Supplemental Assessments

A student who has failed a course is normally entitled to write a supplemental assessment to attempt to obtain credit for the course.

A student is not entitled to write a supplemental assessment if:

- The student obtained, prior to writing any supplemental assessment, more than one grade of F in first year or more than one grade of F in any single term of an upper year;
- 2. The student failed to demonstrate a reasonable or good faith effort to fulfill the academic requirements of the failed course; or
- 3. The grade of F in the course was attributable, in whole or in part, to the commission of a scholastic offence, as defined by university policy on scholastic offences, and the Associate Dean (Academic) has determined through that policy that the student should not be entitled to write a supplemental assessment.

If an instructor alleges that a student failed to demonstrate a reasonable or good faith effort to fulfill the academic requirements of a failed course, the Associate Dean (Academic) shall determine whether the allegation is valid. Before making a final determination, the Associate Dean (Academic) shall first give the failing student notice of the allegation, including the reasons for it, and provide the student a reasonable opportunity to explain how he or she did demonstrate a reasonable and good faith effort.

A student who fails a course and is not entitled to write a supplemental assessment receives a final grade of F in the course. A student who is entitled to write a supplemental assessment but does not do so receives a final grade of F in the course.

A student who is entitled to write a supplemental assessment must obtain a minimum grade of C on the assessment to pass and thereby obtain credit for the course. If the student obtains a C or better on the assessment, the original grade of F remains on the transcript with a notation that the course has been "passed by supplemental". If the student does not obtain a C or better on the supplemental assessment, the student receives a final grade of F in the course.

Normally, a supplemental assessment will take the same form as the original assessment. However, it is within the instructor's discretion to select another form of supplemental assessment.

Progression

Unless given academic accommodation, a student must enrol in enough courses to meet the minimum term and annual credit requirements stipulated in the Faculty's Academic Program. A student who fails to meet the minimum credit requirements of a given term or year for reasons other than failing a course must spend the next term only making up the missing credits. In that next term, the student is only entitled to enrol in the minimum number of courses necessary to make up the missing credits. No additional courses can be taken until after the missing credits have been earned.

A student earns no credit for any course in which the student receives a final grade of F. A failed course for which a student receives no credit does not fulfill any Law program requirements. If the student is entitled to remain enrolled in the Faculty, the student must make up any missing credits in a later term designated by the Associate Dean (Academic). The student is only required to make up credits to the extent necessary to meet, after the fact, the minimum credit requirements for the term and year in which the student obtained the final grade of F.

A student who obtains a final grade of F in a course in the winter term of third-year, and who is entitled to remain enrolled in the Faculty, may return in a fourth year to make up the missing credits. The student is only entitled to take a maximum of two courses. The course or courses must be taken in the fall term.

A student who obtains a final grade of F in a course, and who is entitled to remain enrolled in the Faculty, is normally permitted, but not required, to re-take the failed course in a later term. In appropriate circumstances, the Associate Dean (Academic) may deny such permission.

Continuing Enrolment

Continuing enrolment in the Faculty of Law is conditional on a student demonstrating sufficient academic competence. A student will be required to withdraw from the Faculty in any of the following situations:

- Over the course of a student's enrolment in the Faculty, the student accumulates any of the following combinations of final grades:
 - a. Two or more grades of F;
 - b. One grade of F plus two or more grades of D;
 - c. One grade of F plus, collectively, three or more grades of D and/or C-;
 - d. Collectively, five or more grades of D and/or C-.
- 2. A student obtains a final grade of F in any compulsory course.

For greater certainty,

- A compulsory course is any course specified in the Faculty's Academic Program as one that a student must take;
- In a pass/fail course, a fail will be considered a final grade of F and a pass will not count as a grade of F, D or C-;

A student shall be deemed not to have obtained a final grade of F, D or C- in a course if the student initially receives a failing grade but later passes the course by supplemental assessment.

Before requiring a student to withdraw, the Associate Dean (Academic) shall arrange for a review of all final grades of C- or lower in all courses taken by the student. This review will include rereading of all the student's examination papers to verify the accuracy of the marking process. Despite the above, the Dean may grant a student who is required to withdraw permission to remain enrolled, subject to any conditions the Dean deems appropriate. Before making a final decision, the Dean shall first inform the student of the outcome(s) of the aforementioned review and give the student an opportunity to explain why he or she should be permitted to remain enrolled.

Prerequisites

A student may not take a course for which there is a prerequisite if the **final** grade obtained in the prerequisite was an F. and the student did not obtain a grade of C or better on a supplemental examination in the course.

Process

The Faculty of Law uses the Gradebook in OWL to record grades. It is the responsibility of all instructors to enter their students' final grades and, for first-year full-year courses, their students' midterm examination grades into the course management system, OWL this program.

The deadline for entering grades is: (a) in courses with a final examination, one week following the writing of the examination; and (b) in courses without a final examination, one week after the last day of classes.

An instructor does not have the authority to **unilaterally** change a student's final grade **unilaterally** after it has been submitted to the Student Services Office. However, if an instructor discovers a mathematical or other technical error in a grade that has been submitted, he or she should contact the Student Services Office as soon as possible to **officially** record the appropriate grade **officially**. The Faculty has the right to alter course grades at the grades meetings. The Dean or Associate Dean (Academic) will alert an instructor if his or her grades appear to be anomalous, and may seek an explanation.

The rest of the policy remains unchanged

https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21161

HONOURS SPECIALIZATION IN HEALTH SCIENCES

Admission Requirements

Completion of first-year requirements with no failures. Students must have a minimum grade of 70% in each of Health Sciences 1001A/B, and Health Sciences 1002A/B, and Health Sciences 1110A/B; a minimum grade of 60% in each of Biology 1201A and Biology 1202B (or Biology 1001A and Biology 1002B); and a minimum cumulative average of 70%.

Students are advised to consult with an academic counsellor prior to selecting their first-year courses to ensure that the appropriate prerequisite courses have been selected to allow registration in courses at the 2000-level or above.

Module

9.0 courses:

4.0 courses: Health Sciences 2250A/B, Health Sciences 2300A/B, Health Sciences 2610F/G, Health Sciences 2700A/B, Health Sciences 2711A/B, Health Sciences 2801A/B, Health Sciences 3400A/B, Health Sciences 3801A/B.

4.0 courses from: Health Sciences at the 2010-level or above, or Rehabilitation Sciences, or Communication Sciences and Disorders at the 3000-level or above. 1.0 course from: Health Sciences at the 4000-level.

Note: a maximum of 12.0 credits (at the 1000-level or higher) from amongst Health Sciences, Rehabilitation Sciences, or Communication Sciences and Disorders courses, may be taken in any Specialization or Honours Specialization degree or module in the School of Health Studies.

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https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21167

SPECIALIZATION IN HEALTH SCIENCES

Admission Requirements

Completion of first-year requirements. Students must have a minimum cumulative average of 65%, with a minimum grade of 60% in each of:

Health Sciences 1001A/B, and Health Sciences 1002A/B, and Health Sciences 1110A/B;

Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B, or the former Biology 1222 or the former Biology 1223;

1.0 0.5 additional course.

Module

9.0 courses:

4.0 courses: Health Sciences 2250A/B, Health Sciences 2300A/B, Health Sciences 2610F/G, Health Sciences 2700A/B, Health Sciences 2711A/B, Health Sciences 2801A/B, Health Sciences 3400A/B, Health Sciences 3801A/B.

5.0 courses from: Health Sciences at the 2010-level or above, or Rehabilitation Sciences, or Communication Sciences and Disorders at the 3000-level or above.

Note: a maximum of 12.0 credits (at the 1000-level or higher) from amongst Health Sciences, Rehabilitation Sciences, or Communication Sciences and Disorders courses, may be taken in any Specialization or Honours Specialization degree or module in the School of Health Studies.

https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21157

MAJOR IN HEALTH SCIENCES

Admission Requirements

Completion of first-year requirements. Students must have **a** minimum cumulative average of 65%, with a minimum grade of 60% in each of: Health Sciences 1001A/B, and Health Sciences 1002A/B, and Health Sciences 1110A/B; Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B, or the former Biology 1222 or the former Biology 1223; **1.0 0.5** additional course.

Module

6.0 courses:

4.0 courses: Health Sciences 2250A/B, Health Sciences 2300A/B, Health Sciences 2610F/G, Health Sciences 2700A/B, Health Sciences 2711A/B, Health Sciences 2801A/B, Health Sciences 3400A/B, Health Sciences 3801A/B.

2.0 courses from: Health Sciences at the 2010-level or above.

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HONOURS SPECIALIZATION IN HEALTH SCIENCES - HEALTH AND AGING

Admission Requirements

Completion of first-year requirements with no failures. Students must have a minimum grade of 70% in each of Health Sciences 1001A/B, and Health Sciences 1002A/B, and Health Sciences 1110A/B; a minimum grade of 60% in each of Biology 1201A and Biology 1202B (or Biology 1001A and Biology 1002B); and a minimum cumulative average of 70%.

Students are advised to consult with an academic counsellor prior to selecting their first-year courses to ensure that the appropriate prerequisite courses have been selected to allow registration in courses at the 2000-level or above.

Module

9.0 courses:

4.0 courses: Health Sciences 2250A/B, Health Sciences 2300A/B, Health Sciences 2610F/G, Health Sciences 2700A/B, Health Sciences 2711A/B, Health Sciences 2801A/B, Health Sciences 3400A/B, Health Sciences 3801A/B.

1.5 courses: Health Sciences 3701A/B, Health Sciences 3704A/B, Health Sciences 3702A/B.
 1.0 course from: Health Sciences 4705A/B, Health Sciences 4710A/B, Health Sciences 4711A/B, Health Sciences 4721A/B, Health Sciences 4740A/B, the former Health Sciences 4750F/G.

2.5 courses from: Health Sciences, Rehabilitation Sciences, or Communication Sciences and Disorders at the 2010-level or above, not previously selected.

Note: a maximum of 12.0 credits (at the 1000-level or higher) from amongst Health Sciences, Rehabilitation Sciences, or Communication Sciences and Disorders courses, may be taken in any Specialization or Honours Specialization degree or module in the School of Health Studies.

https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21163

HONOURS SPECIALIZATION IN HEALTH SCIENCES - HEALTH PROMOTION

Admission Requirements

Completion of first-year requirements with no failures. Students must have a minimum grade of 70% in each of Health Sciences 1001A/B, and Health Sciences 1002A/B, and Health Sciences 1110A/B; a minimum grade of 60% in each of Biology 1201A and Biology 1202B (or Biology 1001A and Biology 1002B); and a minimum cumulative average of 70%.

Students are advised to consult with an academic counsellor prior to selecting their first-year courses to ensure that the appropriate prerequisite courses have been selected to allow registration in courses at the 2000-level or above. Module

9.0 courses:

4.0 courses: Health Sciences 2250A/B, Health Sciences 2300A/B, Health Sciences 2610F/G, Health Sciences 2700A/B, Health Sciences 2711A/B, Health Sciences 2801A/B, Health Sciences 3400A/B, Health Sciences 3801A/B.

1.0 course: Health Sciences 3240A/B or the former Health Sciences 3290A/B, Health Sciences 4200F/G. 1.0 course from: Health Sciences 4202A/B, Health Sciences 4205A/B, Health Sciences 4220F/G, Health Sciences 4240F/G, Health Sciences 4250A/B or the former Health Sciences 4245A/B.

3.0 courses from: Health Sciences at the 2010-level or above, or Rehabilitation Sciences, or Communication Sciences and Disorders at the 3000-level or above, which may include courses listed above not already taken.

Note: a maximum of 12.0 credits (at the 1000-level or higher) from amongst Health Sciences, Rehabilitation Sciences, or Communication Sciences and Disorders courses, may be taken in any Specialization or Honours Specialization degree or module in the School of Health Studies.

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https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21164

HONOURS SPECIALIZATION IN HEALTH SCIENCES WITH BIOLOGY

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no grade less than 60% in $\frac{4.0}{4.5}$ principal courses:

Health Sciences 1001A/B, and Health Sciences 1002A/B, and Health Sciences 1110A/B (each with a minimum grade of 70%);

Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B, or the former Biology 1222 or the former Biology 1223;

Chemistry 1301A/B and Chemistry 1302A/B or the former Chemistry 1100A/B and the former Chemistry 1200B;

1.0 course from: Applied Mathematics 1201A/B or the former Calculus 1201A/B, Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, the former Calculus 1100A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B. Mathematics 1600A/B or the former Linear Algebra 1600A/B, Statistical Sciences 1024A/B. If not completed in first year, the mathematics requirement must be completed by the end of second year.

Students are advised to consult with an academic counsellor prior to selecting their first-year courses to ensure that the appropriate prerequisite courses have been selected to allow registration in courses at the 2000-level or above.

Module

9.0 courses:

4.0 courses: Health Sciences 2250A/B, Health Sciences 2300A/B, Health Sciences 2610F/G, Health Sciences 2700A/B, Health Sciences 2711A/B, Health Sciences 2801A/B, Health Sciences 3400A/B, Health Sciences 3801A/B.

0.5 course from: Health Sciences at the 3000 level or above.

0.5 course from: Health Sciences at the 4000 level.

0.5 course: Biochemistry 2280A.

2.0 courses from: Biology 2581A/B, Biology 2382A/B, Biology 2483A/B, Biology 2471A/B, Biology 2485A/B, Biology 2601A/B.

0.5 course: Chemistry 2213A/B.

0.5 course from: Biology 3316A/B, Biology 3592A/B, Biology 3601A/B, the former Biology 3332A/B. 0.5 course in Biology at the 2200 level or above, which may include courses listed above not already taken.

Note: a maximum of 12.0 credits (at the 1000-level or higher) from amongst Health Sciences, Rehabilitation Sciences, or Communication Sciences and Disorders courses, may be taken in any Specialization or Honours Specialization degree or module in the School of Health Studies.
REVISED CALENDAR COPY

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=MAIN 029035 1

Health Sciences 2110A/B – Resilience and the Creation of Wellbeing (short title, Creation of Wellbeing)

Personal resilience is widely recognized to be a cornerstone of wellbeing, and is considered essential to success in environments ranging from schools to workplaces. In this interdisciplinary course, we study "good vs poor" mental health, cultivation of resilience, creation and maintenance of wellbeing, and living well with compromised mental health.

Antirequisite(s): Health Sciences 1110A/B

Prerequisite(s): Registration in second-year or higher, or permission of the School of Health Studies. Extra Information: 3 contact hours.

Notes: Students admitted before September, 2020 This course may be used use this course as a 2000-level elective course within any of the modular offerings within the School of Health Studies. Students transferring into any modular offerings within the School of Health Studies that require Health Sciences 1110A/B may substitute Health Sciences 2110A/B for that first-year required course.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO

(Hereinafter called "Western")

and

FANSHAWE COLLEGE

(Hereinafter called "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Computer Programmer Analyst diploma program at Fanshawe to the third year of Western's Bachelor of Science in Computer Science program, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable considerations, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to the Faculty of Science, Computer Science modules and grant transfer credit to graduates of the Fanshawe 3-year Computer Programmer Analyst diploma program who meet the following requirements:

- Achieve a minimum overall GPA of 3.5 as calculated by Western;
- Achieve a minimum of "C" or 60% in each course considered for transfer credit, except those evaluated on a pass/fail basis, in which case a pass is required.

2. Completion of grade 12 Calculus (MCV4U) or equivalent is required by the end of the first term at Western. However, it is highly recommended that students complete this requirement prior to beginning their studies at Western.

3. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the minimum requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

BLOCK TRANSFER CREDIT

4. Western shall grant 8.0 block-transfer credits to successful applicants for the courses taken in the Fanshawe 3-year Computer Programmer Analyst diploma program as per **Appendix 1 and 2.**

5. The course names and numbers set out in **Appendix 1 and 2** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to the

Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.

6. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Fanshawe Computer Programmer Analyst curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendix 2**. These progression and degree requirements are subject to change by Western with written notice to Fanshawe in advance of any changes.

8. Students who subsequently fail to meet progression or degree requirements for the Computer Science program but who do meet requirements for another program, may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for courses will be re-assessed by Western on a course-by-course basis.

9. Fanshawe and Western shall provide Fanshawe students with information about the transfer agreement and encourage qualified students to apply.

10. The parties shall each designate a program representative to assist with the operation of this Agreement. The program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

- **11.(a)** This Agreement is effective March 1, 2020 and shall continue in force unless terminated by either party as set out herein.
 - (b) Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
 - (c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the 3-year Fanshawe Computer Programmer Analyst diploma curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.

(d) Students accepted by Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*I have authority to bind the institution.

*	
Gary Lima Senior Vice-President – Academic Services	Date
*	
Mary Pierce Dean, Faculty of Business, Information Technology and Part-Time Studies	Date
THE UNIVERSITY OF WESTERN ONTARIO	
*Dr. John Doorkoon	Data
Vice-Provost (Academic Programs)	Date
*Dr. Matt Davison	Date
Dean, Faculty of Science	

APPENDIX 1

Articulation Agreement between The University of Western Ontario and Fanshawe College, Effective March 1, 2020

Computer Program Analyst, 3 Year Diploma

Required Courses for Block Transfer Credit

To be eligible for the 8.0 block transfer credits awarded under this agreement, a minimum cumulative GPA of 3.5 is required on all courses taken toward completion of the diploma; a minimum grade of "C" is required in each course listed below; and no longer than five years should have elapsed between conferral of the diploma and admission to Western.

Fanshawe Course Number	Fanshawe Course Name	Credit Weight
BUSI 1156	Strategies for Success	1.00
MATH 1202	Mathematics for Programmers	3.00
INFO 1214	Programming Fundamentals	6.00
INFO 1215	Database Fundamentals	4.00
INFO 1216	Operating System Fundamentals-Programmers	3.00
WRIT 1043 or	Reason & Writing 1 for IT	3.00
WRIT 1034	Reason & Writing 1-EAP	4.00
INFO 1167	Business at the Speed of Light	3.00
INFO 1217	Web Design	3.00
INFO 3104	Relational Databases & SQL	3.00
INFO 3134	Object Oriented Programming with Java	4.00
INFO 1156	Object Oriented Programming with C++	4.00
MGMT 3052	Understanding Workplace Behaviours	3.00
INFO 1234 or	Web Scripting-Intro	3.00
INFO 3120	Programming Commercial Game Engines	3.00
INFO 3070	Client/Server Application Development	3.00
INFO 5052	Advanced Databases	3.00
INFO 3140	Object Oriented Analysis & Modeling	3.00
INFO 3135	Data Structures & Algorithms	3.00
INFO 1219	Network Fundamentals for Programmers	3.00
COMM 3077	Communications for IT	3.00
COOP 1020	Co-operative Education Employment Prep	1.00
INFO 3067	ASP.NET Programming with C#	3.00
INFO 3137	Software Design Patterns 1	3.00
INFO 3136	Mobile Development	3.00
MGMT 3036	Professional Development-Career Planning	3.00
INFO 3138	Programming with Declarative Languages	3.00
INFO 3105 or	System Z COBOL Programming	3.00
INFO 3111	C++ Graphics Programming	3.00
INFO 3139	JavaScript	3.00
INFO 3112	Managing Software Projects-Applied 1	3.00
INFO 5060	Component-based Programming with .NET	3.00
INFO 5125	Software Design Patterns 2	3.00
INFO 5101	C# Advanced Topics	3.00
INFO 3141	Mobile Development-Inter	3.00
INFO 3068	Secure Computing	3.00
INFO 5059	Java EE Client/Server Applications	3.00

Senate Agenda April 17, 2020

INFO 5103		Managing Software Projects-Applied 2	5.00
INFO 5126		Mobile Development-Adv	3.00
INFO 3142	or	Emerging Technologies	3.00
INFO 5104		C++ Advanced Topics	3.00
INNV 5001	or	Innovation Applications	3.00
INFO 5103		Managing Software Projects – Applied 2	5.00

APPENDIX 2

Articulation Agreement between The University of Western Ontario and Fanshawe College, Effective March 1, 2020

Computer Program Analyst, 3-Year Diploma Degree Completion Requirements Bachelor of Science, Computer Science

To graduate from the Computer Science program at Western, students admitted under this articulation agreement must complete the credits required for the module as listed below and meet the grade requirements in Section 6 of this Agreement. To graduate with a degree including the corresponding module, the following must be completed. Western will provide Fanshawe with written notice of any changes to these requirements. Applicants admitted to the Articulation Agreement who have not completed MCV4U or equivalent, will be required to complete Math 0110A during their first semester at Western.

Residency, Breadth and Essay Requirements – All Modules

Within the elective credits taken at Western, students must have:

- 0.5 credits from Category B;
- 1.5 designated essay credits with 0.5 at the 2000-level or higher
- Only 2.5 additional Computer Science courses may be taken as electives -Specialization and Honors Specialization only

Cradit Waight	Western Course	Wastern Course Name
	western course	
-	Number	
	Number	

Major in Computer Science

3-Year Degree = 8.0 Block Credits + 7.0 credits to be taken at Western

0.5 from:	CALC 1000 A/B	Calculus I					
	CALC 1500 A/B	Calculus I for the Mathematical Sciences					
0.5 from:	CALC 1301B	Calculus II					
	CALC 1501B	Calculus II for the Mathematical and Physical Sciences					
	MATH 1600A/B	Linear Algebra I					
0.5	CS 2208A/B	Fundamentals of Computer Organization					
0.5	CS 2209A/B	Applied Logic for Computer Science					
0.5	CS 2210A/B	Data Structures and Algorithms					
0.5	CS 2211A/B	Software Tools and Systems Programming					
0.5	CS 3305A/B	Operating Systems					
0.5 from:	CS 2214A/B	Discrete Structures for Computing (recommended)					
	MATH 2155A/B	Discrete Structures I					
0.5 from:	MATH 2156A/B	Discrete Structures II					
	CS 3000-Level	Computer Science Elective					
0.5	CS 3000-Level or	Computer Science Elective					
	4000 Level						
1.0	Elective 1000-Level						
1.0	Elective 2000,3000, or						
4000-Level							
For a list of electives that	cannot be taken under this agree	eement, please visit the Faculty of Science website located at:					
https://www.uwo.ca/sci/co	ounselling/new_students/articula	ation_agreement_information1/degree_options.html					

Specialization in Computer Science

4-Year Degree = 8.0 Block Credits + 12.0 credits to be taken at Western

0.5 from:	CALC 1000 A/B	Calculus I
	CALC 1500 A/B	Calculus I for the Mathematical Sciences
0.5 from:	CALC 1301B	Calculus II
	CALC 1501B	Calculus II for the Mathematical and Physical Sciences
	MATH 1600A/B	Linear Algebra I
0.5	CS 2208A/B	Fundamentals of Computer Organization
0.5	CS 2209A/B	Applied Logic for Computer Science
0.5	CS 2210A/B	Data Structures and Algorithms
0.5	CS 2211A/B	Software Tools and Systems Programming
0.5	CS 3305A/B	Operating Systems
0.5 from:	CS 2214A/B	Discrete Structures for Computing (recommended)
	MATH 2155A/B	Discrete Structures I
0.5 from:	MATH 2156A/B	Discrete Structures II
	CS 3000-Level	Computer Science Elective
0.5	CS 3331A/B	Foundations of Computer Science I
0.5	CS 3342A/B	Organization of Programming Languages
0.5	CS 3350A/B	Computer Architecture
0.5 from:	STATS 2141A/B	Applied Probability and Statistics for Engineers
	STATS 2244A/B	Statistics for Science
	STATS 2857A/B	Probability and Statistics I
	BIOL 2244A/B	Statistics for Science
1.5	CS 4000-Level	Computer Science Elective
1.0	Elective 1000-Level	
3.0	Elective 2000-Level or	
	above	
For a list of electives that	t cannot be taken under this agre	eement, please visit the Faculty of Science website located at:

https://www.uwo.ca/sci/counselling/new_students/articulation_agreement_information1/degree_options.html

Honors Specialization in Computer Science

4-Year Degree = 8.0 Block Credits + 12.0 credits to be taken at Western

0.5 from:	CALC 1000 A/B	Calculus I
	CALC 1500 A/B	Calculus I for the Mathematical Sciences
0.5 from:	CALC 1301B	Calculus II
	CALC 1501B	Calculus II for the Mathematical and Physical Sciences
	MATH 1600A/B	Linear Algebra I
0.5	CS 2208A/B	Fundamentals of Computer Organization
0.5	CS 2209A/B	Applied Logic for Computer Science
0.5	CS 2210A/B	Data Structures and Algorithms
0.5	CS 2211A/B	Software Tools and Systems Programming
0.5	CS 3305A/B	Operating Systems
0.5 from:	CS 2214A/B	Discrete Structures for Computing (recommended)
	MATH 2155A/B	Discrete Structures I
0.5 from:	MATH 2156A/B	Discrete Structures II
	CS 3000-Level	Computer Science Elective
0.5	CS 3331A/B	Foundations of Computer Science I
0.5	CS 3342A/B	Organization of Programming Languages
0.5	CS 3350A/B	Computer Architecture
0.5	CS 3340A/B	Analysis of Algorithms
0.5	CS 4490Z	Thesis
0.5 from:	STATS 2141A/B	Applied Probability and Statistics for Engineers
	STATS 2244A/B	Statistics for Science
	STATS 2857A/B	Probability and Statistics I
	BIOL 2244A/B	Statistics for Science
1.5	CS 4000-Level	Computer Science Elective at 4000-Level
1.0	Elective 1000-Level	
2.0	Elective 2000-Level or	
	above	
For a list of electives that	cannot be taken under this agree	ement, please visit the Faculty of Science website located at:
https://www.uwo.ca/sci/co	ounselling/new_students/articula	tion_agreement_information1/degree_options.html

https://www.uwo.ca/sci/counselling/new_students/articulation_agreement_information1/degree_options.html

Between:

An Articulation Agreement

The University of Western Ontario

(Hereinafter called "Western")

and

BRESCIA UNIVERSITY COLLEGE

(hereinafter called "Brescia")

and

HURON UNIVERSITY COLLEGE

(hereinafter called "Huron")

and

KINGS UNIVERSITY COLLEGE

(hereinafter called "King's")

and

Fanshawe College of Applied Arts and Technology

(Hereinafter called "Fanshawe")

WHEREAS Western, Brescia, Huron, King's and Fanshawe wish to increase student mobility between Fanshawe and Western and the Affiliated University Colleges, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the General Arts and Science

One-Year Certificate and/or Two-Year diploma program at Fanshawe to Western, Brescia, Huron and King's by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western, Brescia, Huron and King's;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

ADMISSION

- Western's Faculties of Arts & Humanities, Social Science and Science, and the Faculties of Arts & Social Science at Brescia, Huron and King's each agree to consider for admission graduates of the One-Year General Arts and Science Certificate and/or Two-Year General Arts and Science Diploma program at Fanshawe who meet the following requirements:
 - a. A competitive overall admission average as determined by Western, Brescia, Huron and King's with a minimum of ten academic courses in the General Arts and Science program at Fanshawe with no grade less than "C" (60%); or
 - A competitive overall admission average as determined by Western, Brescia, Huron and King's over the Two-Year General Arts and Science Diploma with no grade less than "C" (60%).
- 2. Applicants who meet the requirements set out in section 1(a) or (b) above will be admitted to:

- a. First-year if they receive up to 2.5 transfer credits at Western for courses completed in the General Arts and Science program;
- b. Second-year if they receive 3.0 or more transfer credits at Western for courses completed in the General Arts and Science program.
- 3. The following courses shall be excluded in the calculation of the overall GPA: courses entitled "General Education", WRIT exams, qualifying courses, introductory language courses and personal skills courses. In addition, Western reserves the right to exclude additional courses in the GPA calculation upon notice to Fanshawe. Fanshawe will provide Western with a list of any new courses that may be added to the General Arts and Science course offerings in the summer of each year during the term of this Agreement.
- 4. Any course taken after completion of the General Arts and Science program either at Fanshawe or another Ontario College and not used toward the program will not be calculated as part of the GPA.

TRANSFER CREDIT

5. All applicants who have completed either the One-Year GAS Certificate and/or Two-Year GAS Diploma may receive transfer credit for the following 7000 level Fanshawe courses, provided that the applicant achieves a minimum grade of "C" (60%) in each course:

Fanshawe Course	Credit Weight	Western Course	Western Course Weight
ENG 7004 +	3.0	English 1027F +	0.5
ENG 7005	(each)	English 1028G	(each)
INDG 7001 +	3.0	Indigenous Studies 1020E	1.0
INDG 7002	(each)	_	
SOC 7003 +	3.0	Sociology 1020	1.0
SOC 7004	(each)		
PHIL 7002 +	3.0	Philosophy 1020	1.0
PHIL 7003	(each)		
PSYCH 7006 +	3.0	Psychology 1000	1.0
PSYCH 7007	(each)		
WMST 7002 +	3.0	Women's Studies 1020E	1.0
WMST 7003	(each)		
VAH 7004 +	3.0	Art History 1640	1.0
VAH 7005	(each)		

- 6. Applicants who have completed the One-Year General Arts and Science Certificate are only eligible to received to transfer credit for the 7000-level courses at Fanshawe taken as part of the GAS Certificate.
- 7. Applicants who have completed the Two-Year General Arts and Science Diploma may receive transfer credit for the 7000-level courses plus additional transfer credit for other courses taken toward the GAS Diploma provided that applicant achieves a minimum grade of "C" (60%) in each course approved by Western, Brescia, Huron, or King's for transfer credit;
- 8. A maximum of 10.0 credits (equivalent to two full years) may be transferred from the General Arts and Science Diploma toward a degree program at Western, Brescia, Huron, or Kings;
- 9. No credit will be given for courses deemed by Western to be equivalent to courses below "1000" level (or equivalent) at Western.

GENERAL

- 10. Fanshawe agrees to clearly indicate "General Arts and Science Certificate" or "General Arts and Science Diploma" on the transcript so that Western may identify potential applicants.
- 11. Both Western and Fanshawe will designate a Program Representative at their respective campuses to facilitate coordination of this agreement. The Program Representatives will confer, on a regular basis, on the success of the program and other matters of mutual concern.
- 12. The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the implementation of this Articulation Agreement.

TERM

- 13. This Agreement is effective March 1st, 2020 and shall continue in force unless terminated by a party as set out herein.
 - a. Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.
 - b. Notwithstanding paragraph (b), if Western or Fanshawe decides to terminate this Agreement due to changes to the General Arts and Science program curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.
 - c. Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this agreement by the hands of their duly authorized signing officers this ______ day of ______, 2020.

FANSHAWE COLLEGE

*

Gary Lima Senior Vice-President, Academic

THE UNIVERSITY OF WESTERN ONTARIO

* Dr. John Doerksen Vice-Provost (Academic Programs)

BRESCIA UNIVERSITY COLLEGE

Dr. Susan Mumm Principal

HURON UNIVERSITY COLLEGE

Dr. Barry Craig Principal

KING'S UNIVERSITY COLLEGE

Dr. David Malloy Principal

*I have authority to bind the institution

Date

Date

Date

Date

Date

REVISED CALENDAR COPY

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

ENGLISH LANGUAGE PROFICIENCY FOR ADMISSION

ENGLISH LANGUAGE PROFICIENCY – ADMISSION REQUIREMENTS

In June 2009, Senate approved

- that the University would publish minimum scores for English language proficiency tests required for admission;
- 2) that the University would consider CanTEST and CAEL as acceptable English proficiency tests; and
- 3) that, where Where there is other evidence of proficiency in English, the Admissions Office may use its discretion in admitting students whose English proficiency scores fall within the discretionary ranges listed below.

Test	Minimum Score	Minimum Discretionary Range	
Test of English as a Second	580 + 5 TWE	550 + 5 TWE +45-50 TSE	
Language (TOEFL) – Paper		with no score less than 50	
Test of English as a Second Language (TOEFL) – Internet	88 with a score of 22 in speaking, reading and writing, and 20 in listening	83 with no score less than 20	
Michigan English Language Assessment Battery (MELAB)	85 with no score less than 80	80 overall with no score less than 78	
International English Language Testing System (IELTS)	7.0 overall with no part less than 6.5	6.5 with no part less than 6.0	
CanTEST	4.5 overall with no part less than 4.0	4.0 overall	
Canadian Academic English Language Assessment (CAEL)	70 overall with no part less than 60	60 overall	
Cambridge C1 Advanced or C2 Proficiency	185 overall with a minimum score of 176 in each component	176 overall with a minimum score of 169 in each component	

English Language Proficiency (Admission Requirement)

All students applying for undergraduate admission whose first language is not English will be required to write one of the following English proficiency tests or successfully complete English language programs to the level indicated in lieu of tests as indicated below:

The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE); <u>or</u> the Internet-Based TOEFL (iBT). The minimum score required on the TOEFL is 580 on the paper-based with a 5 on the TWE, and 88 on the internet-based tests with a score of 22 in speaking, reading and writing and 20 in listening.

www.etscanada.ca

Western's Institution code number is 0984

The Michigan English Language Assessment Battery (MELAB). A minimum overall score of 85 is required with no score less than 80. www.cambridgemichigan.org

The International English Language Testing Service (IELTS). A minimum overall band score of 7.0 is required with no part less than 6.5. www.ielts.org

The CanTEST. A minimum overall score of 4.5 is required with no part less than 4.0. <u>www.olbi.uottawa.ca/CanTEST</u> Email: <u>cantest@uOttawa.ca</u>

The Canadian Academic English Language Assessment (CAEL). A minimum overall score of 70 is required with no part less than 60. <u>www.cael.ca</u> Email: cael@carleton.ca

The Pearson Test of English Academic (PTE Academic). A minimum overall score of 58 is required with no score less than 56. http://pearsonpte.com/

The Cambridge C1 Advanced or C2 Advanced Proficiency. A minimum overall score of 185 with a minimum score of 175 in each component (<u>www.cambridgeenglish.org/</u>)

The University may use discretion when considering applicants whose scores do not meet the above minimum scores and where there is further evidence of English proficiency.

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the Admissions Office before an offer of admission can be made. Proficiency in English is required of all students [see also the policy on ENGLISH LANGUAGE PROFICIENCY (for assignment of grades)].

The remainder of the policy is unchanged

REVISED CALENDAR COPY

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

ENGLISH LANGUAGE PROFICIENCY FOR ADMISSION

ENGLISH LANGUAGE PROFICIENCY – ADMISSION REQUIREMENTS

The first part of the policy is unchanged

Test	Minimum Score	Minimum Discretionary Range
Test of English as a Second Language (TOEFL) – Paper	<mark>580 + 5 TWE</mark>	550 + 5 TWE +45-50 TSE with no score less than 50
Test of English as a Second Language (TOEFL) – Internet	88 with a score of 22 in speaking, reading and writing, and 20 in listening	83 with no score less than 20
<mark>Michigan English Language</mark> Assessment Battery (MELAB)	85 with no score less than 80	<mark>80 overall_with no score less</mark> t han 78
International English Language Testing System (IELTS)	7.0 overall with no part less than 6.5	6.5 with no part less than 6.0
CanTEST	4.5 overall with no part less than 4.0	4.0 overall
Canadian Academic English Language Assessment (CAEL)	70 overall with no part less than 60	60 overall

*Test of English as a Second Language (TOEFL) – Paper will continue to be accepted on a case-by-case basis

English Language Proficiency (Admission Requirement)

All students applying for undergraduate admission whose first language is not English will be required to write one of the following English proficiency tests or successfully complete English language programs to the level indicated in lieu of tests as indicated below:

The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE); <u>or</u> the Internet-Based TOEFL (iBT). The minimum score required on the TOEFL is 580 on the paper-based with a 5 on the TWE, and 88 on the internet-based tests with a score of 22 in speaking, reading and writing and 20 in listening.

www.etscanada.ca Western's Institution code number is 0984

The Michigan English Language Assessment Battery (MELAB). A minimum overall score of 85 is required with no score less than 80. www.cambridgemichigan.org

The remainder of the policy is unchanged

Scheduling of Fall Convocation 2022-2026

Octobe	r, 2022						November	[.] , 2022					
S	м	Т	w	Th	F	S	S	М	Т	w	Th	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
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Propos	ed Policy												

October Convocation ceremonies will normally be scheduled on the Wednesday, Thursday and Friday on the first full week following thanksgiving.

<u>REVISED CALENDAR COPY</u> <u>https://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf</u>

The text of the policy is unchanged

	2020-2021	2021-2022	<mark>2022-2023</mark>	2023-2024	2024-2025
Labour Day	Sept. 7	Sept. 6	Sept. 5	Sept. 4	Sept. 2
Rosh Hashanah	Sept. 19	Sept. 7	Sept. 26	Sept. 16	Oct. 3
First Term	Sept. 9 (Wed) - Dec. 9 (60 days)	Sept. 8* (Wed) - Dec. 8 (60 days)	<mark>Sept. 8-Dec. 8</mark> (60 days)	Sept. 7-Dec. 7 (60 days)	Sept. 5-Dec. 5 (60 days)
Thanksgiving	Oct. 12	Oct. 11	Oct. 10	Oct. 9	Oct. 14
October Convocation	Oct. 21-23	Oct. 27-29 currently under review	Oct. 26-28 currently under review	Oct. 25-27 currently under review	Oct. 23-25 currently under review
Fall Study Break	Nov. 2-8	Nov. 1-7	Oct. 31-Nov. 6	<mark>Oct. 30-Nov.</mark> 5	<mark>Nov. 4-10</mark>
December Study Day(s)	Dec. 10	Dec. 9	Dec. 9-10	Dec. 8-9	Dec. 6-7
Exams	Dec. 11-22	Dec. 10-21	Dec. 10-22	Dec. 10-22	Dec. 8-22
Holiday	Dec. 23-Jan. 3 (12 days)	<mark>Dec. 22-Jan. 2</mark> (12 days)	Dec. 23-Jan. 8 <mark>(17 days)</mark>	Dec. 23-Jan. 7 (16 days)	Dec. 23-Jan. 5 (14 days)
Second Term	Jan. 4-Apr. 5 (60 days)	<mark>Jan. 3-Apr. 1</mark> (60 days)	<mark>Jan. 9-Apr. 10</mark> (60 days)	Jan. 8-Apr. 8 (60 days)	Jan. 6- Apr. 4 (60 days)
Reading Week	Feb. 13-21	Feb. 19-27	Feb. 18-26	Feb. 17-25	Feb. 15-23
Family Day	Feb. 15	Feb. 21	Feb. 20	Feb. 19	Feb. 17
In Absentia Convocation	Feb. 26	Feb. 25	Feb. 24	Feb. 23	Feb. 28
Good Friday	Apr. 2	Apr. 15	Apr. 7	Mar. 29	Apr. 18
Easter Sunday	Apr. 4	Apr. 17	Apr. 9	Mar. 31	Apr. 20
Passover	Mar. 28	Apr. 16-17	Apr. 6-7	Apr. 23-24	Apr. 13-14
Study Day(s)	Apr. 6-7	Apr. 2-3	Apr. 11-12	Apr. 9-10	Apr. 5-6
Exams	Apr. 8- <mark>24</mark> 30	<mark>Apr. 4-30</mark>	<mark>Apr. 13-30</mark>	Apr. 11-30	Apr. 7-30
June Convocation	June 14-18, 21-25	June 13-17 20-24	<mark>June 12-16,</mark> <mark>19-23</mark>	<mark>June 10-14,</mark> 17-21	<mark>June 9-13,</mark> 16-20
Notes		*Start of term selected to accommodate 12 day Holiday break; First day of term starts on 2nd day of Rosh Hashana			

Police Foundations: Appendix 1

Note: A minimum grade of "C" must be attained in each course to qualify for the transfer credit.

Western Course Code	Western Course Title	Western Course Weight	Fanshawe Course Code	Fanshawe Course Title	Fanshawe Credit Weight
Writing 1031F/G	Global Positioning: Introduction to Rhetoric and Professional Communication	0.5	COMM 3048 ¹	Communication for Police, Law & Security	3.0
Sociology 1020 + Social Work 1022A/B	Introduction to Sociology Introduction to Social Work	1.0 0.5	SOCI 1001 SOCI 1004 SOCI 1036	Sociology & Canadian Society Contemporary Social Problems Issues in Diversity	3.0 3.0 3.0
<mark>Sociology</mark> 2260A/B Sociology 2100 TRN	Society of Law	0.5	PFLP 1004 PFLP 3001 PFLP 3018	Criminal Code Criminal & Civil Law Federal Statutes	3.0 3.0 3.0
Sociology 2253A/B	Administration of Criminal Justice	0.5	PFLP 1002 PFLP 3001 PFLP 3002	Canadian Criminal Justice System Criminal & Civil Law Police Powers I	3.0 3.0 3.0
Psychology 1000	Introduction to Psychology	1.0	PSYC 1001 PSYC 1002	Introduction to Psychology Interpersonal & Group Dynamics	3.0 3.0
Sociology 2267A/B	Youth in Conflict with the Law	0.5	PFLP 3004	Youth in Conflict with the Law	3.0
Psychology 2030A/B Psychology 2100 TRN ²	The Maladjusted Mind	0.5	PSYC 3001	Abnormal Psychology	3.0

¹ COMM 3048 may be used as a prerequisite for registration in senior Western Writing courses provided it has been completed with a minimum final grade of B- or above.

² This course is not anti-requisite to Psych. 2030 A/B

New Scholarships and Awards

Micha and Nancy Pazner Fieldwork Award (Geography)

Awarded annually to a full-time graduate Master's or Doctoral student in Geography who is engaging in fieldwork toward their thesis research. Preference will be given to students studying geographic techniques, physical geography, or wilderness settings. Applications must be submitted to the Department Chair of Geography with a statement outlining their fieldwork plans and travel costs by May 1st. Final selection will be made by the Awards Committee in the Department of Geography, in consultation with the Department Chair. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award is made possible through a generous gift from Dr. Micha Pazner and Mrs. Nancy Pazner.

Value: 1 at \$1,000 Effective Date: May 2020

Dr. Micha Pazner is a retired Faculty member who taught in Geography at Western University from 1990 to 2016. He believes that to be a good Geographer you have to master spatial thinking and then do something about it, including being out in the field. It is Dr. Pazner's hope that this award will allow other geographers to experience and develop a passion for fieldwork.

Lynda Usprich Memorial Bursary in Law (Law)

Awarded annually to a full-time undergraduate student, in any year, in the Faculty of Law, based on demonstrated financial need. Online financial assistance applications must be submitted through Student Center by October 31st. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from Syd Usprich, Professor Emeritus in the Faculty of Law, in loving memory of his wife, Lynda Usprich.

Value: 1 at \$2,200 Effective Date: 2020-2021 academic year

<u>Dr. Murray O'Neil Scholarship</u> (Schulich School of Medicine & Dentistry – Windsor Campus) Awarded annually to full-time students entering Year 1 in the Schulich School of Medicine & Dentistry – Windsor Campus. Candidates must be Canadian Citizens or Permanent Residents (including those with Protected Persons status) and permanent residents of Essex or Kent counties. This scholarship will be continue into Year 2 and 3 provided that the students remain in good academic standing in the Schulich Medicine & Dentistry - Windsor Campus program.

Value: 2 at \$5,000 Effective Date: 2019-2020 academic year

<u>Rose and Tullio Meconi Award</u> (Schulich School of Medicine & Dentistry – Windsor Campus) Awarded annually to full-time students, in any year, in the Schulich School of Medicine & Dentistry – Windsor Campus who are from the Windsor/Essex county area, based on demonstrated financial need. Preference will be given to students in fourth year who have shown an interest in staying in Windsor/Essex County to practice Family Medicine after graduation. Candidates must be Canadian Citizens or Permanent Residents (including those with Protected Persons status), meeting OSAP Ontario residency requirements.

Value: 1 at \$1,000 Effective Date: 2019-2020 academic year Senate Agenda April 17, 2020

<u>Toldo Foundation Medical Excellence Scholarship</u> (Schulich School of Medicine & Dentistry – Windsor Campus)

Awarded annually to full-time students, in any year, in the Schulich School of Medicine & Dentistry – Windsor Campus who are permanent residents of Essex or Kent counties, based on academic achievement and financial need. Candidates must be Canadian Citizens or Permanent Residents (including those with Protected Persons status), meeting OSAP Ontario residency requirements. Students may receive this scholarship more than once by re-applying each year.

Number and value varies between \$2500 to \$4500 Effective Date: 2019-2020 academic year

MBA '99 Memorial Award (Ivey Business School)

Awarded annually to a full-time graduate student entering the Master of Business Administration 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 1999 on the occasion of their 20th reunion in memory of former classmates, Marcus Anderson and Ronald MacMicken.

Value: 1 at \$10,000 Effective Date: May 2020 to April 2025

Branko Djordjevic Memorial MBA Award (Ivey Business School)

Awarded annually to a full-time student entering the Master of Business Administration Program at the Ivey Business School based on academic achievement and community leadership. Preference will be given to a student with a connection to the former Yugoslavia (now Serbia, Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, and Slovenia) and candidates will be considered based on their country of birth, citizenship or engagement with the cultural community or related organizations. The MBA Scholarship Committee at Ivey will make the final selection of the recipient, with at least one representative holding current membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award was established in memory of the late Branko Djordjevic, who was a proud graduate of the Ivey MBA class of 1998.

Value: 1 at \$4,000 Effective Date: May 2020

Michael & Stefanie Block HBA Award (Ivey Business School)

Awarded annually to one student in HBA 1, as well as one student in HBA 2 at the Richard Ivey School of Business, who have been consistent and valuable contributors to classroom discussions, and the learning and development of their peers. The recipients must have a minimum average of 80%. In March of each year, the HBA Program Office at Ivey will solicit nominations from both faculty and classmates, and the recipients will be selected by the HBA Scholarship Committee. The HBA 1 recipient will be announced and awarded at Ivey's Fall welcome back event, and the HBA 2 recipient will be announced and awarded at convocation. This award was established with a generous gift from Michael Block, HBA '07 and Stefanie Block (Chu), HBA '06.

Value: 2 at \$5,000 (1 award for an HBA 1 student, and 1 award for an HBA 2 student) Effective Date: 2020-2021 to 2024-2025 academic years inclusive

Senate Agenda April 17, 2020

Knabe Family Award (Faculty of Information and Media Studies)

Awarded annually to an undergraduate student enrolled in any year and any module in the Faculty of Information and Media Studies (FIMS), who demonstrates leadership in sport and/or excellence in athletics. Preference will be given to a student from a rural, Southwestern Ontario background. Candidates must submit a one-page letter detailing their involvement in athletics or leadership in sport to the Dean's Office in FIMS by September 30th. The recipient will be selected by the Undergraduate Awards Committee in FIMS. This award was established with a generous gift from Susan and Renate Knabe in memory of Heinz and Andrew Knabe.

Value: 1 at \$2,000 Effective Date: 2020-2021 academic year

The Knabe Family Award honours the memory of Karl Heinz Knabe (1930-2005) and his son Andrew Karl Knabe (1963-1993). Heinz came to Canada in 1953, and in 1955 moved to Southwestern Ontario, where he and his wife, Renate, farmed until his death in 2005. Both Heinz and Andy were gifted athletes in their youth, participating in team and individual sports. In high school, Andy represented the region at the provincial level in track and field, volleyball, and basketball. Heinz and Andy were also avid and critical observers of social, political, and environmental issues. Their legacy is being fulfilled through the Faculty's focus on critically engaging with the world of media, journalism, and information.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Contents	Consent Agenda
2020-21 University Operating and Capital Budgets	No
Report of the Provost's Task Force for Online Education March 2020	Yes
Interim Report of the Provost's Task Force on Open Access and Scholarly Communication February 2020	Yes

FOR APPROVAL

1. <u>2020-21 University Operating and Capital Budgets</u>

Recommended: That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2020-21 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**.

FOR INFORMATION

2. Report of the Provost's Task Force for Online Education March 2020

The Report of the Provost's Task Force for Online Education March 2020 is provided in Appendix 3.

3. Interim Report of the Provost's Task Force on Open Access and Scholarly Communication February 2020

The Interim Report of the Provost's Task Force on Open Access and Scholarly Communication February 2020 is provided in **Appendix 4**.



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	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 Reducation 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	MCU	Ministry of 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	РТ	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

ACRONYMS used in University Budget Document

2020-21 Operating Budget

A. Planning and Budgetary Context

The current planning cycle moves us into the second/final year of the (transitionary) 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.

Starting in the fall of 2019 and up to mid-February 2020, our planning for 2020-21 continued with the parameters outlined a year ago (for the 2-year transitionary planning period) – and our assumptions were as follows:

- As per the Province's announcement last year, domestic tuition fee rates which were rolled back 10% in 2019-20 will remain frozen for 2020-21. At present, we do not have any information on the domestic tuition framework for future years. A year ago, we indicated that the impact of the government's tuition framework for 2019-20 and 2020-21 was a revenue shortfall of \$43 million compared to the budget plan at that time.
- While we await the Provincial Budget later this spring, our current assumption is that provincial grant funding will remain unchanged for 2020-21.
- A year ago, due to the estimated \$43 million shortfall in projected tuition revenue, Faculty and Support Units were asked to incorporate an additional 2.5% base budget reduction in each of 2019-20 and 2020-21 on top of the standard annual inflationary budget adjustment (IBA) of 3%. This element remains in place for 2020-21.

The recommendations in this budget are based on the above information on revenues and expenditures.

However, recent events (i.e. the sudden and rapid impacts of COVID-19 in Canada) have created turmoil on the economic front – and the implications will continue to evolve over the coming months. In the Canadian higher education environment, the uncertainties range from concerns about the summer 2020 academic term, fall 2020 enrolment levels (in particular international enrolments), the ability of federal/provincial governments to maintain grant funding levels, the impact of the downturn in the equity markets on university resources, and the overall economic pressures on individuals and the private sector – which could have ripple effects on university revenues.

We are proposing that we continue with the budget recommendations in this document – with the understanding that we may need to re-align expenditures (to match revenues, if necessary). The first step in such expenditure re-alignment would be the deferral of some one-time expenditures which total \$122 million (see Table 8). If changes to our revenues require further expenditure adjustments, we will need to make the necessary adjustments as part of the next planning cycle which will begin in September 2020. This approach commits us to moving forward with the 2020-21 base budget

recommendations outlined in this document (i.e. for the Faculties, Support Units, Student Aid, and University-wide Expenditures).

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 5,430 in 2020-21 which includes 830 international students (or 15% of the incoming class).
- Increase graduate student enrolment to at least 20% of the total student body. The graduate enrolment plans from the Faculties achieves this threshold in 2020-21.

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 2019 was 90.8% 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 2012-13 entering cohort graduated within 6 years.
- Our efforts in undergraduate international enrolment recruitment resulted in 12% of our fall 2019 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 19.8% 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 2019-20 Budget, and involved substantial investments.

1. <u>Growing our Endowment: The Endowed Chairs Matching Program</u>

Growing our Endowment is a high priority for the University – and this priority has been supported through the Endowed Chairs Matching Program, which started in 2010-11. In 2019-20, a sum of \$12 million in one-time funding was added to this program – bringing the total to \$95.5 million over the 10-year period. To-date, pledges have been committed for 33 endowed chairs (of a possible 52 to 57). The Vice-President (University Advancement) is in discussions with donors at various stages for an additional 10 chairs – which, if successful, will bring the total to 43 chairs. In addition, a further 35 chairs have been identified by Deans as high priorities.

Last year's budget proposed that the new \$12 million would be targeted towards sustained funding for the Western Research Chairs (WRC) Program – which was introduced in 2013-14 with one-time funding. It was noted that the objective is to continue the WRC program as a permanent program with ongoing funding – either through the matching endowed chairs approach or future funding from the Operating Budget. Fundraising efforts to identify sustained funding for the WRCs are continuing.

2. <u>Long-Range Space Plan</u>

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

- Indigenous Learning Spaces. The project aimed at conversion of space in the Althouse Faculty of Education Building to Indigenous Learning Spaces is currently in final design stage.
- The Next Stage of the Multi-phased Medical School Facilities Project. The current phase involves completion/finishing of shelled space in the Western Centre for Public Health and Family Medicine Building to permanently accommodate the Department of Epidemiology & Biostatics from its current location in the Kresge Building. Modernization of the Kresge Building will be part of a future stage of the Medical School Project.

3. Efficiency and Innovation Fund

A sum of \$10 million in one-time funding was recommended in last year's budget to support major initiatives aimed at revenue generation, increased efficiencies, and structural cost reduction. The program was launched in March 2019 through a call for proposals, with a deadline of August 31, 2019. A total of 25 proposals were received – of which, 7 met the program's parameters and were funded at a total value of \$2 million. The remaining \$8 million will remain under the Provost's authority and be used to support university-wide strategic priorities, including revenue-generation initiatives and educational/research priorities.

4. <u>Strategic Expansion of Engineering</u>

The multi-year self-funding Engineering Expansion Plan – launched in 2015-16 continues. The plan includes expansion of enrolments, faculty/staff complements, and space/facilities. The specific elements for 2019-20 were as follows:

- Full-time undergraduate enrolment reached 2,008 an increase of 462 from the 2014-15 level of 1,546. Full-time graduate enrolment reached 866 an increase of 134 from the 2014-15 level of 732.
- \$950,000 in incremental base funding was added to the Engineering budget to support expansion of faculty and staff complements.
- \$8 million in one-time funding was transferred to the capital budget in support of Engineering facilities expansion and renewal.

5. <u>Innovation & Collaboration Hub for Advanced X-Ray Imaging and Intervention Suite</u>

Last year's budget included a sum of \$3 million in one-time funding to support a "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 in the Robarts Research Institute Building. The project is underway – and is expected to be completed by fall 2020.

6. <u>The Postdoctoral Fellowship Program</u>

The Postdoctoral Fellowship Program was introduced as a pilot in 2018 with a one-time allocation of \$226,000 and this funding was doubled last year. The program design and outcomes will be reviewed by the Vice-President (Research) in 2020-21, and recommendations will be brought forward as part of the fall 2020 planning process.

7. <u>Entrepreneurship Initiatives</u>

Last year's budget recommended the allocation of \$400,000 in base funding to support the Entrepreneurship Ecosystem at Western – which was previously supported with one-time resources. The funding has been allocated to ensure on-going/base support for the program.

C. Priorities for the 2020-21 Budget and New Initiatives

1. Office of Indigenous Initiatives

Western's Indigenous Strategic Plan – approved by Senate and the Board of Governors in 2016 – set out eight strategic directions for the University. That Strategic Plan was followed by a Provost's Implementation Committee and the appointment of a Special Advisor to the Provost on Indigenous Initiatives. Following on the work of the committee and the special advisor, this budget recommends the creation of a new Office of Indigenous Initiatives – which will be led by a Vice-Provost & Associate Vice-President (Indigenous Initiatives) and include permanent staffing in the areas of community relations, recruitment, admissions, enrolment planning, curriculum and pedagogy advising, and elders in residence. It is recommended that a sum of \$760,000 in base funding be provided in 2020-21. The budget and unit's activities and needs will be reviewed in future planning cycles.

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 13.

Category 1 of Table 13 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, the following one-time allocations are recommended:

a. \$50 million to support the following major projects:

- A University Community Hub aimed at creating common/gathering spaces, similar to the University Community Centre;
- An Interdisciplinary Science/Medicine Research Facility;
- Future stages of the multi-phased Medical School Project; and
- Multi-level Parking Structures.
- b. \$6 million to support our Open Space Strategy which involves projects aimed at the transformation of our core campus into a vehicle-free pedestrian-friendly campus.
- c. \$5 million for Energy Conservation initiatives aimed at containing utilities costs through infrastructure projects such as insulation improvement, fume hood infrastructure enhancements, and upgrades to chilled water distribution systems, plumbing infrastructure, and electrical systems. The overall objective is the concept of deep energy retrofit in our buildings which will improve building performance leading to lower utilities costs.
- d. \$4.5 million to support the installation of a multi-sport inflatable sports dome at TD Stadium during the winter months (from mid-November to end of April). The facility will provide much-needed recreation space for our students during the winter months and will also support the University's commitment to student health and wellness.

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. <u>Special Funding to Support Students in Financial Need</u>

The sudden and rapid impacts of COVID-19 – including the global health crisis and the economic downturn – are expected to have a significant impact on all aspects of the University and its community, including our students. In order to support our students who may be faced with financial pressures, we are recommending the creation of \$13.5 million one-time fund to ensure that our students have the necessary resources to pursue their studies at Western in 2020-21. This funding will support our students through needs-based bursaries, work-study opportunities, summer research opportunities, and residence accommodation subsidies.

4. <u>Continuation of the Western Research Chairs (WRC) Program</u>

As indicated earlier, the WRC Program was introduced in 2013-14 with one-time funding – and it is our objective to continue the program on a permanent basis. In the coming years, we will work through our fundraising efforts to pursue endowed WRC's. In the short-term, the terms of some chairs are coming to an end (at the end of the current year or next year) – and we wish to continue them, either as renewals or appointment of new faculty members. Therefore, it is recommended that a sum of \$10 million in one-time funding be allocated to support the continuation of the WRC program. The Provost and the Vice-President (Research) will review the program's guidelines in the coming months.

5. <u>Interdisciplinary Initiatives (IDIs)</u>

Support for and promotion of Interdisciplinary Initiatives – by fostering activities that transcend academic disciplines and create new areas of scholarship – continues to be of high priority at Western. The 2015-16 University budget set aside \$4 million one-time in support of interdisciplinary initiatives. Of this, about \$1.1 million remains unspent. The Provost and the Vice-President (Research) are in the process of designing a new IDI program – and we are now recommending the allocation of \$2.9 million in one-time funding to supplement the previously-unspent \$1.1 million, bringing the total to \$4 million for the next round of the IDIs.

6. <u>The Western Academy for Advanced Research</u>

Western's strategic plan overarching objective is *Achieving Excellence on the World Stage*. In support of this objective, we are recommending the creation of the Western Academy for Advanced Research – with an initial budget allocation of \$1 million in one-time funding.

The Academy's mission would be to seek ideas for solutions to major issues facing humanity through a period of focused enquiry that draws from across the full spectrum of scholarship.

The Academy's mandate would be to organize and facilitate the selection of themes and participants (external and internal *Western Fellows* and *Postdoctoral Fellows*) from applications received, to provide and maintain a venue for the collective work of the participants on a theme, to facilitate a seminar series of both scholarly and public interest supporting each theme, and to encourage and facilitate effective public documentation of the collective product of each theme's work.

The underlying aspiration for such an Academy is to elevate the international reputation and global impact of Western through a sustained contribution of new ideas that influence societal directions and contribute in substantial ways to the well-being of humanity.

The proposed funding (i.e. the \$1 million) will be used to support stipends for the Western Fellows and the Postdoctoral Fellows, support staff, seminars/workshops/conferences, and other non-salary costs.

The Provost and the Vice-President (Research) will bring forward details regarding the Academy, its structure, and the operational parameters - <u>including the formal/final name for the Academy</u> – during the summer of 2020.

7. <u>University-wide Data Strategy Initiatives</u>

In the fall of 2019, Western's President announced the appointment of a special advisor to provide leadership and advice in the creation of an institutional data strategy that will enable Western to empower its students, faculty, and staff with the data acumen they need to become 21st century citizens. The new strategy will guide Western in the development of new training programs, new means of enabling and supporting data-fueled research, and new tools for leveraging our data reserves. A sum of \$1 million in one-time funding in 2020-21 is being recommended to support the Data Strategy Initiatives. The programs will be reviewed in future planning cycles and the necessary resources will be provided.

8. <u>Strategic Expansion of Engineering</u>

The multi-year strategic expansion of Engineering (initiated in 2015) continues with the allocation of additional resources in 2020-21, as follows:

- A sum of \$912,000 in base funding to the Engineering Budget.
- A transfer of \$11.1 million one-time to the Capital Budget to finance Engineering facilities expansion and renewal.

D. Two-Year Operating Budget Summary

We seek approval of the 2020-21 Budget as outlined in this document. The recommendations in this document have been guided by projections of operating revenues and expenditures for the upcoming year. 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 2020-21 – and the major underlying assumptions are as follows:

<u>Revenues</u>

• Provincial government grant funding remains constant in 2020-21 – consistent with the new corridor funding system.

- The federal government's research support fund which is in recognition of the indirect costs of granting-council-supported research covered by the University's operating budget remains constant in 2020-21.
- As required by the Province, domestic tuition rates (which were rolled back 10% in 2019-20) are held constant in 2020-21. International tuition rates are de-regulated, and our proposed rate increases are shown in Tables 10 and 11.
- Enrolment projections and plans underlying the tuition revenue projections are shown in Table 12.
- Given the uncertainties noted in section A in particular, the concerns about international enrolments our tuition revenue projections have assumed a 7.5% reduction to undergraduate international tuition revenue. While we have simulated various scenarios in terms of international enrolment levels (i.e. reductions relative to the projections shown in Table 12), at this point in time we recommend moving forward with the 7.5% international tuition revenue reduction assumption. As indicated in Section A, if the revenues do not materialize as projected, we will seek Board approval (in-year) to defer some one-time expenditures to the future.

<u>Expenditures</u>

- Faculty and Support Unit base budgets have been reduced by an additional 2.5% in 2020-21 in addition to the 3% Annual Inflationary Budget Adjustment (IBA).
- Enrolment-related revenue sharing allocations to the Faculties continues in 2020-21, 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 \$91.0 million at the end of the current year (i.e. 2019-20). The reserve is projected to be \$56.6 million at the end of the current 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 final year of the 2-year planning period – and be reviewed by the Board of Governors prior to the launch of the next multi-year planning cycle.
E. Summary of the 2020-21 Operating Budget

Table 2 summarizes the 2020-21 Operating Budget – including total revenues, expenditures by area, net position for the year, and the projected operating reserve.

<u>Line 5</u> :	Total operating revenue is projected to be 807.5 million in $2020-21$ – an increase of 1.4% over 2019-20. Details of the operating revenues are shown in Table 3.
<u>Line 13</u> :	Total expenditures are projected to be $$841.9$ million in 2020-21 – an increase of 5.2% over 2019-20. Details of the expenditures (by area) are shown in Tables 4 through 8.
<u>Line 14</u> :	The in-year net position is projected to be a deficit of \$3.5 million in 2019-20 and a deficit of \$34.4 million in 2020-21.
<u>Line 17</u> :	The Operating Reserve is forecast to be \$91.0 million at the end of 2019-20 and \$56.6 million at the end of 2020-21.

The projected deficit in 2020-21 (i.e. \$34.4 million) should not be viewed as a structural deficit. It is the result of the proposed one-time expenditures aimed at supporting university priorities (see Table 8, lines 1 through 11). As noted earlier, if necessary, some of these one-time expenditures could be deferred to the future.

		2018-19	2019-20	2020-21
1	REVENUES			
2	Government Grants			
3	Provincial: Core Operating Grant (enrolment-based)	241.8	241.7	241.7
4	Provincial: Differentiation Envelope	22.0	22.0	22.0
5	Provincial: Special Purpose Grants	20.0	19.9	19.6
6	Federal: Research Support Fund (FRSF)	11.1	11.5	11.5
7	Total	294.9	295.1	294.8
8	Tuition Revenue	406.6	402.5	408.8
9	All Other Revenues			
10	Canada Research Chairs (CRCs)	6.7	6.8	8.5
11	Recoverable Salaries	26.1	25.5	25.5
12	All Other	68.5	66.7	69.9
13	Total	101.3	99.0	103.9
14	Total Revenues	802.8	796.6	807.5
15	EXPENDITURES			
16	Faculties			
17	Base Budgets	427.8	423.6	412.7
18	Revenue Sharing Allocations	0.0	5.5	9.6
19	Canada Research Chairs (CRCs)	5.8	5.9	7.4
20	All Other	49.7	47.2	46.8
21	Total	483.3	482.2	476.5
22	Scholarships and Bursaries	34.3	33.0	33.0
23	Support Areas	104.6	105.3	103.6
24	University-wide Expenditures	76.2	78.6	82.0
25	Provision for Cost Fluctuations	2.5	1.6	24.8
26	One-Time Allocations	88.9	99.4	122.0
27	Total Expenditures	789.8	800.1	841.9
28	REVENUES minus EXPENDITURES	13.0	-3.5	-34.4
29	OPERATING RESERVE			
30	Beginning Operating Reserve	81.5	94.5	91.0
31	Surplus / (Deficit) from Line 28 above	13.0	-3.5	-34.4
32	Ending Operating Reserve	94.5	91.0	56.6

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

Table 2

		<a>		<c></c>
		2019-20 Pudget	2020-21 Pudget	\$ Change
		(@Feb29, 2020)	Budget	2019-20
1	Operating Revenues (Table 3)			
2	Government Grants	295,047,319	294,755,331	-291,988
3	Tuition Revenue	402,540,896	408,839,792	6,298,896
4	All Other	98,949,185	103,900,645	4,951,460
5	Total Revenues	796,537,400	807,495,768	10,958,368
6	Expenditure Budgets			
7	Faculties (Table 4)	482,170,443	476,452,869	-5,717,574
8	Scholarships and Bursaries (Table 5)	32,966,428	33,069,255	102,827
9	Support Areas (Table 6)	105,277,038	103,623,036	-1,654,002
10	University-wide Expenditures (Table 7)	78,584,475	81,952,501	3,368,026
11	Provision for Cost Fluctuations and Budget Transition	1,600,000	24,773,685	23,173,685
12	One-Time Allocations	99,426,798	121,982,813	22,556,015
13	Total Expenditures	800,025,182	841,854,159	41,828,977
14	Surplus / (Deficit) - Line 5 minus Line 13	-3,487,782	-34,358,391	

SUMMARY OF OPERATING BUDGET: 2020-21

15	Beginning Operating Reserve Balance	94,516,075	91,028,293	
16	Surplus / (Deficit) Line 14 above	-3,487,782	-34,358,391	
17	Closing Operating Reserve Balance	91,028,293	56,669,902	
18	Board-mandated Minimum Level Reserve Target	7,500,000	7,500,000	

F. Details of the 2020-21 Operating Revenue Forecasts (Table 3)

Government Grants

In 2017-18, the Provincial Government introduced an enrolment corridor-based funding system – where the major portion of provincial grants would flow as a block grant, provided the institution maintains an overall level of domestic enrolments. More recently, the Province has signaled the move to a performance-based funding system – where, gradually over the next 5 years (starting with 2020-21), the major portion of grant funding would be tied to ten performance/outcomes metrics. This transition to the performance funding system is simply a realignment of the existing levels of grant funding – i.e. there will be no increases to the total amounts available to Ontario's universities. In addition, the funding implications of the 2020-21 metrics assessments will not occur until 2021-22 (i.e. on a slip-year basis). Therefore, at this point in time, we have presented the 2020-21 provincial government grant information using the current structure (Table 3, lines 2 through 4).

Tuition Fees

The recommended tuition fee rates for 2020-21 are summarized in Tables 10 and 11. Tuition revenue projections are a function of tuition rates and the enrolment forecasts shown in Table 12.

Domestic Students

Our recommendations for domestic student tuition fees follow the provincial government's framework which requires the 2020-21 rates to be frozen at the 2019-20 levels.

International Students

The last ten 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.

As outlined in section D, our tuition revenue projections have assumed a 7.5% reduction to projected undergraduate international tuition revenue.

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 Licenses, 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 44 occupied Chairs in the current year – and we are projecting this to increase to 56 in 2020-21, with \$8.5 million in associated revenue.

- The Transfer from the Affiliated University Colleges represents payments for services and teaching provided to their students. The transfer rate for 2020-21 is at the steady-state level of 12% of the Colleges' grant and tuition revenue, and the increase in the dollar value of the transfer reflects projected tuition revenue at the Colleges.
- Fundraising for needs-based Student Awards continues to be of high priority to the University. In 2020-21, we project a sum of \$8.3 million from this source.
- The revenue from Royalties and Licenses includes patents/licenses associated with the Robarts Research Institute, which flow directly to the institute.
- Western's self-funded operations and ancillary units generate substantial revenue for the University Operating Budget by way of recoveries associated with facilities/land 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 2020-21 Expenditure Recommendations

1. Faculty Budget Recommendations

Table 4 shows the 2020-21 **base budget recommendations** for Western's Faculties. Final 2020-21 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 \$91,000 or 60% of the retiring or departing member's salary to the Faculty budget;
- Academic Priorities Fund (APF) allocations;
- Targeted government program expansion or program-specific 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. It should be noted that central funding to cover the costs of negotiated employee salary and benefit increases will be incrementally added to Faculty base budgets (in year) as the information is available – i.e. the funds will be added to the figures shown in column <g> of Table 4.

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, 2021 – where the faculty member leaves the University by July 1, 2021. Turnover recovery associated with all previous exits – which

are currently built into the Faculties' budget plans – will be applied as planned. The Turnover Recovery Policy will be reviewed as part of the next planning cycle.

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 and the first year of the current 2-year transitionary planning cycle

The **Faculty-specific APF base recommendations** for 2020-21 (shown in column <d> of Table 4) are:

- \$150,000 to the Faculty of Arts & Humanities in support of undergraduate student recruitment initiatives;
- \$150,000 to the Faculty of Information & Media Studies in support of staff renewal;
- \$150,000 to the Schulich School of Medicine & Dentistry to support on-line course development and simulation-based education;
- \$150,000 to the Don Wright Faculty of Music for a faculty position in choral studies;
- \$150,000 to the Faculty of Social Science for a faculty position in the DAN Management & Organizational Studies Program.

As noted earlier (in section C.8.), the multi-year **strategic expansion of Engineering** will flow a sum of \$912,000 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 \$9.6 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 \$10 million) which are detailed in Table 8 (lines 12 to 23);
- The Research Infrastructure Support Fund (RISF) -- \$750,000 (Table 4, line 16); 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 E. These recommendations are for the 2020-21 Budget – and, given our multi-year planning approach, should be considered in the context of resource allocations made in previous years.



		Base	One-Time	Capital
		Allocations	Allocations	Allocations
1	Arts & Humanities	150,000	225,000	272,000
2	Education		25,000	60,000
3	Engineering	911,912	186,000	207,527
4	Health Sciences		150,000	
5	Information & Media Studies	150,000	93,480	
6	Law		361,000	4,700
7	Medicine & Dentistry	150,000	65,000	300,000
8	Music	150,000	248,200	177,800
9	Science		150,000	175,000
10	Social Science	150,000	150,000	349,000
11	Total	1,661,912	1,653,680	1,546,027

Figure E SUMMARY OF 2020-21 ALLOCATION RECOMMENDATIONS FOR THE FACULTIES

Note: These recommendations are for the 2020-21 budget -- and, given our multi-year planning approach, should be considered in the context of resource allocations made in previous years.

2. <u>Scholarships and Bursaries</u>

Base budget allocations for centrally-funded student support are shown in Table 5. Overall student support funding is projected to be \$33.1 million in 2020-21.

- Fundraising for undergraduate and graduate student needs-based awards continues to be of high priority to the University. In 2020-21, we project a sum of \$8.3 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 \$54.1 million in 2020-21 for this high priority item.

In addition (as described in C.3), in order to support our students who may be faced with financial pressures created by COVID-19, we are recommending a \$13.5 million one-time fund to ensure that our students have the necessary resources to pursue their studies at Western in 2020-21. This funding will support our students through needs-based bursaries, work-study opportunities, summer research opportunities, and residence accommodation subsidies.

3. <u>Support Unit Budget Recommendations</u>

Table 6 shows the 2020-21 base budget recommendations for Support Units. Final 2020-21 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.

Similar to the Faculties, central funding to cover the costs of negotiated employee salary and benefit increases will be incrementally added to Support Unit base budgets (in year) as the information is available – i.e. the funds will be added to the figures shown in column ≤ 0 of Table 6.

The **Support Unit Priorities Fund (SUPF)** was established in 2011-12, and the unit-specific base allocations for 2020-21 (shown in column <c> of Table 6) are:

- \$100,000 to the Vice-Provost (Academic Programs) Portfolio for curriculum specialist staff positions;
- \$100,000 to Western Technology Services for a technical analyst staff position;
- \$100,000 to Western Libraries for an assessment librarian;
- \$50,000 to the Registrar's Office for an analyst position in the admissions area;
- \$100,000 to the Student Experience Portfolio for a case manager staff position;
- \$140,000 to the School of Graduate & Postdoctoral Studies for graduate student professional development initiative and a recruitment staff position joint with Western International;
- \$120,000 to the Office of Institutional Planning & Budgeting to maintain staffing levels;
- \$40,000 to Western International for a recruitment staff position joint with SGPS;
- \$365,000 to Financial Services to sustain operations and build capacity in the areas of financial systems and investments management;
- \$50,000 to Facilities Management to sustain operations;
- \$162,875 to Police Services to sustain operations and for additional emergency management staffing;
- \$26,000 to Internal Audit to sustain operations;
- \$22,000 to Legal Services to sustain operations;
- \$100,000 to Research Western for research development project management staffing;
- \$150,000 to the Vice-President (External) Portfolio for staffing in the areas of principal gifts and alumni engagement;
- \$85,000 to Human Resources to sustain operations;
- \$60,000 to the Office of the President & Vice-Presidents for additional staffing;

The Vice-President (Operations & Finance) is also carrying forward a portion of the SUPF resources associated with their units for allocation in the future. This is shown in line 22 of Table 6.

The Support Units receive nearly \$2.2 million in additional base allocations (column <d>, Table 6) to **maintain core services** and the following targeted special allocations:

- \$210,000 to the Vice-Provost (Academic Programs) Portfolio for the creation of an office to coordinate and manage the Institutional Quality Assurance Process;
- \$315,000 to Western Technology Services for additional staffing in the areas of infrastructure services;
- \$760,000 for the creation of the new Office of Indigenous Initiatives as described in section C1;
- \$225,000 to Police Services for additional constables and building card-access security staffing;
- \$140,000 to Legal Services for additional staffing;
- \$100,000 to Research Western to enhance service levels; and
- \$140,000 to the Vice-President (External) Portfolio for fundraising initiatives.

Note: In Table 6 (line 6, column d), the budget for the Student Experience Portfolio shows a reduction in funding. This presentation reflects the transfer of funds associated with the creation of the Western Entrepreneurship Ecosystem as a separate budget item (see Table 7, line 16).

Similar to the Faculties, the Support Units also receive additional budgetary support through:

- **One-time operating budget allocations** (\$6.2 million) which are detailed in Table 8 (lines 24 through 41); and
- Support for Unit-specific capital projects through the University's Capital Budget.

4. <u>University-wide Expenditures</u>

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. This budget line will be reviewed as part of the next planning cycle.
- 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.
- Funding for the **Western Entrepreneurship Ecosystem** is a university priority. This funding will be managed through the Ivey Business School, with reporting to the University on student outcomes.

5. <u>One-Time Recommendations</u>

The Faculties and Support Units will receive substantial one-time funding in 2020-21. 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 2020-21 budget with one-time allocations:
 - Support for Strategic Projects in our Long-Range Space Plan: \$50 million.
 - COVID-19 related Student Financial Support Programs: \$13.5 million
 - o Multi-year Financing of Engineering Facilities Expansion/Renewal: \$11 million
 - Continuation of Western Research Chairs Program; \$10 million
 - **The Open Space Strategy** \$6 million to move forward with the transformation of our core campus into a pedestrian-friendly campus
 - Energy Conservation Initiatives: \$5 million
 - Enhancements to TD Stadium including a multi-sport Sports Dome: \$4.5 million
 - A new round of the Interdisciplinary Initiatives Program: \$2.9 million
 - The creation of the Western Academy for Advanced Research: \$1 million
 - o University-wide Data Strategy Initiatives: \$1 million

Table 3

2020-21 OPERATING REVENUES

		2019-20 Budget Forecast	2020-21	Increase / (Decrease)	N/ Cl
		(@Feb29, 2020) (1)	(2)	(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	19,921,671	19,629,683	-291,988	-1.5%
5	Federal Research Support Fund (FRSF)	11,468,899	11,468,899	0	0.0%
6	Sub-Total Government Grants	295,047,319	294,755,331	-291,988	-0.1%
7	Tuition Revenue				
8	Undergraduate	259,240,000	260,288,588	1,048,588	0.4%
9	Graduate	64,460,000	64,208,758	-251,242	-0.4%
10	Sub-Total General Programs	323,700,000	324,497,346	797,346	0.2%
11	Ivey Programs (HBA, MBAs, MSc, PhD)	68,724,692	74,517,927	5,793,235	8.4%
12	International Medical and Dental Students	9,291,204	8,999,519	-291,685	-3.1%
13	Sub-Total Other Programs	78,015,896	83,517,446	5,501,550	7.1%
14	Miscellaneous Fees	825,000	825,000	0	0.0%
15	Sub-Total Tuition Revenue	402,540,896	408,839,792	6,298,896	1.6%
16	Other Revenues				
17	Canada Research Chairs (CRCs)	6,800,000	8,500,000	1,700,000	25.0%
18	Transfer from Affiliated University Colleges	10,723,000	11,078,469	355,469	3.3%
19	Recoverable Salaries	25,494,300	25,512,000	17,700	0.1%
20	Fundraising Need-based Student Awards and Bursaries	8,300,000	8,300,000	0	0.0%
21	Application Fees	1,780,258	1,780,258	0	0.0%
22	Research Overheads	2,800,000	2,800,000	0	0.0%
23	Royalties and Licences	3,350,000	3,850,000	500,000	14.9%
24	Scholarship/Research Initiatives in the SSHRC Disciplines	329,639	358,922	29,283	8.9%
25	Contributions from Self-Funded & Ancillary Operations	36,757,300	39,134,300	2,377,000	6.5%
26	Miscellaneous Revenues	2,614,688	2,586,696	-27,992	-1.1%
27	Sub-Total Other Revenues	98,949,185	103,900,645	4,951,460	5.0%
28	Total Revenues	796,537,400	807,495,768	10,958,368	1.4%

		<a>	<q></q>	<c></c>		<e></e>	< 1 >	<g></g>
		2019-20	IBA	Faculty		Other	Canada	Resulting
		Base Budget	and Add'l 2.5%	Tumover	APF	Base	Research	2020-21
		(@Feb29, 2020)	Reduction	Recovery		Changes	Chairs	Base Budget
1	Faculties							
2	Arts & Humanities	32,865,686	-1,715,373	-67,210	150,000		000'06	31,323,103
ĉ	Education	17,703,951	-1,002,774				260,000	16,961,177
4	Engineering	32,670,938	-1,672,259			911,912	260,000	32,170,591
5	Health Sciences	33,503,796	-1,780,026	-77,414			170,000	31,816,356
9	Information & Media Studies	10,610,643	-554,688	-205,679	150,000		90,000	10,090,276
7	Law	9,659,449	-511,929	-37,151			0	9,110,369
8	Medicine & Dentistry	72,516,931	-3,721,160	-94,305	150,000		270,000	69,121,466
6	Music	10,932,085	-572,910		150,000		0	10,509,175
1() Science	62,969,826	-3,318,121	-123,092			170,000	59,698,613
1	1 Social Science	62,490,294	-3,303,029	-85,416	150,000		80,000	59,331,849
1,	2 Sub-Total Faculties (excluding Business)	345,923,599	-18,152,269	-690,267	750,000	911,912	1,390,000	330,132,975
1	3 Business	81,628,574				5,736,698	000'06	87,455,272
1	4 Sub-Total Faculties	427,552,173	-18,152,269	-690,267	750,000	6,648,610	1,480,000	417,588,247
1	5 Revenue Sharing Allocation	5,496,916				4,066,507		9,563,423
1	5 Research Infrastructure Support Fund (RISF)	750,000						750,000
1	7 Faculty Recruitment Initiatives	1,218,271						1,218,271
1	8 Academic Priorities Fund (APF)	6,706,960			500,000			7,206,960
16) Total with Revenue Sharing Allocation	441,724,320	-18,152,269	-690,267	1,250,000	10,715,117	1,480,000	436,326,901
2() All Other							
2	1 Western Strategic Success Programs	1,500,000						1,500,000
2.	2 Continuing Studies: Trois-Pistoles	1,002,494						1,002,494
2,	3 Education: Continuing Education for Teachers	1,354,320				-46,170		1,308,150
2,	4 Medicine & Dentistry: International Tuition and Primary Care	9,641,009				-291,685		9,349,324
5	5 Faculty Share of Research Overheads	1,075,000				0		1,075,000
2(5 Faculty Scholars & Distinguished University Professors	239,000						239,000
2	7 Graduate and Undergraduate Program Reviews	140,000						140,000
5	8 Recoverable Salaries	25,494,300				17,700		25,512,000
5) Sub-Total	40,446,123	0	0	0	-320,155	0	40,125,968
3(0 Total Academic Units	482,170,443	-18,152,269	-690,267	1,250,000	10,394,962	1,480,000	476,452,869

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 4 FACULTIES

Table 4a

		2019-20	2020-21e
1	Arts & Humanities	0	0
2	Education	1,236,160	2,178,499
3	Engineering	79,233	1,755,176
4	Health Sciences	735,598	810,375
5	Information & Media Studies	421,175	454,033
6	Law	33,666	0
7	Medicine & Dentistry	0	209,358
8	Music	25,726	237,101
9	Science	1,638,091	3,208,824
10	Social Science	1,327,267	710,057
11	Sub-Total	5,496,916	9,563,423
12	Contingency Hold-back		187,560
13	Sub-Total	5,496,916	9,750,983

FACULTIES: REVENUE SHARING ALLOCATIONS

Table 5

SCHOLARSHIPS and BURSARIES

		<a>		<c></c>
		2019-20 Base Budget (@Feb29, 2020)	Changes	Resulting 2020-21 Base Budget
1	Undergraduate Scholarships	7,300,000		7,300,000
2	Tuition Re-Investment	14,689,596	102,827	14,792,423
3	Western Bursaries	776,545		776,545
4	Privately-Funded Need-based Awards & Bursaries	8,300,000		8,300,000
5	MAESD Bursaries	548,920		548,920
6	Global Opportunities Awards	200,000		200,000
7	Graduate Bursaries and Fellowships	1,151,367		1,151,367
8	Total Scholarships and Bursaries	32,966,428	102,827	33,069,255

Graduate student funding is now addressed through the Faculty budgets. In 2019-20, this funding is estimated to be \$55.0 million and the plan for 2020-21 is \$54.1 million.

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Sub-Total

Vice-President External Portfolio

University Secretariat

Human Resources (Including Workplace Health Services)

Offices of the President/Vice-Presidents

General Administration

Total Support Areas

	<a>		<c></c>	<d></d>	<e></e>
	2019-20	IBA		Other	Resulting
	Base Budget	and Add'l 2.5%	SUPF	Base	2020-21 Base Budget
Reporting to the Provost	(@1002), 2020)	Reduction		Changes	Base Budget
VP (Academic Programs) Portfolio	1,343,711	-38,802	100,000	210,000	1,614,909
Western Technology Services	10,697,464	-557,792	100,000	515,000	10.754.672
Libraries	13,252,817	-707,225	100,000		12,645,592
Registrar's Office	5,742,865	-320,839	50,000	100,000	5,572,026
Student Experience Portfolio	3,277,717	-116,307	100,000	-674,207	2,587,203
Office of Indigenous Initiatives				759,931	759,931
Office of Vice-Provost (APPF)	1,392,844	-74,849			1,317,995
Graduate & Postdoctoral Studies	1,693,104	-90,681	140,000		1,742,423
Institutional Planning and Budgeting	2,157,298	-116,389	120,000		2,160,909
Western International	2,993,184	-143,297	40,000		2,889,887
McIntosh Gallery - Operating Budget Supplement	290,837	-7,271			283,566
Teaching Fellows Program	487,500	-12,188			475,312
Support Unit Priorities Fund (SUPF)	235,000		-235,000		0
Sub-Total	43,564,341	-2,185,640	515,000	910,724	42,804,425
Reporting to the Vice-President Operations & Finance					
Financial Services	5,004,181	-260,177	365,000	70,000	5,179,004
Facilities Management	18,901,673	-870,048	50,000	60,000	18,141,625
Police	3,066,504	-156,310	162,875	225,000	3,298,069
Internal Audit	505,629	-25,675	26,000		505,954
Legal Services	439,298	-22,275	22,000	140,000	579,023
Support Unit Priorities Fund (SUPF)	827,287		-285,875		541,412
Sub-Total	28,744,572	-1,334,485	340,000	495,000	28,245,087
Reporting to the Vice-President Research					
Animal Care/Veterinary Services - Operating Budget Supplement	1,867,300				1,867,300
Research Western	5,082,641	-277,812	100,000	100,000	5,004,829
Research Promotion Fund	750,000				750,000
Small Grants Support for Arts/Humanities/Social Sciences	250,000				250,000
Scholarship/Research Initiatives in the SSHRC Disciplines	329,639			29,283	358,922
Western Innovation Fund	400,000				400,000
Sub-Total	8,679,580	-277,812	100,000	129,283	8,631,051
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Table 6 **SUPPORT AREAS**

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.

12,164,767

6,961,448

4,198,259

964,071

12,123,778

105,277,038

-646,482

-367,414

-213,422

-43,900

-624,736

-5,069,155

150,000

85,000

60,000

145,000

1,250,000

140,000

433,000

32,146

25,000

490,146

2,165,153

11,808,285

7,112,034

4,076,983

945,171

12,134,188

103,623,036

Table 7UNIVERSITY-WIDE EXPENDITURES and EMPLOYEE BENEFIT COSTS

		<a>		<c></c>	<d></d>
		2019-20	N	04	Resulting
		(@Feb29, 2020)	New Investment	Changes	2020-21 Base Budget
1	Utilities	24,885,785		248,858	25,134,643
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	736,000		176,000	912,000
7	Information Technology Infrastructure Fund	10,123,230		506,162	10,629,392
8	Property Taxes	2,301,975		35,850	2,337,825
9	Insurance	2,352,100			2,352,100
10	Contingency	1,945,541		73,198	2,018,739
11	Services for Students with Disabilities	1,469,872			1,469,872
12	Professional Fees	1,382,500			1,382,500
13	Institutional Memberships	1,315,000			1,315,000
14	Student Recruitment	850,000			850,000
15	Sports and Recreation Services - Operating Budget Supplement	824,085		-8,242	815,843
16	The Western Entrepreneurship Ecosystem - Operating Budget Supplement			674,207	674,207
17	Costs Associated with Employee Contracts	589,000			589,000
18	Convocation and Diplomas	338,000			338,000
19	Governance-Related Costs	177,800			177,800
20	Ombudsperson	113,684			113,684
21	University Surveys and Teaching Evaluations	75,000			75,000
22	Centre for Research on Violence Against Women and Children - Operating Budget Supplement	55,000			55,000
23	Museum of Ontario Archaeology - Operating Budget Supplement	50,000			50,000
24	Total University-wide Expenditures	84,100,468	0	1,706,033	85,806,501
25	Employee Benefit Plan Costs	117,661,529		6,668,471	124,330,000
26	Employee Benefit Recoveries	-123,177,522		-5,006,478	-128,184,000
27	Net Employee Benefits	-5,515,993		1,661,993	-3,854,000
28	Net University-wide Expenditures	78,584,475	0	3,368,026	81,952,501

Table 82020-21 ONE-TIME ALLOCATIONS

1	Support for Long Range Space Plan	50,000,000
2	COVID-19 Related Student Financial Support Programs	13,500,000
3	Engineering Facilities Expansion/Renewal: Multi-year Financing Plan	11,061,015
4	Continuation of Western Research Chairs Program	10,000,000
5	Pedestrian-Friendly Safe Campus Initiatives: the Open Space Strategy	6,000,000
6	Energy Conservation Initiatives	5,000,000
7	Multi-Sport Inflatable Sports Dome at TD Stadium	4,500,000
8	Interdisciplinary Initiatives Program	2,855,515
9	The Western Academy for Advanced Research	1,000,000
10	University-Wide Data Strategy Initiative	1,000,000
11	Modernization of Instructional Facilities	812,000
12	Faculties	
13	Arts & Humanities: Undergraduate Recruitment Initiatives (\$225K), and Support to Manage Deficit (\$511K)	735,974
14	Education: Curriculum Mapping / Digital Syllabus	25,000
15	Engineering: CEAB Administrative Support (\$75K), Support for Alumni & Development Staff Position (\$50K), and Student Wellness Coordinator Joint with Law (\$61K)	186,000
16	Health Sciences: Targetted Government Funding for Clinical Education (\$842K) and Nurse Practitioner Program (\$580K), and Simulation & Anatatorium Equipment Renewal (\$150K)	1,543,701
17	Information & Media Studies: Staff Re-organization and Renewal (\$93.5K)	93,480
18	Law: Student Wellness Coordinator Joint with Engineering (\$61K), and Legal research and Writing Instructor (\$300K)	361,000
19	Medicine & Dentistry: Targetted Government Funding for Dental Clinical Education (\$1.2M), MD Expansion (\$2.4M), Robarts Royalties & Licences (\$3.0M), and Indigenous Engagement Coordinator (\$65K)	6,563,878
20	Music: Undergraduate Recruitment Awards (\$145K), Grants Facilitator Staffing Joint with FIMS and Law (\$53.2K), and Support for Faculty Priorities (\$50K)	248,200
21	Science: Start-up Funding for New Faculty (\$150K)	150,000
22	Social Science: Post Doctoral Positions in NEST (\$150K)	150,000
		-
23	Sub-Total Faculties	10,057,233
23 24	Sub-Total Faculties Support Units	10,057,233
23 24 25	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K)	10,057,233 423,213
23 24 25 26	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts	10,057,233 423,213 100,000
23 24 25 26 27	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K)	10,057,233 423,213 100,000 140,000
23 24 25 26 27 28	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign	10,057,233 423,213 100,000 140,000 100,000
23 24 25 26 27 28 29	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K)	10,057,233 423,213 100,000 140,000 100,000 576,544
23 24 25 26 27 28 29 30	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000
23 24 25 26 27 28 29 30 31	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K)	10,057,233 423,213 100,000 140,000 576,544 100,000 70,000
23 24 25 26 27 28 29 30 31 32	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K)	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249
23 24 25 26 27 28 29 30 31 32 33	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K)	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000
23 24 25 26 27 28 29 30 31 32 33 34	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000
23 24 25 26 27 28 29 30 31 32 33 33 34 35	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000
23 24 25 26 27 28 29 30 31 32 33 33 34 35 36	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K] Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative Police: Sustain Operations (\$75K), and Security Coverage (\$195K)	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000 270,000
23 24 25 26 27 28 29 30 31 32 33 33 34 35 36 37	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) MeIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative Police: Sustain Operations (\$75K), and Security Coverage (\$195K) Human Resources: Support Operational Needs	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000 270,000 85,000
23 24 25 26 27 28 29 30 31 32 33 33 34 35 36 37 38	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative Police: Sustain Operations (\$75K), and Security Coverage (\$195K) Human Resources:	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000 270,000 85,000 60,000
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative Police: Sustain Operations (\$75K), and Security Coverage (\$195K) Human Resources:	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000 270,000 85,000 60,000 2,953,808
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K) Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative Police: Sustain Operations (\$75K), and Security Coverage (\$195K) Human Resources: Support Operat	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000 270,000 85,000 60,000 2,953,808 275,236
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41	Sub-Total Faculties Support Units VP (Academic Programs) Portfolio: Professional Development to Support Academic Counselling Units (\$25K), Faculty Mentor Program (\$38K), EMSI License (\$75K), 360 Degree Initiative for Graduate Students (\$285.2K) Western Technology Services: Contract Application Programmer /Analysts Libraries: Archives Cold Storage and Self-Serve Smart Cabinets (\$100K), and Staffing to Support Weldon Library Revitalization Project (\$40K) Registrar's Office: Welcome Website Redesign Student Experience: Gender & Sexual Violence Prevention (\$100K), Experiential Learning Initiatives (\$66.5K), Career Services and First Nations Initiatives (\$180K), and University Contribution for Artificial Turf Playing Fields (\$230K] Office of Indigenous Initiatives: Head & Heart Program Vice-Provost (APPF): Training and Development Initiatives (\$50K), and Faculty Recruitment/Retention Initiatives (\$20K) SGPS: Maintain Service and Staffing Levels (\$166.4K), Recruitment and Retention Initiatives (\$104.6), Exchange Program Travel Costs (\$14.3K), and Thesis Writing Boot Camp (\$18K) Western International: International World's Challenge Challenge (\$100K) and International Recruitment / Conversion Staffing (\$500K) McIntosh Gallery: Indigeneous Exhibitions and Programs Financial Services: Business Intelligence Initiative Police: Sustain Operations (\$75K), and Security Coverage (\$195K) Human Resources: Support Operational Needs Office of the President / Vice Presidents: Su	10,057,233 423,213 100,000 140,000 100,000 576,544 100,000 70,000 303,249 600,000 40,000 100,000 270,000 85,000 60,000 2,953,808 275,236 6,197,050

Table 9

CANADA RESEARCH CHAIRS -- by FACULTY (Cumulative)

		2019-20 Final						2020-21 Preliminary					
		Tier 1		Tier 2			Total		Tier 1		Fier 2		Total
		Ν	\$	Ν	\$	Ν	\$	Ν	\$	Ν	\$	Ν	\$
1	Arts & Humanities	2	340,000	1	90,000	3	430,000	2	340,000	2	180,000	4	520,000
2	Business	1	170,000	0	0	1	170,000	1	170,000	1	90,000	2	260,000
3	Education							1	170,000	1	90,000	2	260,000
4	Engineering	4	680,000	4	360,000	8	1,040,000	5	850,000	5	450,000	10	1,300,000
5	Health Sciences	2	340,000	0	0	2	340,000	3	510,000	0	0	3	510,000
6	Info & Media Studies	1	170,000	0	0	1	170,000	1	170,000	1	90,000	2	260,000
7	Law	0	0	1	90,000	1	90,000		0	1	90,000	1	90,000
8	Medicine & Dentistry	6	1,020,000	6	540,000	12	1,560,000	6	1,020,000	9	810,000	15	1,830,000
9	Music												
10	Science	5	850,000	5	450,000	10	1,300,000	6	1,020,000	5	450,000	11	1,470,000
11	Social Science	3	510,000	3	270,000	6	780,000	4	680,000	2	180,000	6	860,000
12	Total to Faculties	24	4,080,000	20	1,800,000	44	5,880,000	29	4,930,000	27	2,430,000	56	7,360,000
13	Total CRC Funding		4,800,000		2,000,000		6,800,000		5,800,000		2,700,000		8,500,000

		Do	mestic Stude	ents	International Students		dents	
		Actual	202	0-21	Actual	202	0-21	
		2019-20	Proposed	<a>	2019-20	Proposed	<a>	
		Tuition	Tuition	% Increase	Tuition	Tuition	% Increase	
1	First-Entry Programs 							
2	Year 1	6,050	6,050	0.0%	31,042	33,526	8.0%	
3	Year 2	6,050	6,050	0.0%	29,892	32,284	4.0%	
4	Year 3	6,050	6,050	0.0%	28,785	31,087	4.0%	
5	Year 4	6,050	6,050	0.0%	27,719	29,936	4.0%	
6	Engineering							
7	Year 1	12,294	12,294	0.0%	41,312	46,269	12.0%	
8	Year 2	12,294	12,294	0.0%	38,361	42,964	4.0%	
9	Year 3	12,294	12,294	0.0%	36,940	39,895	4.0%	
10	Year 4	12,294	12,294	0.0%	35,572	38,417	4.0%	
11	M.T.P.							
12	Year 2	6,329	6,329	0.0%	32,189	34,764	8.0%	
13	Year 3	6,329	6,329	0.0%	30,997	33,477	4.0%	
14	Year 4	6,329	6,329	0.0%	29,849	32,237	4.0%	
15	M.O.S.							
16	Year 1	6,050	6,050	0.0%	38,611	43,244	12.0%	
17	Year 2	6,050	6,050	0.0%	35,853	40,156	4.0%	
18	Year 3	6,050	6,050	0.0%	33,292	37,287	4.0%	
19	Year 4	6,050	6,050	0.0%	30,914	34,624	4.0%	
20	Nursing							
21	Year 1	6,050	6,050	0.0%	39,836	43,023	8.0%	
22	Year 2	6,050	6,050	0.0%	38,361	41,430	4.0%	
23	Year 3	6,050	6,050	0.0%	36,940	39,895	4.0%	
24	Year 4	6,050	6,050	0.0%	35,572	38,418	4.0%	
25	Second-Entry Programs							
26	Business (HBA)							
27	Year 1	25,200	25,200	0.0%	44,800	50,000	11.6%	
28	Year 2	25,200	25,200	0.0%	42,000	44,800	0.0%	
29	Dentistry							
30	Year 1	35,341	35,341	0.0%	88,655	95,747	8.0%	
31	Year 2	35,341	35,341	0.0%	85,371	92,201	4.0%	
32	Year 3	35,341	35,341	0.0%	82,209	88,786	4.0%	
33	Year 4	35,341	35,341	0.0%	79,165	85,498	4.0%	
34	Education (B.Ed.)	7,271	7,271	0.0%	31,764	34,305	8.0%	
35	Law							
36	Year 1	20,151	20,151	0.0%	39,836	39,836	0.0%	
37	Year 2	20,151	20,151	0.0%	38,361	39,836	0.0%	
38	Year 3	20,151	20,151	0.0%	36,940	38,361	0.0%	
39	Medicine (M.D.)							
40	Year 1	23,986	23,986	0.0%	n.a.	n.a.	n.a.	
41	Year 2	23,986	23,986	0.0%	n.a.	n.a.	n.a.	
42	Year 3	23,986	23,986	0.0%	n.a.	n.a.	n.a.	
43	Year 4	23,986	23,986	0.0%	n.a.	n.a.	n.a.	

Table 102020-21 TUITION FEE PROPOSALS FOR UNDERGRADUATE PROGRAMS

<a> The proposed 2020-21 rates are effective May 1, 2020.

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 & Humanites, BMedSc program, Health Sciences, Kinesiology, MIT program, Music, Science, Social Science (excl. M.O.S.).

Table 11
2020-21 TUITION FEE PROPOSALS FOR GRADUATE PROGRAMS

		Domestic Students			International Students			
		Actual	202	20-21	Actual	202	0-21	
		2019-20	Proposed	<a>	2019-20	Proposed	<a>	
		Tuition	Tuition	% Increase	Tuition	Tuition	% Increase	
1	Masters Category 1							
2	Arts & Humanities	6,360	6,360	0.0%	18,247	18,612	2.0%	
3	Engineering (M.E.Sc.)	6,360	6,360	0.0%	18,247	18,612	2.0%	
4	Health & Rehabilitation Sciences	6,360	6,360	0.0%	18,247	18,612	2.0%	
5	Health Information Sciences	8,664	8,664	0.0%	25,750	26,265	2.0%	
6	Interdisciplinary Programs 	6,360	6,360	0.0%	18,247	18,612	2.0%	
7	Kinesiology	6,360	6,360	0.0%	18,247	18,612	2.0%	
8	Law/Studies in Law	10,368	10,368	0.0%	26,749	26,749	0.0%	
9	Media Studies	6,360	6,360	0.0%	18,247	18,612	2.0%	
10	Medicine (Basic Health Sciences)	6,360	6,360	0.0%	18,247	18,612	2.0%	
11	Music	6,360	6,360	0.0%	18,247	18,612	2.0%	
12	Nursing (M.Sc.)	7,639	7,639	0.0%	25,750	26,265	2.0%	
13	Science	6,360	6,360	0.0%	18,247	18,612	2.0%	
14	Social Science	6,360	6,360	0.0%	18,247	18,612	2.0%	
15	Masters Category 2							
16	C.S.D./O.T./P.T. (MPT)	11,294	11,294	0.0%	31,675	33,259	5.0%	
17	Dentistry (Orthodontics)	27,373	27,373	0.0%	74,142	77,849	5.0%	
18	Education (MA) & ((M.Ed)	10,877	10,877	0.0%	31,675	33,259	5.0%	
19	Engineering (M.Eng.)	10,877	10,877	0.0%	34,692	39,896	15.0%	
20	Environment & Sustainability	12,179	12,179	0.0%	31,675	33,259	5.0%	
21	Financial Economics	30,549	30,549	0.0%	53,662	56,345	5.0%	
22	Library & Information Science	10,877	10,877	0.0%	31,675	33,259	5.0%	
23	M.M. in Journalism & Communication	13,543	13,543	0.0%	31,675	33,259	5.0%	
24	M.N Nurse Practitioner	10,877	10,877	0.0%	31,675	33,259	5.0%	
25	MA in Research for Policy & Evaluation	n/a	18,000		n/a	30,000		
26	Master of Data Analytics	23,308	23,308	0.0%	46,827	49,168	5.0%	
27	Master of Mgmt. of Applied Science	19,690	19,690	0.0%	46,827	49,168	5.0%	
28	Medicine (Family Medicine)	14,322	14,322	0.0%	31,675	33,259	5.0%	
29	Medicine (Pathology Assistant)	11,295	11,295	0.0%	31,675	33,259	5.0%	
30	Medicine (Public Health)	32,734	32,734	0.0%	55,149	55,149	0.0%	
31	Advence Health Care Practice (M.Cl.Sc.)	10,877	10,877	0.0%	31,675	33,259	5.0%	
32	Doctoral							
33	Doctor of Musical Arts	6,360	6,360	0.0%	6,360	6,360	0.0%	
34	Doctor of Education (EdD)	10,097	10,097	0.0%	31,675	33,259	5.0%	
35	PhD Programs	6,360	6,360	0.0%	6,360	6,360	0.0%	

<a> The proposed 2020-21 rates are effective September 1, 2020.

 Includes Biomedical Engineering, Neuroscience, Theory & Criticism, and Popular Music & Culture</br>

				Actual				Forecast			
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1	Constituent University							Forecasts	are based or	u current Strat	egic Plan
2	Full-Time Undergraduates							and will b	e updated aft	er new/next S	trategic Plan
3	Arts & Humanities	1,027	979	985	938	882	857	852	870	888	903
4	Business (HBA)	1,093	1,120	1,109	1,085	1,090	1,100	1,100	1,100	1,100	1,100
5	Dentistry	265	265	263	262	262	264	264	264	264	264
6	Education	286	653	747	716	697	697	668	668	668	668
7	Engineering	1,761	1,951	1,981	2,032	2,008	2,042	2,153	2,291	2,326	2,344
8	Health Sciences										
9	BHSc Program	1,179	1,199	1,189	1,227	1,251	1,309	1,289	1,261	1,239	1,219
10	Kinesiology	1,204	1,247	1,231	1,215	1,241	1,238	1,233	1,250	1,251	1,250
11	Nursing	868	903	960	969	974	969	966	957	957	957
13	Sub-Total	3,251	3,349	3,380	3,411	3,466	3,515	3,487	3,468	3,447	3,427
14	Law	474	482	478	480	485	487	487	487	487	487
15	Media, Information, & Tech	983	966	898	916	895	904	922	943	961	978
16	Medicine										
17	MD Program	684	682	699	685	683	684	684	684	684	684
18	BMedSci Program	881	928	1,021	1,000	1,036	1,000	1,000	1,000	1,000	1,000
19	Music	432	417	412	414	449	457	455	449	442	441
20	Science	4,679	4,826	4,948	5,143	5,326	5,420	5,607	5,703	5,749	5,783
21	Social Science	6,482	6,520	6,501	6,497	6,503	6,437	6,519	6,590	6,656	6,707
22	Total Full-Time Undergraduates	22,298	23,138	23,422	23,579	23,782	23,865	24,199	24,517	24,671	24,786
23	Concurrent Programs	255	233	231	247	288	250	250	250	250	250
24	Medical Residents	923	942	934	956	936	955	955	955	955	955
25	Full-Time Graduates										
26	Masters	3,276	3,431	3,750	3,734	3,946	4,181	4,221	4,267	4,311	4,333
27	Ph.D.	2,088	2,083	2,185	2,177	2,219	2,243	2,245	2,260	2,270	2,267
28	Total Full-Time Graduates	5,364	5,514	5,935	5,911	6,165	6,424	6,466	6,527	6,581	6,600
29	Total Full-Time Enrolment	28,840	29,827	30,522	30,693	31,171	31,494	31,870	32,249	32,457	32,591
30	Part-Time FTEs										
31	Undergraduate	2,226	2,084	2,012	2,061	1,977	1,980	1,980	1,980	1,980	1,980
32	Education (AQs)	595	499	401	456	434	460	440	440	440	440
33	Masters	79	89	95	114	110	110	110	110	110	110
34	Ph.D.	32	29	29	32	32	32	32	32	32	32
35	Total Part-Time FTEs	2,932	2,701	2,537	2,663	2,554	2,582	2,562	2,562	2,562	2,562
36	Total Constituent FTEs	31,772	32,528	33,059	33,356	33,725	34,076	34,432	34,811	35,019	35,153
37	Affiliated University Colleges										
38	Full-Time Undergraduates										
39	Brescia	1,327	1,329	1,306	1,392	1,421	1,469	1,459	1,488	1,532	1,555
40	Huron	1,062	979	882	1,038	1,266	1,276	1,324	1,334	1,355	1,364
41	King's	3,004	3,070	3,034	3,162	3,267	3,368	3,459	3,546	3,633	3,717
42	Total Full-Time Undergraduates	5,393	5,378	5,222	5,592	5,954	6,113	6,242	6,368	6,520	6,636
43	Part-Time Undergraduate FTEs										
44	Brescia	80	69	84	76	73	80	80	80	80	80
45	Huron	58	42	65	64	48	30	30	30	30	30
46	King's	260	232	234	254	265	258	264	271	278	284
47	Total Part-Time FTEs	398	343	383	394	386	368	374	381	388	394
48	Graduate FTEs	_									
49	Brescia	33	35	35	38	40	43	48	50	50	50
50	Huron	9	9	7	5	11	7	8	10	11	12
51	King's	29	41	48	50	61	60	60	60	60	60
52	Total Graduate FTEs	71	85	90	93	112	110	116	120	121	122
53	Total Affiliate FTEs	5,862	5,806	5,695	6,079	6,452	6,591	6,732	6,869	7,029	7,152
54	Total UWO FTEs	37,634	38,334	38,754	39,435	40,177	40,667	41,163	41,680	42,048	42,306

Table 12 SUMMARY OF ENROLMENT FORECAST

		Actual Forecast									
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Rows 55 to 85 Included above										
55	International Students							Forecast	s are based or	n current Strat	tegic Plan
56	Constituent Full-Time							and will b	be updated after	er new/next S	trategic Plan
57	Undergraduates	1,990	2,217	2,342	2,692	2,763	2,945	3,196	3,251	3,467	3,537
58	Medical Residents	136	134	123	142	130	140	140	140	140	140
59	Masters (excluding Ivey)	576	596	715	717	925	878	890	903	923	926
60	MBA (Regular), Ivey MSc	56	68	75	63	81	174	138	138	138	138
61	Executive MBA	24	2	1	4	4	0	0	0	0	0
62	Ph.D.	562	562	581	607	665	681	686	690	690	689
63	Affiliates										
64	Undergraduates	661	718	732	991	1,256	1,351	1,421	1,470	1,515	1,544
65	Masters	0	2	0	0	2	2	2	2	2	2
66	Year 1 Only										
67	Constituent										
68	Arts & Humanities	217	240	229	233	209	215	240	240	240	240
69	Engineering	637	598	571	588	586	625	625	625	625	625
70	Health Sciences										
71	BHSc Program	336	320	335	393	385	350	350	350	350	350
72	Kinesiology	335	350	318	304	339	330	335	335	335	335
73	Nursing	143	162	144	142	144	145	145	145	145	145
74	Media, Information, & Tech	350	304	245	263	252	260	275	275	275	275
75	MOS Program	794	861	769	819	768	825	830	830	830	830
76	Music	100	102	112	121	123	125	125	125	125	125
77	Science	1,445	1,599	1,551	1,680	1,676	1,720	1,730	1,730	1,730	1,730
78	Social Science	796	817	815	835	840	835	855	855	855	855
79	Total Year 1 - Constituent	5,153	5,353	5,089	5,378	5,322	5,430	5,510	5,510	5,510	5,510
80	Affiliated University Colleges										
81	Brescia	350	321	313	320	332	349	361	376	391	400
82	Huron	290	253	250	415	454	502	521	522	522	522
83	King's	774	777	788	834	895	915	930	950	970	990
84	Total Year 1 - Affiliates	1,414	1,351	1,351	1,569	1,681	1,766	1,812	1,848	1,883	1,912
85	Total UWO Year 1	6,567	6,704	6,440	6,947	7,003	7,196	7,322	7,358	7,393	7,422
86	Masters										
87	All Programs (excluding MBAs)	2,877	3,004	3,280	3,319	3,491	3,543	3,612	3,655	3,698	3,720
88	Ivey (excl EMBA)	208	255	265	241	285	465	435	438	439	439
89	Executive MBA	191	172	205	174	170	173	174	174	174	174
For Ir	oformation										
90	Year 1 Constituent International Students	508	618	638	855	639	830	910	910	910	910

Table 12SUMMARY OF ENROLMENT FORECAST

Table 13

WESTERN'S LONG-RANGE SPACE PLAN

Note: within each category, the projects are not prioritized

	Project	Туре
	Category 1 Projects 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	Western Centre for Public Health & Family Medicine 3rd Floor Completion: Phase 2a of Medical School Project	New Construction / Adaptation
5	Creation of Indigenous Learning Spaces in Althouse Building	Adaptation
6	Ivey Spencer Leadership Centre Renewal and Expansion	New Construction / Modernization
7	Entrepreneuship and Innovation Centre	New Construction
8	University-wide Campus Sustainability/Energy Conservation/Infrastructure Projects (multiple stages ongoing)	New Construction / Modernization
9	Pedestrian-friendly Campus Initiatives Open Space Strategy	New Construction / Adaptation
	Category 2 Projects in Various Planning Stages	
10	University Community Hub Common/Gathering Spaces	New Construction
11	Science and Medicine Interdisciplinary Research Facilities	New Construction
12	Renewal/Replacement/Expansion of Medical School Facilities: Future Phases of Medical School Project	Modernization / New Construction
13	Multi-Level Parking Structures	New Construction
14	Sports Facilities Projects	Renewal / Enhancements
15	Space for Student Career Services Realignment of Space in the UCC (after completion of Thames Hall Project)	Adaptation / Modernization
	Category 3 For Future Consideration (requires funding plan)	
16	Space Realignment in the Natural Sciences Centre	Modernization / Adaptation
17	Renewal of Chemistry Facilities, UCC, Spencer Engineering Building, Elborn College, Talbot College	Modernization or Replacement
18	Social Sciences Centre Realignment/Expansion	Adaptation / Expansion
19	Renewal and/or Realignment of Library Facilities Future Phases	Modernization
20	New Research Initiatives/Partnerships at the Research Parks	New Construction
21	Sports Facilities	New Construction / Renewal
22	Residence Projects	Modernization / New Construction
23	Asset Acquisitions	Acquisition

2020-21 Capital Budget

Important Note: As with the Operating Budget, the recommendations in this Capital Budget are based on our planning parameters as of late February 2020.

However, recent events (i.e. the sudden and rapid impacts of COVID-19 in Canada) have created turmoil on the economic front – and the implications will continue to evolve over the coming months. The major portion of the projected capital expenditures for 2020-21 are associated with projects already underway (see Table 13, Category 1 – lines 1 through 9). Expenditures associated with the projects in various planning stages (i.e. Category 2 in Table 13) are for the most part minor in nature – and primarily involve only spending associated with planning components, not actual construction. If our fiscal situation changes, we will review and realign the timelines for these projects.

A. The Nature of University Capital Expenditures

The Capital Budget for 2020-21 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 13 of the Operating Budget portion of this document. Table 14 sets out expenditures in the Capital Budget since 2016-17 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 2020-21 total \$130.7 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 2020-21 (\$15.5 million in 2019-20). These expenditures are directed at modification of existing space and renewal and expansion of the utilities and infrastructure of the University.

In planning future expenditures on MMI, it is useful to review the current replacement value (CRV) of our fixed assets on campus. At March 12, 2020, our buildings and infrastructure have a CRV of approximately \$3,061 million, as shown in Figure F:

			Square	Major
		CRV (\$M)	Metres	Buildings
1	Major Non-Residential Buildings	2,101	561,808	72
2	Utilities and Infrastructure	163		
3	Subtotal, Eligible for MMI	2,264	561,808	72
4	Housing	545	257,546	14
5	Other Ancillary Buildings	252	70,559	11
6	Total	3,061	889,913	97

Figure F CURRENT REPLACEMENT VALUE (BUILDINGS AND INFRASTRUCTURE)

At March 12, 2020, the University had approximately 562,000 gross square metres in 72 major nonresidential buildings, ranging in size from the Cronyn Observatory (338 square metres) to the Social Science Centre (33,757 square metres). Those non-residential buildings, and \$163 million in utilities and infrastructure, are the physical assets generally eligible for MMI expenditures. The University also has 258,000 square metres of Housing space in ten 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, Western Day Care, the Ivey Spencer Leadership Centre, and facilities at the Research Parks.

With this background in mind, we briefly set out the nine categories of University 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 562,000 square metres in major buildings were 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 and chillers, energy conservation initiatives, and electrical, water, and sewer distribution systems. Construction of a new Chiller Plant or major Power Plant expansion would be included in category 1.
- 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 \$13.5 million in 2020-21, 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 14 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 16 and 18. Annual changes in the capital reserve (line C) are driven by the differences between funding and expenditure (line B). Thus for 2018-19, line B shows a surplus of \$18,588, the difference between funding of \$84,228 and expenditures of \$65,640 (all figures in \$000). The accumulated capital reserve in line C increases by this same amount of \$18,588.

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 2018-19, MMI expenditures were \$38.1 million, while the estimated replacement value of non-residential buildings, utilities, and infrastructure was \$2.11 billion. The ratio of the two is 1.8%, as shown in line F.

Line G of Table 14 shows the annual transfer from the Operating Budget to the Capital Budget for Maintenance, Modernization, and Infrastructure (the MMI transfer). The annual transfer has been

maintained at \$15.5 million since 2017-18, a funding commitment that has established Western as a leader among Canadian universities in maintaining its facilities and dealing with deferred maintenance.

Line H of Table 14 shows the ratio of the annual MMI transfer to total MMI expenditures; for example, in 2018-19, the transfer was \$15.5 million and MMI expenditures were \$38.1 million, so the ratio in line H is 40.7%. Other sources of funding for MMI expenditures include the annual capital facilities renewal grant from the Province (projected for 2019-20 and 2020-21 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 2018-19 is \$23.4 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 15 outlines major capital projects, which are assigned to one of the nine categories. Where possible, the year and month of the start and end of the project(s) are shown.

The projects listed in Table 15 reflect the Long-Range Space Plan outlined in Table 13 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 continue 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 15. 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 2020-21

Table 16 displays sources of funding for budgeted capital expenditures with estimates of comparative data for 2019-20, divided into five major categories: federal, provincial and municipal government grants; funds transferred from Western's Operating Budget; interest earned; 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 17 shows expenditures in categories 1 and 2 for 2019-20 (estimates as of January 31, 2020) and 2020-21 (current proposals).

Table 14
CAPITAL BUDGET SUMMARY, 2016-17 TO 2020-21
(\$000)

Catagory	Durnosa	Actual	Actual 2017 18	Actual 2018 10	Projected	Budget
Category	rurpose New Construction	2010-17	2017-10	2010-19	2019-20	2020-21
1	New Construction (Table 17, line 10)	45,717	51,484	17,285	5,687	44,450
	Maintenance, Modernization, and Infrastructure (MMI)					
2	Major Building Renovations (Table 17, line 18)	15,789	18,924	10,983	7,377	33,656
3	Utilities and Infrastructure Projects	5,719	4,262	13,610	5,251	10,778
4	Modernization of Instructional and Research Facilities	7,816	7,543	5,732	10,113	5,591
5	General Maintenance and Modernization Projects	4,775	5,526	7,750	8,525	14,723
	Sub-Total MMI	34,099	36,255	38,075	31,266	64,748
	Other					
6	Housing Renovations	9,192	9,565	7,988	8,115	13,500
7	Ancillary Projects	1,170	1,776	856	1,893	1,941
8	Carrying Costs and Debt Repayments	4,453	2,964	2,448	1,100	4,100
9	Other Capital Expenditures	20	88	-1,012	1,877	2,000
	Sub-Total Other	14,835	14,393	10,280	12,985	21,541
10	Total Expenditures	94,651	102,132	65,640	49,938	130,739

Line		Actual 2016-17	Actual 2017-18	Actual 2018-19	Projected 2019-20	Budget 2020-21
	Sources of Funding, Reserves, and Debt					
А	Total Sources of Funding, Including Debt (Table 16)	92,798	110,681	84,228	31,036	110,456
В	Sources of Funding less Expenditures	-1,853	8,549	18,588	-18,902	-20,283
С	Capital Reserve, Year End (Table 18)	41,751	50,300	68,888	49,986	29,703
D	Capital Debt Outstanding, Year End (Table 18)	283,725	375,759	362,141	353,874	345,900
Е	Replacement Value of Non-Residential Buildings, Utilities & Infrastructure, \$M	1,906	1,985	2,113	2,264	2,309
F	MMI Expenditures/Replacement Value	1.8%	1.8%	1.8%	1.4%	2.8%
G	Annual MMI transfer from Operating to Capital Budget	14,750	15,500	15,500	15,500	15,500
Н	MMI transfer/MMI Expenditures	43.3%	42.8%	40.7%	49.6%	23.9%
J	Estimate of Maintenance Expenditure	20,127	21,656	23,473	17,473	41,302
К	Maintenance Expenditure/Replacement Value	1.1%	1.1%	1.1%	0.8%	1.8%
L	Number of Major Buildings	93	94	95	97	97
М	Total Gross Square Meters (000's)	843	854	859	890	890

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.

		Category	Start	End
1	Projects Underway or Soon-to-Start			
2	Modernization of Thames Hall	2	Jan 17	Aug 21
3	Weldon Library Modernization	2	Sept 19	tbd
4	Biomedical Research Facility Phase 1 of Medical School Project	1	Jan 17	Aug 22
5	Western Centre for Public Health & Family Medicine 3rd Floor Completion: Phase 2a of Medical School Project	1	Nov 19	Oct 20
6	Creation of Indigenous Learning Spaces in Althouse Building	2	tbd	tbd
7	Ivey Spencer Leadership Centre Renewal and Expansion	1&2	Nov 18	tbd
8	Entrepreneurship and Innovation Centre	1	Jun 19	Sep 22
9	University-wide Campus Sustainability/Energy Conservation/Infrastructure Projects (multiple stagesongoing)	1,3&5	Ongoing	
10	Pedestrian-friendly Campus Initiatives Open Space Strategy	5	Ongoing	
11	Projects in Various Planning Stages			
12	University Community Hub Common/Gathering Spaces	1	tbd	tbd
13	Science and Medicine Interdisciplinary Research Facilities	1	tbd	tbd
14	Renewal/Replacement/Expansion of Medical School Facilities: Future Phases of Medical School Project	1&2	tbd	tbd
15	Multi-Level Parking Structures	1	tbd	tbd
16	Sports Facilities Projects	1&2	tbd	tbd
17	Space for Student Career Services Realignment of Space in the UCC (after completion of Thames Hall Project)	2	tbd	tbd
18	Projects for Future Consideration (requires funding plan)			
19	Space Realignment in the Natural Sciences Centre	2	tbd	tbd
20	Renewal of Chemistry Facilities, UCC, Spencer Engineering Building, Elborn College, Talbot College	2	tbd	tbd
21	Social Sciences Centre Realignment/Expansion	1&2	tbd	tbd
22	Renewal and/or Realignment of Library Facilities Future Phases	2	tbd	tbd
23	New Research Initiatives/Partnerships at the Research Parks	1	tbd	tbd
24	Sports Facilities	1&2	tbd	tbd
25	Residence Projects	1&6	tbd	tbd
26	Asset Acquisitions	9	tbd	tbd

Table 15 **MAJOR CAPITAL PROJECTS**

		Projected 2019-20	Budget 2020-21
1	Government Grants		
2	MCU Annual Capital Grant (Facilities Renewal Program)	4,644	4,644
3	MCU/MOECC GGRP Innovation Fund	1,161	0
4	Sub-Total	5,805	4,644
5	Operating Budget		
6	Operating Budget MMI Transfer - Base	15,500	15,500
7	Operating Budget MMI Transfer - Base (Ancillaries)	600	600
8	Operating Budget - Pedestrian-friendly Campus Initiatives - Open Space Strategy	0	6,000
9	Operating Budget - Energy Conservation Initiatives	0	5,000
10	Operating Budget - TD Stadium Enhancements	0	4,500
11	Operating Budget - Engineering Building Facilities Expansion/Renewal	7,957	3,733
12	Operating Budget - FRSF Transfer	3,000	3,000
13	Operating Budget - CRC Transfer	736	912
14	Operating Budget - Classroom Modernization	1,000	812
15	Operating Budget - Medical School Innovation Hub	3,000	0
16	Miscellaneous Faculty/Department Budgets	380	700
17	Sub-Total	32,173	40,757
18	Interest Earned	800	300
19	Borrowing		
20	Long-Range Space Plan	-22,821	46,426
21	Sub-Total	-22,821	46,426
22	Other		
23	Student Contribution - Western Student Recreation Centre	1,365	1,407
24	Energy Conservation Incentives (Rebates)	716	700
25	Sports & Recreation Services - Student Contribution for Artificial Turf Playing Fields	172	175
26	Projects Funded by Housing	8,115	13,500
27	Projects Funded by Ancillaries	2,362	1,941
28	Projects Funded by Units	2,349	606
29	Sub-Total	15,079	18,329
30	Total Sources of Funding	31,036	110.456

Table 16 CAPITAL BUDGET: SOURCES OF FUNDING (\$000)

Table 17 CAPITAL EXPENDITURES FOR NEW CONSTRUCTION AND MAJOR BUILDING RENOVATIONS 2019-20 and 2020-21 (\$000)

		Projected 2019-20	Budget 2020-21
1	Category 1: New Construction		
2	Biomedical Research Facility - Phase 1 of Medical School Project	4,125	19,000
3	Entrepreneurship and Innovation Centre	700	13,150
4	Multi-Level Parking Structures	0	4,930
5	Ivey Spencer Leadership Centre Renewal and Expansion	712	3,600
6	Western Centre for Public Health and Family Medicine - 3rd Floor Completion	150	2,570
7	TD Stadium Enhancements	0	1,000
8	Science and Medicine Interdisciplinary Research Facilities	0	100
9	University Community Hub - Common/Gathering Spaces	0	100
10	Total, Category 1	5,687	44,450
11	Category 2: Major Building Renovations		
12	Modernization of Thames Hall	4,543	17,950
13	Weldon Library Modernization	800	7,450
14	Renewal of Spencer Engineering Building	855	2,824
15	Creation of Indigenous Learning Spaces in Althouse Building	80	2,400
16	Sommerville House Renovations to Create Student Space	0	2,000
17	Medical School Innovation Hub	1,099	1,032
18	Total, Category 2	7,377	33,656

Table 18
CAPITAL RESERVES AND DEBT AT FISCAL YEAR END
(\$000)

		Actual	Actual	Actual	Projected	Budget
		2016-17	2017-18	2018-19	2019-20	2020-21
1	A. Capital Reserves					
2	General Capital Fund	20,291	25,783	32,271	31,617	23,032
3	Designated Capital Fund	21,460	24,517	36,617	18,369	6,671
4	Total Capital Reserves	41,751	50,300	68,888	49,986	29,703

		Actual	Actual	Actual	Projected	Budget
		2016-17	2017-18	2018-19	2019-20	2020-21
5	B. Capital Debt					
6	New Construction, Major Renovations & Other	61,970	51,141	22,821	0	46,427
7	Housing	120,247	107,003	88,346	73,839	59,779
8	Research Park	27,868	27,015	26,142	25,235	24,294
9	Unused and Invested Debenture Proceeds	73,640	190,600	224,832	254,800	215,400
10	Total Capital Debt	283,725	375,759	362,141	353,874	345,900

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 14 of this document describe proposed spending of some \$973 million for the single year of 2020-21. That spending will take place, however, in a long-term context which must be understood in evaluating the Operating and Capital Budgets. The Administration and Board have identified three elements of that long-term context which should be reviewed in the annual Budget of the University: capital reserves and debt, employee future benefits, and deferred maintenance.

A. Capital Reserves and Debt

Table 18 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 issuances that have been committed and invested until specific capital projects require 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 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 University's debentures necessitate an annual credit rating review, performed each year by Standard & Poor's. During February 2020, the University's credit rating was reaffirmed at AA.

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 policy includes compliance and monitoring ratios for which the University regularly reviews. Western is in compliance with both of its compliance ratios (net assets-to-debt and debt burden). The University also utilizes monitoring ratios as part of its management strategy. Figure G shows selected Capital Debt monitoring ratios for the years ending April 30.

	FTE		Debt	Combined	Debt /
	Enrolment	Debt (\$M)	per FTE (\$)	Revenue (\$M)*	Revenue (%)
2016	31,772	291.4	9,170	1,125.2	25.9%
2017	32,528	283.7	8,722	1,253.1	22.6%
2018	33,059	375.8	11,369	1,253.7	30.0%
2019	33,356	362.2	10,859	1,318.0	27.5%
2020p	33,725	353.9	10,494	1,344.4	26.3%

Figure G
CAPITAL DEBT MONITORING RATIOS

*2016-2017 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, 2019, the University's accrued benefit liability relating to the employee future benefit plans was \$546.5 million (2018 - \$495 million).

Included in the University's 2019 Audited Combined Statement of Operations is an annual expense in the amount of \$23.4 million (2018 - \$21.8 million) for non-pension employee future benefits.

A recent review of major research universities identified only five institutions with significant postemployment benefit obligations greater than \$200 million, ranging from \$244 million to \$625 million and an unweighted average of \$391 million. Western ranked second in total liability for employee future benefits. Figure H outlines the University employee future benefits, the obligation and expense for years ending April 30.
			Total	EFB
			University	Expense
	Obligation	Expense	Expenses	as % of
	(\$M)	(\$M)	(\$M)*	Total
2015	482.3	22.5	1,061	2.1%
2016	525.7	25.4	1,079	2.4%
2017	473.5	28.9	1,113	2.6%
2018	495.3	21.8	1,122	1.9%
2019	546.5	23.4	1,170	2.0%

Figure H EMPLOYEE FUTURE BENEFITS (EFB) AS A % OF TOTAL EXPENSES

*2015-2017 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, this 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 industrystandard cost and lifecycle data to forecast the timing and costs of capital renewal projects. During 2019, at the request of the Ministry of Colleges and Universities, cost forecasting methodologies were updated in the Ontario university sector to produce a more harmonized approach for facility assessment across provincially owned and broader public sector assets. As a result of the alignment in methodologies across Ontario, estimates of deferred maintenance have increased. The Facilities Management Division estimates that (as of March 12, 2020) deferred maintenance at Western is \$299 million for non-residential buildings and \$46 million for residences. Approximately 52% of the deferred maintenance for non-residential buildings relates to mechanical and electrical 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 as at March 12, 2020 is outlined in Figure I as follows:

		Non-Residential	Combined
		Buildings	Residences
1	Current Replacement Value (CRV)	\$2,264 million	\$545 million
2	Deferred Maintenance (DM)	\$299 million	\$46 million
3	DM/CRV	13.2%	8.4%

Figure 1 DEFERRED MAINTENANCE TO CURRENT REPLACEMENT VALUE

The average age of buildings for universities in the Province of Ontario was 54 years as of March 2020. Western's average age is 40 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 13.2% (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 \$2.3 billion, spending on major maintenance for campus buildings at 2.0% should be in the range of \$46 million annually.

As explained at the start of the Capital Budget, the annual 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 14 show, the ratio of the MMI transfer to the current replacement value (CRV) of our non-residential buildings, utilities, and infrastructure has been below 1% in recent years (Figure J).

Figure J	
MMI TO CRV RATIO 2016-17 to 2020-21	

		Actual 2016-17	Actual 2017-18	Actual 2018-19	Projected 2019-20	Budget 2020-21
1	MMI (\$M)	14.75	15.50	15.50	15.50	15.50
2	CRV (\$M)	1,906	1,985	2,113	2,264	2,309
3	Ratio	0.77%	0.78%	0.73%	0.68%	0.67%

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 14 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. The last time the ratio was about 2% was 2010-11. The estimated ratios for 2019-20 and 2020-21 will not reach the 2.0% target. Additional funding, from provincial and federal sources, will be required to catch up and maintain the 2% target in future periods, in order to begin to restore the condition of University facilities.



2020-21 Program Specific Fees and Other Supplemental Fees

March 31, 2020

Notes regarding 2020-21 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 10 and 11 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

			2019-20	Proposed	1 2020-21
			Amount	Amount	% change
1	Concurrent Programs				
2	HBA/BESc Program				
3	Entering After 2 Years of Engineering	Domestic	22,138.00	22,138.00	0.0%
4	Entering After 3 Years of Engineering	Domestic	32,095.00	32,095.00	0.0%
5	HBA/JD Program				
6	All Years	Domestic	29,505.00	29,505.00	0.0%
7	HBA/BA-BSc Program				
8	Entering After 2 Undergraduate Years	Domestic	17,361.00	17,361.00	0.0%
9	Entering After 3 Undergraduate Years	Domestic	27,902.00	27,902.00	0.0%
10	JD/BA-BSc Program				
11	Entering After 2 Undergraduate Years	Domestic	15,600.00	15,600.00	0.0%
12	Entering After 3 Undergraduate Years	Domestic	19,955.00	19,955.00	0.0%
13	JD/BESc Program				
14	Entering After 2 Years of Engineering	Domestic	18,891.00	18,891.00	0.0%
15	Entering After 3 Years of Engineering	Domestic	22,192.00	22,192.00	0.0%
16	MBA/JD Program				
17	Note: 2019-20 = March 2020; 2020-21 = March 2021				
18	Year 1	Domestic	63,982.00	63,982.00	0.0%
19	Years 2 and 3	Domestic	42,380.00	42,380.00	0.0%
20	Year 1	International	97,243.00	102,105.00	5.0%
21	Years 2 and 3	International	67,801.00	71,191.00	5.0%
22	JD/MA-MSc Program				
23	Entering Before Year 1 Law	Domestic	22,229.00	22,229.00	0.0%
24	Entering After Year 1 Law	Domestic	23,507.00	23,507.00	0.0%
25	MBA/MEng Program				
26	Note: 2019-20 = March 2020; 2020-21 = March 2021				
27	Years 1 - 2	Domestic	48,154.00	48,154.00	0.0%
28	After 2 years	Domestic; per term	16,050.00	16,050.00	0.0%
29	Years 1 - 2	International	73,662.00	77,345.00	5.0%
30	After 2 years	International; per term	24,553.00	25,780.00	5.0%
31	AMBA/JD Program				
32	Note: 2019-20 = July 2019; 2020-21 = July 2020				

Table 1

Image: Note:				2019-20	Proposed	1 2020-21
33 Year 1 Domestic 41,688.00 41,688.00 0.0% 34 Year 2 Domestic 34,425.00 34,425.00 0.0% 35 Year 3 Domestic 34,425.00 34,425.00 0.0% 36 Richard Ivey School of Business Image: Comparison of Business Im		Γ		Amount	Amount	% change
34Year 2Domestic34,425.0034,425.000.0%35Year 3Domestic34,425.000.0%36Richard Ivey School of BusinessInternationalIII.III.37The rates shown below are program feesDomestic83,250.0083,250.000.0%38Business (MBA)Domestic83,250.0083,250.000.0%39Business (MBA)International111,750.0017,500.005.1%40Business (MSc) - all streamsDomestic38,250.0088,250.000.0%41Business (MSc) - all streamsInternational65,000.0068,250.005.0%42Business (MSC) - all streamsInternational70,000.0073,500.006.0%43Business (MSC) Double Degree Track Program - Business Analytics Business (MSc) Double Degree Track Program - Business Analytics Stream for lvey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intacke85,300.000.0%44Business (MSc) Double Degree Track Program - Business Analytics Stream for lvey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intacke85,300.000.0%45Business (MSc) Double Degree Track Program - Tuition for Norwegian School of Economics Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intacke85,300.000.0%46Business (MSc) Double Deg	33	Year 1	Domestic	41,688.00	41,688.00	0.0%
35 Year 3 Domestic 34,425.00 34,425.00 0.0% 36 Richard Ivey School of Business International	34	Year 2	Domestic	34,425.00	34,425.00	0.0%
36Richard Ivey School of BusinessImage: Constraint of the state of the stat	35	Year 3	Domestic	34,425.00	34,425.00	0.0%
37The rates shown below are program feesImage: Construction of the state shown below are program fees38Business (MBA)Domestic83,250.0083,250.000.0%39Business (MBA)International111,750.00117,500.005.1%40Business (MSc) - all streamsDomestic38,250.0038,250.000.0%41Business (MSc) - all streamsInternational65,000.0068,250.005.0%42Business (MGMT/CEMS)Domestic43,200.0043,200.000.0%43Business (MGMT/CEMS)International70,000.0073,500.005.0%44Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake47,800.0045Business (MSc) Double Degree Track Program - Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track Program -Tuition for Norwegian School of Economics Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 3 terms) - effective with the September 2020 intake85,300.0047Tuition, Executive MBA Program -Canada September Intaketotal for 3 terms115,000.0010,0%48Tuition, MBA Direct (International) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January IntakeInternation of the forme in the base basines10,000.00<	36	Richard Ivey School of Business				
38Business (MBA)Domestic83,250.0083,250.000.0%39Business (MBA)International111,750.00117,500.005.1%40Business (MSc) - all streamsDomestic38,250.0038,250.000.0%41Business (MSc) - all streamsInternational65,000.0068,250.005.0%42Business (MGT/CEMS)Domestic43,200.0043,200.000.0%43Business (MGT/CEMS)International70,000.0073,500.005.0%44Business (MSc) Double Degree Track Program - Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.00145Business (MSc) Double Degree Track Program - Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.000.0%46Business (MSc) Double Degree Track Program -Tuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.000.0%47Tuition, Executive MBA Program-Canada September Intaketotal for 3 terms115,000.0010.0%0.0%48Tuition, MBA Direct (International) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January IntakeInternational67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January Intake<	37	The rates shown below are program fees				
39Business (MBA)International111,750.00117,500.005.1%40Business (MSc) - all streamsDomestic38,250.0038,250.000.0%41Business (MSc) - all streamsInternational65,000.0068,250.005.0%42Business (MGMT/CEMS)Domestic43,200.0043,200.000.0%43Business (MGMT/CEMS)International70,000.0073,500.005.0%44Business (MSC) Double Degree Track Program - Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.0045Business (MSC) Double Degree Track Program - Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSC) Double Degree Track Program - Tuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.0047Tuition, Executive MBA Program-Canada September Intaketotal for 3 terms115,000.00115,000.000.0%48Tuition, MBA Direct (International) - July Intake50,085.0050,085.000.0%49Tuition, Accelerated MBA (Domestic) - January Intake47,800.0083,000.000.0%	38	Business (MBA)	Domestic	83,250.00	83,250.00	0.0%
40Business (MSc) - all streamsDomestic38,250.0038,250.000.0%41Business (MSc) - all streamsInternational65,000.0068,250.005.0%42Business (MGMT/CEMS)Domestic43,200.0043,200.000.0%43Business (MGMT/CEMS)International70,000.0073,500.005.0%44Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.0045Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track Program - Business Analytics School of Economics17,500.0017,500.000.0%47Tuition, Executive MBA Program-Canada September Intaketotal for 3 terms115,000.00115,000.000.0%48Tuition, MBA Direct (Domestic) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January IntakeInternational International International83,000.0083,000.00	39	Business (MBA)	International	111,750.00	117,500.00	5.1%
41Business (MSc) all streamsInternational65,000.0068,250.005.0%42Business (MGMT/CEMS)Domestic43,200.0043,200.000.0%43Business (MGMT/CEMS)International70,000.0073,500.005.0%44Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.0045Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.0047Tuition, Executive MBA Program-Canada September Intaketotal for 3 terms115,000.00115,000.000.0%48Tuition, MBA Direct (International) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) - January Intake83,000.0083,000.0083,000.000.0%	40	Business (MSc) all streams	Domestic	38,250.00	38,250.00	0.0%
42Business (MGMT/CEMS)Domestic43,200.0043,200.000.0%43Business (MGMT/CEMS)International70,000.0073,500.005.0%44Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.0045Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.0047Tuition, Executive MBA Program -Canada September Intaketotal for 3 terms115,000.00115,000.000.0%48Tuition, MBA Direct (International) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January Intake10.0083,000.0083,000.000.0%	41	Business (MSc) all streams	International	65,000.00	68,250.00	5.0%
43Business (MGMT/CEMS)International70,000.0073,500.005.0%44Business (MSc) Double Degree Track Program - Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.0045Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.0047Tuition, Executive MBA Program-Canada September Intaketotal for 3 terms115,000.000.0%48Tuition, MBA Direct (International) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January IntakeInternational83,000.0083,000.000.0%	42	Business (MGMT/CEMS)	Domestic	43,200.00	43,200.00	0.0%
44Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsDomestic (total for 5 terms) - effective with the September 2020 intake47,800.0045Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.0047Tuition, Executive MBA Program - Canada September Intaketotal for 3 terms115,000.000.0%48Tuition, MBA Direct (Domestic) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January Intake83,000.0083,000.000.0%	43	Business (MGMT/CEMS)	International	70,000.00	73,500.00	5.0%
45Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of EconomicsInternational (total for 5 terms) - effective with the September 2020 intake85,300.0046Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.000.0%47Tuition, Executive MBA Program- Canada September Intaketotal for 3 terms115,000.00115,000.000.0%48Tuition, MBA Direct (Domestic) July Intake50,085.0050,085.000.0%49Tuition, Accelerated MBA (Domestic) January Intake83,000.0083,000.000.0%	44	Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of Economics	Domestic (total for 5 terms) - effective with the September 2020 intake		47,800.00	
46Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Iveytotal for 2 terms17,500.0017,500.000.0%47Tuition, Executive MBA Program- Canada September Intaketotal for 3 terms115,000.00115,000.000.0%48Tuition, MBA Direct (Domestic) July Intake50,085.0050,085.0050,085.000.0%49Tuition, MBA Direct (International) July Intake67,250.0070,500.004.8%50Tuition, Accelerated MBA (Domestic) January Intake83,000.0083,000.000.0%	45	Business (MSc) Double Degree Track Program Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of Economics	International (total for 5 terms) - effective with the September 2020 intake		85,300.00	
47 Tuition, Executive MBA Program- Canada September Intake total for 3 terms 115,000.00 115,000.00 0.0% 48 Tuition, MBA Direct (Domestic) July Intake 50,085.00 50,085.00 0.0% 49 Tuition, MBA Direct (International) July Intake 67,250.00 70,500.00 4.8% 50 Tuition, Accelerated MBA (Domestic) January Intake 83,000.00 83,000.00 0.0%	46	Business (MSc) Double Degree Track ProgramTuition for Norwegian School of Economics Students Attending 2 terms at Ivey	total for 2 terms	17,500.00	17,500.00	0.0%
48 Tuition, MBA Direct (Domestic) July Intake 50,085.00 50,085.00 0.0% 49 Tuition, MBA Direct (International) July Intake 67,250.00 70,500.00 4.8% 50 Tuition, Accelerated MBA (Domestic) January Intake 83,000.00 83,000.00 0.0%	47	Tuition, Executive MBA Program- Canada September Intake	total for 3 terms	115,000.00	115,000.00	0.0%
49 Tuition, MBA Direct (International) July Intake 67,250.00 70,500.00 4.8% 50 Tuition, Accelerated MBA (Domestic) January Intake 83,000.00 83,000.00 0.0%	48	Tuition, MBA Direct (Domestic) July Intake		50,085.00	50,085.00	0.0%
50 Tuition, Accelerated MBA (Domestic) January Intake 83,000.00 83,000.00 0.0%	49	Tuition, MBA Direct (International) July Intake		67,250.00	70,500.00	4.8%
	50	Tuition, Accelerated MBA (Domestic) January Intake		83,000.00	83,000.00	0.0%
51 Tutton, Accelerated MBA (International) January Intake new for January 2021 117,500.00	51	Tuition, Accelerated MBA (International) January Intake	new for January 2021		117,500.00	
52 GDip in Management	52	GDip in Management				
53 If taken in Canada	53	If taken in Canada				
54 Per Module (1-4) Fees in Canadian Dollars 4,000.00 4,000.00 0.0%	54	Per Module (1-4)	Fees in Canadian Dollars	4,000.00	4,000.00	0.0%
55 Term 5 Fees in Canadian Dollars 5,200.00 5,200.00 0.0%	55	Term 5	Fees in Canadian Dollars	5,200.00	5,200.00	0.0%
56 Entry Assessment Fees in Canadian Dollars 1,300.00 1,300.00 0.0%	56	Entry Assessment	Fees in Canadian Dollars	1,300.00	1,300.00	0.0%
57 If taken in Hong Kong	57	If taken in Hong Kong				
58 Per Module (1-4) Fees in U.S Dollars 3,000.00 3,000.00 0.0%	58	Per Module (1-4)	Fees in U.S Dollars	3,000.00	3,000.00	0.0%
59 Term 5 Fees in U.S Dollars 4,000.00 4,000.00 0.0%	59	Term 5	Fees in U.S Dollars	4,000.00	4,000.00	0.0%
60 Entry Assessment Fees in U.S Dollars 1,000.00 1,000.00 0.0%	60	Entry Assessment	Fees in U.S Dollars	1,000.00	1,000.00	0.0%
61 Faculty of Education	61	Faculty of Education				
62 Tuition - Post Graduate Certificate in Education per course 250.00 250.00 0.0%	62	Tuition - Post Graduate Certificate in Education	per course	250.00	250.00	0.0%
633-Part Additional Qualificationper course675.00675.000.0%	63	3-Part Additional Qualification	per course	675.00	675.00	0.0%

Table 1

			2019-20	Proposed	1 2020-21
		1	Amount	Amount	% change
64	Additional Basic Qualification	Domestic, per course	675.00	675.00	0.0%
65	Additional Basic Qualification	International, per course	1,350.00	1,350.00	0.0%
66	Honor Specialist	per course	725.00	725.00	0.0%
67	Honor Specialist	International, per course	1,450.00	1,450.00	0.0%
68	Technology Studies	per course	725.00	725.00	0.0%
69	Certificate of Unified English Braille Competence (non-credit)	per level	325.00	325.00	0.0%
70	Master of Professional Education (MPEd)				
71	Domestic Students				
72	All Fields	per course	2,719.00	2,719.00	0.0%
73	International Students				
74	Onsite	per course	3,959.00	3,959.00	0.0%
75	Online	per course	3,022.00	3,022.00	0.0%
76	Faculty of Engineering				
77	University Network of Excellence in Nuclear Engineering Program	10 courses or 8 courses and project	22,500.00	22,500.00	0.0%
78	Advanced Design and Manufacturing Institute (ADMI) Engineering Program	9 courses; per course fee	2,430.00	2,430.00	0.0%
79	Faculty of Health Science				
80	Compressed Nursing Program				
81	Years 3 and 4, Summer	Domestic; per-course tuition fee	1,210.00	1,210.00	0.0%
82	Year 3, Summer	International; per-course tuition fee	7,967.00	8,604.60	8.0%
83	Year 4, Summer	International; per-course tuition fee	7,672.00	8,286.00	4.0%
84	Years 3 and 4, Fall/Winter	Domestic	6,050.00	6,050.00	0.0%
85	Year 3, Fall/Winter	International	39,836.00	43,023.00	8.0%
86	Year 4, Fall/Winter	International	38,361.00	41,430.00	4.0%
87	Combined Health Professional Masters and PhD				
88	All Years	Domestic	11,294.00	11,294.00	0.0%
89	All Years	International	31,675.00	33,259.00	5.0%
90	Graduate Diploma in Applied Health Sciences	Domestic; per-course tuition fee	1,418.00	1,418.00	0.0%
91	Graduate Diploma in Applied Health Sciences	International; per-course tuition fee	3,045.00	3,350.00	10.0%
92	Faculty of Law				
93	Graduate Diploma in Mining Law, Finance and Sustainability	Domestic; per-course tuition fee	2,250.00	2,250.00	0.0%
94	Graduate Diploma in Mining Law, Finance and Sustainability	International; per-course tuition fee	3,500.00	3,500.00	0.0%
95	Faculty of Medicine and Dentistry				

Table 1

			2019-20	Proposed	1 2020-21
		Γ	Amount	Amount	% change
96	Medicine (M. D.) Year 5		11,993.00	11,993.00	0.0%
97	MSc in Clinical Medical Biophysics	Domestic	11,294.00	11,294.00	0.0%
98	MSc in Clinical Medical Biophysics	International	31,675.00	31,675.00	0.0%
99	Internationally Trained Dentistry Program	Year 2 (plus full-time ancillary and supplementary fees)	n/a	56,000.00	
100	Internationally Trained Dentistry Program	Year 3 (plus full-time ancillary and supplementary fees)	56,000.00	56,000.00	0.0%
101	Internationally Trained Dentistry Program	Year 4 (plus full-time ancillary and supplementary fees)	55,500.00	56,000.00	0.9%
102	International Medical Trainees	includes Saudi Trainees	100,000.00	100,000.00	0.0%
103	Dentistry, Prior Learning Assessment (PLA) Internationally Trained Dentists	reflects changes in exam structure	1,600.00	800.00	-50.0%
104	Faculty of Music				
105	Music Recording Arts, All Years - Domestic tuition	compressed prgm with Fanshawe	6,914.00	6,914.00	0.0%
106	Music Recording Arts - Year 1 - International tuition	compressed prgm with Fanshawe	34,022.00	34,022.00	0.0%
107	Music Recording Arts - Year 2 - International tuition	compressed prgm with Fanshawe	32,762.00	34,022.00	0.0%
108	Music Recording Arts - Year 3 - International tuition	compressed prgm with Fanshawe	31,548.00	32,762.00	0.0%
109	Faculty of Social Science				
110	Graduate Diploma in Public Administration				
111	per-course tuition	Domestic	920.00	920.00	0.0%
112	per-course tuition	International	4,420.00	4,420.00	0.0%
113	Undergraduate Diploma in Public Administration	per half course	727.00	727.00	0.0%
114	School of Graduate and Postdoctoral Studies				
115	Graduate Diploma in Accounting				
116	Summer program	Domestic, 1 term	9,000.00	9,000.00	0.0%
117	Summer program	International, 1 term	16,000.00	16,000.00	0.0%
118	Continuing Studies				
119	Trois Pistoles French Immersion School:				
120	Summer (\$1,210.14 tuition, \$1,085.55 r&b, \$504.31 immersion)	Domestic Bursary	2,800.00	2,800.00	0.0%
121	Summer (\$1,210.14 tuition, \$1,085.55 r&b, \$504.31 immersion)	Domestic Non-Bursary	2,800.00	2,800.00	0.0%
122	Summer (\$605.07 tuition, \$695.80 r&b, \$378.13 immersion)	Domestic Non-Bursary 0.5 credit	1,582.58	1,679.00	6.1%
123	Summer (\$6,208.49 tuition, \$1,085.55 r&b, \$504.31 immersion)	International	7,663.89	7,798.35	1.8%
124	Summer (\$3,104.25 tuition, \$695.80 r&b, \$378.13 immersion)	International 0.5 credit	4,014.53	4,178.18	4.1%
125	The % increase figures are calculated on the previous year of study in the p the year 3 tuition in	previous academic year; for example, the the previous academic year.	% increase for	year 4 is the in	ncrease over
126	*NOTE* Any student registered in course(s) over and above those specifie non-re	ed as program requirements shall be assess	sed tuition on a	ı per-course bo	isis for those
127	Per-Course Tuition Fees	*			

Table 1

		2019-20	Proposed	1 2020-21		
		Amount	Amount	% change		
	First Entry Programs:					
128	• 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.					
129	29 <i>Law:</i> Tuition per full course is one-seventh of full program tuition.					
130	Medicine/Dentistry: Tuition will be set by special arrangement.					
131	Graduate Programs: Tuition per term is one-half (50%) of full-time tuition for the respective program.					
	PhDLIS/MLIS Program:					
132	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 2020-21. 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 for the respective program. For example, MLIS annual tuition for Domestic students is \$10,877 for 2020-21. Tuition for	(16.7%) of fu or two courses	ll-time (annual is \$1,816.5.	ized) tuition		

Table 2

			2019-20 Amount	Proposed 2020-21 Amount
1	Faculty of Arts and Humanities		Tinount	mount
2	Student Donation		50.00	50.00
3	Visual Arts Field Trip Fee	Applicable to specific courses	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	Theatre Studies 3581F/English 3581F/ArtHum 3393F	150.00	150.00
12	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	one instalment	125.00	125.00
13	Internship Fee - (Professional Internship) - 4 month work term	one instalment	125.00	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	non-refundable	250.00	250.00
16	Faculty of Education			
17	Tuition Deposit - B.Ed./Dip.Ed.	non-refundable	500.00	500.00
18	Tuition Deposit - Add'l Qualifications (per full course)	non-refundable	100.00	100.00
19	Tuition Deposit - All Graduate programs	non-refundable	250.00	250.00
20	Deferral Fee - All Graduate programs	admission deferral, non-refundable	250.00	250.00
21	Practicum Supports B.Ed./Dip. Ed.	Year 1	454.00	471.50
22	Practicum Supports B.Ed./Dip. Ed.	Year 2	424.00	498.30
23	Student Donation		30.00	30.00
24	Technology AQ Facility Fee	to rent space & equipment needed for course EDTECH 5677	75.00	75.00
25	Faculty of Engineering			
26	Industry Internship Deposit	non-refundable	100.00	100.00
27	Summer Co-op Program Deposit	non-refundable	100.00	100.00

Table 2

			2019-20 Amount	Proposed 2020-21 Amount		
28	M.Eng Tuition Deposit	non-refundable	500.00	500.00		
29	Student Donation		100.00	100.00		
30	Undergraduate Student Laboratory Endowment Fund		50.00	50.00		
31	Continuing Students: Entered Prior September 2020					
32	Industry Internship Program	Canadian	2,049.00	2,049.00		
33	Industry Internship Program	International	6,156.67	6,649.17		
34	Summer Co-op Program	Western sourced position	300.00	300.00		
35	Summer Co-op Program	student sourced position	100.00	100.00		
36	New Students: Entering September 2020 (changing from Internship to Co-o	p Structure)				
37	Co-op Program Application	non-refundable		100.00		
38	Co-op Program	Fee Per Term		500.00		
39	 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: <i>Full or half year:</i> bus pass, Western One card, and UHIP for International Students Outgoing Exchange, Fees Payable to Western: <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 					
40	School of Graduate and Postdoctoral Studies					
41	MLIS Co-op Placement	Applicable to specific courses	618.00	618.00		
42	PhDLIS Co-op Placement	Applicable to specific courses	618.00	618.00		
43	Physical Therapy MCISc Clinical Mentorship		1,500.00	1,500.00		
44	Accelerated Masters in Geology	field school course; refundable upon	1,600.00	1,600.00		
45	Accelerated Masters in Geophysics	successful completion of course	1,600.00	1,600.00		
46	Master of Environment and Sustainability (MES)	placement costs	2,440.00	2,600.00		
47	Master of Management of Applied Science Internship Fee	placement costs	3,000.00	3,000.00		
48	Master of Data Analytics	placement costs	3,000.00	3,000.00		

Table 2

			2019-20	Proposed 2020-21
49	Faculty of Health Science (CSD, Nursing, OT, PT, Health Studies, Kinesiok	ogy)	Amount	Amount
50	Graduate Professional Programs Tuition Deposit fee		500.00	500.00
51	School of Health Studies			
52	Course fee: Aging Globally, Lessons from Scandinavia	optional	2,500 - 3,500	2,500 - 3,500
53	Student Donation (Student Opportunity Fund)		100.00	100.00
54	School of Kinesiology			
55	Holster Kit Fee	Applicable to specific courses	120.00	120.00
56	Student Donation (Student Opportunity Fund)		100.00	100.00
57	Loire Valley (France) Bicycle Tour (Kin 3300B)		2,500.00	2,500.00
58	Kinesiology - Taping supplies	optional, for students in Kinesiology 3336A/B only	85.00	85.00
59	Kinesiology - Tophat interactive learning tool	for students in Kinesiology 2032	26.00	30.00
60	Kinesiology - Tophat interactive learning tool	for students in Kinesiology 3388 (new)		30.00
61	Kinesiology - First responder certification training	for students in Kinesiology 4585	425.00	425.00
62	School of Kinesiology AND School of Health Studies			
63	Internship fee: 4 month work term	paid in one installment	450.00	450.00
64	Internship fee: 8 month work term	paid in two installments	700.00	700.00
65	Internship fee: 9-12 month work term	paid in three installments	950.00	950.00
66	Internship fee: 13-16 month work term	paid in three installments	1,200.00	1,200.00
67	School of Nursing			
68	Student Donation (Student Opportunity Fund)		100.00	100.00
69	School of Occupational Therapy			
70	Fit mask testing and Immunization check	applicable to students in Year 1 of MSc(OT) program	80.00	80.00
71	School of Communication Sciences and Disorders			
72	Laboratory and Clinic Kit fee		300.00	300.00
73	Faculty of Information and Media Studies			
74	Internship Fee, FIMS, Academic Internship		125.00	125.00
75	Internship Fee, MMJC, non-academic, Third-Term Internship		103.00	103.00
76	Tuition Deposit, MMJC	non-refundable	412.00	412.00

Table 2

		2019-20 A mount	Proposed 2020-21 A mount	
77	Tuition Deposit, Library and Info. Science (Graduate)	non-refundable	412.00	412.00
78	Student Donation		50.00	50.00
79	Faculty of Law			
80	Computer Access Fee	Fee		75.00
81	Tuition Deposit, JD program, Year 1 only	non-refundable	500.00	500.00
82	Tuition Deposit, LLM and MSL programs, new students only	non-refundable	500.00	500.00
83	International Law Capstone Course field trip fee; Ottawa	optional	500-600	500-600
84	International Business Negotiations Course field trip fee; Ghent, Belgium	optional	1,700-2,200	1,700-2,200
85	International Orgainzations Course field trip fee; Washington/NY	optional	1,000-1,600	1,000-1,600
86	12Twenty		35.00	35.00
87	Faculty of Medicine and Dentistry			
88	Dental Kits	Year 1	15,000.00	16,000.00
89	Dental Kits	Year 2	16,700.00	18,000.00
90	Dental Kits	Year 3	3,400.00	3,750.00
91	Dental Kits	Year 4	550.00	560.00
92	Internationally Trained Dentists Program - Dental Kits	Year 2 - New	n/a	31,000.00
93	Internationally Trained Dentists Program - Dental Kits	Year 3	29,800.00	n/a
94	Internationally Trained Dentists Program - Dental Kits	Year 4	550.00	560.00
95	Tuition Deposit, Dentistry, Year 1 only	\$500 non-refundable	1,000.00	1,000.00
96	Tuition Deposit, Dentistry, Year 3, Internationally Trained Dentistry (Tuition deposit \$4,950, Instrument deposit \$5,000)	\$500 non-refundable tuition deposit instrument deposit non-refundable	9,950.00	n/a
97	Instrument Deposit, Dentistry, Year 2, Internationally Trained Dentistry	non-refundable	n/a	5,000.00
98	Tuition Deposit, Medicine, Year 1 only	\$500 non-refundable	1,000.00	1,000.00
99	Tuition Deposit, Masters of Public Health	\$500 non-refundable	950.00	950.00
100	Visiting Medical Elective, Canadian Universities	per elective	100.00	100.00
101	Visiting Medical Elective, International Universities	per elective	1,050.00	1,050.00
102	Student Donation, Undergraduate BMSc	opt out option	75.00	75.00
103	Faculty of Music			
104	Music Lesson (2 term total)	Applicable to specific courses	2,200.00	2,500.00

Table 2

			2019-20 Amount	Proposed 2020-21 Amount
105	Music - Audition Fee		60.00	70.00
106	Music - Opera Workshop Fee		75.00	80.00
107	Music - Music Education Instrument Fee		40.00	50.00
108	Music Performance String Instrument Bank Fee		125.00	125.00
109	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	one instalment	125.00	125.00
110	Student Donation (Gift Fund)	opt out option	100.00	100.00
111	Richard Ivey School of Business			
112	Tuition Deposit, MBA	\$500 non-refundable	5,000.00	5,000.00
113	Tuition Deposit, Executive MBA Program (Canada)	non-refundable	3,000.00	3,000.00
114	Tuition Deposit, Accelerated MBA	\$500 non-refundable	2,000.00	5,000.00
115	Executive MBA Program (Canada) Cancellation fee (withdrawal from program within 30 days of the program start date)	non-refundable	5,000.00	5,000.00
116	Tuition Deposit, HBA	\$500 non-refundable	2,000.00	2,000.00
117	Tuition Deposit, MSc program	\$500 non-refundable	2,000.00	2,000.00
118	Tuition Deposit, PhD	non-refundable	300.00	300.00
119	Course Material Fees, MBA		2,749.00	2,795.00
120	Course Material Fees, MBA (exchange students)		437.50	437.50
121	Course Material Fees, JD/MBA		2,435.00	2,470.00
122	Course Material Fees, Direct MBA		1,454.00	1,550.00
123	Pre Business Custom Course Material Fees	See Ivey Custom Course Material Fees 2020-2021		
124	HBA 1 Custom Course Material Fees	See Ivey Custom Course Material Fees 2020-2021		
125	HBA 2 Custom Course Material Fees	See Ivey Custom Course Material Fees 2020-2021		
126	Effective May 2020			
127	MSc Business Analytics Course Material Fees (Winter 2020 Intake)	Fall 2020 & Winter 2021 terms		650.00
128	MSc International Business Course Material Fees (Winter 2020 & Winter 2021 Intakes)	Fall 2020 & Winter 2021 terms		650.00
129	Effective for September 2020 intake			
130	MSc Business Analytics Course Material Fees	Fall 2020 & Winter 2021 terms		650.00
131	MSc Digital Management Course Material Fees	Fall 2020 & Winter 2021 terms		905.00
132	Faculty of Science			

Table 2

			2019-20	Proposed 2020-21
			Amount	Amount
133	For internships commencing May 2016 and beyond:			
134	Internship Fee - 4 month work term	one instalment	450.00	450.00
135	Internship Fee - 8 month work term	2 installments of \$350 each	700.00	700.00
136	Internship Fee - 12 month work term	three installments of approx \$316.67 each	950.00	950.00
137	Internship Fee - 16 month work term	four installments of \$300 each	1,200.00	1,200.00
138	Student Donation		75.00	75.00
139	Faculty of Social Science			
140	MOS 4410 Strategic Management Hong Kong field trip fee	approximate cost; optional	1,800.00	1,500.00
141	For internships commencing May 2016 and beyond:			
142	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	one instalment	125.00	125.00
143	Internship Fee - 4 month work term	one instalment	450.00	450.00
144	Internship Fee - 8 month work term	2 installments of \$350 each	700.00	700.00
145	Internship Fee - 12 month work term	three installments of approx \$316.66 each	950.00	950.00
146	Internship Fee - 16 month work term	four installments of \$300 each	1,200.00	1,200.00
147	Masters of Research for Policy and Evaluation: Internship Fee		3,000.00	3,000.00
148	Student Donation		50.00	50.00
149	General			
150	Admission Deferral Deposit	non-refundable	250.00	250.00
151	Tuition Deposit, Full-time Undergraduates	non-refundable	500.00	500.00
152	Tuition Deposit, Part-time Undergraduates	non-refundable	100.00	100.00
153	University Health Insurance Plan for International Students			
154	Undergraduates, Full-time and Part-time	12 month term	636.00	TBD
155	Graduates, excluding MBA	per term	212.00	TBD
156	Graduates, MBA	12 month term	636.00	TBD
157	Exchange students	per term	212.00	TBD

Table 3

Proposed 2020-2021 APPLICATION FEES

			2019-20	Proposed 2020-21
			Amount	Amount
1	Undergraduate Programs			
2	Arts and Humanities - Application fee for Student Service Learning Option in Cuba	Spanish 2200 or 3300	60.00	60.00
3	Arts and Humanities - Application fee for summer study at University of Holguin Oscar Lucero Moya in Cuba	academic credit via Letter of Permission	60.00	60.00
4	Arts and Humanities - Visual Arts Portfolio Application Fee	BFA Studio Arts; USD	12.00	12.00
5	Dentistry		275.00	275.00
6	Dentistry International Student Application		275.00	275.00
7	Dentistry: Advanced Standing Dentistry Application		275.00	275.00
8	Dentistry: Internationally Trained Dentist Program Application		275.00	275.00
9	Education, B.Ed./Dip.Ed.		80.00	80.00
10	Engineering, Leadership and Innovation Certificate	change in name from Technological Entrepreneurship Certificate	50.00	100.00
11	Exchange programs: Western International Exchange, Study Abroad, Internship, Research & Summer programs		55.00	55.00
12	Exchange programs, Faculty of Law		55.00	55.00
13	French Immersion Application Fee	non-refundable	275.00	275.00
14	Part-time Application Fee		64.00	64.00
15	Law		100.00	100.00
16	Medicine		125.00	125.00
17	Social Science - Diploma in Public Administration		75.00	75.00
18	Social Science - Diploma in Public Administration, Late Application		100.00	100.00
19	Richard Ivey School of Business			
20	НВА		125.00	125.00
21	HBA Academic Excellence Opportunity Program		125.00	125.00
22	HBA Late Application Fee		250.00	250.00
23	HBA Academic Excellence Opportunity Late Application Fee		250.00	250.00
24	Continuing Studies			
25	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	non-refundable	100.00	100.00
26	Graduate Programs			
27	Communication Sciences and Disorders (M.CL.Sc.)		245.00	245.00

Table 3

Proposed 2020-2021 APPLICATION FEES

		2019-20	Proposed 2020-21
		 Amount	Amount
28	Ivey EMBA Hong Kong Program	1,500.00	1,500.00
29	Ivey MBA	150.00	150.00
30	Ivey MSc	100.00	150.00
31	Occupational Therapy M.Sc. (OT)	245.00	245.00
32	Orthodontics	250.00	250.00
33	Physical Therapy (MPT)	245.00	245.00
34	All other graduate programs	120.00	125.00

Table 4

			2019-20	Proposed 2020-21
		1	Amount	Amount
1	Course Cancellation/Change Fees			
2	Full-time Undergraduates - excl. Yr 1 Dentistry, Yr 1 Medicine and HBA		360.00	360.00
3	Part-time Undergraduates	per full course	72.00	72.00
4	Part-time Undergraduates	per half course	36.00	36.00
5	Education - B.Ed./Dip.Ed.		350.00	350.00
6	Education - Additional Qualifications		100.00	100.00
7	Law - JD, First year only		500.00	500.00
8	Law - LLM and MSL programs		500.00	500.00
9	EMBA	if withdrawing up to 30 days from start of session	5,000.00	5,000.00
10	НВА		645.00	645.00
11	Identification Cards			
12	Photo Identification Card (Western ONEcard)		32.00	32.00
13	Photo Identification Replacement		32.00	32.00
14	Late Payment Charges: based on overdue balance on new consolidat	ed account including tuition and residence	charges (Fall 2	(020)
	Fall/Winter Non-Graduate (<i>per instalment</i>) Graduate (<i>per term</i>)	Overdue balance up to \$1,500	80.00	80.00
15	International, Canadian and Permanent Residents (per instalment) *Evaluation those in programs listed below	\$1,500-\$4,000	156.00	156.00
15	*All outstanding balances to be paid by OSAP are deferred without penalty	\$4,000-\$8,000	250.00	250.00
		\$8,000 +	430.00	430.00
	HBA, MBA (<i>per instalment</i>) Medicine (<i>per instalment</i>)	Overdue balance up to \$8,000	275.00	275.00
16	Dentistry (per instalment) Law (per instalment)	\$8,000- \$16,000	550.00	550.00
10	*All outstanding balances to be paid by OSAP are deferred without penalty	\$16,000- \$25,000	860.00	860.00
	winou penuity	\$25,000 +	1,200.00	1,200.00

Table 4

			2019-20	Proposed 2020-21
			Amount	Amount
	Summer Non-Graduate International (<i>per instalment</i>) Summer Non-Graduate Canadian and Permanent Residents	Overdue balance up to \$700	80.00	80.00
17	(per instalment) *All outstanding balances to be paid by OSAP are deferred with out perception	\$700-\$2,000	156.00	156.00
17	winou penuiy	\$2,000-\$5,000	220.00	220.00
		\$5,000+	380.00	380.00
18	Graduate Delinquent Account charge (excluding MBA & Orthodontics)	per term	156.00	156.00
19	Late Registration Fees			
20	Full-time Undergraduates		183.00	183.00
21	Part-time Undergraduates		91.50	91.50
22	Accommodated Exam, Unauthorized Exam Absence Fee		22.00	22.00
24	Courier	Within Ontario	25.00	25.00
25	Courier	Canada (Outside of Ontario)	34.00	34.00
26	Courier	U.S.	48.00	48.00
27	Courier	International	77.00	77.00
28	Course Description/Course Syllabus	1 course	2.00	2.00
29	Deregistration Fee		311.00	311.00
30	Diploma Authentication		7.00	7.00
31	Amended Tax Receipts (T2202/T4A)	includes electronic filing of amendments	27.50	27.50
32	Early Release of Diploma		117.00	117.00
33	Education - French as a Second Language Testing		100.00	100.00
34	Braille Drills Supplement Book	one time charge for levels 2-4; included if entering in level 1	30.00	30.00
35	PLA Testing Braille Certificate	if studied at other Braille provider	75.00	75.00
36	Education - Kodaly certification		320.00	320.00
37	Engineering - Supplemental Examination	new, non-refundable	100.00	100.00

Table 4

			2019-20	Proposed 2020-21
			Amount	Amount
38	Exchange Placement fee, Faculty of Law		165.00	165.00
39	Exchange , Western International & Western Heads East Placement Fee		165.00	165.00
40	Facsimile (Fax)/PDF charge		25.00	25.00
41	Late Application to Graduate		100.00	100.00
42	Letter of Permission - Outgoing Students		75.00	75.00
43	Letter of Permission - Incoming Students		75.00	75.00
44	Mailing of Diplomas	Outside of Canada	77.00	77.00
45	Mailing of Diplomas	Within Canada	34.00	34.00
46	Mailing of Miscellaneous Items	new; for mailing items through Canada Post (excludes mailing of transcripts, official letters, forms)	12.00	12.00
47	Medicine - Supplemental Examination	London	75.00	75.00
48	Dentistry - Supplemental Examination	London	100.00	100.00
49	Medicine - Supplemental Examination	Outside Centre	100.00	100.00
50	Medicine - Postgraduate Fellowship Administrative Fee		150.00	150.00
51	Medicine - Masters of Public Health - Learning Materials	new; charged 1/3 in each of 3 terms	800.00	800.00
52	Medicine - Masters of Public Health - Field Trip Fee	new; charged 1/3 in each of 3 terms	600.00	600.00
53	Medicine - Masters of Public Health - Practicum Fee	new; charged 1/3 in each of 3 terms	600.00	600.00
54	Medicine - Postgraduate Verification-Dates only	Regular & Rush	50.00	50.00
55	Medicine - Postgraduate Verification-Dates & Performance		75.00	75.00
56	Medicine - Postgraduate Certificate of Completion of Training - duplicate/replacement		25.00	25.00
57	Medicine - Postgraduate Courier	Within Canada	15.00	15.00
58	Medicine - Postgraduate Courier	To USA	25.00	25.00
59	Medicine - Postgraduate Courier	International	50.00	50.00

Table 4

			2019-20	Proposed 2020-21
			Amount	Amount
60	Medicine - Postgraduate Registration - Residents/Fellows	set by provincial COFM	770.00	805.00
61	Medicine - Undergraduate Non-credit Summer Elective	per elective	60.00	60.00
62	Medicine - Undergraduate Verification-Dates only		50.00	50.00
63	Medicine - Undergraduate Verification-Dates & Performance		75.00	75.00
64	International Health and Equity Learning (IHEL) - International Placement Fee	per placement	n/a	50.00
65	Music - Recital Cancellation Fee		200.00	200.00
66	Nursing - Foreign Licensure Documentation		250.00	250.00
67	Nursing - Clinical Placement documentation requirement late fee		50.00	100.00
68	Official Western Letter	per letter; standard processing time	16.00	16.00
69	Official Western Letter, on demand	per letter; in-person priority request	25.00	25.00
70	Official Western Letter Special Handling	new; to include an external student- provided form with Official Western Letter (in addition to form processing fee, if applicable)	20.00	20.00
71	Physical Therapy - Foreign Licensure Documentation		250.00	250.00
72	Physical Therapy - Clinical Fieldwork Placement Remedial Fee		250.00	300.00
73	Occupational Therapy - Clinical Fieldwork Placement Remedial Fee	New		300.00
74	Communication Sciences & Disorders - Clinical Fieldwork Placement Remedial Fee	New		300.00
73	Physical Therapy - Supplemental Examination		250.00	250.00
74	Physical Therapy - MCISc Supplemental Practical Examination	for Manipulative Therapy and Wound Healing MClSc programs	500.00	500.00
23	Communication Sciences & Disorders - foreign licensure documentation		200.00	200.00
75	Re-admission Fee (Undergraduates deleted for non-payment of fees)		75.50	75.50
76	Removal of Academic Sanctions (Sealing charge)		67.00	67.00
77	Replacement Cheque Fee		28.50	28.50
78	Replacement/Duplication of Graduation Diplomas		62.00	62.00

Table 4

			2019-20	Proposed 2020-21
			Amount	Amount
79	Reprinting of non-current fee bills		20.00	20.00
80	Returned Cheque Charge		72.00	72.00
81	Self-service Verification of Enrolment Letters	Per Letter	8.00	8.00
82	Special Examination	Off Campus location	150.00	150.00
83	Supplemental Examination	London; for Faculties not listed above	41.50	41.50
84	Third Party Forms	per form; standard processing time	16.00	16.00
85	Third Party Forms, on demand	per form; in-person priority request	25.00	25.00
86	Transcripts	per copy; standard processing time	15.00	15.00
87	Transcripts, on demand	per copy; in-person priority request	25.00	25.00
88	Transcript Special Handling	new; to include an external student- provided form with transcript (in addition to form processing fee, if applicable)	20.00	20.00
89	Transcript Evaluation Fee		93.50	93.50
90	Visiting Research Only Processing Fee	Graduate	200.00	200.00
91	Visiting Research Only Processing Fee	Undergraduate	200.00	200.00
92	Writing Proficiency Examination		69.00	69.90

				2019-2020	2020-2021	%
		BUSINESS FOUNDATIONS CUSTOM COUR	SE MATERIAL FEES	Amount	Amount	change
	Course		Fees include program activity			
	Course		fees if applicable			
1	1220E	Introduction to Business Fall & Spring	Decisions 11th Edition	208.00	209.00	0.5%
2	2257	Accounting and Business Analysis Fall & Spring	Bus2257 Accounting + Bus Analysis Casbook Vol 1+2	236.00	228.00	-3.4%
3	2257	Accounting and Business Analysis	Financial Accounting Tools for Business Decision Making Cust	75.00	75.00	0.0%
4	2257	Accounting and Business Analysis	T-account Pad, 45 sheets	7.50	7.25	-3.3%
5	2295F/G	Business Basics for the Sciences	Bus2295F/G Bus Basic for Science Casebook	72.00	75.00	4.2%
6	1299E	Business for Engineers	Bus1299E Business for Engineers Casebook	221.00	225.00	1.8%
7	Notes					
8	•	Business Foundations course material fees include a coursepack including in-class readings, handouts, a workbooks, or other materials.	a custom coursepack, plus all course dditional cases and items ordered fr	materials no om outside s	ot bound in th uppliers like	he custom software,
9	•	The custom course pack and hardcopy handouts are copyright holders directly, copyright material repor copyright exception.	comprised of purchased material, c ted through Access Copyright, and n	opyright mat 1aterials that	erial reporte t fall in the fa	ed through uir dealing
				2019-2020	2020-2021	%
10		WEV UD & CUSTOM COUDSE MAT		Amount	Amount	change
10		IVEY HBA CUSTOM COURSE MAI				
	Course		fees if applicable			
11	3300	Strategy		115.00	115.00	0.0%
12	3301	Marketing		135.00	150.00	11.1%
13	3302	Communications		115.00	115.00	0.0%
14	3303	Finance		100.00	100.00	0.0%
15	3304	Operations		200.00	200.00	0.0%
16	3311	Leading People in Organizations		300.00	300.00	0.0%
17	3316	Competing with Analytics		175.00	175.00	0.0%
18	3321	Financial Analysis		110.00	110.00	0.0%
19	3322	Leveraging Information Technology		150.00	150.00	0.0%
20	3323	Learning Through Action		75.00	75.00	0.0%

21	1 Electives				
22	4402	Communications and Society	35.00	35.00	0.0%
23	4408	Cross-Cultural Management	85.00	85.00	0.0%
24	4413	Derivatives	65.00	65.00	0.0%
25	4417	Corporate Financial Reporting	200.00	200.00	0.0%
26	4421	Business to Business Marketing	145.00	160.00	10.3%
27	4427	Advanced Corporate Financial Reporting	65.00	65.00	0.0%
28	4431	Consumer Marketing: Advertising & Promotion	140.00	140.00	0.0%
29	4433	Portfolio Management	125.00	125.00	0.0%
30	4434	Management of Services	140.00	140.00	0.0%
31	4439	Entrepreneurial Finance	100.00	100.00	0.0%
32	4441	Entrepreneurial Marketing	150.00	150.00	0.0%
33	4443	Value Investing	110.00	110.00	0.0%
34	4454	Operations Strategy	125.00	125.00	0.0%
35	4458	Leading Change	210.00	210.00	0.0%
36	4461	Strategic Market Planning	130.00	130.00	0.0%
37	4468	Interpersonal Negotiations	100.00	100.00	0.0%
38	4469	Competing with Analytics	100.00	100.00	0.0%
39	4477	Corporate Financial Reporting II	70.00	70.00	0.0%
40	4479	Taxation for Managers	65.00	65.00	0.0%
41	4480	Global Strategy	150.00	150.00	0.0%
42	4486	Financial Models	100.00	100.00	0.0%
43	4489	Management of Professional Service Firms	125.00	125.00	0.0%
44	4500	Learning from Leaders	80.00	80.00	0.0%
45	4503	Leadership and Communication	50.00	50.00	0.0%
46	4505	Global Environment of Business	60.00	60.00	0.0%

47	4517	End User Modelling		75.00	85.00	13.3%
48	4518	Project Management		150.00	150.00	0.0%
49	4525	Service Learning in Africa		100.00	110.00	10.0%
50	4530	Competition & Competitor Analysis		150.00	150.00	0.0%
51	4535	Integrating & Implementing Marketing Decisions		150.00	150.00	0.0%
52	4539	C&S Business Sustainability		110.00	110.00	0.0%
53	4547	Health Sector Leadership		125.00	125.00	0.0%
54	4553	Social Enterprise		135.00	135.00	0.0%
55	4554	Private Equity		150.00	150.00	0.0%
56	4557	C&S - Business, Government and Globalization		100.00	100.00	0.0%
57	4558	New Venture Creation		150.00	150.00	0.0%
58	4559	Raising Capital in Financial Markets		130.00	130.00	0.0%
59	4564	Design Driven Innovation		150.00	150.00	0.0%
60	4566	Managing High Growth Companies		100.00	100.00	0.0%
61	4567	Investment Management		125.00	125.00	0.0%
62	4569	Ivey Client Field Project (ICFP)		25.00	25.00	0.0%
63	4571	Leadership Under Fire - Developing Character		400.00	450.00	12.5%
64	4574	Mergers and Acquisitions		125.00	125.00	0.0%
65	4580	Reputation Management		90.00	90.00	0.0%
66	4588	C&S Sustainable Finance		125.00	125.00	0.0%
67	4591	Business Markets		150.00	150.00	0.0%
68	4592	Sports and Entertainment Marketing		125.00	125.00	0.0%
69	4607	Microeconomics for Managers	:	200.00	200.00	0.0%
70	4610	Leading Family Firms		50.00	50.00	0.0%
71	4611	Start Ups		100.00	100.00	0.0%
72	4614	Social Media, Analytics and Digital Marketing		150.00	150.00	0.0%

73	4616	Innovation, Entrepreneurship and Economic Growth in Israel		100.00	100.00	0.0%
74	4619	The Performing Leader		100.00	100.00	0.0%
75	4620	Impact Assessment		150.00	150.00	0.0%
76	4621	Design and Technology Management		175.00	175.00	0.0%
77	4623	International Collaborative Arrangements		180.00	150.00	-16.7%
78	4625	Developing More Sustainable Supply Chain		175.00	175.00	0.0%
79		Managerial Accounting & Control		150.00	150.00	0.0%
80		Fintech Disruption of Banking		125.00	125.00	0.0%
81		Introductory Data Science		100.00	100.00	0.0%
82		Note: Courses may change deper	nding on enrollment for Winter Terr	m 2019		
83	Program	Activity Fees				
84	3302	Communications	Improv Workshop	10.00	10.00	0.0%
85	3302	Communications	Supporting Roles	10.00	10.00	0.0%
86	3304	Operations - Operations in various organizations	Field Trip	30.00	30.00	0.0%
87	3311	Leading People in Organizations: Team Building Exercise	Field Trip	60.00	60.00	0.0%
88	3311	Leading People in Organizations: Team Building Exercise	Transportation	10.00	10.00	0.0%
89	3311	Leading People - Supporting Roles Workshop Role- play	Commitment Workshop	40.00	40.00	0.0%
90	4535	SABRE	Simulation	70.00	70.00	0.0%
91	4433	Stock Track Simulation	Simulation	25.00	25.00	0.0%
92	4535	Simulation	Simulation	65.00	65.00	0.0%
93	4441	Entrepreneurial Marketing Simulation	Simulation	30.00	30.00	0.0%
94	94 Notes					
95	 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. 				lings, books or	
96	•	Approximately \$10.00 has been added to the course pack fee to cover the cost of binding, graphic services labour charges and distribution costs.			• charges	

Table 5

97	•	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.
98	•	Any increase/decrease in fee reflects adjustments made due to actual costs as compared to estimated fees from previous year.
99	•	Estimated fees for new core courses are based on how many cases and readings will be used.

EXHIBIT VI, Appendix 3

Report of the Provost's Task Force for Online Education March 2020



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Mandate of the Provost's Task Force for Online Education

The Provost's Online Task Force mandate was to:

- review the broader national and international contexts of online education (undergraduate, graduate, continuing education, and lifelong learning);
- identify any potential benefits of expanding online programs at Western; and
- suggest potential priorities, directions, and approaches for such an expansion.

The Task Force was also asked to address specific questions related to developing highquality, sustainable online programs and to place this within the context of comparator institutions and Western's current practices, policies, and programs when making recommendations. Those questions were:

- **1.** Which types of online programs are currently offered at Western and select comparator universities?
- **2.** What are the existing primary online learner markets? What are the potential markets for Western?
- 3. What are the key institutional supports needed for online development?
- **4.** What are the best practice processes for developing an online course or program? How is quality ensured?
- 5. How are online instructors supported?
- **6.** How are online learners supported through technology, academic support, and student services?
- **7.** Are there current Western policies in place that conflict with best practices for online course/program development and/or delivery?
- 8. What are the business models for delivering online programs?

The report is structured to provide its response to the mandate in the main body, while the environmental scan and examination of the detailed questions are included in the Appendices. Based on these, the Task Force believes that Western should consider expanding its online program offerings.

The high-level recommendations regarding expanding online programs are included in the report body, while further detailed recommendations and suggested action items can be found in the Appendices. In brief, Western (i) will need to develop a vision and strategic plan for the institution, (ii) should consider expanding first into professional and course-based graduate programs and continuing education, but will (iii) need to develop institutional capacity to cover all aspects on the online program life cycle and (iv) resource these developments sufficiently to ensure success.

Defining Online Education at Western

The Task Force's mandate focuses on the development and delivery of fully online programs. However, it became clear during its work that blended programs can also play an essential role in expanding online education at Western and should be considered as part of this mandate. For this reason, **references to "online programs" in this document and its appendices should be taken to mean "online and blended program," unless otherwise noted.**

Blended programs offer flexibility to students who may not have the resources or desire to study in a traditional program, while at the same time these programs thoughtfully integrate face-to-face components necessary to achieving the program's learning outcomes. Both online and blended programs expand Western's ability to offer credentials to new audiences and create opportunities for more flexible program pathways for any Western student. The Task Force defines *traditional, blended,* and *online* programs as follows:

Program Modality	Description	Current Examples at Western
Traditional	Students are required to be physically on campus to enrol in all courses in the program. Online courses may be available, but not required.	All undergraduate modules and programs at Western
Blended	The module or program thoughtfully blends required online and face-to-face experiences to facilitate student access to the credential with a necessary face- to-face educational component (e.g., practicum, summer residency requirement).	Master of Music Education, Advanced Health Care Practice (Manipulative Therapy field, Wound Healing field), Ivey Accelerated MBA
Online	All content is delivered online. Students are not required to be present in a physical classroom, placement, practicum, etc.	Master of Professional Education, Advanced Health Care Practice (Interprofessional Pain Management field, Applied Health Sciences field), Graduate Diploma in Health Science

Defining the Online Program Life Cycle

Throughout the main report and its appendices, the Task Force has referred to the *online program life cycle.* This term reflects that successful, high-quality online programs are more than well-designed curriculum and courses with excellent instruction. The online program life cycle begins with "the moment a student expresses interest [in a program], through the admission process, through the courses themselves, all the way to graduation" (Bellantuono, 2020, p. 60). At each point in this life cycle, institutional processes are in place to guide and support students, while at the same time ensuring that the entire cycle and its processes are effective, sustainable, and equitable.

Why Should Western Consider Expanding its Online Programs?

Perceptions about online education have changed over the past decade, and online programs have come to be viewed as an attractive and credible option to learners as well as to a growing number of faculty, administrators, and employers. As a result, over the last ten years online program enrollments have grown at rates above that of the total higher education population (McPherson & Bacow, 2015). Simultaneously, the number of online programs available to learners has increased, with more Canadian universities entering the online space as they bring both established and new program options online. In general, Western University has not kept pace with the development of online programs at other universities across Canada (See Appendix 1), but Western should not expand its online learning opportunities simply because of this. These changes in online growth, and perceptions about online learning, create a significant opportunity that Western can build upon by engaging in a strategic organizational commitment to expanding its online program offerings.

Organizational and Curricular Renewal

Christensen and Eyring recognized in 2011 that higher education is ripe for a great disruptive moment. In Canada and internationally, what drives students to post-secondary education, as well as how they can access that education, is changing. This has led to an influx of new types of learners seeking post-secondary credentials alongside more traditional students. Online education has the unique potential to meet these non-traditional students pursuing post-secondary credentials (See Appendix 2). Western has established itself as a centre of excellence for traditional, on-campus, "face-to-face" student experiences. Its reputation and brand will continue to draw students through our physical doors even as these students increasingly integrate digital experiences in their everyday lives. The evidence suggests that institutions of higher education must meet the needs of the current student population while still preparing for the students of the future, and the student population is changing both in traditional and online contexts.

Major disruptions to established processes for facilitating student learning—such as changes in learner populations, student motivation for program enrolment, and preferred learning environments and program structures—can pose great organizational challenges to an institution. However, these disruptions should not necessarily be perceived entirely as problematic: If Western can anticipate and plan for the growth of online learning and new and changing learner populations, it can maximize opportunities within these disruptions.

The type of changes required to meet the challenges that come with online learning also provide an opportunity for organizational and curricular renewal. That universities must seek to continuously renew themselves to keep pace with external environmental changes is not a new idea. Agarwal and Helfat (2009) note that such renewal "includes the process, content, and outcome of refreshment or replacement of attributes of an organization that have the potential to substantially affect its long-term prospects" (p. 282). An online initiative for Western provides an opportunity for it to become a more flexible and responsive organization by supporting Western's current organizational needs while also planning for tomorrow's changing demands and reducing the potential for negative effects of major organizational upheaval (O'Reilly & Tushman, 2008; Tushman & O'Reilly 2004). In particular, by building institutional capacity to sustain an online program development life cycle aimed at creating high-quality online programs, Western develops its capacity to enhance technology-enabled learning and student success across traditional, blended, and online student experiences.

Disruption on this scale can also be positive for individuals and units within the university. For example, it can encourage individuals to renew themselves, adopt new perspectives, and continue to evolve approaches to program design as well as learning and teaching (Harasim, Hiltz, Teles, & Turroff, 1995). Additionally, and as demonstrated by other universities throughout Canada, meeting the growing demand for online programs has also sparked curricular renewal as faculties, departments, and units meet this challenge by devising new and innovative programs and program structures that build off of faculty expertise to offer high-quality learning experiences to both new and existing learner populations.

Put succinctly, expanding online learning represents an opportunity for the Western to move beyond an awareness that a major upheaval in the educational landscape is occurring and move toward a more proactive stance, where innovation contributes to organizational vibrancy, vitality, and sustainability.

Educational Access

Online education offers access to a range of individuals who may not otherwise be able to obtain post-secondary credentials. For example, a 2020 report authored by the Higher Education Quality Council of Ontario (2020) argues that online education should remain a priority for the Ontario government and be expanded for students in northern, rural, and remote Ontario communities through the continued development of fully online programs
and courses. Furthermore, online programs have the potential to meet the needs of learners who are unable to travel to a "bricks and mortar" institution for *any* economic, social, or physical reason, for example: established professionals who are unable to leave steady employment to pursue a desired degree at a physical location, individuals with mobility challenges who prefer not to travel to a campus, or individuals who are primary care givers. Online learning has the ability to enable a broader range of well-developed online programs for a wider audience. In addition, it is now possible to deliver online learning programs that enable access to rich, interactive, high-quality learning experiences that align with Western's unique values and qualities.

Meeting the Needs of Lifelong Learners

In recent years, the demand for skills-based and accelerated programming at the postsecondary level has increased. Radical and rapid changes in information technology, the need to "re-skill" as a result of increased automation, and a growing emphasis on accreditation have driven the need for individuals in the workforce to regularly obtain new knowledge and skills through a process of lifelong learning. There is a considerable opportunity for Western to create flexible, responsive post-secondary learning opportunities through online programs that provide access to a variety of learners.

Equitable Access to Centralized Resources for Developing Online Programs

The Task Force recognized that interest in developing online programs is already present across many faculties, departments, and units. However, online learning initiatives require investment from an educational as well as a business development perspective, which can be beyond the means for some faculties and/or departments, regardless of the potential viability of a program. By adopting a strategic organizational commitment to expanding its online program offerings, Western can provide opportunities to mitigate some of the varying levels of resources across the campus that have enabled some faculties to develop and launch online programs using their own resources while others have been more constrained and find it challenging to underwrite the program development implementation. Equitable access to resources will allow faculties, departments, and units the opportunity to propose and develop programs that build on expertise and opportunities, leading to organizational and curricular renewal and increasing the availability of online programs across a variety of disciplines for online learners.

What Strengths Does Western University Have in Developing High-Quality Online Programs?

A strategic organizational initiative to expand online program offerings at Western can capitalize on significant opportunities by building on current strengths even while providing the potential to address some organizational vulnerabilities.

One of the main organizational strengths that Western holds is its institutional reputation as a research-intensive university with high admission standards and excellent student experience. According to Sevier (1998), an institution's image "is everything" (p. 3). While this may seem hyperbolic, Western's standing is important in the current landscape, particularly when weighed against the reputations of our primary competitors. Annual enrollment research by Canadian education marketing research firm Academica (2017) suggests that academic reputation is a top factor for students pursuing enrollment into prestigious institutions. In other words, Western's status is a particularly important predictor of success in attracting the most qualified students to online programs.

As an institution, Western has not moved intentionally into the online space; however, there are a number of examples across the campus that demonstrate a *proof of concept* that online programs can attract online learners and be self-sustaining given the appropriate programming and resources. For example, The Faculty of Health Sciences and Western Continuing Studies have online diploma and certificate programming, the Faculty of Education has online professional degree programs, and the Faculty of Music has a blended Master's degree, all of which have track records of growth and success.

Western also has burgeoning expertise in supporting online programming, which can be scaled to support the pedagogical, administrative, student support, and business needs of an online initiative. Western's strength—and opportunity—to build its capacity lies in strategically linking these units together through the use of technological and project management capabilities. Leveraging existing units will allow Western to develop a more significant presence in the field of high-quality online programs. A coordinated effort across existing units has the potential to bring together expertise essential to supporting the entire life cycle of online program development and implementation, noting that some additional aspects are required.

As a mid-sized comprehensive University, Western has a significant number of options to build compelling interdisciplinary programs that address contemporary societal challenges. Online learning can lower many of the practical barriers and provide an opportunity for Faculties, departments, units, and perhaps with other institutions, to become more networked, more collaborative, and more interdisciplinary using existing or newly created courses that are combined in innovative programs and provide nimble ways to access to new credentials and respond to rapidly shifting educational landscapes. Western has already begun this work in some of its more traditional degree programs. Expanding online programs to meet the needs of both traditional and non-traditional learners, however, means leveraging this momentum to consider that online programs need not be considered only as *degree* programs: there is an opportunity to build on Western's multi-disciplinary nature to combine courses across a variety of programs to create, for example, diplomas, micro-credentials, or degrees.

What Threats Does Western University Face With Respect to Online Programs?

Despite the opportunities and potential for supporting growth in the number of online programs at Western, there are some threats that should be addressed to ensure the success of a strategic institutional initiative for online program expansion. In this section, we discuss the broader threats related to institutional change readiness and organizational identity that the Task Force identified. More specific threats are summarized below in recommendation rationales and expanded on in detail in the Appendices.

To be successful, online program development and implementation needs to be perceived as a positive, perhaps necessary, way forward. While this report has attempted to present the opportunities that come with online learning, the growth of online programs as a learning modality may also be perceived by others only as a threat. While some Faculties, units, departments, and/or faculty members at Western hold this perception, others do not. This speaks to a need for Western to address *change readiness* in any strategic initiative to grow online program development. In this context, *change readiness* is focused on organizational members' shared resolve to implement a change and their shared belief in a collective capability to do so (Weiner, 2009).

Related to where Western may sit on the continuum of change readiness is its *organizational identity*, which can be defined as a set of statements that institution members perceive to be central, distinctive, and enduring to their organization (Albert & Whetten, 1985). This influence is often unseen and unconscious; however, it answers the critical question, "who are we as an organization?" It also influences decision making and institutional priorities. Arguably, Western's identity has been defined by a rich on-campus experience, long historical legacy, research intensity, beautiful campus, and high academic standards. When one juxtaposes this identity to that of other, more online, institutions, stark differences emerge. An examination of university websites that are engaged more significantly in online learning shows evidence of organizational identities defined by notions of accessibility, student satisfaction, applied learning, and job readiness. Western's organizational distinctiveness, as a 'bricks and mortar' institution may stand in contrast with some of the thinking that comes with online learning. This is not to imply, in any way, that Western should attempt to change its identity: it would be inadvisable to attempt to change organizational identity to something that is not consistent

with the actual traits of the university (Tybout & Calkins, 2005). The identifiable gap here is that online learning will challenge, and will be challenged by, aspects of Western's largely unspoken organizational identity. Again, this is where strong institutional leadership, vision, and prioritization will play an essential role.

Recommendations

The Provost's Task Force for Online Education makes the following high-level recommendations for supporting the development high-quality, sustainable online programs that are framed within a life cycle approach to online education. Detailed support and suggested specific actions items for each recommendation can be found in the Appendices.

Recommendation 1

For Western to grow in online program development, it is critical that it develops a vision and strategic plan for online program development and expansion. This vision and strategy should be championed by senior university leadership.

Rationale: The Task Force identified the historical absence of an institutional vision and strategic plan for online learning as a significant barrier to the development of high-quality online programs and student experiences across the institution. Vision and strategy led by senior leaderships should enable the conditions necessary to create effective and innovative online programs across Western's faculty, departments, and units. There is an opportunity to do this as part of the strategic planning process.

Recommendation 2

Western should focus initial development and expansion on its online programs where the opportunities are greatest: (1) Professional and Course-Based Graduate Programs and (2) Continuing Education. All new online programs should have a quality at least as high as our face-to-face programs, with processes developed to ensure this.

Rationale: There is an opportunity for program expansion in the Professional and Course-Based Graduate Programs where students want and can afford graduate studies because they are working professionals. Delivering such programs online provides a level of accessibility to those who are geographically isolated / have competing priorities and/ or cannot attend face-to-face classes. Focusing on Continuing Education programs allows Western University to meet the demands for new workforce skills acquisition, which has been described as of significant importance for economic and competitive reasons.

Programming options such as micro-credentials and laddering present Western with an opportunity to deliver a range of online non-credit and credit programs to early/midcareer learners. By offering these smaller online credentials that are stackable to time and task stressed adults, online education at Western not only ensures relevant programs in professional development, it would also enable access to a variety of programs.

Recommendation 3

Western should strategically increase its institutional capacity for implementing an online program development and delivery life cycle. Shared, centralized resources should be developed in-house so as to enable efficient and equitable access for Faculties, departments, and units.

Rationale: The Task Force identified several advantages to augmenting Western's current capacity to implement a complete online program life cycle as opposed to locating these efforts with external service providers or decentralizing across Western's Faculties and units. Doing so will allow Western to strategically build upon pre-exiting expertise while also targeting new areas of the online program life cycle for which it will need to develop capacity, such as enrolment management, marketing, recruitment, technological infrastructure, and digital optimization strategies. This could be achieved through the development of a professional services unit to address the gaps in our current program life cycle and establishing communities of practice. Additionally, by keeping the online program life cycle in-house, Western will also develop the capacity to respond flexibly to future opportunities related to online, blended, and traditional teaching and learning.

Recommendation 4

At the institutional level, Western will need to introduce several new activities and processes and develop professional expertise in order to build capacity for the online program life cycle. Access and pathways for these professional services should be clearly laid out and easily accessible.

Rationale: Building a centrally shared structure to support faculties and departments is essential to ensuring adequate enrollment and quality of academic programs. Such a unit would provide many of the services that are critical to enrolment success such as: unified messaging, user experience (UX) strategies, marketing and recruitment, business analytics, market research, and project management services. Units that support students will need to continue to develop their services as appropriate to online learners. Additional skills training and instructor support will be required.

Recommendation 5

Faculties, departments, and units should continue to engage in Western's current processes to self-determine which new and existing programs and credentials to offer online.

Rationale: At the institutional level, Western will need to integrate online program development into the annual planning process. As with development of its traditional programs, Faculties, departments, and units are more deeply engaged in curricular vision and

renewal when they are empowered to align program offerings with current faculty interests, strengths, and expertise. They have unique insight into current course offerings, programs, and their discipline and should be encouraged to use this insight and expertise to create innovative programs and program structures.

Recommendation 6

To successfully implement these recommendations, institutional resources will need to be invested with funding based on incremental enrolment growth and strategic priorities.

Rationale: As online enrolments grow, Western will need to increase funding for the units responsible for enrolling students and supporting online programming. Additionally, the development of a greater array of online programs should not be undertaken at the expense of technology-enhanced learning and blended courses. An initial institutional investment will be required to build expertise and capacity.

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Appendix 1

Current Online Programs at Western and Comparator Institutions



Appendix 1: Current Online Programs at Western and Comparator Institutions

In May 2013, the **Provost's Task Force on eLearning** issued the findings from its broad consultations of the campus community (Western University, 2013). The report summarized the overarching messages received from the community:

- Academic priorities must inform Western's eLearning strategy
- Pedagogical and technical support and resources are key for faculty engagement
- Policy and planning processes at Western constrain eLearning and must be revised (Western University, 2013, p. 1)

That report also expressed a vision for eLearning at Western that stated, "in keeping with the University's focus on the student academic experience, eLearning at Western must be known for its student-centred pedagogical practices, its focus on deep and active learning, and its commitment to quality and outstanding academic standards" (p. 2). This document has guided the units that centrally support eLearning at Western, such as the Centre for Teaching and Learning and the Instructional Technology Resource Centre.

Since the release of this 2013 report, support for eLearning at Western has addressed technology-enhanced learning in the face-to-face and blended environments more so than the development of online programs. This is largely in response to institutional strategy-setting. Western's most recent strategic plan, *Achieving Excellence on the World Stage* (Western University, 2014) has focused on technology-enabled learning rather the fully online or blended program development. For example, while it noted that online courses at the time of its publication accounted for 10% of instruction (or 185 courses), discussion around innovating digital pedagogy focused on alternative or blended courses and instructional practices, rather than the development of fully online programs (p. 12).

Online programs, then, remain relatively rare at Western (see Tables 1.1 and 1.4). At Western, the online programs have been developed ad hoc at the Department level or in Continuing Education have been funded largely through available faculty resources, including grants from bodies such as eCampus Ontario. For example, the Graduate Diploma in Health Studies was funded through an eCampus Ontario grant, but these grants are no longer available. Other programs, such as those offered at the Faculty of Education, have been "scaled up" over a period of time as growing enrolment in its online programs generate the ability to invest in additional resources. Departments and units can, upon request, work with staff from centrally supported units such as the Centre for Teaching and Learning, Western Technology Services, and Western Libraries when designing online programs.

Given Western's excellent reputation as a "bricks and mortar" institution and its focus on supporting technology-enhanced instruction rather than the development of online programs, it is perhaps not surprising that, when comparing the online offerings for undergraduate, graduate, and continuing education programs across the U15 institutions and other universities in Ontario, Western lags behind in our online program offerings at each level. Any move toward expanding online program support to bring Western more in line with comparator universities, however, should not come at the cost of its current institutional supports for technology-enhanced learning for traditional course experiences, as these are a vital part of creating student-centred learning spaces.

Undergraduate Online Programs, Courses, and Enrolments at Western

In both U15 and Ontario's non-U15 schools, fully online undergraduate programs tend to be less prevalent than graduate or continuing education offerings. Currently, Western undergraduate students are able to earn a minor in four program modules and a major in one program (see Table 1.1). However, very few students have completed these fully online modules since 2011.

Program	Available Degree Modules	# of Graduates 2011
Anthropology	Minor	0
English - General	Minor	4
English for Teachers	Minor	0
Psychology	Major	4
Psychology	Minor	6

Table 1.1: Online Undergraduate Degree Modules

Western's undergraduate online program offerings are fewer than most U15 institutions, and a comparison of institutions also indicates that Western has not explored alternative online program credentialing such as diplomas, certificates, and microprograms that are now available at universities throughout Ontario and Canada (Tables 1.2 and 1.3). For example, the University of Waterloo is recognized as a leader in online programming and has nine fully online undergraduate programs in the field of humanities and social sciences. Queen's University has six fully online undergraduate degree programs and the only identified BSc program. Institutions such as Guelph, Laval, and McMaster offer credentials in the form of diplomas, degree completion, certificates, or micro-programs.

Senate Agenda EXHIBIT VI, Appendix 3 April 17, 2020 Page 19 Table 1.2: Comparison of Fully Online Undergraduate Programs Across U15 Canadian Universities

Institution	Fully Online Degree Programs	Notes
University of Alberta	None listed	Offer 14 MOOC courses
University of British Columbia	7 (Real Estate)	Real Estate division: Bachelor of business in real estate, Diploma program in urban land economics, Appraisal institute of Canada program, Certificate in real property assessment, Certificate in residential valuation, Reserve fund planning program.
University of Calgary	None listed	
Dalhousie University	1	Bachelor of social Work
Université Laval	3	Bachelor of business administration Bachelor in IT Bachelor in multidisciplinary studies 30 'Microprogrammes' (9 credits) 42 'Certificats' (30 credits)
University of Manitoba	1	Bachelor of social work
McGill University	1	Bachelor of nursing (in 2021)
McMaster University	None listed	19 online diploma programs
Université de Montréal	1	Combine 3 certificates to get a BA. Certificate programs include: Gerontology, public health, independent science study, mental health, substance addiction, workplace health and safety
University of Ottawa	None listed	
Queen's University	7	BAs in English, global development studies, history, liberal studies, psychology, BSc in life sciences, bachelor of health sciences; 6 Certificates in subjects such as employment relations, media studies, and French for professionals
University of Saskatchewan	None Listed	
University of Toronto	None Listed	23 individual online courses listed, but no programs. Offer MOOCS on Coursera and EdX
University of Waterloo	9	BAs in liberal studies (3), social development studies (3), English, French, & philosophy 3 Undergrad certificates (French, social work)

Senate Agenda April 17, 2020 Table 1.3: Comparison of fully Online Undergraduate Programs Across Sample Non-U15 Canadian Universities

Institution	Fully Online Degree Programs	Notes	
Athabasca	32	Bachelor of arts, commerce, general studies, health administration, HR & labour relations, management, professional arts, & science	
Laurentian	4	Bachelor of psychology, business administration, forensic identification (practicum required), 3-year interdisciplinary science	
Royal Roads	2	Bachelor of arts or science in environmental practice	
Thompson Rivers	23	23 bachelors' programs, plus an additional 19 certificate programs, 2 post-bachelorette certificates, and 6 diploma programs	
Memorial 7		"Plus 2" certificate programs, 2 post-graduate certificates, 2 undergraduate diploma programs	
Trent	0	1 diploma offering in circumpolar studies	
Nippising	2	Bachelor of commerce, bachelor of business administration	
Victoria	3	3 Bachelor programs in child and youth care, social work, and community services; 1 additional post-RN diploma	
Winnipeg	0	1 diploma program in human resource management; 3 certificates in leadership, management and project management	
Guelph	2	Offers 2 "degree completion" programs that allow qualified college diploma holders to obtain a bachelor of applied science	

Undergraduate Online Courses and Enrolment at Western

Far more common at Western are online courses that are not part of the online modules listed in Table 1.1. Similar to online program development, decisions about when and how undergraduate online courses are developed are made and largely funded at the departmental or unit level. In the past, and as a result of the eLearning Task Force (Western University, 2013), some central funding was available to support the development of online courses. Other courses in the mid-2010s were developed through provincial grant competitions that awarded money to create large-enrolment online classes that were desirable as transfer credits across Ontario universities. Both sources of funding, however, have not been available for several years and now departments and units are largely responsible for the cost of course development, although central "in kind" support is available upon request through units such as the Center for Teaching and Learning, Western Technology Services, and Western Libraries.

At Western, there has been a 29% decline in online courses offerings since the 2012-13 academic year, while undergraduate online course enrolments have risen by 22% (Figure 1.1), indicating rising student interest in online courses (but not, it would seem online programs, see Table 1.1), but declining interest in, or resources for, developing and offering undergraduate online courses at the departmental level.



Figure 1.1: Western University Online Course Offering and Student Enrolment

Graduate Online Programs, Courses, and Enrolments

At the graduate level, Western has six fully online programs. The Master of Professional Education and Doctor of Education, launched in 2013, have the highest enrolments (Table 1.4)¹. The remaining four were launched much more recently: the Graduate Diploma in Applied Health Sciences (2018), the Graduate Diploma in Mining, Law, Finance and Sustainability (2019), and the MCISc degrees in Advanced Health Care Practice, Interprofessional Pain Management (2019) and Applied Health Sciences (2020).

	Student Enrolment by Year						
Credential	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20
Doctor of Education (EdD)	40	74	111	163	198	218	299
Master of Professional Education (MPEd)	107	258	288	303	401	395	418
Graduate Diploma in Applied Health Sciences	n/a	n/a	n/a	n/a	n/a	25	32
Masters of Advanced Health Care Practice, Interprofessional Pain Management (MCISc)	n/a	n/a	n/a	n/a	n/a	n/a	4

	Table 1.4: Enro	olment in	Western	Graduate	Online	Programs
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As discussed in the main report of this document, several graduate programs have also had success offering blended programs. Blended programs offer flexibility to students who may not have the resources or desire to study in a traditional program, while at the same time thoughtfully integrating some face-to-face components necessary to the program's learning outcomes. Any planning for online program development going forward should take into account the possibility for intentionally blended programs, such as those in Health Sciences or the Faculty of Music, to attract students who otherwise would not enrol in a program at Western.

Comparator institutions have numerous fully online program offerings at the graduate level. For example, UBC has 6 fully online graduate programs that focus on education/ adult education. Dalhousie University has 7 fully online graduate programs in diverse fields such as nursing, information studies, and business administration. Laval University has an extensive number of online graduate programs. Most comparator institutions have at least some fully online programs, with Queen's and Waterloo again leading the field among the U15 (see Table 1.5). As with undergraduate diplomas, graduate offerings demonstrate a range of certifications, including degrees, diplomas, and certificates at non-U15 schools across Ontario and Canada.

¹The programs in their first year do not have enrolments reported in the table.

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Senate Agenda April 17, 2020 Table 1.5: Comparison of fully Online Graduate Prog

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	Page 23
grams Across U15 Canadian Universities	•

Institution	Fully Online Degree Programs	Notes		
University of Alberta	2	Master of education Master of library & information studies		
University of British Columbia	9	Master of rehabilitation science Master in fine arts (creative writing) post-graduate certificate in real property valuation Master of global surgical care (online + 4-8 week practicum) Education appears to be their specialty: Master of education-early childhood education, Master of educational technology, Master of educational technology, Master of home economics, Master of adult learning and global change, Master of education-teaching English as a second language TESL, Master of education-science education, Diploma in adult learning and education, Diploma in education-teacher librarianship, Certificate-technology-based learning for schools, Certificate-educating young children, Certificate-technology-based distributed learning		
University of Calgary	1	Master of education Note: most of Master of counselling (Psychology) courses are online, but skills-based courses for face-to-face competency are offered in summer as residencies and workshops, making this a blended program		
Dalhousie University	7	Master of nursing Master of social work Master of business administration (leadership) Master of business administration (financial services) Master of public administration (management) Master of science Master of information management Also offers 4 online university diploma programs (Graduate diploma in public administration, Graduate diploma in information management, Diploma in health services management, Diploma in emergency health services management)		

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Institution	Fully Online Degree Programs	Notes
Université Laval	Hundreds of programs	Université Laval has hundreds of fully online graduate programs offered in French, ranging from engineering programs, forestry, pharmacy, religion and literature. A particular focus and strength is business graduate programs in administration and finance. 21% of their courses are online (the most in Canada) Their short programs in varying length up to DESS programs (30 credits, one year and can lead to a Master's) are the most popular.
University of Manitoba	N/A	
McGill University	N/A	13 Graduate Diploma programs
McMaster University	2	Master of health management MSc in rehabilitation science Also note: Part-time Graduate Diploma in clinical epidemiology
Université de N/A Montréal		
University of Ottawa	N/A	
Queen's University	5	Master of science in aging and health (online courses with mandatory on-site sessions) (PhD and GDip as well), Master of science in healthcare quality (online + 2 week on campus sessions), Master of earth and energy resources leadership (online +2 in person residential sessions) Professional Master of education, Master of education in world indigenous educational studies Graduate diploma in pharmaceutical & healthcare management and innovation (completed online + internship) Graduate diploma in water and human health Graduate diploma in professional inquiry

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Institution	Fully Online Degree Programs	Notes
University of Saskatchewan	5	Master of public administration Master of health administration Master of governance and entrepreneurship in northern and indigenous areas Master of nursing (with 2 weeks residency requirements) Master of health administration (with two brief residency requirements)
University of Toronto	N/A	No online programs listed except for professional development: Education certificates at OISE such as: International Qualification for IB qualification, Adult learning and development Certificates at the school of the environment (4-6 course certificates) Certificates in business, management and accounting
University of Waterloo	9	Master of environment and business Master of health evaluation Master of health informatics Master of management sciences Master of mathematics for teachers Master of planning Master of public health Master of social work Master of engineering (Electric Power Engineering) Plus 3 Graduate diplomas in planning, green energy, climate risk management

Senate AgendaEXHIBIT VI, Appendix 3April 17, 2020Page 26Table 1.6: Comparison of fully Online Graduate Programs Across Sample Non-U15 Canadian Universities

Institution	Fully Online Degree Programs	Notes	
Royal Roads	3	Master of arts in environmental practice Master of arts in learning and technology Master of science in environmental practice plus 2 graduate diplomas and 6 graduate certificates	
Thompson Rivers	2	Master of business administration Master of education plus one graduate diploma and one graduate certificate	
Memorial University	10	Master of education (curriculum teaching and learning studies) Master of education (educational leadership studies) Master of education (educational technology) Master of education (post secondary studies) Master of physical education Master of marine studies (fisheries resource management) Master of maritime management Master of nursing Master of technology management (engineering/applied science technology) Master of technology management (aquaculture technology) Plus 2 graduate diplomas and 2 graduate certificates	
University of Fredericton	16	Specialised Masters and Executive Masters programs in business administration Plus 7 certificates and 7 masters certificates	

Continuing Education

The broadest range of online programs across comparator institutions is focused on continuing education. All comparator institutions in Ontario offer fully online certificates and/ or diplomas; these frequently focus on institutional strengths and regional marketing. For example, the University of Guelph has an online program in Equine Studies. Many institutions have far more continuing education programs than Western (e.g., University of Toronto, Ryerson, Waterloo, Guelph, McMaster). Although Western Continuing Studies currently has seven fully online and three hybrid programs available through continuing education, this is far less than most of our comparator institutions (Table 1.7). The strong potential for successfully expanding program offerings through Continuing Studies is discussed elsewhere in this document (see the discussion in main report as well as in Appendix 2). Also of note in this scan of comparator institutions is that certifications such as diplomas, certificates, and mirco-programs are located either in a continuing education or within a department/faculty, depending on the institutions.

Institution	Fully Online Programs	
University of Toronto	54 certificates	
Ryerson	32 certificates	
Waterloo	19 certificates	
Guelph	14 certificates, 2 diplomas	
McMaster	10 certificates	
Wilfred Laurier U	7 certificates	
Western	4 certificates, 3 diplomas	
Queens	6 certificates	
University of Ottawa	6 certificates	
York University	6 certificates	

Table 1.7: Comparison of Fully Online Continuing Education Diplomas and Certificates at Ontario Universities

Summary

While, historically, Western has provided a clear institutional vision for technology-enhanced learning, it has lacked a clear institutional vision and strategic planning focused on online program development. As a result, online program development across undergraduate, graduate, and continuing education is not as prevalent as at many of our comparator universities as well as at non-U15 schools. A scan of the environment also indicates that Western has continued to focus on degree programs, where many other universities across Canada now offer credentials such as certificates, diplomas, and micro-programs. As discussed in Appendix 2 and in the main body of this report, such offerings can be attractive because of a shorter attainment window and because they can be "bundled" as part of a larger degree program. They also attract the growing body of lifelong learners looking to address specific skill gaps and can act as a bridge for students seeking alternative pathways into academic programs.

In addition, online program development has been limited to those departments and units with the vision and resources to develop online programs. Resourcing remains a key issue in the development of online programs as smaller faculties with vision and the potential to develop quality programs may lack the resources to do so in a way that larger faculties do not, even with the assistance of current central resources. Further, the work of developing online programs has occurred largely in an ad hoc manner across various departments. As King and Alperstine (2018) note, however, "online education requires the coordination of a wide range of departments across the university, from information technology and instructional design to admissions and records to academic support and student life" (p. 21). As discussed in the current institutional resources section of this document (Appendix 3), while there are central units in place that can and do support the development of online programs and courses, the work of those units has been guided by the institutional emphasis on technology-enhanced learning and blending courses rather than developing fully online or blended programs. This has resulted in a lack of direction on how departments can and should partner with those units in the effective, efficient use of university resources and professional knowledge on online program development. However, this is not an "either/or" choice: To remain relevant to the needs to twenty-first century learners, Western will need to continue to ensure adequate resources are in place to support effective online program expansion while retaining its emphasis on and support for technology-enhanced learning.

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Appendix 2

Who are the Learners in Online and Blended Programs? What are the Potential Markets?



Appendix 2: Who are the Learners in Online and Blended Programs? What are the Potential Markets?

Online learners can be considered post-traditional in that they are pursuing education through a different modality (National Center for Education Statistics, 2018). They are diverse and reflect a wide range of experience, backgrounds, ages, technical abilities, and approaches to the online learning environment. They also take online courses for a variety of reasons and may come to online learning through alternative pathways, such as building on years of professional experience rather than directly from an undergraduate degree. However, we can agree upon some generalized characteristics of online learners from enrolment and marketing literature to help shape any online learning vision or strategy.

Bell (2012) cites three broad issues that post-traditional students face in their educational pursuits:

1. situational: *individual conditions* that limit student access to higher education, such as physical access, lack of time, or cost;

2. institutional: *institutional policies* or practices that limit student access, such as scheduling or transportation, lack of program relevance or practicality, bureaucracy, excessive admission fees, acceptance criteria, or lack of student support;

3. dispositional: *personal perceptions* of one's ability to access and complete learning.

Post-traditional students, such as online learners, make decisions quickly regarding their academic choices. Important considerations when designing programs for online learners include:

- Age no longer predicts enrolment patterns (situational)
- Career transitions and career-related events in life drive students of all ages back to school (situational/institutional)
- Students are cost-sensitive; therefore, tuition and fees levels are critically important (situational/institutional)
- Acceptance of prior academic credits or professional experience is critical to programmatic success (institutional)
- Students believe they must acquire soft skills that employers desire (institutional)
- Most students under the age of 45 use mobile devices to complete online coursework (institutional)
- A significant proportion of online students want a lifelong relationship with their school after earning their degree (institutional)
- Duration of program; for example accelerated or part time programming can be important factors in the decision-making process (situational/institutional)

Online learners typically independently research and register for their program using the internet, and so their contact with members of an intuition's student experience or registrar staff can be minimal to non-existent. For this reason, the concept of "online program delivery" must encompass more than just the academic experience of the student and should instead be viewed as an entire program "life cycle." Just as Western has built its brand on providing "the best student experience in Canada," we will need to consider how to provide a high-quality online experience, beginning with how programs are marketed and communicated to students right through to the experiences of registering, onboarding, the academic quality of the program, student support (both academic and non-academic), and the administrative aspects of program completion and ongoing alumni outreach. These issues are described in more detail in Appendix 7 and 9.

In addition, current data indicates that the location of the institution offering an online program matters. While studying online theoretically gives students who are place-bound for work or family reasons more geographic flexibility than does in-person study, research indicates that ever larger numbers of fully online students are staying close to home (Online College Students, 2019). This may be because local institutions have greater visibility among employers and others in the community, which is valuable to a student. Students are also usually familiar with the brand of a local school and value an association with it. There is one caveat to this trend: The more in demand and specialized the degree, the broader the national reach it has. For example, the online Doctorate of Education (EdD) offered by Western's Faculty of Education's has more draw nationally than its Master of Pedagogy in Curriculum Studies because the EdD is in higher demand with fewer universities offering it. So, opportunities for program development exist to design programs that address the perceived needs of local students and wider community as well as Western alumni, while at the same time engage in curricular renewal to offer innovative programs not offered elsewhere.

Undergraduate Markets

At Western and across Canada, fully online undergraduate programs are less prevalent than graduate or continuing education offerings (see Appendix 1). Provincial and national data for online program enrolment trends is scarce, but 79% of Canadian post-secondary institutions report that they have at least one fully online program (Canadian Digital Learning Research Association, 2019).

More data exists on unique course enrolments, and this data indicates the growing demand for online undergraduate courses in Canadian post-secondary institutions. Table 2.1 compares the growth total undergraduate student online enrolments from the 2016-2017 and 2017-2018 academic years at Western with those at the provincial and national level. Note that approximately 56% of national growth came from the university sector (Canadian Digital Learning Research Association, 2019). In addition, Western has seen a 22% growth in online course enrolments from 2012-2013 to 2018-2019, but a decline in the number of courses offered (see Appendix 1).

Table 2.1: Comparison of Online Course Enrolment Growth Across Western, Ontario, and Canada

	Western	Ontario	Canada
% of Online Course Enrolment Growth 2016/17—2018/19	14%	14%	10%

With only one fully online major and four minors, undergraduate education could be an area for expansion at Western, however the enrolment rates for these modules are minimal (and in some cases non-existent, see Appendix 1). It appears that "online undergraduate programs" and Western are currently not synonymous. Should Western move ahead with successfully developing new online programs or creating online/blended versions of current programs, however, we would see an increase in undergraduate enrolment with no additional revenue streams to support increased student demand due to the current provincial corridor funding model.

In addition, while the growing registration in online courses may suggest a demand for online programs at Western, more market research would need to be done to confirm this. Certainly, other Ontarian and Canadian universities have been expanding their online program offerings in recent years (see Appendix 1). Little data exists on specific degrees programs or modules that would be most attractive to undergraduate students enrolled in a Canadian institution or at Western specifically, although such research has been conducted in the United States (e.g., Learning House, 2017). In addition, the enrolment trends in Western's undergraduate online *courses* (compared to its online *programs*) suggest that, currently, efforts would be best placed developing more online courses for current students who wish to blend online and traditional courses within existing programs rather than placing whole programs online.

Graduate Programs

Within this section, "graduate programs" refers to traditional programs such as Master's and Doctoral degrees as well as Diplomas, reflecting current trends in online program offerings at Western, nationally, and internationally.

Identifying Western's graduate program offerings that can be successful in the online context can be a challenging process, especially within the current higher education landscape that is rapidly evolving. Increased competition, pressure on internal resources, and delivering quality learning outcomes means that Faculties need to think strategically about which programs to launch, maintain, or expand.

Over the last two decades, enrollment in master's programs has exploded, which may leave some to wonder if this area of growth has already matured. However, demand for master's degrees is still growing and changing and they are projected to grow far faster than degrees at any other level. By 2022, it is predicted that master's degrees will account for nearly a third of all degrees awarded (Academic Affairs Forum, 2015). Much of the past growth has been within traditional programming such as Business, Education, Health, and Public Administration. With the exception of programs related to Health, demand for these programs is beginning to plateau, and the graduate degrees that have historically performed very well may not offer the same level of opportunity in the future. Demand is now increasing for lesser-known, niche programs such as cybersecurity, data analytics, and health informatics (Wiley, 2018). These types of programs tend to be interdisciplinary and are tied closely to professional opportunities.

The key to capturing emerging market growth in both master's level traditional disciplines and new niche fields is to provide different ways to access graduate programs. The dominant group of learners who enroll in course-based online and blended master's degrees are working professionals. However, this category can be divided into distinct segments: career starters, career advancers, career changers, and career crossers. The way in which these different segments can be captured is through features such as flexible delivery, stackable credentials, recognition of practical experience, accelerated formats, interdisciplinary pathways, and professional opportunities.

Continuing Education

In university continuing education in Canada, numerous institutions have made online learning a priority to respond to the skills gap in workforce needs, as well as enable access to learners at all stages of life. The 2018/19 survey by the Canadian Association of University Education (CAUCE) demonstrates the range of credentials and number of continuing education departments that offer online learning. Across CAUCE's 23 institutions, fully online programs include: 17 that offer degrees; 16 that offer non-degree credit (i.e., diplomas, certificates); and 16 that offer non-credit.¹



Figure 2.1: Comparison of Certifications across CAUCE Institutions and Western Continuing Studies

¹These numbers do not include continuing professional education programs, i.e., Medicine, Law, Education

Western Continuing Studies (WCS) offers 7 fully online and 3 hybrid programs; enrollment in 109 courses was 29% of total registrations in 2019. Online learners at WCS have high expectations for program outcomes. In addition to relevant skills acquisition, their key objectives are gainful employment and career mobility. The demand for online programming in Professional Development is mostly derived from employees who are eligible for funding from their employers. Most online learners live in London or nearby. Given the demands on adult learners' time and competing priorities, online learning provides access and flexibility compared to the commitment for face-to-face programming. Students in WCS's online diplomas are recent graduates seeking a specialization to achieve employment in Clinical Trials Management, Occupational Health and Safety, and Pedorthics.

In recent years the demand for skills-based and accelerated programming has increased. To address the growing demand, especially for digital skills in all industries, the federal and provincial governments have initiated a number of funding opportunities, for example Youth Employment Skills Strategy, Future Skills, Skills Catalyst, and RapidSkills Microcredentials. WCS along with 13 other universities and colleges is participating in a Micro-Certificate Pilot funded by eCampusOntario. To develop awareness and expertise in microcredentials and blockchain, and how they serve employers, each pilot includes employer partnerships.

Important market opportunities for online learning in continuing education exist among regional employers, Western alumni, as well as underserved groups, including Indigenous communities, youth at risk, and employees in small to medium sized businesses. To attain sufficient enrollment for the cost of investing in new program development, market research ensures relevant programs in skills development and ongoing sustainability.

Microcredentials and Laddering

To meet the demand for new skills acquisition as the result of disruption from automation in our workforce, Canada urgently needs flexible programming that provides access to continuous learning for working adults (Learning Nation: Equipping Canada's Workforce with Skills for The Future, **https://www.budget.gc.ca/aceg-ccce/pdf/learning-nation-eng. pdf**). Microcredentials and laddering present Western with an opportunity to market a range of online non-credit and credit programs to early/mid-career learners. By offering smaller online credentials that are stackable to time- and task stressed adults, online education at Western not only ensures relevant programs in professional development, but also enables access to diploma and professional masters programs.

Although not a common practice in Canada, several leading institutions in the United States have made microcredentials and laddering a key strategy in online programming to enable access. Both Arizona State University and Harvard University offer consistent pathways for learners to start, continue, and complete a credential over time (Working Cross-Campus to Build a Flexible and Responsive Educational Ecosystem: https://evolllution.com/ programming/credentials/working-cross-campus-to-build-a-flexible-and-responsiveeducational-ecosystem/)

At Western, WCS has developed a Pedorthics Bridging Program. To expand access to the Diploma in Pedorthics, WCS offers this online program prior to the first term in the diploma, so that university graduates with a STEM related degree will meet the course requirements for the Diploma.

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Appendix 3

Current Resources for Online Program Development at Western



Appendix 3: Current Resources for Online Program Development at Western

Western's emphasis on technology-enhanced learning since the release of the **Provost's Task Force on eLearning** has supported the development of tools and systems that are in many ways well-positioned to support online program development at Western. However, there are still resource and strategy gaps across all units that will need to be addressed should Western move forward with a strategy for developing additional high-quality online programs. These strengths and gaps are discussed in relation to each unit below, and they also inform the comparison of best practices with Western's readiness to address them in Appendices 4 through 9. The implications of these strengths and gaps are addressed in the main body of this report.

Faculty-Based Resources

Some of Western's Faculties have staff roles that fully or partially support online program development, and some may provide release time or other compensation for instructors who design online courses. These supports are distributed unevenly across Western's Faculties and departments, as is support for developing faculty teaching expertise in these modalities. Table 1.1 indicates faculties that currently have staff roles that in some way support Faculty or departmental online education initiatives. Western Continuing Studies, which has also developed fully online programs, is discussed in a separate section below.

There is a direct link between those Faculties and departments that have resourced online program development and the size and growth of their programs (See the Business Models section of the report for more discussion on scaling up online program development). For example, the Faculty of Education has the longest established set of online programs at Western. They have scaled up staff resources as student enrolment has grown to over 1000 students. Current roles include a webmaster, instructional designers, graphic designer, recruitment officers, customer relationship management administrator, and outsourced digital marketing and market research firms. The Faculty of Health Sciences has also scaled up its resources through the processes of creating the online Graduate Diploma in Health Science and the newly developed Advanced Health Care Practice Master's degree. An educational developer and instructional designers have played an important role in building Health Sciences' capacity to not only offer new programs, but to find efficiencies in creating online modules that can be used across a spectrum of topics. Plans are in place to build on their capacity to blend future programs.

Faculty & Support Staff for Online Course/ Program Development?			
Don Wright Faculty of Music	N		
Faculty of Arts And Humanities	N		
Faculty of Education	Y		
Faculty of Engineering	Ν		
Faculty of Health Sciences	Y		
Faculty of Information And Media Studies	N		
Faculty of Law	N		
Faculty of Science, including BMSc	Ν		
Faculty of Social Science	Ν		
Richard Ivey School of Business	Y		
Schulich School of Medicine & Dentistry	Y		

Table 3.1: Western Faculties with Dedicated Online Course Development Resources

Of those Faculties that do not have dedicated staff for online education, they report that development of online courses is ad hoc, driven by instructors and chairs who believe in the importance of creating online learning opportunities. One respondent summarized this approach to support being, "cobbled together informally." Approaches include:

- Consulting faculty peers with knowledge of online course design and instruction;
- Faculty IT and Communications support, often done "off the side of the desk"
- Consultation or workshops with the Centre for Teaching and Learning
- Working with Western Technology Services (e.g., ITRC, OWL online resource guide, HelpDesk)
- Small amounts of one-time funding from the Faculty or department to assist with a course development project
- Securing internal and external grants (e.g., innovation grants or eCampus Ontario funding ¹)

Feedback from faculties without dedicated supports indicate that there is often a desire to "do more" online education, but that there are barriers to overcome. Specific barriers included:

- Lack of institutional/faculty/departmental vision for online course and program development
- Lack of institutional/faculty/departmental resources for online course and program development
- Instructor workload affecting both design and instructional capacity
- Lack of instructor expertise in online course development and instruction
- Lack of incentives or recognition
- Clarity over IP Ownership

¹eCampus Ontario Online Initiative grants were coordinated through the Vice Provost Academic and Centre for Teaching and Learning for several years in the mid-2010s. However, these external grants are no longer available

Western Continuing Studies

At WCS, support for online and blended programs and courses is distributed among several roles:

- The Program Coordinator, Professional Development and Corporate Learning, collaborates with instructors to develop curriculum and apply knowledge of adult learning principles to the development, design and implementation of online learning in new and current courses and programs in Professional Development.
- In Post-Degree Diplomas there is no formal support for online development. The Program Manager mostly outsources development and on occasion has set up OWL sections for programs.
- A Program Assistant creates course sections in OWL, reviews content for accuracy and adherence to WCS templates, and provides technical assistance for OWL users (students and instructors).
- The Communications and Marketing Manager manages the execution of marketing and communications plans, and the design, use and delivery of publications, media ads, web site content, promotional events and articles.

Central Support Units

Distance Studies

Distance Studies at Western is currently responsible for administrative tasks related to tracking, enrolling, onboarding, and scheduling exams for undergraduate fully online courses only. The same tasks for online graduate courses and Continuing Studies are undertaken at the departmental or unit level. Distance Studies currently does not play a role in online course or program marketing, development, instruction, or setting quality standards for online courses and instruction.

Distance Studies currently has one full-time staff member and a Team Leader who also oversees the administration of all approved accommodated exams at Western. Undergraduate students follow the same procedure for registering for traditional, blended, or online courses, with the exception that students in online courses must select an exam centre at the time of registration. Distance Studies emails registered students with logistical information regarding how and when to access online courses, technical support, add/drop dates, writing exams, etc. The bulk of Distance Studies work is dedicated to coordinating with instructors and students to ensure that all students who write mid-terms and exams are assigned to an exam centre. This includes coordinating exam times with the registrar, booking exam centres with adequate space that are appropriately staffed, assigning students to exam centres, rescheduling makeup exams, obtaining copies of the exam from instructors well in advanced of the exam date, distributing and collecting exams from exam centres across the

country, and ensuring they are returned to the instructors for grading. The Accommodated Exams and Distance Studies Team Leader noted that a remote proctoring tool, which would allow students to securely write exams on their own computers in a setting of their choice, would be ideal, particular in the summer term, when online student enrolment is much higher and exceeds the capacity of a single full-time distances studies staff member. Currently, the Office of the Registrar, the Centre for Teaching and Learning, and Western Technology Services are running a joint pilot project on one such tool.

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) supports the university's teaching and learning mission by providing orientation, training, mentorship, research, and innovation opportunities for instructors at Western so that, they, in turn can create high-quality undergraduate and graduate learning experiences for students. The CTL frequently collaborates with units from across Western in this work.

The Centre's eLearning and Curriculum team supports Western's teaching and learning Community in two primary areas:

- **1.** The team works with instructors and departments to create student-focused learning experiences using technology in traditional, blended, and online learning modalities.
- **2.** The team provides critical support to departments during cyclical program review as part of the Institutional Quality Assurance Process (IQAP) by facilitating curriculum retreats, curriculum mapping, creating program outcomes, and consulting on new program design and continuous improvements.

The Centre's eLearning and Curriculum team includes three full time educational developers – experts in pedagogy, curriculum, and technology-enhanced learning. Approximately 1.5 FTE of the team's time is dedicated to eLearning. The team is comprised of the Associate Director (eLearning) and two full-time eLearning and Curriculum Specialists. These roles support both faculty development and teaching innovation as well as department-level curriculum development. In addition, the Associate Director, eLearning is responsible for providing consultation and leadership supporting Western's strategic directions in eLearning campus wide. Figure 3.1 demonstrates how the eLearning and Curriculum Specialists' work is divided between eLearning and curriculum initiatives.





*=these activities support traditional, blended, and online program and course development

Figure 3.1: Division of CTL eLearning and Curriculum Team's responsibilities

A 2018 report on eLearning at the CTL summarizes the impact of the team's work over the past 4 years. Specific to their work supporting online and blended initiatives at Western, the eLearning Team draws on evidence-based best practices to design programs and create resources, working with graduate students and faculty members at all career stages as well as with departmental, faculty, and university leaders. Examples include:

- Consultations on aligning learning objectives, teaching, and assessment with eLearning tools
- Developing online instructor skills and support models, e.g., Instructional Skill Workshop Online
- · Leading workshops on technology-enabled practices
- Leading blended and online course design workshops and programs
- Creating and curating "just in time resources", e.g., the eLearning Toolkit
- Piloting new eLearning tools and assessing the appropriateness of existing eLearning tools
- Facilitating Communities of Practice, e.g., Western Active Learning Spaces instructors
- Supporting and conducting research on eLearning
- Assisting with eLearning Grant applications
- Advising on faculty and institutional eLearning planning and strategies

Some of these initiatives may be undertaken as collaborative projects with other central units, reflecting the position of the CTL as the unit that brings together Western's teaching and learning community.

At present, the majority of the work done by the eLearning Team has focused on supporting the thoughtful integration of eLearning technology into traditional and blended courses. This reflects the strategy outlined in the 2013 eLearning Task Force Report to the Provost and includes the 3-year Supported Course Redesign project, which paired design teams with instructors of large-enrolment first year courses in order to transform traditional courses into blended courses (Figures 3.2 and 3.3)



Figure 3.2: SCoRe redesign stages

Figure 3.3: SCoRe design team model

For SCoRe, the CTL team developed an effective, adequately-funded, cohort-based model for an 8 month course redesign process, followed by a course launch and assessment: Each course instructor was supported by an interdisciplinary design team, including an eLearning and Curriculum Specialist, a TA, and either a Librarian or eLearning Technology Team member.

The CTL's work is responsive to faculty needs and, until recently, requests to support online course and program development have been few (as reflects the decline in online course and program development across Western, see Appendix 1). However, the Centre has recently begun piloting initiatives to support instructors designing courses in fully online programs. This includes a series of workshops to introduce instructors to aligning online instruction, assessments, and tools with learning outcomes as well as how to manage planning and constructing a course. They also regularly offer the Instructional Skills Worship Online, which is an online, multi-week facilitated program that prepares instructors to design online courses and teach in the online environment.

Overall, the CTL remains positioned to work with faculty and graduate students to develop their skills related to effective online instruction and design. This would be strengthened by instructional design expertise. The eLearning Team roles align more with educational developers than instructional designers: They consult and advise on best practices related to online education and offer programing to hone instructor skill sets, but they do not project manage course development, and the responsibility to translate instructor knowledge into quality online course remains with the instructor. In addition, faculty participation in most CTL programming and consultations is voluntary, and any ongoing projects or deadlines including those related to ongoing course or program development—are arrived at through mutual consensus without a formal agreement as to when milestones will be met. While this arrangement has resulted in many successful collaborations, projects such as SCoRe have demonstrated the benefits of a more formalized course design project.

Western Technology Services

As Western's central information technology department, Western Technology Services (WTS) supports teaching and learning at Western by administering a portfolio of stable and secure applications such as Office 365, OWL, and Western Identity Manager (See Table 3.2 for a complete list). In addition, WTS maintains the central infrastructure, servers, and databases necessary for eLearning.

The WTS Helpdesk and Application Support teams are committed to providing excellent customer support for many applications and services crucial to online learners and instructors including Office 365, OWL and Western Identity Management (IDM). In addition to in-person support, the Helpdesk also is positioned to help online learners and instructors by phone or by web and through extended evening and weekend hours.

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ΤοοΙ	Purpose (or advantage in an online environment)	Centrally Supported Tool at Western	Assessment of Western's Posture	
Learning Management System	The core of an online learning environment. Provides the entry point into courses to access content, key features and acts as a "hub" by bridging other eLearning tools.	Sakai (OWL)	The LMS review conducted in 2019 demonstrated that OWL is meeting or exceeding expectations for both students and instructors in most areas. The exception to this is support for mobile. OWL does not have a mobile app and some functionality is cumbersome through a mobile browser.	
Live/Virtual Classroom Environment	Increases engagement by allowing students and instructors to interact synchronously (i.e., in "real time") or asynchronously through a media-rich environment that supports video, audio, and text. Support increases instructor presence.	Blackboard Collaborate Zoom (potentially)	Western's posture is good in this space. The modern version of Blackboard Collaborate has functioned well as a virtual classroom environment at Western and Zoom is proving to be a robust and popular virtual meeting tool. The products offer similar functionality, so a review of Blackboard Collaborate is being conducted to assess instructional needs and determine if two separate products (Zoom and Collaborate) are still required or if consolidation into Zoom is possible.	
Interactive Content Authoring Tools	Interactive modules help online students stay focused and engaged while providing immediate feedback. Additionally, learning paths can personalize the learning experience so that each student can proceed at their own pace.	Articulate Storyline Adobe Captivate OWL Lessons H5P	Overall, Western is in a good position with these technologies, although an increase in the creation of online content may necessitate an increase in the level of licensing of Storyline and Captivate as well as additional infrastructure associated with H5P. Storyline and Captivate are used extensively across campus to create more involved, interactive modules with more complex activities and personalized learning paths.	
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ΤοοΙ	ToolPurpose (or advantage in an online environment)C		Assessment of Western's Posture	
Interactive Content Authoring Tools			H5P allows for interactions to be built in HTML5 and run in any modern browser. H5P modules need to be hosted in a WordPress, Drupal, or other compatible content management system (CMS). If use continues to grow, a local hosting solution may need to be pursued.	
			easy creation of learning modules, with some interactivity and customization. As an OWL tool, it can easily provide for both graded (summative) and non- graded (formative) assessments.	
Video Tools for streaming and content management	Videos provide a richer medium to deliver content. Having a robust enterprise streaming and content management solution is important to ensure that video content is accessed in a reliable, user- friendly, and secure manner.	MicroSoft Stream	Stream shows promise and offers base functionality, but it is not quite an enterprise-level tool at this stage and doesn't have much use in the instructional space. Consequently, videos are often linked to public, non- centrally supported tools (e.g., YouTube) or are directly uploaded to the LMS (which doesn't provide streaming) making the experience less than optimal	
Collaboration & Engagement Software	Collaboration and engagement software are critical. It allows instructors and learners to work together either synchronously or asynchronously via text, audio, and video as well as through file sharing and online document authoring and collaboration.	Office 365 including Email, Teams, OneDrive & Office Online VoiceThread Blackboard Collaborate Zoom	In addition to collaboration tools built into the LMS (e.g., OWL discussion forums), Western has a robust lineup of enterprise-caliber collaboration and engagement tools well-suited to enhance the online learning experience.	

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ΤοοΙ	Purpose (or advantage in an online environment)	Centrally Supported Tool at Western	Assessment of Western's Posture	
Academic Integrity Tools	Online Remote Proctoring tools are used to identify and deter cheating during online assessments; they can also be used to identify remote learners taking the assessments and improve student access and experience as learners do not have to physically visit test centres. Originality evaluation tools that assess a learner's submitted work against a database to produce a report evaluating the originality of the work aids both the instructor and the learner and provides efficiencies in evaluating student work in an online environment.	No tool for online remote proctoring currently available but will be piloting in 2020 Turnitin for originality evaluation & plagiarism detection	Online proctoring is currently a gap at Western, although progress will be made in the form of a pilot in 2020. While remote assessments can be arranged via other means (e.g. the use of remote test centres), there are advantages to implementing an online remote proctoring system, especially when dealing with many online learners in many locations throughout the world. Turnitin is a "best of class" originality evaluation & plagiarism detection tool widely used both at Western and in higher education in general.	
Audience Response System	Although primarily a tool for large, in- person classes, virtual clickers are useful in online courses as well. Polling and quizzing can provide increased interaction between student and instructor and encourage engagement with course content. This can also provide immediate feedback to students and instructors about the understanding of course material.	iClicker Reef	Western's current audience response system is robust and generally well received by both students and faculty at Western.	
Peer Review	Peer review can greatly improve students' interaction with and understanding of assignment requirements and grading processes. Through the review process, students gain increased engagement with content because they are exposed to alternative interpretations of the content and course assignments.	OWL Assignments Turnitin PeerMark	Although both tools are available to instructors, they both have limitations. OWL is very complex and easy to misconfigure. PeerMark is not available through the OWL integration, so instructors and students must access the tool outside of OWL.	

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ΤοοΙ	Purpose (or advantage in an online environment)	Centrally Supported Tool at Western	Assessment of Western's Posture
Video Captioning Service	Content accessibility is especially important for students at a distance to Western, who might not have access to options such as note-takers or sign language interpreters. Video captioning is also required by Accessibility for Ontarians with Disability Act	No tool available at this time	This is a significant gap at Western as there are no central tools or services for captioning of video content, which is problematic from an accessibility perspective. The ITRC will caption videos they develop for courses, but instructors who develop courses outside of the ITRC are responsible for ensuring their videos are captioned.
Learning Analytics (LA)	In an online environment, Learning Analytics are important in providing useful information for instructional purposes, e.g. early identification of a student struggling with course content. The availability of appropriate analytics becomes more important in the absence of face to face information.	Not implemented at Western	While no formal LA initiatives are currently in progress, the CTL and the eLearning team in WTS have begun preliminary background work in LA to identify possibilities for use at Western. More work needs to be completed in this realm.

eLearning Technology Team and Instructional Technology Resource Centre

As part of WTS, the eLearning Technology Team (ELT) and the Instructional Technology Resource Centre (ITRC) support and guide the thoughtful and effective selection and use of eLearning technology. The ELT guides, recommends, and manages centrally supported eLearning technologies such as OWL, Blackboard Collaborate, and iClicker. Beyond support for these technologies, ELT conducts ongoing research, exploration, testing, and training to develop and maintain leading edge instructional technologies.

ELT also guides and manages the work of the Instructional Technology Resource Centre (ITRC). The ITRC is a support facility for faculty who wish to integrate technology into their teaching. The ITRC is led by the eLearning Technology Team and staffed by full-time, undergraduate students. ITRC staff provide support, instruction, and best-practice advice about the use of eLearning technologies.

Additionally, instructors can collaborate with the ITRC on projects to thoughtfully integrate technology into their teaching. Through the use of video, graphic design, web design, application development, interactive module design, and a variety of other eLearning and design technologies instructors are able to include engaging, interactive, and visually appealing course content in their online, in-person or blended courses.

Centre for Teaching and Learning and eLearning Technology Team/ITRC Collaboration

The CTL and the ELT collaborate on a variety of eLearning-related initiatives that blend the CTL's knowledge of evidence-based online pedagogy with the technical expertise of the ELT. Faculty who have questions about eLearning at Western are encouraged to email **e-leaningsuport@uwo.ca**, which goes to members of both units in order to ensure that the appropriate unit responds. They hold monthly meetings along with Western's eLearning Librarian to ensure that questions, issues, and projects related to eLearning at Western are effectively and efficiently addressed, and CTL, ELT staff, and ITRC students connect throughout the week on various projects and requests. Their areas of expertise and support (summarized in Figures 3.4 and 3.5) are often combined on projects.

Recent joint projects include:

- 1. Workshops and consultations
- 2. eLearning Tool pilots and assessments
- 3. Supported Course Redesign



Figure 3.4: Support offered by CTL's eLearning Team



Figure 3.5: Support offered by WTS eLearning Technology Team and ITRC

Western Libraries

Western Libraries (WL) is committed to providing access to world-class print and digital resources that support teaching, learning, and research at Western. Students studying online can access digital resources through the library website and can also access staff support via Chat with a Librarian, while the online Research Guides provide 24/7 access to curated lists of key resources and learning materials for specific courses as well as broad disciplines.

Upon request from an instructor, WL can use the Course Readings tool in OWL to place supplemental course materials in an OWL course site; this process includes checking copyright compliance and converting physical course readings to accessible digital readings. WL's copyright librarian is also available for consultation throughout the online course design process. As part of its strategic plan to support 21st-century literacy skills in students, scholars, and researchers, WL continues to develop course- or discipline-specific modules on information literacy that can be embedded in course sites.

Student Experience

The decision to enter into a conversation about developing a strategy for online programs is timely as Western's Student Experience division is in the process of developing its own digital strategy to increase access and engage students in online spaces. This represents an opportunity to marry this strategy with a future focus in online learning and aligns with best practices in the delivery of online student affairs (Kruger & Jarrat, 2018).

Western has a robust set of support programs and services across multiple departments and faculties. There is significant expertise behind these offices that can support excellence in translating these experiences into digital environments. Many have taken steps to provide flexible delivery to engage students who cannot gain in-person access, including moving to phone, web, and video calling technology. However, these steps have been taken largely in isolation and lack a consistent approach and message to students, and there are areas that have not been able to leverage digital competencies to develop online support. To move forward effectively, it would be necessary to streamline access points and provide consistency across services. Western's current alignment with best practices in online student supports is illustrated in Figure 3.6.

It is possible that some services at Western could be operationalized online with the institutional membership with Zoom, but there would need to be an increase in resourcing to accompany a subsequent increase in enrollment and rate of access. A critical assessment of the viability of transitioning these supports into online spaces using this tool is needed. There would also need to be a robust training program for staff to support competency and confidence in using this tool.



Figure 3.6: Western's Current Alignment with Best Practices in Online Student Support

Western Student Support & Engagement Program Overview

Enrolment and Onboarding

Currently, undergraduate, graduate, and Continuing Studies students have different enrolment and onboarding processes.

Undergraduate Enrolment

The enrolment process for traditional, blended, or online courses is the same.

Distance Studies communicates with students over email about course logistics, e.g., course open date, accessing OWL, how to register for exams, how to contact technical support, add/ drop dates.

Graduate Students

Students enroll through communication with the course department. Communication about course logistics is carried out from the department and/or instructor.

Continuing Studies Students

Students enroll through Continuing Studies. Communication about course logistics is carried out from the department and/or instructor.

Academic Support

Learning Development & Success holds phone appointments and already work to support distance studies students. Staff members in this area who provide learning skills coaching and support have cameras in their offices and can also support video feed appointments. When any student books an appointment, they can indicate whether they need a phone/ skype appointment rather than an in-person appointment.

The Writing Centre also has an online writing help service, where students can ask questions and receive feedback on their writing at

http://writing.uwo.ca/undergrads/online_writing_help.html.

Bookstore

The Western bookstore offers online purchases with shipping to distance education students.

IT Support

Online students currently have the same access to IT support as students in traditional and blended programs. A few faculties with more established online offerings also provide additional support for some programs (e.g., facilitator support during Collaborate web conferencing sessions).

Examinations

Currently, undergraduate students in online courses write mid-terms and final exams at exam centres throughout Canada. This process is facilitated by Distance Studies. Examination procedures for graduate students are determined at the faculty or departmental level. Continuing Studies currently administers exams online. A pilot project to determine the feasibility of centrally-supported remote proctoring services, which would allow all students to securely write exams on their own computers at a location of their choosing is currently underway. Western is one of the few universities in Ontario that has not yet adopted this technology.

Accessible Education and Academic Accommodations

Accessible Education routinely has phone appointments and currently works to support students at a distance.

Health and Wellness

Currently, the university will connect and refer students to their local resources when they are studying remotely, except in an international situation. International students have a specific phone number to contact for health and wellness concerns.

Ombudsperson

The Western Ombudsperson offers meetings over the phone to discuss university policies that may apply and will talk through various options available to students.

Student Experience

Student Experience is working on a strategic approach to address how existing programs and supports can be leveraged to provide a "third space" for students to interact, connect, and learn. In some areas, there are already online supports being operationalized, while others are being reviewed, and/or developed. A shift to provide support to an increased population of online students would have an impact on existing resources and requires assessment to evaluate what changes in resourcing would be required to increase capacity. Such an investment, however, will also have a positive impact on traditional, on-campus students who will have expanded opportunities and methods to engage with the programs, resources, and supports provided.

Student Support & Case Management

Western has a new team of staff who are trained to provide care in complex cases that may include gender-based & sexual violence, conduct cases, and students in need of wrap-around support. While this office does not currently have supports specifically designed for online

students, their expertise would be needed in creating resources and support for students online.

Community Building & Engagement

The division of Student Experience houses several programs that focus on social connectedness, leadership, and peer support that could be transitioned to online spaces. Currently the Summer Academic Orientation Program offers telephone advising appointments for incoming students, and work is underway to develop a digital community space where Western students can share stories that will help them connect to each other and build a sense of community and shared identity.

Other programs include leadership, mentoring, and scholars programming that provides online resources, though not robust online engagement opportunities at present.

Careers & Experience

Western's Careers & Experience department offers a robust suite of career development and experiential learning programming for students. At present, the majority of this takes place with on-campus students in mind; however, several resources exist that can support online learners, including a job and internship posting board, a practice interview tool (InterviewStream), and a resource to help students consider the challenges they want to help solve (SparkPath). Western Connect (connect.uwo.ca) is a key online system that supports experiential learning processes, event registration, appointment booking, and the co-curricular record. In Fall 2020, they will launch the Experience Profile, designed to help students (on campus and at a distance) search for experiential learning activities, track their engagement, and reflect on their learning. This system can be further leveraged to support students as they study and plan for post-graduate education and employment.

Program Advising and Academic Counselling

Program advising and Academic Counselling for all graduate and undergraduate students occurs at within the home department and/or faculty of the student regardless of their program or course modality.

Student Feedback on Courses and Teaching

The main avenue by which students can provide feedback on their online learning experiences is through Western's online Student Questionnaire on Courses and Teaching (SQCT). All undergraduate students in an online course can complete a SQCT for each course near its end. Graduate students in courses where the Faculty has chosen to use the online SQCT also have this option. An updated version of the questionnaire was introduced in 2017. However, the questionnaire is not designed to purposively gather feedback on online learning

experiences and places little emphasis on course design. Continuing Studies also collects feedback from their online students using their own online tool.

Other, less regular opportunities for students to provide feedback on their online learning experience include the 2019 review of OWL as the intuitional LMS. The review revealed inconsistent student experience with technology-enabled and online learning facilitated through OWL, ranging from very negative to very positive. A key message sent by students was that online course quality could be improved through instructor education and better, more consistent OWL course site design.

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Appendix 4

What are the Key Institutional Supports Needed for Online Learning?



Appendix 4: What are the Key Institutional Supports Needed for Online Learning?

Both the literature and practical experience from leading institutions who offer online programs are clear on the institutional supports needed to develop successful online programs. From this, the Task Force identified six key areas where institutional support is vital to supporting online learning:

- 1. Institutional Vision and Strategy
- 2. Recruitment & Enrolment
- **3.** Technological Infrastructure & Resources
- 4. Curricular Design
- 5. Instructor Support/Success
- 6. Student Support/Success

These areas align with internationally implemented program development standards such as the Blackboard Quality Learning Matrix (Fig. 4.1) and the Online Learning Consortium's assessment for ascertaining institutional readiness (OLC, 2018)¹

The Blackboard Quality Learning Matrix[™]

Build, sustain and grow quality learning experiences

Institutional Planning	Academic Practice	Technology Ecosystem	Recruiting & Enrollment	Student Success
Vision & Strategy	Curricular Design & Readiness	Platform Balance & Performance	Market Research & Segmentation	Financial Aid, Student Accounts, Registration
Management & Governance Model	Instructional Design & Course Development	Identities, Roles & Access	Brand Positioning	IT Help Desk
Program Development	Faculty Development & Support	Process & Data Integration	Marketing & Lead Generation	Risk Alerts, Intervention & Coaching
Business Model	Curricular & Instructional Innovation	Adoption & Usage	Enrollment Management	Pathway Planning & Course Scheduling
Analytics & KPIs	Assessment & Measurement	Operations & Service Delivery	Metrics & Reporting	Employer Connections

Figure 4.1: Blackboard Quality Learning Matrix

¹Categories in the OLC framework include: Institution/Administration Support; Technology Support; Course Development/Instructional Design; Teaching and Learning; Faculty Support; Student Support; Assessment and Evaluation

This section of the report addresses Institutional Vision and Strategy as well as Technological Infrastructure and Resources. Curricular Design, Instructor Support, and Student Support are addressed Appendices 5, 6, and 7. The key area of Recruitment and Enrolment is addressed in Appendix 9. In addition, a vital element of Institutional Vision and Strategy is governance and the creation of policy that supports online program development. We note that importance here and address it in detail in response to the mandate question on policy, found in Appendix 8.

Best Practices for Institutional Vision and Strategy in Online Program Development

What is consistent across all literature and practice on quality online program development and implementation is that a clear (and clearly communicated) institutional vision and strategic plan in addition to well-defined policies, procedures, and structures are required for success. The success of online program development rests heavily on creating an institutional vision and strategic plan. This should align with the strategic goals of the university and also reflect the interests and goals of those who will engage with online programs at the institution (King & Alperstein, 2017; King & Boyatt, 2014).

Broadly speaking, institutional vision and strategy encompasses the institutional planning process and structures necessary to ensure a quality online program "life cycle" that encompasses all aspects of program design and student experience, not just those that relate to direct instruction (Blackboard, n.d., Online Learning Consortium, 2018). Based on the literature, the Task Force identified six "pillars" that institutions must address when planning processes that lead to effective and meaningful online programs (Fig. 4.2).

Six Pillars of Institutional Strategy and Vision



Figure 4.2: Institutional Pillars of Support for Online Programs

Key Institutional Supports at Western

Western does not currently have any of the institutional pillars in place that are the foundation of successful online program life cycle development and implementation. The last two documents giving direction in the realm of eLearning were the **Provost's Task Force on eLearning** and the 2014 Strategic Plan. As discussed further in Appendix 1, these documents primarily steered the direction of digital learning at Western to focus on technology-enhanced learning at Western (i.e., technology use in traditional and blended classroom environments) rather than to fully online learning. The result has been ad hoc development of online courses, and units such at the CTL and ITRC who are available to support online course development have seen much more interest in technology-enhanced course projects and pedagogy than fully online programs.

In the absence of a vision and strategic plan for online programs, structures governing online learning have not been developed or amended to meet the unique requirements of online programs and learners (see also Appendix 8). Lacking vision and strategy as well as an implementation plan and consistent program and course development standards (aside from the Institutional Quality Assurance process, which does not specifically address online teaching and learning), Western's current online programs have been developed with inconsistent access to resources, expertise, and continuous improvement opportunities. Given that Western is entering the realm of online programs somewhat later than many other Canadian institutions (See Appendix 1), there may be a sense of urgency around quickly developing online programs. However, developing these institutional pillars first is vital to ensuring the quality and consistency of online programs at Western. As Vivolo (2020) has demonstrated, leadership provides the overarching condition necessary to empower all elements of effective online program design, delivery, and support.



Figure 4.3: The Pyramid of Online Program Development (Vivolo, 2020).

Best Practices for Technological Infrastructure & Resources

There is no documented, universally accepted set of "best practice" tools to deliver online education. However, through experience and an environmental scan, the following tools and systems usually represent a core set of essential educational technologies required to deliver online content and provide a rich experience to online learners:

- Learning Management System (e.g., OWL)
- Live/Virtual Classroom Environment (e.g., Collaborate, ZOOM)
- Interactive Content Authoring Tools (e.g., Articulate Storyline)
- Video Tools for streaming and content management (Microsoft Stream)
- Collaboration & Engagement Software (e.g., Office 365)
- Academic Integrity Tools (e.g., Remote Proctoring, Plagiarism checks)
- Audience Response System (e.g., iClicker)
- Peer Review Tools
- Video Caption service
- Learning Analytics

Technological Infrastructure & Resources at Western

Western's overall educational technology kit of centrally supported tools is well suited to provide an effective online experience. This has been demonstrated in practice in existing courses and programs, particularly at the Faculty of Education. Individual tools within the kit can and will evolve or be replaced over time, as new needs or opportunities arise. A list of Western's current centrally supported eLearning tools and a more detailed assessment of Western's posture in relation to them is provided in Appendix 3. To summarize, the following areas of improvement have been identified:

Learning Management System

Western undertook a review of its LMS, OWL, in 2019. While users were largely satisfied with OWL, some improvements were highlighted as necessary, particularly in the mobile experience and user interface. Much of the user feedback on OWL indicated the need for broader community awareness of and training in OWL's capabilities rather than additional LMS functionality.

Online remote proctoring

No solution currently exists, but Western is undertaking a remote proctoring pilot in Winter 2020 to assess the feasibility of adopting this technology.

Video streaming & content management

The current central solution (Microsoft Stream) is relatively new (offered as part of Western's Office 365 agreement) and has not been fully evaluated. Initial assessment is that, while it has basic streaming functionality, it is not quite an enterprise tool yet.

Peer Review Tools

While two tools are centrally available, neither is ideal, seeking alternatives would be beneficial.

Video Captioning

No tool currently available at Western.

Learning Analytics

No formal Learning Analytics are in place at Western currently. Preliminary work in this area has recently begun both in central units and in some faculties, but much work will need to be done to build a robust system of analytics as Western.

Summary

Overall, Western is fairly well positioned in relation to its ability to support the technical aspects of online course design and delivery, however, there are some areas where future investment in or alternative platforms are recommended. One area where additional support is required is in the development of clear policies and procedures for suggesting and adopting eLearning tools as no process currently exists. Recommendations in relation to Western's eLearning tool technological infrastructure and resources are to:

- Develop a plan to address identified gaps in tooling
- Develop a process for the periodic evaluation of existing tools as well as a mechanism to evaluate and introduce new tools to exploit opportunities and/or address risk

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Appendix 5

Current Online Programs at Western and Comparator Institutions



Appendix 5: What Are the Best Practice Processes for Developing An Online Course Or Program? How Is Quality Ensured?

An Overview of the Program Development Process

An environmental scan of institutions that have successfully developed quality online programs indicates their alignment with the literature on best practices of online program and course development (Vivolo, 2020). Although each institution may tailor the steps to suit their particular contexts and cultures, the general procedure for developing online programs follows the steps, summarized in Figure 5.1.



Figure 5.1: Online Program/Course Development Cycle

1. Market Research

Market Research is needed to determine the viability of offering the program (See Appendix 9).

2. Secure or Align Institutional and Faculty/Departmental Resources

Effective online program development requires considerable resources across a variety for areas, often more than those that might be needed for developing a traditional course (Poulin & Taylor Strout, 2017). Adequate resourcing ensures that programs meet the institutional standards for online programs. This includes considering resources for:

- 1. marketing costs
- 2. course development costs
- 3. faculty and staff workload
- **4.** the effect the new program will have on resources and enrolment in existing programs
- 5. faculty development and preparedness to create and teach online courses
- 6. continuous improvement timelines and resources

3. Course Development Support

Online course development requires a unique set of skills and resources. It cannot be stressed enough that the development of an online course is not simply the transfer of content and teaching techniques from a traditional, face-to-face format to a digital medium. For example, an online "course" that is a collection of PowerPoints and readings (or even pre-recorded videos of classroom lectures) with little interaction with the instructor is not a course so much as it is a repository of information. Online courses must utilize design and teaching approaches adapted to or unique to online learners in order to successfully engage and instruct them (Linder & Mattison Hayes, 2018; Redmont, et al. 2018). For example, one widely accepted model for supporting engaging online students in the Community of Inquiry Framework (Garrison, 2007), illustrated in Figure 5.2. This model blends direct instruction and course design (teacher presence) with the intentional creation of conditions that create a sense of community and collegiality within a course (social presence) so that students master course learning outcomes during, "the exploration, construction, resolution and confirmation of understanding through collaboration and reflection in a community of inquiry" (cognitive presence) (p. 65).

Due to the ways in which online courses must combine expert content knowledge with online learning pedagogy and technical expertise, the best practice in course design is an interdisciplinary design-team model, where faculty members are positioned as subject matter experts (SME) working in collaboration in a team comprised of educational developers, instructional designers, educational technology specialists, librarians, etc. (see Figure 5.3).



Figure 5.2: Community of Inquiry Framework for Developing Online Learning Experiences (Garrison, 2007)



Figure 5.3: Process for Online Course Design with Related Design Team Roles

As discussed further in Appendix 6, this model in Figure 5.3 ensures that a lone faculty member is not positioned as a SME, online instructional expert, content creator, and educational technologist, among other roles. Faculty are subject matter experts (SME), but if they are to create an online course themselves, they also have to be experts in online pedagogy practices, digital content creation, the institutional learning management system, copyright, etc. In a traditional classroom, this is the equivalent of an instructor who knows the course content well, can design high-quality lessons, write the course textbook, and then arrive at the institution several months ahead of the semester to build the classroom. Working together and guided by agreed upon institutional guidelines for course design and learning experiences, an interdisciplinary design team approach brings to bear expertise across all areas on online instruction to ensure that online courses are well-designed and effectively taught.

Quality Assurance frameworks or guidelines are embedded within the team-based design, with each team member ensuring that institutionally agreed-upon design and instructional standards are met as well as those required by provincial legislation, such as the Accessibility for Ontarians with Disabilities Act (AODA). For example, numerous Ontario institutions subscribe to the **Quality Matters Framework**, which is a rubric intended to evaluate the design of online courses and to ensure alignment with industry standards (e.g., **University of Guelph**, 2016; **University of Ottawa**, n.d.).

Due to the resources that are required to develop the courses in a successful online program, institutions should develop a clear model for how these resources are distributed and allocated to those departments wishing to develop online programs. When these resources are centrally located, it is not uncommon for an interested department or instructor to complete an application for development support. (See Appendices 4 and 8 for a discussion of policy and structure frameworks needed to guide this step.) Support may take the form of:

- **1.** Incentives for faculty to develop courses (release time for workload, adequate recognition of course development in the APE process, see Appendix 6)
- 2. Access to a course development team, which is a vital part of the online course development process. This includes educational developers and/or instructional designers, educational technologists (i.e., experts who build the digital course), librarians, etc.
- 3. Access to eLearning tools and developer licenses (see Appendix 4)
- **4.** Professional development opportunities for faculty members developing and teaching online courses (see Appendix 6)
- 5. Assistance with marketing (see Appendix 9)

It is common for departments or instructors who successfully apply for institutional supports to formalize the arrangement with a Course Developer Agreement or similar document (e.g., **UNA**; Memorial University, Newfoundland outlines its course design procedures, timelines, roles, and contract expectations in its **Content Author's Guide**). These usually include some combination of the following:

- Faculty participation in online course development and instructor professional development
- Meeting development timelines
- Working with course design team to develop the course and meet agreed upon course standards
- Offering courses in the program for a set amount of time
- Application of an industry-recognized quality assurance framework or agreed upon institutional standards in order to ensure that the developed course and instructional methods facilitate effective online learning experiences
- An agreement on who owns the intellectual property (IP), including which elements of the course can be reused by the instructor at other institutions.
- Develop the courses in the program using a quality assurance framework (QA) (e.g., Quality Matters, Blackboard, institutionally-developed QA guidelines). This should be done with, at a minimum, the support of an instructional designer (ID) who knows how to apply the QA framework through the development process.

4. Create Courses

The development supports and process for discussed in the above section are applied to creating a course or series of courses over an agreed upon timeframe. The time it takes to develop an online course will vary based on factors such how much the course's subject matter has already been prepared (e.g., developing a course from a traditional course versus an entirely new course), the amount of media creation required during the development periods, and user testing. However, many institutions have standardized the timeframe for course development to be between 4 and 8 months.

5. Develop Instructional Skills

Provide faculty training in best practises for online instruction. Educational developers are largely responsible for assisting faculty in developing these skills. This step can occur during the course design phase if the faculty subject matter expert is also the instructor. It might also happen after design but before the course is taught, particularly in cases where the faculty member was not involved in the course design process. Appendix 6 discusses this step in more detail.

6. Teach Developed Courses

Pilot testing of course elements should be done during the development phase, but—just as with any course offered for the first time—only by teaching the course can instructors and students truly understand what is working well and what may need to be adjusted for future offerings.

7. Collect Feedback on Taught Courses and the Program

This may come from SQCTs that are developed for the online context, peer feedback, application of a quality assurance framework, student surveys, etc.

8. Engage in Continuous Improvement of the Course and Program

IQAP currently requires this, but Western would also need to consider the ways in which tools beyond IQAP (such as Quality Matters and peer review) might be employed to capture the online context. These tools can then inform the IQAP self-study.

Overview and Recommendation of Best Practices for Developing Online Programs

The above section outlines the key steps taken to develop online program and course content and to ensure they are of high-quality. The following list of best practices support the effective implementation of these steps. The Task Force also regards them as recommendations for Western's future development of online programs:

- Articulate the institutional vision, rationale, and supports (budgetary and otherwise) for increased development of online programs. Faculties/departments developing online programs should also articulate their vision, rationale, and support for online programs and learning (see Appendix 4).
- Program and course design take considerable time and resources. Ensure appropriate incentives, resources, and rewards are in place to make this effort desirable and manageable.
- Don't scale too quickly. In the initial online expansion, find promising programs with a high likelihood of success in order to boost confidence in expansion. Understand that adjustments to systems and procedures may be necessary, particularly at the beginning of online program expansion, and, by scaling up, institutions can be more flexible with adjustments as they arise in early days.
- Faculties should remain autonomous regarding the choice of which new and existing programs to offer online. Instructors should continue to have autonomy when it comes to deciding course content.

- Position faculty members as subject matter experts (SMEs) who work as a team with instructional designers and educational technologist in order to create a student-centred course experience.
- Ensure that instructors receive training in online instructional skills
- Build in resources and quality standards procedures to address copyright and accessibility.
- Formalize the arrangement between incentives and support. Set clear milestones and timelines for course development within the overall program and, at the course level, for content generation and course creation.
- Have a course content/intellectual property policy in place.
- Align policy and work agreements with program and course development models.
- Implement a quality assurance framework that accounts for the best practices in online course and program design while also accounting for specific desirable outcomes at the institutional level.
- Ensure that supporting technology systems are reliable and fit the needs of course and program design.
- Ensure that students have access to necessary supports.
- Review the program and course design model every 3-5 years based on predetermined measures of success and stakeholder feedback and implement improvements as necessary.

Online Program Content Development and Quality Assurance at Western

Currently at Western, there are no clear policies or procedures for ensuring high-quality online program development and design, aside from the regular Institutional Quality Assurance Process, which does not differentiate between traditional, blended, and online instruction. Moving through the Online Program/Course development cycle, several opportunities and challenges are noted.

1. Market Research

Western's role in relation to market research is discussed in detail in Appendix 9.

2. Secure Resources

Visioning and planning for more online programs can be addressed through the development and implementation of a Western vision and strategy for expanding online learning (See Appendix 4). These documents should demonstrate the opportunities and benefits of developing programs and instructional expertise in online pedagogy for Faculties, departments, units, and instructors. In addition, program development at Western has been limited to those departments and units with the vision and ability to secure resources to develop online programs. Resourcing remains a key issue in the development of online programs as smaller Faculties with vision and the potential to develop quality programs may lack the resources to do so in a way that larger faculties do not. For example, a department may have the vision to develop a new program, market research to demonstrate its viability, and access to central development resources from units such as the CTL and ITRC, but they may not have resources for the faculty release time. Conversely, resources for faculty release time may be present, but the CTL and ITRC may have a full roster of commitments.

3. Course Development Support

The work of developing online programs has occurred largely in an ad hoc manner across various departments and units. As King and Alperstine (2018) note, however, "online education requires the coordination of a wide range of departments across the university, from information technology and instructional design to admissions and records to academic support and student life" (p. 21). At the moment, instructors and departments who wish to develop online programs and courses can collaborate with the CTL, ITRC, and Western Libraries; however, there are no formal agreements regarding timelines, quality standards, and milestones for course development, although the ITRC does have a project request applications process and agreement. And while the CTL's eLearning and Curriculum Specialists are experts in supporting the development of program and course learning outcomes and advising on instructional activities and assessments for online and blended programs, they are educational developers rather than instructional designers (See Appendix 3). Currently, there are no instructional designers at either the Centre for Teaching and Learning or the ITRC, although a few Faculties have hired their own to assist in course development. The result is that faculty are largely responsible for the final course product. which in turn reflects both the resources they have for developing it (e.g., time and access to technology) as well as their ability to design and create online course content. In some cases, faculty can work with instructional designers and educational technologist housed within their faculty. Alternatively, a faculty member may develop a course completely on their own, regardless of their own training and knowledge of instructional design, online pedagogy, and educational technology.

This is not to say that there are not excellent examples on online courses at Western, but that the current course development model does not promote any sort of consistency or standard in online course development and experiences. This often leaves instructors to create online courses on their own without adequate resources and support to create effective online courses. Moving to a formalized, interdisciplinary team-based model for course design, where instructors are adequately incentivized to participate in the course-creation process and instructional professional development, is recommended.

While this may seem like an entirely new approach for many faculty, it is not without precedent at Western. For example, the Supported Course Redesign (SCoRe) project developed by the CTL reflects many elements embedded in Step 2 (Secure Resources), Step 3 (Course Development), and Step 4 (Create Courses) (See Appendix 3). Departments applied for course redevelopment, and chairs and instructors on the selected project signed a Service Level Agreement where the instructors agreed to work as part of an interdisciplinary design team with the CTL, ITRC, and Western Libraries in order to meet course development milestones and develop the course within a specific 8-month timeframe. In exchange, they secured funding for release time, TA support, and course development expenses outside the purview of the CTL or ITRC. The project demonstrated that departments are willing to engage in formalized, team-based course design at Western if benefits, incentives, and support are clearly articulated and provided.

4. Create Courses

Currently at Western, the time given to develop a course is largely determined at the department, unit, or Faculty level. Western will need to adopt general guidelines and policies for a development period that allows adequate time for the course development and creation process.

5. Develop Instructional Skills

The Centre for Teaching and Learning and the ITRC offer opportunities throughout the year for instructors to explore new educational technologies and their application to teaching and learning. These include workshops, mini-conferences, drop in days, and consultations. The CTL, ITRC, and Western Libraries offer "just in time" resources on their websites and through a joint eLearning newsletter that also address specific questions related to teaching and learning. The CTL offers the Instructional Skills Workshop Online (ISWO) yearly to instructors who wish to take this six-week course on designing and teaching online courses. With additional resources, the ISWO could be "scaled up" to be offered to more often and/or include additional participants.

In addition, the CTL offers, upon request, workshops and consultations to departments and instructors wishing to create program or course learning outcomes and to map program outcomes to teaching and assessment activities. These workshops are an effective activity for developing quality programs regardless of learning modality. eLearning and Curriculum specialists will consult with departments and instructors regarding questions specific to online teaching and learning.

Currently, there are adequate supports for instructors who take the initiative to develop their knowledge of teaching in online spaces. Western might consider incentivizing professional development for instructors creating or teaching online courses for the first time. Departments developing online programs are encouraged to continue working with the Centre for Teaching and Learning to develop program-level outcomes and strategies online programs.

6. Teach Developed Courses

7. Engage in Continuous Improvement of the Course and Program

Currently at Western, feedback on courses and teaching is primarily collected through the Student Questionnaire on Courses and Teaching (SQCT.) However, this tool does not contain questions that are specific to experiences of online course design. This will be important to address moving forward. In addition, feedback on course and teaching should not rely only on the SQCT: there are other avenues by which an online course and instruction Western might receive feedback. For example, through peer review, by observation, or by engaging in course certification programs such as **Quality Matters** that emphasize continuous improvement. Western will need to consider which tools and procedures it could use that will empower instructors and design teams to engage in continuous improvement.

Programs at Western go through a 7-year cyclical Institutional Quality Assurance Process, which also emphasizes continuous improvement. Western has yet to have one of its online programs complete this cycle. This presents an opportunity for Western to develop additional guidance and resources for online programs as they engage in the creation of self-studies and work with external reviewers.

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Appendix 6

How are Online Instructors Supported?



Appendix 6: How are Online Instructors Supported?

A critical component of successful online programs is the preparation and support of faculty to teach online (Baran & Correia, 2014; Kerrick, Miller, & Ziegler, 2015), particularly when most new online instructors begin teaching with little to no training or preparation specific to the online classroom (Alexiou-Ray & Bently, 2015; Fish & Wickersham, 2009).

There is significant evidence that expansion and scaling of online courses and programs by institutions should be developed based on an integrated approach that draws on interdisciplinary design teams to facilitate the intersection of faculty, online course design experts, and the educational and information technology communities (Vivolo, 2009) (See also Appendix 5). This work should be situated within a broader context of institutional supports that create a positive and meaningful culture and vision around online learning, noting in particular that, without faculty support, institutional efforts to develop high-quality online programs face significant challenges to their success (King & Alperstein, 2017).

Faculty support is situated along a continuum of supports, from the institutional "macro" requirements for online faculty support to those that the faculty members experience in their everyday work as online course creators and instructors. Existing research and the leading quality assurance processes that are built upon them suggest the following, which we have arranged in the categories of Institutional-, Departmental-, and Individual-Level Supports, noting that there is invariably some overlap between these categories. The supports listed here can also be read as recommendations for Western as it moves forward with developing online programs.

Institution-Level Support

Supports at the institutional level provide strategy, direction, and resources for online program development and are particularly vital in changing the conversation and culture around online learning when the emphasis shifts to this new mode of teaching. Historically, many faculty have had poor experiences with online courses and/or simply do not fully understand the ways in which a digital classroom can be leveraged to create meaningful, transformative learning experiences. Institutional action can frame the shift to online program development and instruction by:

- Creating a clear vision, rationale, and strategic plan for the move online that engages faculty consultation in the development process (See Appendix 4)
- Ensuring that resources are available to accomplish the vision/strategic plan: this includes adequate resources for work and training that impact faculty course and instructional development as well as highlighting quality work by online course developers and instructors (e.g., awards, consideration for P&T, mentoring opportunities).

 Setting course development implementation timelines and clear indicators of success (See also Appendix 5). For example, McGill University's School of Continuing Studies outlines a 10-step process and provides a Teaching Checklist for guiding their online course development and delivery process (McGill, 2020), while University of Waterloo offers an 8-step example of guided course development (Waterloo, n.d.). These programs should include formal and informal opportunities to celebrate milestones when they are reached, particularly the role faculty and well-designed courses and programs have played in achieving these successes.

Institutions must also set policies and procedures that positively affect and protect faculty members who are designing and teaching online courses and, as applicable, they should align with faculty collective agreements (see also Appendices 5 and 8. Many of these items are captured in the examples of Course Authoring agreements in Appendix 5). Policies and agreements to consider include:

- A transparent procedure and criteria for deciding which programs/courses will be developed, and when, as well as how they will be supported. For example, both Concordia University and McGill University consider instructor readiness as a factor in selecting courses to be developed and taught online.
- Agreements on recognition for designing online programs and courses. Online course design is time intensive, and instructors need to be incentivized to create them or else buy in will be low. Annual workload assignments should take into account the course development time via some time release from other activities, as allowed by the UWOFA Collective Agreement.
- Recognition for exceptionally innovative or well-designed courses needs recognition in the Annual Performance Evaluation, which drives the Performance Linked Career Progress component of salary increases.
- Agreements on who owns the intellectual property generated through course design. This must, at minimum, meet the requirements in the UWOFA Collective Agreement.
- A guarantee that the course or program will be offered for a specific amount of time longer than one semester. This ensures the time, effort, and resources invested by the faculty member and course designers will go toward a course that runs more than once.
- Agreements on Teaching Load: Faculties and Departments have authority to determine how to fit online teaching into the Unit's Standard Normal Workload statement, but a university-wide minimum baseline might be that an online course

should count as the same teaching load as a face-to-face course. At the Faculty level, agreement on TA support for medium to large online courses should be considered.

- Agreement on course development timelines and deliverables.
- Agreement distinguishing between the responsibilities of faculty as Subject Matter Expert, instructional designers, and educational technologists. This is likely to be most successful if faculty can come to understand designers and technologists as supporters and collaborators, rather than managers, of their efforts. For example, Queen's University developed a resource entitled, *Roles, Responsibilities and Expectations for Developing and Teaching Online Courses in Continuing and Distance Studies* to aid in creating a shared understanding (Queen's University, 2015). In another example, OCAD University outlines the roles, responsibilities, and available support in their eLearning Course Development Process (OCAD, 2013)
- An industry-approved or quality standards framework or set of institutionally agreed upon standards (e.g. Quality Matters, Blackboard Quality, or an internally developed tool) that empowers faculty to engage with best practices when designing online courses.
- A policy or tool for facilitating exams for online courses. In the past, distance studies courses at many institutions typically required students write an invigilated exam at a physical exam centre. However, remote or virtual invigilation via platforms such as ProctorU have been adopted by institutions such as Athabasca University. In another example, Memorial University offers online proctoring a process managed by the Centre for Innovation in Teaching and Learning (Memorial University, n.d.)
- In addition, other supports need to be in place for pre-existing polices, such as AODA, mental health, academic integrity, IQAP, etc.

The institution also needs to provide support for online student learners: Faculty may be the online "face" of the students' experience, but this does not mean that they are more equipped to work with online students to address non-course related concerns than they would be with students in the traditional classroom, and neither should they do this when they may not be experts in these areas. This topic is covered in more depth in Appendix 7, which addresses supports for online learners. To summarize here, while instructors should strive to build a community of trust and engagement in their courses, they should not be considered experts in Student support should be developed by the institution. The faculty member should know how to connect students to these services as needed and appropriate (e.g., writing services, accessible education online learner orientation, graduation requirements) as the

would for students in traditional or blended programs. Existing campus service providers in these areas should be consulted and, where appropriate, supported in developing their own approaches to these issues online, both for consistency of student experience and to avoid duplication of services.

Faculty/Departmental-Level Support

Faculties and departments creating programs also have distinct support needs. These typically include:

- Market research assistance to help identify potential students (e.g., people working in a related fields) who could benefit from online education (See Appendix 9).
- The autonomy to create programs that align with current faculty interests, strengths, and expertise, and that may be able to incorporate pre-existing courses and programs in order to reduce the number of courses that need to be created for a new program in whatever form it takes (e.g., degree, diploma, micro-credential)
- Financial support/incentives to facilitate the release time or monetary compensation given to instructors designing online courses. For example, Trent University's Online Course Development Pilot offered the option of course release or equivalent honorarium to instructors engaged in online course development in addition to in-kind development support. Incentives across U.S institutions have included everything from stipends to preferential scheduling (Lieberman, 2017).
- Established programs should not be affected by reassigning faculty to new online course options.
- Resources that enable programs to creatively vision and articulate learning outcomes for new online programs
- Resources to train instructors and Teaching Assistants in effective online instructional practices
- Adequate instructional design and educational technology support (See Appendix 5).
- Adequate access to eLearning tools to support course design (See Appendices 4 and 5).
- A process that identifies areas of continuous improvement. For example, Purdue University is explicit about their data-driven and collaborative auditing process for ensuring curriculum quality for online offerings (**Purdue**, 2019). Numerous Ontario institutions subscribe to the Quality Matters Framework – a rubric intended to evaluate the design of online courses and to ensure alignment with industry standards (e.g., **University of Guelph**, 2016; **University of Ottawa**, n.d.).

Instructor-Level Support

Faculty need to be properly incentivized to develop online courses. As stated above, this usually takes the form of renumeration or release time and is often tied to course design support and professional development in area of online instructional skills.

- Faculty need to engage in quality training to develop their skill as online instructors. While a good relationship with an instructional designer and course design team can promote faculty knowledge of online course development, instructional skills are not developed through this process. This could include orientation sessions to teaching online, mentorship, communities of practice, Instructional Skills Workshops for Online Instructors, PD opportunities at Western and elsewhere, etc.
- Faculty need feedback on their instructional skills. This might take the form of SQCTs (which should be adjusted to reflect an online teaching and learning context), peer observation, application of a continuous improvement framework (e.g., Quality Matters), etc. Procedures should be in place to collect and deliver feedback.
- Faculty need recognition for work well done. This could be in the form of awards, recognition at events, or opportunities for them to "give back" to the community by mentoring others and presenting their work in public forums. P&T consideration is crucial and should be developed in consideration with appropriate existing P&T bodies. This includes recognition for research on the scholarship of teaching and learning related to online instruction.
- Faculty need access to reliable, effective eLearning tools as well as well-developed technical support pathways. This can include:
 - Troubleshooting of technical issues
 - Support for selecting technology for use in the online classroom
 - Support for creating accessible class media
 - Audio/visual resource support
 - Faculty also need Library Staff Support for
 - **1.** Finding resources for the online classroom and embedding them in OWL (e.g., the course reading tool)
 - 2. Developing digital literacy skills
Faculty Support at Western

Across Western, pockets of institutional, departmental, and instructor supports are currently in place and have driven the institution's advances in online education.

Uniting around the 2013 Provost's eLearning Task Force Report and its vision for supporting student-centre pedagogical practices, deep and active learning, and high academic standards, the Centre for Teaching and Learning, Western Technology Services, and Western Libraries have largely led efforts around an ad hoc institutional strategy that supports online program and course design. One recent example of this collaboration is the Supported Course Redesign (SCoRe) Program, which brought together interdisciplinary teams from each of the three units (CTL, WL, and WTS) to support instructors in their redesign of fully face-to-face courses to a blended design (See Appendix 2). The interdisciplinary nature of this work has been essential to effectively supporting online development as these units bring together curricular, technological, and information literacy expertise.

Overall, advancements in online education at Western have largely been driven by individual chairs and instructors expressing a desire to advance their program or course offerings online. They have made progress by: (a) working in isolation, (b) seeking out and receiving support from units such as the CTL, WTS, and/or WL; or (c) through support of Faculty- or Department-specific resources, when they are available. Western as an institution has yet to create a vision for online learning that that demonstrates to faculty the opportunities and benefits that developing and teaching online programs holds.

Managing online courses at the Institutional level, the Office of the Registrar's Distance Studies unit has traditionally overseen administrative tasks related to tracking, enrolling, onboarding, and scheduling exams for undergraduate fully online courses only. Similar tasks at the graduate level and for Continuing Studies offerings are undertaken at the departmental or unit level. Distance Studies currently does not play a role in online course or program marketing, development, instruction, or quality assurance.

Additionally, some individual units and Faculties have invested in Faculty- or Departmentspecific resources. For example, the Faculty of Education established the IMPACT group to support its set of online programs. Current roles include a webmaster, instructional designers, graphic designer, recruitment officers, customer relationship management administrator, and outsourced digital marketing and market research firms. Local resources of this nature have tended to flourish in units that require more support and time dedicated to development than can be sourced from central units such as the CTL and WTS. This assumes, however, that all faculties and departments have the ability to muster such resources, which is not currently the case. Additionally, the UWOFA Collective Agreement provides some guidance on faculty compensation, workload, intellectual property (IP), and rights of first refusal for online courses, but it also provides flexibility for alternate agreements related to faculty compensation, course authoring, and IP. Support for instructor professional development in the realm of online pedagogy is offered by the Centre for Teaching and Learning through workshops, programs, and individual consultations that are largely developed and offered upon request and in response to new innovations and identified gaps (for example, as identified through the 2019 user review of OWL). Faculty can also contact the Instructional Technology Resource Centre for assistance with learning how to use specific educational technologies. The CTL and ITRC often combine their two areas of expertise to work to create workshops or consult with individual instructors, and they have also visited departments and units upon request (See also Appendix 3). Currently, these units see more requests for assistance with technology-enabled learning than for fully online learning, although there has been increases interested in developing online courses in the last year.

Other areas, such as the Faculty of Education and Continuing Studies, also offer workshops and individual consultations to assist instructors in developing their pedagogical expertise and technology skills.

Overall, the story of Faculty support at Western remains, much like the process of course development (See Appendix 5), somewhat ad hoc and unguided by a strong intuitional vision, strategy, governance, or implementation plans. Given that faculty support for online learning is an essential component of developing successful online programs, Western has considerable work to do to ensure that the supports are in place to create a positive faculty culture around online learning.

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Appendix 7

How Are Online Learners Supported Through Technology, Academic Support, and Student Services?



Appendix 7: How Are Online Learners Supported Through Technology, Academic Support, and Student Services?

Overview of Best Practices for Supporting Online Learners

When considering the support needed to create excellent experiences for online students, the focus often tends to be on remedial and responsive services that students can access when struggling. As in on-campus environments, however, the best approach to support students is to consistently aim for a baseline of thriving rather than focusing on catching students as they are about to fall.

Online learning environments have been in existence long enough now to have some established best practices in delivery. Just as with students studying in traditional settings, a key strategic area that can have as much impact as academic instruction and formal learning experiences on online students is the way in which they are supported, engaged, and connected to others throughout their programs. The quality of these experiences is an important predictor in retention of online students (Kruger & Jarrat, 2018).

Students in online learning environments are likely to need more intentional support than is normally expected in on-campus learning spaces because there is a lack of organic collision space and relationship-building becomes more difficult (Kruger & Jarrat, 2018). Support and effective course design within the online classroom are significant influencers on student engagement, and online learners require a variety of structures that mirror the services and programs available to on-campus students such as:

- registrar's services
- financial aid
- admissions
- orientation
- IT support
- academic and learning support

- career services
- health and wellness
- advising
- leadership
- community building

Two primary service models exist to support online learners, although it is common to see a combination of the two in many institutions (Figure 7.1). One option is to centralize support within an online learner support team that is responsible only for online learners. The other is to create an online access portal where online learners can access existing on-campus supports.



Figure 7.1: Centralized vs Decentralize Support for Online Learners

Some common traits of online learners are described in Appendix 2, but Western must also recognize that making choices about an approach to providing online student support, be it centralized or decentralized, will depend heavily on the strategy and goals set for the university's expansion into online learning spaces. For example, creating a best practice informed support model for full-time undergraduate online programs would look very different from one designed to support mature professional students who are seeking upgraded credentials and graduate programs. Providing space for self-direction, experiential learning, and networking between industry & public sector and students is especially important when considering support for students pursuing post-graduate employment, graduate education and/or micro-credentials.

Offering traditional models of post-secondary education in an online environment is not likely to meet the needs of future students. Western has an opportunity to leverage the disruptive capabilities of technology to make a fundamental shift in its teaching models. Online learning spaces are best used when creating innovative and creative spaces for participants, where they are empowered to be self-directed and in relationship with a community. This is relevant when considering supporting students online as it would require professionals with expertise in crafting vibrant learning and community spaces with embedded principles of entrepreneurship and experiential learning. In this way, the focus for online learning is not unlike the vision expressed for eLearning at Western in the 2013 Provost's Task Force on eLearning, which stated, that "eLearning at Western must be known for its student-centred pedagogical practices, its focus on deep and active learning, and its commitment to quality and outstanding academic standards" (p. 2). Such an approach to online learning has two benefits—it will provide engaging and transformative experiences for online learners, and it will serve to attract students who are searching for a sense of control in the face of a rapidly shifting job market, which is causing undue anxiety among students (Pisarik, Rowell, & Thompson, 2017).

Empowering students to co-create their learning environment can give them tools to design a meaningful life and career. This is fundamentally different than focusing on an education that is responsive to employer needs. Instructional models such as the Community of Inquiry Framework (Fig. 7.2) have been widely adopted as a best practice for building online courses that promote student-centred learning experiences that encourage deep engagement and collaborative learning in online learning experiences (Garrison, 2007). This model blends direct instruction and course design (teacher presence) with the intentional creation of conditions that create a sense of community within a course (social presence) so that students master course learning outcomes during, "the exploration, construction, resolution and confirmation of understanding through collaboration and reflection in a community of inquiry" (cognitive presence) (p. 65). As discussed in Appendix 5, an interdisciplinary design team approach to creating online learning experiences ensures that frameworks such as these as well as other best practices in designing and facilitating effective student learning form the bedrock of outstanding academic instruction.



Figure 7.2: Community of Inquiry Framework for Developing Online Learning Experiences (Garrison, 2007)

In addition, Western should consider the role that Learning Analytics (LA) could play in supporting student learning. Defined as, "the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs" (Society for Learning Analytics Research, n.d), LA combine data from student interaction with online course sites with other available institutional data to empower students, instructors, and administrators to make data-informed decision about teaching and learning in the following ways:

- **1. Descriptive analytics** takes student data and creates dashboards that display meaningful patterns and trends.
- **2. Diagnostic analytics** seeks to understand the reason for trends and outliers in the data, e.g., Why did this one student do poorly on the assessment? Why did the entire cohort miss this question?

- **3. Predictive analytics** uses historical trends and patterns to predict individual students' success or failure. This allows instructors to identify learners early on who are most likely to fail or drop out.
- **4. Prescriptive analytics** aims to provide recommended interventions that the instructor—or the student—can take to improve a student's chances of success (Yupangco, 2017).

Existing best practices in supporting online students are well-documented. Contact Nord/ Contact North identifies four types of core services that are needed for online learners:

- those that help students engage with the institution
- those that help students succeed in their studies
- those that help students connect with each other
- those that help students make a successful transition to the workplace

A list of services suggested for consultation during the building of effective online learner supports included: Student Affairs (e.g., information, advising, career and personal counselling), academic support (e.g., academic skills assessment and development, writing centre, math support), support for students with disabilities, Registrar's Office (student information systems, admissions, transfer credit), recruitment & admissions, web and IT services, faculty representatives, institutional research, and student awards and financial aid.

As noted above, the important consideration here is the motivation for students to choose online learning in the first place, which is often due to existing barriers preventing their access to education. Those considering education that are working full-time, that might be caring for dependents, that have existing financial barriers, or myriad other situational barriers are turning to online spaces for its flexibility, lower-cost point, and opportunities for self-direction. In short, designing for online learning is essentially designing education for access (See Appendix 2).

Building a Digital Student Experience

Western's brand is well-established as a leader in providing exceptional student experience. This must form the basis for any online strategy moving forward, though in online contexts, student experience overlaps heavily with user experience, and so is essential to consider student experience as part of an online program life cycle rather than only a concern related to enrolment and academic performance. The decision to enter into a conversation about developing a strategy for online programs is timely as Western's Student Experience division is in the process of developing its own digital strategy to increase access and engage students in online spaces. This represents an opportunity to marry this strategy with a future focus in online learning and aligns with best practices in the delivery of online student affairs (Kruger & Jarrat, 2018).

It is possible that some services at Western could be operationalized online with the institutional membership with Zoom, but there would need to be an increase in resourcing to accompany a subsequent increase in enrollment and rate of access. A critical assessment of the viability of transitioning these supports into online spaces using this tool is needed. There would also need to be a robust training program for staff to support competency and confidence in using this tool.

Gaps in Approaching Online Learning Models at Western

Current Decentralized Administrative Model

Most online programs are delivered by institutions that began as purely physical learning environments, and this means that their supports are also borne from models designed to meet student needs in those physical learning spaces. The simplest (but not always most effective) way to transition into providing support to students when building new online programs is to replicate existing supports in online spaces: This is where Western finds itself now, and a high degree of intentionality is required to build an innovative and effective support model that is sufficiently designed for online students. Western's work so far can be contrasted with noted leaders such as Athabasca University who provide fully online access to all supports using an array of software tools that were integrated from its early days as a primarily distance-learning focused institution. Athabasca also provides individualized models of support that include an assigned tutor, academic advisor, and community platform that encourages relational communicating.

The decentralized administrative model used broadly at Western presents an additional level of challenge when striving to build a consistent approach to supporting online students. It will require more dialogue, collaboration, and ongoing assessment to be as successful as a more centralized organization. If Western wishes to focus on providing the best digital student experience, it would be worth developing a specific team of staff who are focused on the specific needs of online students to assist in navigating the existing Western support landscape. Ideally, this team would not be responsible for all support provided, but would be a point of contact for online students who need a consistent relationship as they navigate the coupled systems of the university.

Lack of Integrated Web Presence & Student Support Systems

At present, Western maintains multiple systems across its student supports that work together to varying degrees (e.g., OWL, Sharepoint, Orbis, etc.). This is combined with a diffused web presence that lacks consistent language across its navigation and can fail to support easy navigation for students. While there are opportunities to pivot some of these

systems toward an online student audience, there would need to be a review to establish the feasibility of utilizing existing systems.

An integrated systems approach is simpler for online students to navigate and easier to administer once built. This type of organization of software is utilized by Thompson Rivers University, and Royal Roads, and offers seamless navigation for students from one part of the organization to another in online spaces. Although this offers better outcomes for students, this approach would require a significant amount of strategy and resources to restructure Western's existing decentralized systems this way.

Opportunities at Western

Digital Student Experience Strategy

There is an opportunity to build on Western's existing brand—that the institution hosts an exceptional student experience—and establish an online learning environment that is focused on excellent user experience, social connectedness, and well-being. This represents a gap in the current online learning landscape as most eLearning focuses on the "bare bones" of education. Principles of User Experience (UX) should be applied at minimum, but if an effort was made to foster peer connection and relationship with instructors in online spaces (as supported, for example, by excellent course design), the overall satisfaction with online learning is very likely to increase.

Any Digital Student Experience strategy must be considered in context with and aligned to the university's data strategy as well as other institutional priorities to make room for convergence. It is important to take a step back from looking at simple support services for online students in isolation and view this initiative from a systems level. For example, it would be appropriate for the university to plan for the inclusion of learning analytics and any early alert systems into the online learning strategy so that they can be seamlessly accessed by instructors to support the learning goals of their courses. Coupled with this is a need to ensure the digital safety and privacy of students who are participating in online learning. This includes securing of data as well as engaging with students in critical conversation about behaviour and conduct in digital spaces.

Existing Staff Expertise

Western has the benefit of housing many trained student support and student affairs professionals on the campus who have valuable perspectives and expertise to bring to any discussion about designing supports for online students. Partners within Student Experience, Residence Life, the Registrar's Office, Academic Counselling, the Centre for Teaching and Learning, and the Libraries should be included in assessments and future discussions. Decisions about how to introduce support for students in online environments should be made after a thorough investigation by a cross-sectional team of approaches that will work best within Western's context (Shelton & Saltsman, 2005). This group must consider the goals of Western's online learning strategy, existing structures and supports available, and the development of new interventions and services, along with the following questions:

- Who are the learners we want to focus on engaging?
- What strengths and unique content is Western in a position to offer that differentiates us?
- What priorities are we focusing on in this strategy?
- Do we want to focus on online courses or fully online credentials and/or programs?

Experiential Learning Focus

Western has already established a strong and varied approach to experiential learning oncampus. A network of employers works closely with the institution to provide work integrated learning experiences, as well as a number of events and programs that support student connections to industry in the context of their learning. Moving education into online domains creates unique opportunities to partner with a broader cross-section of employers who could engage with Western students and bring theory to practice for learners at a distance from campus. Approaching online learning with an experiential learning lens would also create traction among employers to place tangible value on credentials provided online and perhaps could plug into a professional development market for their existing staff.

Summary

Western's existing brand as an institution with a strong emphasis on student experience means that online learning environments must adopt this as part of the future strategy, otherwise a critical mass of stories detailing poor experiences online could risk diluting the Western brand.

As detailed above, and further in Appendix 3, Western has a robust set of support programs and services across multiple departments and faculties. There is significant expertise behind these offices that can support excellence in translating these experiences into digital environments. Many have taken steps to provide flexibility of delivery to engage students who cannot gain in-person access, including moving to phone, web, and video calling technology. However, these steps have been taken largely in isolation and lack a consistent approach and message to students. There are areas that have not been able to leverage digital competencies to develop online support. To move forward effectively, it would be necessary to streamline access points and provide consistency across services.

Defining the priorities within which the university will engage, as it builds an online learning presence, will likewise define our approach to supporting and engaging online learners. There

are pros and cons to ranking these priorities, which must be considered within the context of Western's brand, institutional strategies, and future vision. Given the complexities of supporting online students at Western, a cross-sectional group of student affairs and services professionals and faculty representatives should be struck to develop an online student support and engagement model.

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Appendix 8

Are There Current Western Policies and Structures in Place That Conflict With Best Practices for Online Course/Program Development and/or Delivery?



Appendix 8: Are There Current Western Policies and Structures in Place That Conflict With Best Practices for Online Course/Program Development and/or Delivery?

Policy

All academic programs at Western, regardless of modality, are approved and periodically audited through the Institutional Quality Assurance Process (IQAP) appropriate to their status and credential (e.g., new program, major modification; undergraduate degree, graduate diploma) (Western University, n.d.). This also includes all programs offered jointly by Western and other institutions, such as Fanshawe College. These processes are governed by the Quality Council of Ontario. While Western's IQAP process does not prevent the development and implementation of best practices related to online education, its neutral approach to modality also does not necessarily encourage it.

Given the significant resources needed to develop high-quality online programs, it is recommended that post-secondary institutions develop a set of policies, procedures, and processes that ensure consistency and quality across programs (See Appendix 4). Aside from IQAP, Western has no policies, procedures, or processes in place that specifically support the development of high-quality online and blended programs, instruction, and student experience.¹ In other words, the primary gap in Western's policies related to online learning is not that they conflict with best practices for online course and program development and delivery, but that this work is currently created in a policy, structure, and guideline vacuum.

There is no lack of research and accompanying guidelines on what policies, procedures, and practices should be implemented to support the online program life cycle. The Task Force has drawn on the institutional readiness frameworks described in Appendix 4 (e.g., Blackboard, n.d.; King & Alperson, 2017; Vivolo, 2020) to create a list of policies, procedures, and practices that Western will need to address when moving forward with an institutional plan for online program development. Appendices are noted when they contain more information on a list item.

¹A policy does exist limiting the number of online courses a undergraduate student can take in an during an academic year (no more than 2.5 online credits during the Spring/Summer Session and 3.0 credits during the Fall/Winter Session), but they can request special permission to take more from their home faculty academic councillor (Office of the Registrar, n.d.). Undergraduate students in online course are also currently required to write exams at an exam centre, a process facilitated by Distance Studies. Western is currently undertaking a pilot project in remote proctoring to assess the feasibility of implementing virtually proctored online exams in the future.

Best Practices for Policy, Processes, & Procedures for Online Programs

- Strategic plan for online learning (Appendix 4)
- Data sharing agreements (e.g., for Learning Analytics, Enrolment)
- Process to have admissions decisions made quickly and efficiently (Appendix 9)
- Process for suggesting and adopting eLearning Technologies (Appendix 4)
- A well-articulated program and interdisciplinary team-based course development process that incorporates best practices in course and program (Appendix 5)
- Adoption of a quality standards framework for developing and continuously improving online courses and associated development procedures (Appendix 4 and 5)
- Course/program development agreements (Appendix 5)
- Faculty developer agreements (incentives, timelines for development, online instructor training) (Appendix 5 and 6)
- Alignment of relevant policies with collective agreements (Appendix 6)
- Intellectual Property agreements (Appendix 6)
- Process and resources for meeting AODA requirements (Appendix 5)
- Procedures and resources for meeting Copyright requirement (Appendix 5)
- Extension of student policies to the online context (i.e., 48-hour assignment relief policy) (Appendix 7)

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Appendix 9

What Are the Business Models for Delivering Online Programs?



Appendix 9: What Are the Business Models for Delivering Online Programs?

Traditional academic programs tend to be developed within departments who create the programs with curriculum committees and professors responsible for course content. In a sense, the business model for traditional, on-campus programs has been "if you build it, they will come" (Chaffee, 1998). Online programs have additional requirements because of the nature of online learner populations and increasing access to provincial, national, and international post-secondary institutions (see Appendices 2 and 7 for more information on the criticality of the student experience).¹

Students interested in online academic programs apply different criteria to determine where and which programs to enroll in than they would for on-campus programs. While program quality, teaching excellence, and institutional reputation are critical to any online initiative, responsiveness, flexibility, and professional engagement are also key success factors. In this context, enrollment is driven more by demand than supply, where applicants have more choice as to where they choose to enroll. A lack of knowledge about the online learner population can lead to low enrollment and unacceptable attrition rates. A business model, different than those for traditional programs, is required for the success of an institution-wide initiative focused on enrolling net new students into online programs.

Faculty immersed in their discipline and its application often have ideas for new online programs based on their expertise in their discipline. However, they may not have the expertise and data needed to conduct environmental scans, needs analyses, feasibility studies, develop a business case, and plan for a new online program. A solution to this barrier is for the university to support Faculties, departments, instructional units, and instructors in these endeavors on an ongoing basis (Morriss-Olson, 2016).

Models for Institutional Support

As online offerings have grown increasingly important to learners as well as universities, large publicly funded universities, such as Western, looking to launch or expand degree programs have been faced with a key question: What is the optimum organizational model to support the online program life cycle?

Universities across North America have adopted a wide range of approaches ranging from outsourcing many of the tasks associated with the online program life cycle, a decentralized

¹Charles Sturt, an Australian University, has developed a virtual Canadian campus and has large cohorts of online students, particularly in the Education sector in Ontario [www.charlessturt.ca/]. Central Michigan University, an American University, has recently launched a virtual Ontario campus [Google Keywords - central michigan university Ontario].

approach to developing and launching online programs at individual faculties, or creating a centralized support for all online efforts. Each approach offers benefits and drawbacks, with no one emerging as the dominant or superior model. A specific approach that best suits Western's strengths and diminishes its challenges is key to the success of any institution-wide initiative.

Business Models

Table 9.1: Models of Institutional Support for the Online Program Life Cycle

Outsourced	Decentralized	Centralized
Outsourcing is the practice of shifting some, or all, of the business processes, program design and/or operations for online learning from in-house to an Online Program Management (OPM) company. Examples of OPM's are Keypath Education, Pearson, and Embanet.	A second model of an online program initiative is to continue what is currently happening at Western, which is a decentralized model at the Graduate and Continuing Education departments. In this case different units undertake all facets of program design as well as many of the professional tasks.	The third model is to develop a centralized department that can support faculties as they seek to launch, grow, or maintain enrollment in online degrees. In this context, several centralized units would be involved in supporting the growth of online programs. A new professional unit would need to be created that is responsible for the business activities needed to support online learning.

Analysis

Outsourced			
Positives	Negatives / Potential Obstacles		
 lower risk for the University low upfront costs borne by the university improved efficiencies and shortened turn-around times immediate access to business development expertise 	 little opportunity for institutional capacity building loss of potential revenue - OPMs typically claim 50-70% of enrolled student tuition (Mckenzie, 2018) loss of 'brand control' potential issues around transparency faculty member's perceptions of outsourcing ownership of infrastructure enrollment studies show that an OPM has more 		
	 enrollment studies show that an OPM has more success in growing undergraduate enrollment and less impact on graduate enrollment (Garrett, 2018; Lurie, 2018) 		

Decentralization				
Positives	Negatives / Potential Obstacles			
 faculty sense of ownership over programs allows for innovation at the Faculty level relatively little to no cost at the institutional level for program development and launch 	 unequal access to business and technology resources across campus lack of expertise in many Faculties (marketing, recruitment, pipeline management, search engine optimization, CRM implementation) Faculties will struggle to generate enough internet / social media presence to drive enrollment creates redundancies for roles, activities and infrastructure investments across the campus 			
Centralized Support				
Positives	Negatives / Potential Obstacles			
 Several supports and high level of expertise already exist at the central level opportunities to employ a 'project management' approach to program development cultivates a common understanding of best practices in program development potential for economies of scale reducing costs for business development tasks opportunity to create cogent, well defined marketing, recruitment and enrollment strategies optimized website increasing likelihood of success increase likelihood of successful enrollment into programs avoids unnecessary duplication of resources across campus creates internet visibility using Western's full brand and institutional weight to garner sufficient attention opportunities for sharing resources and knowledge across campus ensures that Western offers support specifically to the online population, while ensuring that they receive the same level of service and instruction that onsite students receive higher levels of coordination with central university 	 introducing program 'marketability' can challenge traditional perceptions of the university and academic programming requires financial investment at the institutional level for various support functions requires a level of organizational change readiness management to ensure and revisiting historical administrative practices requires a high level of coordination of various units across campus to garner commitment, Faculty members need to perceive this type of support as being helpful to academic interests coordinating efforts across the campus can be challenging when executing strategy 			

Discussion

Faculty member engagement is central to any online initiative (See Appendix 6). In addition, it is critical that Faculties, departments, and units realize the benefits of entering the online space. With the outsourced model, there is little incentive for individual faculty members of departments to innovate and launch online programming. Furthermore, Western would lose an opportunity to develop in-house expertise by using a private company to assist in launching online degrees.

The decentralized model is close to what currently exists on campus, with some Faculties able to embrace the opportunities that come with developing online programs. However, this model has also illustrated that, without the expertise and resources, it is extremely difficult for those areas wishing to develop online programs to 'go it alone.' (See Appendices 1, 5, and 6). This model also encourages redundancies and a lack of institutional coordination, which can delay program launch and diminish the likelihood of success.

To avoid redundancies, and ensure access to expertise, it is recommended that Western support the full program life cycle by (1) accessing expertise within existing units along with (2) creating a professional services unit. This model offers the highest likelihood of long-term success for Western. Some the Faculties, departments, and units at Western have demonstrated *proof of concept* that well-designed, responsive online programs can be successfully launched by the University.

This approach will require some adjustment in how Faculties, departments, and units interact with central services. Given the resources required to research, build, and launch online programs, Faculties are strongly encouraged to actively engage with centralized units during the entire program life cycle.

Existing Centralized Units to be Involved to Support Program Life Cycle

- Curriculum Teaching and Learning Centre
- Western Technology Services
- Library Services
- Western Communications and Public Affairs
- Student Services

Core Functions of a Newly Created Professional Services Unit

The one area where there is no centralized support for online programs is professional services, such as project management, marketing, recruitment, application life cycle management, digital optimization, and market research.

To ensure success, this unit should undertake the following functions:

Project Management

As part of the business model, the professional services unit can serve as project managers to ensure a coordinated, outcomes orientated approach to program development. Doing so will encourage responsiveness, timely deliverables, avoid redundancies, and ensure access to high levels of expertise from the various institutional offices.

Marketing and Recruitment

Develop and operationalize a unified communication, marketing, and recruitment strategy for all university online programmatic offerings (degree, certificate, diploma, and non-credit) ensuring cohesive, professional, polished messaging.

Digital Infrastructure

Implement a digital infrastructure that supports key business functions (centralized website, landing pages, auto-responders, artificial intelligence tools, Customer Relationship Management Software (CRM), and non-credit registration software).

Intelligence

Serve as an intelligence unit which can include report generation, developing analytical frameworks, data mining, process mining, business performance management, benchmarking, predictive analytics, and prescriptive analytics. Conduct, collect, structure, and disseminate market intelligence and research.

Strategic Enrolment Management (SEM) Model

Enrolment Management is a term that is used to describe well-planned strategies and tactics to shape the enrolment of an institution and meet established goals. Plainly stated, enrolment management is an organizational concept and a systematic set of activities that are designed to enable Western to exert more influence over their student enrolments.

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Enrolment Funnel

Below is an in-place model for online graduate and continuing education programs within a Faculty at Western University.

- 1 all activities logged in CRM in both recruitment and program office
- 2 all steps are time stamped to identify systemic delays
- 3 enrolment goals are determined within the budgetary process



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Responsible Unit



Marketing and Recruitment Unit

Program Office

Applications Completed

• application submitted to graduate office via SGPS for admission decision



The more nuanced strategies for funnel management give rise to new metrics that aim to more precisely and appropriately track conversions and yields.

Data Collected Within This Model

- website traffic (click through rates / unique visits / RFI's generated / penetration rate of social media campaign)
- source of traffic to website
- method for accessing website
- inquiry yield
- application completion rate
- yield rate at each stage of the funnel
- time required to make admission decision

Summary

It is critical for the university to select a business model that matches its context and aspirations. Western has several organizational pieces in place to successfully support online programming. As a modality, online programming holds great potential for the university in meeting future strategic mandates of accessible education - likely one that is too important to outsource to an OPM. However, some expertise is not available to all units on the campus. An institutional investment in existing units as well as the creation of a professional services unit is the most effective, responsible, way in which the University can launch online programs that contribute to the university's mission and sustainability.

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Appendix 10

Provost's Task Force For Online Education, Membership



Appendix 10: Provost's Task Force for Online Education, Membership

Matt Bazely, Faculty of Education, Senior Director, Integrated Business Office Stephanie Brooks, Ivey Business School, Chief Administrative Officer Dianne Bryant, Faculty of Health Sciences, Assistant Dean Danny Chang, USC representative Colin Couchman, Western Technology Services, Director, Cyber Security and Business Services Lesley D'Souza, Student Experience, Director, Digital Engagement and Storytelling Joyla Furlano, SOGS representative Stephanie Horsley, Centre for Teaching and Learning, Acting Associate Director, eLearning Gregory Kopp, Faculty of Engineering, Professor (Chair of Task Force) Sarah McLean, Schulich School of Medicine and Dentistry, Assistant Professor Ruth Martin, Faculty of Health Sciences, Professor Sergio Rodriguez, Western Technology Services, Director, Client Services Patrick Schmidt, Don Wright Faculty of Music, Associate Professor Thomas Streeter, Faculty of Information and Media Studies, Professor Carolyn Young, Continuing Studies, Director

Resources

Karen Campbell, Vice-Provost (Academic Planning, Policy and Faculty) Ruban Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) Mark Daley, Special Advisor to the President (Data Strategy) John Doerksen, Vice-Provost (Academic Programs) Jennifer Massey, Associate Vice-President (Student Experience) Linda Miller, Vice-Provost (Graduate and Postdoctoral Studies)

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Interim Report of the Provost's Task Force on Open Access and Scholarly Communication

February 2020

Task Force Members:

Jacquie Burkell – Acting Associate Vice President (Research); Associate Professor, FIMS

Lisa Cechetto – Executive Director, WORLDiscoveries, Research Western

Danny Chang - USC Designate Member

Mark Daley - Special Advisor to the President (Data Strategy); Associate Professor, Faculty of Science

Joyla Furlano - SOGS Member

Bobby Glushko – Associate Chief Librarian (Research), Western Libraries, Resource to Task Force

Kristin Hoffmann - Research and Scholarly Communication Librarian, Western Libraries, UWOFA Member

David Litchfield - Vice Dean, Research & Innovation; Professor, Schulich School of Medicine & Dentistry

Allan Pero – Director, Centre for the Study of Theory and Criticism; Associate Professor, Faculty of Arts & Humanities

Katina Pollock – Director, Western's Centre for Educational Leadership; Associate Professor, Faculty of Education

Catherine Steeves - Vice-Provost & Chief Librarian, Western Libraries, Task Force Chair

Sam Trosow – Associate Professor, Faculty of Law and FIMS

Introduction

The Provost's Task Force on Open Access and Scholarly Communication was established in the summer of 2019 to promote dialogue about open access (OA) and scholarly communication and to explore how the community might best advance one of the University's core missions: the dissemination of knowledge for the benefit of society. The task force was given a specific mandate to:

- gather information and review the broader context;
- review relevant policies and practices at Western and other institutions;
- consult broadly with the campus community to inform the work of the task force;
- provide recommendations, for consideration by Senate, on the development of a Western University commitment to the advancement of open access and sustainable scholarly communications and publishing models.

These activities would help the Task Force achieve a better understanding of the needs and perspectives of Western's researchers and scholars with respect to scholarly publishing. They would also allow the Task Force to recommend how Western can move towards more open methods of scholarly dissemination, and address questions of financial sustainability and improving access to the scholarly output of Western's researchers.

Specific questions the task force was asked to address included:

- How might Western promote and enable sustainable models of scholarly communication?
- What resources are necessary to support Western's scholars and researchers in their scholarly communications efforts?
- How could Western focus or enhance existing services and supports for open access and scholarly communication?
- How should Western best ensure ongoing awareness of scholarly communications and publishing issues among the campus community?
- How might an open access policy or principles statement or other practices support the adoption of open access by Western University researchers?

To carry out this mandate, the task force met over the summer and fall. The task force brought in Western Libraries experts as resources to speak on the cost of collections and scholarly publishing, theoretical and practical aspects of scholarly communications, and the various types of institutional support for open access and the viability of those approaches. The task force had an open understanding of its mandate, with conversations leading to new areas of inquiry. The task force members developed and delivered a survey for Western scholars, librarians, students, and staff in order to better understand our community's perspective on open access issues, and to identify salient areas for further inquiry and consultation. In addition, an Academic Panel of task force members was convened as a campus event on October 23, 2019 as a part of Open Access Week programming.

This report includes preliminary responses to the questions posed as part of the task force mandate. These responses are based on the activities outlined above.

The task force believes and recommends, however, that we will benefit from an extended mandate into early 2021 to allow for more extensive consultations and research. We recognize that open access raises different issues for stakeholders across Western University, and additional time would ensure that these various perspectives are fully represented in our deliberations. Additionally, the task force is aware that there is ongoing discussion and planning around new Tri-Agency policies, in particular, policies on research data management. We believe it would be prudent to maintain a body able to comment on and otherwise engage with these emergent policies and to incorporate any potential policy changes into our recommendations.

It is the preliminary conclusion of the Provost's Task Force on Open Access and Scholarly Communication that a campus-wide consultation should be undertaken on attitudes towards and issues informing open access, scholarly publishing, and institutional support for researchers and authors in these areas. Specific recommendations are detailed below.

How might Western promote and enable sustainable models of scholarly communication and what resources might this require?

First and foremost, Western faculty, students, and staff need an expanded understanding of how scholarly communication is undertaken, how content is licensed, and the alternative models that are available. While there are existing pockets of expertise on campus, there remains a significant opportunity to educate our colleagues on the details of the scholarly publishing environment. Scholarly publishing is complex, and open access is one piece of a much larger system. A well informed campus that understands this system will be critical if Western is to successfully navigate into the future.

Second, as a university, we have an opportunity to address structural and capacity issues in our ability to support open access publication and scholarly communication at Western. One opportunity is a potential transition of the institutional repository to a locally or regionally hosted system; the library is currently in exploratory conversations with the Ontario Council of University Libraries' Scholars Portal on what a solution could look like. Additionally, we have opportunities to build campus capacity to undertake outreach on open access issues and sustainable scholarly publication models; including consultation on author rights and author fees, structural support for open access publishing, dialogue and discussion on scholarly communications, and investment in expertise and infrastructure to support open data.

The library is well positioned to expand upon this work, as the recent library reorganization has enabled us to create a team of Research and Scholarly Communications librarians; having identified the importance and complexity of this work, we (the library) can redouble our focus on outreach, education, and service improvement. That said, sufficiently addressing these issues will require an ongoing campaign of engagement and consultation, which the task force should undertake. The task force estimates that these tasks will take an additional 12-18 months.

How should Western best ensure ongoing awareness of scholarly communications and publishing issues among the campus community, and how should the task force go about engaging in this consultation?

First and foremost, the task force needs to continue to collect data. While the preliminary survey below is a first step to better help us understand attitudes towards and knowledge of open access at Western, there is still much to learn. With this data, we can work to understand what supports and information our colleagues need, and we can undertake targeted outreach to help shape attitudes and raise awareness. We propose to model our consultation on the Freedom of Expression policy consultation, exploring the issues on which to consult in the spring of 2020, developing our methods and tools in summer 2020, and rolling out extensive consultation in fall 2020.

Ultimately, while the task force has a role in supporting and driving this consultation, and will issue a final report containing recommendations to the Provost, any actions adopted from these recommendations will need to be supported by campus researchers and faculty, with the engagement of bodies such as Senate, UWOFA, and Western Libraries.

How might an open access policy or principles statement or other practices support the adoption of open access by Western University researchers, and what type of policy should we investigate?

There are many types of OA policies and they have various advantages and disadvantages. Broadly, OA policies can be understood as falling into one of three categories:

1. Normative – Normative policies state that "authors are encouraged to…" deposit articles in a repository or publish in open access journals. These resolution-based policies tend to be less controversial among university constituents, and they provide a goal of openness that faculty can aim towards while allowing authors the highest degree of control over their content. They also, however, are less effective than mandatory deposit policies.

2. Contractual/Rights-Based – In these policies, authors grant the university a set of rights and are prohibited from giving all their rights to publishers; while still retaining the right to publish and deposit in venues and journals of their choosing. While they tend to be more challenging to pass, they are in

place at Simon Fraser University¹ and at several US institutions. Contractual OA policies tend to be more effective because they reduce barriers to deposit, as the employer (and the library) have the right to deposit authors' work. There would, of course, need to be a well crafted grant of rights to ensure that the university is granted sufficient rights to deposit articles in the repository and at the same time does not unduly infringe on author rights.

3. Compulsory – Compulsory policies tie open access publishing into some other benefit or requirement. For example, the Tri-Agency Open Access Policy on Publications requires that peer-reviewed publications arising from agency supported research be freely accessible within 12 months of publication. This requirement can be met through deposit to an institutional repository, in a form and on a timeline consistent with copyright transfer agreements. Meeting tri-council requirements is only one of many reasons for Western University to actively pursue open access publication of the research output of Western University researchers.

Given the above, the task forces' preliminary research and analysis reveals that while compulsory and contractual/rights based solutions are the most effective drivers of open access and progressive scholarly communication policy, they require a high level of understanding and engagement by campus partners in order to be successfully implemented. It is the belief of the task force that additional consultation with our campus community is necessary in order to identify what would be possible at Western. We are aware that there is still much to learn about open access attitudes at Western, and we believe that we have extensive consultation to undertake before proposing any policy change.

Conclusion

The single most striking revelation from the work of the task force is that open access publishing and scholarly communication is an exceedingly complicated domain. The task force brought together individuals with a variety of diverse expertise, and it was only through mutual discussion and investigation that we have come to a common understanding. OA and scholarly publishing implicate budgets, ease of access to materials, social justice, promotion and tenure, and faculty rights and workloads, to name a few areas, and it is vitally important that any recommendations, decisions or policy balances and respects those important concerns. As such, we believe that extending the mandate of the task force for an additional 12-18 months is a prudent course of action, to enable in depth consultation and communication with our community.

¹ <u>https://www.lib.sfu.ca/help/publish/scholarly-publishing/open-access/open-access-policy#policy</u>

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Appendix A

Questionnaire on Open Access

As part of the Task Force's communication plan, a questionnaire on open access (OA) was prepared and distributed via mass email to all members of the campus community. The purpose of this questionnaire was to gather information that would help task force members achieve better understanding of the needs and perspectives of Western's community with respect to scholarly publishing.

Respondents

870 respondents started the survey. 425 respondents completed only the question that asked them to identify their role on campus, and a further 42 respondents did not answer any question. This left 403 usable responses. Table 1 shows the number of usable responses in each respondent category.

Table 1. Respondent category and number of usable responses.

Full-time Faculty	132
Part-time Faculty	15
Graduate Student	96
Undergraduate Student	85
Staff Member	66
Librarian	9
Total	403
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Questionnaire Responses

The questionnaire asked respondents to rank seven areas of inquiry that the task force had identified:

- Cost of books and serials (such as magazines, newspapers, journals, annuals, and periodicals)
- Access to scholarly materials
- Promotion and tenure
- Predatory publishing
- Institutional repository
- Open access article processing charges (APCs)
- Retention of intellectual property rights

Figure 1 shows how the respondents prioritized these seven areas.



Figure 1. Areas of Inquiry identified by the Task Force and the priority level as indicated by questionnaire respondents. A higher bar in the chart indicates that the area was a higher priority for respondents.

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The remaining questions were open-ended, allowing respondents to provide free-text answers.

Open-ended responses to the question "How might Western promote and encourage scholarly communication?" largely mirrored the areas of inquiry above, with two exceptions. There were no responses related to predatory publishing or retention of intellectual property rights. Several respondents provided a variation on the general suggestion to "encourage open access publications," without further elaboration of how Western could do so. Additional suggestions included: provide education about how to publish OA, start a press or provide other local options for publishing, and investigate policies to encourage OA publication.

The second open-ended question was "Besides funding, what resources are necessary to support Western's researchers in their scholarly communications and open access efforts in the future?" Many responses related to all seven areas of inquiry above. In particular, many responses focused on the areas of promotion and tenure and the institutional repository. Additional suggestions again included to provide education and to start a press or provide other local publishing opportunities. Several responses also identified qualified library staff as important resources to support this work.

The final open-ended question was "Have we missed any areas of inquiry?" Again, many responses related to the previously identified areas of inquiry. In particular, with respect to the cost of books and serials, many respondents mentioned prioritizing open access in publisher negotiations, with some specific references to following the example of the University of California in their negotiations with Elsevier. Other suggestions included: education and training, publish OA journals, and broaden the scope beyond journal articles to include Open Science, open data, Open Educational Resources, and monographs.

The questionnaire responses confirm that the task force's areas of inquiry are important to the campus community. Respondents also identified additional areas of inquiry, notably education, local publishing, and consideration of the task force's scope beyond the open access journal article.

UNIVERSITY RESEARCH BOARD

Contents	Consent Agenda
URB Report (March 2020)	No

FOR INFORMATION

1. URB Report (March 2020)

S. Prichard, Acting Vice-President (Research) will present the URB Report (March 2020) contained in Appendix 1.

URB Report | March 2020

Dr. Sarah Prichard, Acting Vice-President (Research)

Current Status of Research at Western

- All non-essential research has been stopped. Essential research is currently categorized as:
 - i. COVID-19 associated research, CIHR grants received to assist in this research
 - 1. Two in Faculty of Health Sciences (Ethics and Social media topics)
 - 2. Biomedical Sciences (Virus/Vaccine work in ImPaKt centre)
 - ii. Specific Longitudinal Research
 - 1. Where stopping research would have lost critical data, usually in ongoing, longitudinal studies
 - 2. Day by day some of these protocols are being completed
- No new animal protocols are being initiated, and no new procurement of animals (outside of COVID-19 research initiatives). Human participant research studies (new or ongoing) can continue only if they adhere to public health guidance.
- Animal care continues to be supported.
- Grant-funded students and staff pay is being maintained until project/contract completion.
- Support is being provided to hospitals and labs to assist with testing where possible.
- Discussions related to contract-funded research are ongoing to understand what the impact of the current pandemic might be on our research. To date, feedback has been that much of the contracted work can continue but as time goes on, this may change.
- Overall the co-operation of the research community in adapting to these changes has been excellent.

Results re Canada Foundation for Innovation, John R. Evans Leadership Fund (JELF) Competition

- Nine applications form Western submitted
 - Seven fully funded
 - o One 50% funded
 - o One not successful

New Western-Funded Programs

- <u>\$1 million COVID-19 research fund competition</u> from VPR office. Grants of up to \$50K will be awarded. Includes support for graduate students.
- Summer student research program: This is a joint Provost/VPR initiative to give up to 200
 returning students an opportunity to do a research project this summer under the supervision of
 faculty members who put forth proposals for work that can be done within current public health
 and government guidelines.
- Details about both programs will be available on the Western Research website.

CAN-COVID Launch

- Formed under the direction of the Office of the Chief Scientific Advisor of Canada
- Platform allows research community to communicate as they advance COVID-19 research
- Dr. S. Gallagher, Canadian Space Agency Scientific Advisor to the President and Associate Professor at Western, has been recruited to be a leader of the platform
- Dr. M. Daley, Special Advisor to the President on Data Strategy, will act as Western's representative

National Funding Agencies Update

- Mitacs
 - Providing limited funding to support research that directly aligns with current Federal and Provincial government objectives
 - o Has reduced the contribution required of SME's to help ensure that internships continue
 - o Facilitating quick turnaround times for applications
- Canada Foundation for Innovation
 - Evaluations for the 2020 Innovation fund competition are proceeding according to original timelines
 - One extraordinary call has been put out to support COVID research. Western has made an application. Further special funding may follow.
- Tri-Council plans: CIHR, NSERC, SSHRC
 - All of the councils are committed to maintaining research continuity and to supporting our graduate students. Each has submitted a proposal to their responsible Ministers for approval. Confirmation and communications are expected in the next week.
 - NSERC and CIHR have already launched special grant competitions related to the pandemic. More are likely to follow.

Other Opportunities

As the COVID-19 pandemic continues, new research funding opportunities are emerging. Ontario, NRC and the Tri-Councils have all announced new, focused initiatives. I expect more to come forth from other government agencies, industry, international coalitions and not-for-profit organizations. Our Western Research team is monitoring and updating the research community with respect to these announcements. We are identifying individuals and groups who might be particularly qualified to participate in the different opportunities. We are encouraging our researchers to be proactive in thinking about how they can be prepared with ideas and proposals as new funding is announced. The Western Research services group are ensuring that we have the capacity to support the needs of our researchers during this unusual time that offers unusual research opportunities.

A big thank you to everyone who is helping to keep our research ecosystem intact and for the cooperation of the community as we adapt to the current difficult situation.

Sarah Prichard Acting VP (Research) April 3, 2020