

SENATE AGENDA

Friday, April 16, 2021 at 1:30 p.m.
Meeting to be held electronically via Zoom videoconference

Members of Senate may access the Zoom link through the OWL Senate site

Members of the public who wish to attend Senate are invited to
 contact the University Secretary at senate@uwo.ca

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| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of March 12, 2021 | | Approval |
| 3.0 | Business Arising from the Minutes | | |
| 4.0 | Report of the President | | Information |
| 5.0 | Consent Agenda | | Approval |
| 5.1 | Items from the Operations/Agenda Committee | | |
| | 5.1(a) Senate Membership – Vacancies Filled by Appointment | | Information |
| | 5.1(b) Revised Senate Meeting Dates – May and June 2021 | | Information |
| 5.2 | Items from the Senate Committee on Academic Policy and Awards | | |
| | 5.2(a) Faculty of Information and Media Studies: Revisions to the Admission Requirements of the Major in Media, Information and Technoculture (MIT) and the Major in Media and the Public Interest (MPI) and Revisions to the “Admission Priority for First Year FIMS Students” Policy | | Approval |
| | 5.2(b) Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Dental Aptitude Test) | | Approval |
| | 5.2(c) Faculty of Science, Department of Earth Sciences: | | |
| | 5.2(c)(i) Introduction of a Major in Geophysics | | Approval |

	5.2(c)(ii) Revisions to the Admission and Program Requirements of the Honours Specialization and Specialization in Geophysics for Professional Registration	Approval
	5.2(d) Faculty of Social Science, Department of Geography and Environment: Introduction of a Major in Climate Change and Society	Approval
	5.2(e) Faculty of Social Science, Department of Geography and Environment and Ivey Business School: Revisions to the Admission and Program Requirements of the Honours Specialization in Urban Development and the Combined Honours Specialization in Urban Development/HBA	Approval
	5.2(f) School of Graduate and Postdoctoral Studies:	
	5.2(f)(i) Introduction of a Graduate Diploma (GDip) in Executive Healthcare Leadership	Approval
	5.2(f)(ii) Revisions to the Doctor of Musical Arts (DMA)	Approval
	5.2(f)(iii) Introduction of a new Milestone for the PhD in Music and the Doctor of Musical Arts (DMA)	Approval
	5.2(g) SUPR-U Report: Cyclical Review of the Undergraduate Programs in Chemical and Biochemical Engineering	Information
	5.2(h) New Scholarships and Awards	Information
6.0	Items removed from Consent Agenda	

AGENDA

7.0	Report of the Operations / Agenda Committee (E. Chamberlain)	
7.1	Nominating Committee Membership	Action
8.0	Report of the Nominating Committee (K. Yeung)	
8.1	Senate Committee Membership	
	8.1(a) Vice-Chair of Senate	Action
	8.1(b) Operations/Agenda Committee	Action
	8.1(c) Senate Committee on Academic Policy and Awards	Action
	8.1(d) Senate Committee on University Planning	Action

	8.1(e) University Research Board	Action
	8.1(f) Honorary Degrees Committee	Action
	8.1(g) Senate Review Board Academic	Action
	8.1(h) Distinguished University Professor Selection Committee	Action
	8.1(i) Faculty Scholars Selection Committee	Action
	8.1(j) Nominating Subcommittee to Nominate a Senator from the General Community	Action
	8.1(k) McIntosh Gallery Committee	Action
	8.1(l) Advisory Committee for the Office of the Ombudsperson	Action
	8.2 Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies)	Action
	8.3 Selection/Review Committee for the Vice-Provost (Academic Programs)	Action
	8.4 Selection/Review Committee for the Dean of the Faculty of Law	Action
9.0	Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)	
	9.1 Report of the Subcommittee on Teaching Awards (SUTA): Western's Excellence in Teaching Awards Winners for 2020-21	Information
10.0	Report of the Senate Committee on University Planning (M. Davison)	
	10.1 2021-22 University Operating and Capital Budgets	Approval
	10.1(a) 2020-21 University Operating and Capital Budgets	
	10.1(b) Program Specific Tuition and Other Supplemental Fees	
	10.2 Strategic Planning Update	Information
11.0	Report of the University Research Board (L. Rigg) – no report for April 16, 2021	
12.0	Report of the Academic Colleague	Information
13.0	Discussion and Question Period	
14.0	New Business	
15.0	Adjournment	

ITEM 1.0 – Land Acknowledgement

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

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

ITEM 2.0 – Minutes of the Meeting of March 12, 2021

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on March 12, 2021 be approved as circulated.

MINUTES OF THE MEETING OF SENATE

March 12, 2021

The meeting was held at 1:30 p.m. via Zoom.

SENATORS:

Z. Al-Asamil	C. Harasym	A. Pahargarh
L. Archibald	L. Henderson	J. Nord
P. Barmby	R. Heydon	P. Peddle
A. Baxter	H. Hill	S. Pitel
J. Baxter	V. Hocke	S. Powell
G. Belfry	S. Hodgson	S. Prichard
A. Borchert	A. Holm	V. Radcliffe
D. Brou	D. Jeffrey	G. Read
C. Burghardt-	T. Jenkyn	L. Ricker
Jesson	G. Kelly	L. Rigg
S. Burke	R. Kennedy	S. Roland
E. Chamberlain	J. Kitz	A. Rozovsky
L. Cipriano	D. Kotsopoulos	G. Santos
K. Coley	J. Langille	E. Sapuridis
J. Corrigan	K. Lawless	I. Savani
J. Cuciurean	W. Lehmann	A. Shepard
S. Datars Bere	J. Li	C. Steeves
M. Davison	L. Logan	P. Tarc
R. Dekoter	D. Malloy	G. Tigert
J. Finegan	C. McLeod	J. Toswell
R. Flemming	M. McMurran	Z. Train
L. Frederking	A. Meyer	T. Walters
J. Garland	M. Milde	G. West
L. Ghattas	L. Miller	S. Whitehead
K. Gibbons	K. Miller	J. Wilson
G. Gifford	J. Minac	K. Yeung
T. Granadillo	S. Morrison	J. Yoo
R. Gros	C. Nolan	B.A. Younker

Observers: B. Baron, T. Belton, C. Bressette, R. Bgeginski, C. Brunette-Debassige, R. Chelladurai,
J. Doerksen, B. MacDougall-Shackleton, J. Massey, M. McGlynn, M. Reesor

Land Acknowledgement

G. Belfry offered a Land Acknowledgement.

S.21-44 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of February 12, 2021 were approved as circulated.

S.21-45 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: COVID-19 update, accolades, and leadership updates.

The President additionally commented on the following items:

- Congratulated A. Bryson on assuming the role of University Secretary.
- Welcomed C. Bressette, Vice-Provost & Associate Vice-President (Indigenous Initiatives) who assumed the role on March 1, and thanked C. Brunette-Debassige for her work in the Acting role.
- Congratulated M. McGlynn as the incoming Vice-Provost (Academic Planning, Policy & Faculty), and thanked K. Campbell for all her work while previously serving this role.
- Applauded Professors S. Wei and A. Park (Faculty of Music), co-founders of the "Ensemble Made in Canada", a piano quartet in residence at Western. Their Mosaïque album has been nominated for a Juno Award.
- The President acknowledged the Faculty of Music for being one of the leaders in Canada to safely coordinate making music in person in the midst of the pandemic.
- Twenty-two confirmed cases of COVID-19 cases have been linked to off-campus gatherings. Two of the cases are students in residence, and they have been isolated in off-campus locations. The President urged students to avoid Saint Patrick's Day celebrations to minimize the spread of COVID-19.
- Western plans to return to in-person classes this September. Further details regarding safety protocols will be announced once they are definitive.
- The President noted that the number of International students applying to Western has declined, however, the number of Canadian domestic students applying has increased by 10%.
- Strategic Planning consultations have been very well attended and received by the University community. Key findings will be announced in April, a draft of the Strategic Planning framework will be shared in May, and a final form will be presented for approval in June.

The President concluded his report by recognizing the challenges of remote work and employee exhaustion during the pandemic. To acknowledge the Western community's collective efforts, the President announced two additional days of holiday: May 21 to create a four-day Victoria Day weekend, and June 30 to create a five-day Canada Day weekend.

S.21-46 **UNANIMOUS CONSENT AGENDA**

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

That the items listed in the Consent Agenda, except for ITEMS 5.2(c)(i) and 5.3(a), be approved or received for information by the Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-47 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

The following items reported by the Operations/Agenda Committee were received for information by unanimous consent:

- ITEM 5.1(a)-Results of the Spring 2021 Elections for Membership on Senate
- ITEM 5.1(b)-Senate Membership – Vacancies Filled by Appointment
- ITEM 5.1(d)-Candidates for Degrees, Diplomas and Certificates – Spring Convocation (#317)

S.21-48 **ITEM 5.1(c) – In Absentia Convocation for May and June 2021**

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

That the Senate approve the establishment of four in absentia convocations to be held May 13, 2021, June 5, 2021, June 11, 2021 and June 18, 2021 for students who complete their degree, diploma and certificate requirements and would normally have their name put forward as part of:

- the May 13, 2021, Huron Theology Convocation,
- the June 5, 2021, Schulich School of Medicine & Dentistry (MD) Convocation,
- the June 11, 2021, Richard Ivey School of Business (Graduate Programs Spring) Convocation,
- the June 14-18 and 21-25, 2021, Spring Convocations,

And that all students who have their degree or diploma conferred and certificate awarded in absentia be given the opportunity to participate in a future celebration.

CARRIED

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.21-49 **5.2(a) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program**

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

That the admission requirements for the MD program be revised as shown, effective July 1, 2021 for the 2021-22 application cycle.

CARRIED

S.21-50 **ITEM 5.2(b)(i) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: Introduction of a New Subject Area in “Medical Bioinformatics” and Withdrawal of the Subject Area in “Medical Health Informatics”**

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

That effective September 1, 2021, “Medical Bioinformatics” be introduced as a new subject area by the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry, and included in Category C for Breadth Requirements for Graduation, and That effective September 1, 2022, “Medical Health Informatics” be withdrawn as a subject area.

CARRIED

S.21-51 **ITEM 5.2(b)(ii) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and the Faculty of Science: Introduction of an Honours Specialization in Medical Bioinformatics and Revisions to the “Admission to the Bachelor of Medical Sciences (BMSc) Program and Modules Offered in the BMSc Program” Policy**

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

That effective September 1, 2021, an Honours Specialization in Medical Bioinformatics, leading to an Honours Bachelor of Medical Sciences (BMSc) degree, be introduced by the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry and the Faculty of Science, and

That effective September 1, 2021, the “Admission to the Bachelor of Medical Sciences (BMSc) Program and Modules Offered in the BMSc Program” policy be revised to include the Honours Specialization in Medical Bioinformatics in the Weighted Average Chart.

CARRIED

S.21-52 **ITEM 5.2(b)(iv) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and the Faculty of Science: Withdrawal of the Honours Specialization in Medical Health Informatics**

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

That effective September 1, 2021, admission to Honours Specialization in Medical Health Informatics be discontinued, and

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

That effective September 1, 2024 the module be withdrawn and all registration discontinued.

CARRIED

S.21-53 **ITEM 5.2(c)(ii) – Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of a Certificate in Data Science**

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

That effective September 1, 2021, a Certificate in Data Science be introduced by the Department of Statistical and Actuarial Sciences in the Faculty of Science.

CARRIED

S.21-54 **ITEM 5.2(c)(iii) – Faculty of Science, Department of Statistical and Actuarial Sciences: Revisions to the Admission and Program Requirements of the Honours Specialization, Major and Minor in Data Science**

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

That effective September 1, 2021, the admission and program requirements of the Honours Specialization, Major and Minor in Data Science be revised as shown.

CARRIED

S.21-55 **ITEM 5.2(d) – Faculty of Social Science, Department of Geography and Environment: Revisions to the Admission Requirements of all Modules**

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

That effective September 1, 2021, the admission requirements for the modules listed below be revised to include Geography 1200A/B (Climate Change Emergency).

Honours Specialization in Geography and Environment – BA
Honours Specialization in Geography and Environment – BSc
Honours Specialization in Geographic Information Science – BA
Honours Specialization in Geographic Information Science – BSc
Honours Specialization in Geography and Environment and Commercial Aviation Management–BA
Honours Specialization in Urban Development – BA
Honours Specialization in Geography and Environment/HBA
Honours Specialization in Urban Development/HBA
Specialization in Geography and Environment – BA
Specialization in Geography and Environment and Commercial Aviation Management – BA
Major in Environment and Health
Major in Geography and Environment
Major in Geographic Information Science
Major in Physical Geography and Environment
Minor in Geography and Environment

CARRIED

S.21-56 **ITEM 5.2(e)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) in Interdisciplinary Medical Sciences**

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

That the Master of Science (MSc) in Interdisciplinary Medical Sciences be revised as shown, effective May 1, 2021.

CARRIED

S.21-57 **ITEM 5.2(e)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) and Master of Science (MSc) in Geography**

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

That the Master of Arts (MA) and Master of Science (MSc) in Geography be revised as shown, effective September 1, 2021.

CARRIED

S.21-58 **ITEM 5.2(e)(iii) – School of Graduate and Postdoctoral Studies: Introduction of an Online Stream for the Graduate Diploma (GDip) in Public Administration**

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

That effective September 1, 2021, an online stream be introduced for the Graduate Diploma (GDip) in Public Administration.

CARRIED

S.21-59 **ITEM 5.2(f) – Policy Amendment: Structure of the Academic Year (Guidelines for the Organization of the Academic Year: Dentistry) and Revised Sessional Dates for the Schulich School of Medicine & Dentistry, DDS Program (2020-21)**

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

That effective January 1, 2021 until August 31, 2021, the Structure of the Academic Year Policy be temporarily amended as shown in recognition of the extenuating circumstances caused by the COVID-19 world pandemic, and,

That the authority to amend the dates for any Senate policies impacted by this temporary change to the Structure of the Academic Year be delegated to the Office of the Registrar for the period noted above (e.g., grade submission deadlines, add/drop dates, deadline to apply for February In Absentia Graduation), and,

That effective September 1, 2021 the previous version of the policy, “Last Revised 2020 04” be reinstated.

CARRIED

S.21-60 **ITEM 5.2(h)(ii) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Engineering in Medicine Collaborative Specialization and the Graduate Programs in Epidemiology and Biostatistics**

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

The Department of Epidemiology and Biostatistics identified areas for program changes as part of the cyclical review process and is seeking approval for those changes below.

CARRIED

S.21-61 Information Items Reported by the Senate Committee on Academic Policy and Awards

The following items reported by the Senate Committee on Academic Policy and Awards were received for information by unanimous consent:

- ITEM 5.2(b)(iii) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: DAP Proposals to Introduce Medical Bioinformatics 3100A/B, 4850G and 4980E
- ITEM 5.2(c)(iv) – Faculty of Science, Department of Statistical and Actuarial Sciences: DAP Proposals to Introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B
- ITEM 5.2(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Earth Sciences, Environmental Science, English (Brescia University College), History (Huron University College), Philosophy (King's University College)
- ITEM 5.2(h)(i) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Engineering in Medicine Collaborative Specialization and the Graduate Programs in Epidemiology and Biostatistics
- ITEM 5.2(i) – New Scholarships and Awards

ANNOUNCEMENTS AND COMMUNICATIONS

S.21-62 Information Items Reported through Announcements and Communications on Unanimous Consent

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

- ITEM 5.4(a) – Academic Administrative Appointments

ITEMS REMOVED FROM CONSENT AGENDA

S.21-63 ITEM 5.2(c)(i) – Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of a New Subject Area in “Data Science”

A Senator requested the removal of ITEM 5.2(c)(i) from consent agenda, noting it is a new initiative and should be acknowledged during the Senate agenda period.

M. Daley (Special Advisor to the President on Data Strategy) addressed the introduction of the new subject area in Data Science, advising it is a system of two streams. One of the streams is intended for students who want to pursue careers in Data Science. The second stream is for students from any discipline, who want to supplement their education with Data Science. The streams are combined in second year, to allow the expert tool makers and the perspective tool users to work together in a manner of experiential team-based learning.

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

That effective September 1, 2021, "Data Science" be introduced as a new subject area and included in Category C for Breadth Requirements for Graduation.

CARRIED

S.21-64 **ITEM 5.3(a) – Vice-Provost's Annual Report of Faculty Recruitment and Retention**

A Senator submitted the following questions in advance:

a) Over the past decade the number of tenured and probationary faculty members has declined by about 8% (page 168). During the same period student enrollment has increased to record high levels. In order to fulfill its mission of providing high-quality education to all students, will Western commit to increasing the number of tenured and probationary faculty members in each of the next five years?

b) In 2020-21 women who were shortlisted for tenured and probationary positions were notably less successful in obtaining those positions than in the previous two years (page 171). Has Western identified and evaluated the reasons for this change? What steps does Western propose to take to reverse this change?

S. Prichard, Acting Provost & Vice-President (Academic) acknowledged that student population numbers have increased, meanwhile the faculty numbers have not increased at an analogous pace. S. Prichard noted this may be the result of a number of recent retirements due to the faculty retirement proposal. She advised that Western is currently in a new phase of faculty renewal, where it is anticipated that between 60 to 70 new tenure probationary appointments will be made in the coming year. S. Prichard emphasized that notwithstanding the change in the student and the faculty numbers, Western retains the lowest ratio of students per faculty member of all the U6 in Ontario.

M. McGlynn, Vice-Provost (Academic Planning, Policy & Faculty) addressed the shortlisted women applicants for tenured and probationary positions in 2020-2021. She noted that the figures for women who were successfully hired in 2018-2019 and 2019-2020 were higher than the following year due to new hires in the faculty of Health Sciences. M. McGlynn noted this is a female dominant faculty, as shown on page 173 of the agenda package. The hires in Health Sciences influenced the unusually high number of females hired into tenured and probationary positions for those years, and that is the recognizable reason for the difference.

E. Chamberlain (Dean, faculty of Law) addressed the relatively low number of part-time faculty in Law. She noted the faculty frequently hires practitioners to teach courses. Most practitioners join on the basis of visiting contracts, as opposed to limited duties contracts, therefore they are not reflected in the part-time figures. The number seven, as shown on page 194 of the agenda package, reflects faculty who primarily have standing appointments and are hired as limited duties faculty.

A Senator inquired if there were disproportionate resignations from particular faculties, and requested reasonable explanations.

M. McGlynn responded that according to page 204 of the agenda package, the resignations vary from one and a half percent to three and a half percent of the faculty. She advised mobility and the varying size play a large role in the figures. She noted there are a number of slides in the report that provide reasons for resignations from a gender equity lens.

A Senator requested more clarification on the response provided by M. McGlynn on the shortlisted women applicants for tenured and probationary positions. He noted that if the two previous years were anomalous, it is more the norm that women are not getting hired at the level that they are being shortlisted. He inquired if Western has any plans to address this gap.

M. McGlynn agreed that it is a concern that women are not being hired at a higher desired number, and acknowledged the current process will not achieve the target in the desired timeframe. She advised the solution starts at the appointment committee level, noting that under the collective agreement, the committee must seek a representative pool. M. McGlynn noted the appointments process may need to be reevaluated to identify where the process can be improved.

A Senator inquired if there were comprehensive analytics in terms of minoritized or faculty of colour.

M. McGlynn responded the data on minority groups is very limited. A. Shepard noted work is underway on a voluntary survey that would collect that data on a voluntary basis.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

SS.21-65 ITEM 10.1 – Indigenous Strategic Plan Progress Report

C. Brunette-Debassige, Special Advisor to the Provost (Indigenous Initiatives) presented the Indigenous Strategic Plan progress report.

REPORT OF THE UNIVERSITY RESEARCH BOARD

SS.21-66 ITEM 11.1 – Revisions to MAPP 7.12 (Policy and Procedures for the Use of Animals in Research and Teaching) and Elimination of MAPP 7.10 (Institutional Animal User Training Program) and MAPP 7.15 (Post Approval Monitoring Program)

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

That Senate approve and recommend to the Board of Governors revisions to MAPP 7.12, Policy and Procedures for the Use of Animals in Research and Teaching and,

The elimination of MAPP 7.10 Institutional Animal User Training Program and 7.15 Post Approval Monitoring (PAM) Program as Senate level policies, effective March 12, 2021.

CARRIED

SS.21-67 ITEM 12.0 – Report of the Academic Colleague

Senate received the Academic Colleague Report on the March 2021 meeting for information.

A Senator inquired if the results of the College and University Strategic Mandate Agreements performance metrics are provided prior to the public posting on the Ministry's website.

R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) responded that Western has received the results, however, we must comply with the Ministry's timeline of publishing the performance metrics.

S.21-68 **DISCUSSION AND QUESTION PERIOD**

Senators submitted the following questions in advance:

Follow-up Regarding Senate Elections

I would like an update on the question that was asked about Lecturers and the right to vote in Senate elections at the previous meeting.

P. Eluchok (Legal Counsel) responded that the Act sets out a requirement to designate which faculty can serve on Senate and vote on its elections. The Act states that in order to participate, faculty must hold the rank of Assistant Professor or higher. During the previous Senate meeting, members proposed putting forward a letter of understanding to allow lecturers to participate and serve on Senate. P. Eluchok noted the proposal was reviewed, and there are concerns with potential risks. He proposed to continue exploring other means to allow Lecturers to participate in Senate.

University Webpages

First, for various reasons I have been enjoying the university website, and I clicked on "Academics" and then on "Departments.Faculties.Affiliates" where I came to a website entitled "Academics." This website lists 95 "academic entities" at Western. Since there are double that many programs, I found myself consumed with curiosity as to which programs achieved the cachet of being entities and which did not. Things got interesting. My colleagues in Law clearly know how to trumpet their programs, as they have "Business Law," "Criminal Law," "JD Academic Programs," and finally "Law Grad Programs." In addition six "teaching hospitals" are listed as part of Western's academic structure. FIMS, another heavy hitter in the cachet department, has an impressive 9 (including "Linguistics" which would be a surprise to my colleagues in the French Studies department). To summarize on the other faculties: Social Science has 10 entries, Science 10 (including Psychology), Arts and Humanities 9, Schulich a stonking 25 (+ those hospitals), Health Sciences a paltry 7, Engineering a miserly 5, Education a sad and sorrowful one (listed as "Continuing Teacher Education" not even "Education").

Clearly some sweeping and cleaning is necessary. However, the entry that struck my attention, given that this is an "Academics" website, was "Ivey Academy." This link led to thirty individual programs, and to what appears to be a site of micro-credentials (though I am admittedly hazy on exactly what these might be). Are these programs "academic programs" at Western? As such, should they be going through the usual approvals process? When did the Ivey Academy start up, and how did it arrive on this slightly creaky landing-page? These are questions.

For those who want it, here is the page: <https://www.uwo.ca/academics/index.html>

J. Doerksen, Vice-Provost (Academic Programs) responded that due to the increasing interest in micro-credentials, the Ministry has extended student financial assistance to micro-credential programs.

The Ministry currently does not have a policy framework or conclusive definition of micro-credentials.

J. Doerksen noted that the "Ivey Academy" has numerous micro-credential programs offered, and that Western Continuing Studies has participated with provincial E-Campus Ontario pilot projects around micro-credentials. J. Doerksen expressed Western will have more clarity on micro-credentials in the near future, as the Ministry is developing the regulatory framework.

A. Blackburn-Evans (Chief Communications Officer/AVP, Communications and Public Affairs) attended as a guest to respond to the question. The "Academics" page referenced in the question was established over a decade ago, however, the system in place to update the page has proven ineffective over the years. A. Blackburn-Evans noted there is a plan to redesign the Western homepage this year, and the pages identified will be part of the of the redesign.

Huron University College

Huron University College declared its intention to secede from Western in mid-February, on local and national media. The stated intent is to use the new Huron University College Act to establish a new Board of Governors (28 members announced later in February, with pictures provided), and to take control of the academic endeavours of Huron, including conferring its own degrees, not Western degrees.

As the person who asked a question about Huron's new governance structure in January, and asked for the item clarifying the relationship to Harvard to be added to the minutes in February, I feel it is my responsibility to follow up with a few more queries.

First, could we have some clarification of the ethical situation at the moment? Given Huron's public position that it will withdraw from Western and compete with main campus and with Brescia and King's, will its representatives withdraw now from all academic-related committees and processes at Western? It seems bad business practice to announce a secession and then to remain present, gathering information and voting on academic decisions.

Next, I still have questions about the relationship with Harvard. The video at the top of the "Future Students" website at Huron shows an image of Harvard and describes an "academic partnership." Later there is more specificity about an online program in core business competencies. If Huron is seceding from us, then perhaps my concerns are irrelevant, but I would like someone versed in the current affiliation agreement to take a look at this connection and determine if it falls under that agreement.

Third, among the fifteen programs Huron advertises itself as offering (on the front of its website) is "Ivey Business School." Ivey, for its part, indicates on its website Combined Degree Programs with two Huron programs (Global Studies and Psychology). The Western Academic Calendar has only Psychology, although it seems likely that the Global Culture and Global Studies programs there are exclusively Huron programs. Huron on its website advertises that students can attend Ivey and combine with any Huron program. Could we have some coordination among these rather different public statements?

I have more questions. I hate to think about Huron leaving Western. I also have some hope. When the initial announcements came out in February, the plan was to implement the new autonomous Huron in September 2022. Today, as I search the Huron website looking for information, I see that the proposed implementation date is now 2023, and some internal consultation is happening. As a former marshal for Convocation, I enjoyed attending the Divinity Convocation at Huron in early May

and I enjoyed watching Huron graduates come across the stage at Western (including at least one family member). I would hate to see this end.

G. Read (Provost and Dean, Faculty of Arts and Social Science, Huron University College) responded to the question.

"Thanks for the question. I say thank you, because it gives us the opportunity to clear up some of the misunderstandings that were created, particularly when the story broke in the media. As a starting point, Huron has not declared its intention to request approval to grant its own degrees at this point. What we have done is started a conversation with our community about the possibility of doing that. It is something that our leadership is keen on. This was their advice that we should do this, I do not want to hide that. There will be an internal consultation process, faculty votes on the matter at the Council levels, and then ultimately it is a Board decision, which will take place in June. Just to be clear, we have not publicly announced that we are doing this, as we have publicly announced, in a sense that we are talking about doing this. I would also like to reframe it from the way that it is framed in the question, as I do not actually see this as us seceding per se. In one sense, yes, we are exploring the possibility of seceding from Western Senate, and establishing our own Senate and granting our own degrees, but that does not mean that we foresee the ending of the partnership with Western. Rather, I would frame it as an exciting opportunity, potentially, if it happens, to build a renewed partnership between Western, King's and Brescia. There is a long history between Huron and Western. For those who do not know, Western actually emerged out of Huron, as Huron is the founding institution. Our partnership goes right back to the moment that Western was founded. We have a strong relationship, we get lots of good things from the relationship with Western, we continue to think that the Western degree has value. It is not that we think it does not have value. In the vision that we have, this is not an end of affiliation with Western, but just a revised affiliation with Western, where we would have an affiliation between two autonomous degree-granting institutions rather than both granting the same degree.

It is not Huron's public position that it will make these changes yet because that decision has not been taken. And that decision will not be taken until June. At that point, there would still be many hurdles to overcome before it actually happens. Even after the decision is taken, if it is to go ahead and try and do this, that does not necessarily mean it will happen.

As for the question as to whether Huron will withdraw this time from Senate, SUPR-U, SCAPA, and other bodies, I will be honest and say I think that question is a bit inappropriate. Those bodies approve new programs, courses, they govern curriculum, they look over program reviews. We are subject to all of those things, so of course we will continue to be represented on those bodies. Until such time, potentially, that a new Senate is created. Then we would leave those bodies. Our programs are governed by those bodies, so we need to be represented on there just like any other faculty or affiliated college, until such time as that changes.

It would be my hope that Huron would still have non-voting representation at Western Senate, and that Western would also have non-voting representation at a future Huron Senate, if such a thing comes to exist.

Again, we value Western as a partner and will continue to do so going forward, regardless of whether or not we end up seeking this greater degree of autonomy or not.

As to some of the specific questions, the Harvard video referred to has been taken down and it is being edited to remove reference to it being an academic partnership. In my understanding, that actually fits well with the sort of thing that Alan was referencing just a few minutes ago. This is a kind of online business summer camp, that our students have a pathway to take. It is non-academic in nature. We always run new partnership ideas and proposals past the Provost at Western, and if it is determined that the new partnership is academic in nature, then it does come to Senate for approval.

I am not sure what you are referring to on the website about Ivey, but if there was language that said we had an Ivey program, that was the result of some sloppy work by somebody on the website. We do have partnerships with Ivey of course, that are actually the same as the partnerships that Ivey has with Western faculties, and the other affiliate colleges. For example, we do have AEO students, those are students who are pre-approved for admission to Ivey after their second year, provided that they meet the requirements. Then we also do have the joint degree programs or the dual degree programs. I think you saw a vestige of an older framework. Huron actually pioneered the dual degree framework. We had Global Studies and Psychology, which you could do dual degree with, and then go on and do an Ivey degree as well. That usually took students five years. The framework that was established has now been expanded to any program that has an Honours Specialization with the exception of MOS. I think that also applies at Western and I believe the other affiliates as well. So yes, a student can come to Huron and do a degree in history and also get the dual degree at Ivey, if of course, they get admission to Ivey. If there is a statement on the website that states you can combine any Huron degree with Ivey, that is not quite true. Again, there has been a mistake made there, you cannot do a MOS degree at Huron and do an Ivey degree. You cannot do just a major, it has to be an Honours Specialization, and of course, you do have to qualify to get into Ivey so I think the partnership itself is actually the same partnership that exists with Western faculties.

Just to conclude, again, I would really, strongly emphasize the value that we do place on the Western relationship. As Alan said in his recent interview in the Gazette, there is actually quite a strong relationship between the leadership of the two institutions. I find everyone is very collegial on the committees I serve on. It is not that there is an unhealthy relationship here or an animosity towards Western or anything like that. It is simply that the analysis of the senior leaders of the institution, they think, in the long term, Huron will be better positioned as an independent degree granting institution but still affiliated with Western in a variety of ways.”

Fall Plans

A Senator raised a concern about the announcement released by Western on the plans to return to in-person classes this September. He noted it is in contrast with the approach other Ontario Universities are following. The Senator queried Western’s plans on class sizes and other safety protocols.

A. Shepard responded that the return to in-person in the fall will only be possible based on the guidance of Public Health experts and the availability of vaccines. Plans for class sizes and other protocols will need to be evaluated closer to the fall, in accordance with the guidelines established by the Ministry of Health and the Ontario Chief Medical Officer.

ADJOURNMENT

The meeting adjourned at 3:03 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: April 9, 2021
Re: President's Report to Senate

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of March 12, 2021.

COVID-19 update: The dynamic nature of the pandemic continues to test our adaptability. Several recent outbreaks on campus and in the broader community prompted our decision to move most remaining in-person classes and final exams online. And with the declaration of the province-wide stay-at-home order, most campus facilities are now closed, including libraries, eateries, and recreation facilities. Students living in residence have been encouraged to move home if they can and to quarantine for two weeks upon their return. New three-layer face covering measures have been implemented for all community members who may be required to remain on campus. I am deeply grateful for the resiliency and hard work of all community members. Please continue to watch <https://www.uwo.ca/coronavirus/> for the latest news. I will provide a further update on our pandemic response in my oral report.

Undergraduate admission update: First-choice applications are up 11% for Western which bodes well for our September 2021 entering class. Efforts are now underway to engage prospective students as they make their important decisions during the next few months. Our investment in high-touch admission and retention strategies are helping to set us apart.

Summer internship programs announced: The Summer Student Internship Program and the Undergraduate Student Research Internship Program that were each so well received last summer will return in 2021. Combined, they will provide employment for as many as 400 students with up to \$7,500 in compensation during the 16-week period May 1 through August 31. Up to 100 Summer Program interns will work on OWL course sites, editing and captioning lecture material, developing assessments, and creating instructional videos. The remaining 300 positions will be for students working directly with faculty members to support their research. More details on the research program are available through Faculty-based associate deans.

EDI Advisory Council named: On March 25, eight community members were named to an advisory council that will guide our anti-racism and EDI work, including the collection and publication of relevant data and metrics to measure progress. Members include:

- **Bipasha Baruah**, Canada Research Chair in Global Women's Issues and professor in the Department of Gender, Sexuality, and Women's Studies

- **Candace Brunette-Debassige**, Special Advisor to the Provost (Indigenous Initiatives)
- **Susan Knabe**, Associate Dean, Undergraduate, FIMS, and professor in the Department of Gender, Sexuality, and Women's Studies
- **Erica Lawson**, professor in the Department of Gender, Sexuality, and Women's Studies
- **Donna Fagon-Pascal**, BA'92, Vice-President, Human Resources, Communications & Public Relations, Dynacare
- **David Simmonds**, BA'07, Senior Advisor, Canadian Centre for the Purpose of the Corporation and member of Western's Board of Governors
- **Sean Waite**, BA'11, professor in the Department of Sociology
- **Laura Williams**, BA'91, Founder and Principal, Williams HR Law Professional Corp., and Williams HR Consulting Inc.

Special Advisors on Anti-Racism **Nicole Kaniki** and **Bertha Garcia** will convene the council until such time as the new Associate Vice-President of EDI is in place. Together with a diverse network of more than 50 department representatives across campus, the EDI council will be a significant resource supporting the AVP, EDI. Recruitment for this new position is now underway. I want to thank Bertha and Nicole for helping to lay the foundation for this council and for their ongoing leadership.

Business + Higher Education Roundtable: Western has joined this national non-profit group to help create more career opportunities for young Canadians while boosting innovation. Established in 2015, the group includes several of Canada's leading universities, colleges, polytechnic institutes, private-sector and government partners. BHER is chaired by Western alumnus and RBC President & CEO **Dave McKay** (MBA'92, LLD'19) who recognizes the profound impact of COVID-19 on work-integrated learning opportunities for students. BHER is committed to restoring and growing opportunities as Canada emerges from the pandemic. I attended my first BHER meeting in March and look forward to contributing to the work of this group on Western's behalf.

CIHR and SSHRC grant program success: Congratulations to all the Principal Investigators and respective team members behind these recently announced Tri-Council funded projects:

- Twelve research projects in the Schulich School of Medicine & Dentistry and Faculties of Health Sciences and Science awarded a total of \$7.4M from the Canadian Institutes of Health Research.
- Seventeen projects involving colleagues from the Faculties of Social Science, Education, Business, Music, Arts & Humanities, and Health Sciences awarded a total of \$2.7M from the Social Sciences & Humanities Research Council's Insight Grants program.
- Four additional SSHRC Partnership Development Grants and two SSHRC Connection Grants awarded to colleagues in the Faculty of Health Sciences.
- A \$2.5M SSHRC Partnership Grant awarded to a collaborative international research project led by FIMS professor **Amanda Grzyb**, titled *Surviving Memory in Postwar El Salvador*, that involves a large consortium of academic, business, and other partners.

Accolades: Congratulations also to the following campus community members who received special honours in recent weeks:

- Nominated for JUNO Awards by the Canadian Academy of Recording Arts and Sciences: alumni **Andrew Fedyk** (BA'15) and **Joe Depace** (BA'14) of Loud Luxury; **Basia Bulat** (BA'06); and Don Wright Faculty of Music professors **Sharon Wei** (BMus'00) and **Angela Park**.

- Alumnae **Michelle Baldwin** (BA'99, Med'09), **Michele Beaudoin** (BA'82, MLS'96), and **Kyle MacDonald** (HBA'82) named 2021 Women of Excellence by the YMCA of Southwestern Ontario.

Leadership update: We were pleased to announce two leadership appointments during the past month: **Margaret McGlynn** as Vice-Provost (Academic Planning, Policy & Faculty) and **Amy Bryson** as University Secretary, both of whom had been serving in an acting capacity in their respective roles. We congratulate both Margaret and Amy on their appointments. We're also pleased to welcome **Jeff O'Hagan** back to campus; he started in his new role as Vice-President (University Advancement) on April 1.

The work of review/selection committees for the following senior leadership positions remains underway: Dean of the Don Wright Faculty of Music, Provost & Vice-President (Academic), and Associate Vice-President (EDI).

ITEM 5.0 – UNANIMOUS CONSENT AGENDA

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

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

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

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

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

How it works:

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

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

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

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

ITEM 5.1(a) – Senate Membership – Vacancies Filled by Appointment

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

The Senate seat listed below was filled by appointment for the term indicated at the recommendation of the unit concerned in accordance with the Senate Election Procedures (A.4.1(d)).

INFORMATION AND MEDIA STUDIES

James Compton

July 1, 2021 – June 30, 2022

The Senate seats listed below were filled by appointment for the terms indicated at the recommendation of an *ad hoc* Nominating Subcommittee, in accordance with the Senate Election Procedures (B.5(c)).

GRADUATE STUDENT CONSTITUENCY

Victoria Jaremek

Anatomy and Cell Biology

July 1, 2021 – June 30, 2022

Seth Kadish

Epidemiology and Biostatistics

July 1, 2021 – June 30, 2022

ITEM 5.1(b) – Revised Senate Meeting Dates – May and June 2021

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

The Strategic Planning Steering Committee (SPSC), Chaired by the President, has been busy conducting many important consultation sessions across the University since early January. This consultation work concluded at the end of March. Feedback from all of these consultation sessions is being collected and shared back with the SPSC for consideration in Western’s new strategic plan. The consultations have been very well attended and well received by the university community.

To ensure that the SPSC has the appropriate time to review and incorporate all of the feedback in drafting the new strategic plan and bringing it forward to Senate for approval, the Operations/Agenda Committee recently approved changes to two upcoming Senate meeting dates.

Please note the following changes to the May and June Senate dates:

- May 7, 2021 Senate meeting has been moved to **May 14, 2021**
- June 4, 2021 Senate meeting has been moved to **June 11, 2021**

ITEM 5.2(a) – Faculty of Information and Media Studies: Revisions to the Admission Requirements of the Major in Media, Information and Technoculture (MIT) and the Major in Media and the Public Interest (MPI) and Revisions to the “Admission Priority for First Year FIMS Students” Policy

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, the admission requirements of the Major in Media, Information and Technoculture (MIT) and the Major in Media and the Public Interest (MPI) be revised as shown, and

That the “Admission Priority for First Year FIMS Students” policy be revised.

EXECUTIVE SUMMARY:

The revisions to the admission requirements for the Major in Media, Information and Technoculture (MIT) and the Major in Media and the Public Interest (MPI) are motivated by the reduction in the Faculty’s first-year class size following the discontinuation of the first-year entry program Media, Theory and Production in 2016. The revision will lower the admission requirements so that they are consistent with norms for modules in other faculties, helping to increase the enrolment targets for Year 2. Based on the adjudication results over the past several years, these revisions will align the stated admission requirements with what is current standards for entry to the Major modules in FIMS.

ATTACHMENTS:

[Revised Calendar Copy – Major in Media, Information and Technoculture \(MIT\)](#)

[Revised Calendar Copy – Major in Media the Public Interest \(MPI\)](#)

[Revised Calendar Copy – Admission Priority for First Year FIMS Students](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21150>

MAJOR IN MEDIA, INFORMATION AND TECHNOCULTURE (MIT)

Enrolment in all modules in Media, Information and Technoculture is limited. Meeting the minimum requirements does not guarantee that students wishing to enter any module in Media, Information and Technoculture will be offered enrollment.

Admission Requirements

Completion of all first-year requirements, with no failures. Students must have an average of at least 68% in 4.0 principal courses, including a minimum grade of 60% 65% in each of MIT 1020E or MIT 1021F/G and MIT 1022F/G, and MIT 1025F/G.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21151>

MAJOR IN MEDIA AND THE PUBLIC INTEREST (MPI)

Enrolment in all modules in Media and the Public Interest is limited. Meeting the minimum requirements does not guarantee that students wishing to enter any module in Media and the Public Interest will be offered enrollment.

Admission Requirements

Completion of all first-year requirements, with no failures. Students must have an average of at least 68% in 4.0 principal courses, including a minimum grade of 60% 65% in each of MIT 1020E or MIT 1021F/G and MIT 1022F/G, and MIT 1025F/G.

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/progression_FIMS.pdf

Admission Priority for First Year FIMS Students

Students registered in FIMS who complete 5.0 first-year courses with an average of at least 65% 70% in five principal courses and a minimum grade of 65% in the required MIT first-year courses will be guaranteed admission to second year of the Major in MIT.

The Faculty then ranks all remaining first-year MIT students who apply to second year and fulfill the minimum admission requirements, and makes offers of admission until the program is filled to capacity.

The rest of the policy is unchanged

ITEM 5.2(b) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Dental Aptitude Test)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That the admission requirements of the DDS program be revised as shown, effective July 1, 2021 for the 2021-2022 application cycle.

EXECUTIVE SUMMARY:

Schulich Dentistry recognizes that some applicants may have faced barriers on their path to applying to Dentistry. As part of a commitment to diversity, inclusivity and equity, in order to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants, Schulich Dentistry would like to amend the accepted Dental Aptitude Test (DAT) test scores for all applicants.

Schulich Dentistry requires all applicants to write the DAT within two years prior to application deadline. Currently, resident Canadian applicants are required to write the DAT administered by the Canadian Dental Association (CDA). This is administered only twice a year (February and November) in an in-person testing facility and provides writers the option to complete the manual dexterity/soap carving portion of the DAT. The manual dexterity portion of the DAT is not a requirement for Schulich Dentistry. Resident Canadian applicants are currently not permitted to submit DAT scores from the DAT administered by the American Dental Association (ADA).

Non-resident Canadian applicants and international applicants may write the DAT administered by the ADA, only if they have not been in Canada to write the CDA DAT in the two years prior to the application deadline. Results of the ADA DAT are treated as equivalent to the results of the CDA DAT and must be received by the application deadline.

The ADA DAT can be completed year-round, in an online format. The ADA DAT includes a section on Organic Chemistry and Quantitative Reasoning (Math) but does not include the manual dexterity portion. Neither the Organic Chemistry and Quantitative Reasoning (Math) nor the manual dexterity sections are current admissions requirements.

In an effort to mitigate any potential barriers caused by test centre closures due to COVID-19, applicant location, and the financial impact of candidates who may need to write both the CDA and ADA DAT, Schulich Dentistry would like to begin to accept ADA DAT scores for resident Canadian applicants in addition to non-resident Canadians and international applicants.

ATTACHMENT:

[Revised Calendar Copy – Admission – Dentistry](#)

REVISED CALENDAR COPY

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

Admission – Dentistry

ADMISSION REQUIREMENTS

This part of the policy is unchanged

Dental Aptitude Test Results

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

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

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

For Canadian and international students residing outside Canada, the results of the American Dental Association (ADA) Test (DAT) will be treated as equivalent to the results of the CDA DAT if the applicant has not been in Canada to write the CDA DAT in the two years prior to the application deadline. For information and application forms visit the American Dental Association's website. DAT transcripts are kept on file for the duration of their eligibility.

The rest of the policy is unchanged

ITEM 5.2(c)(i) – Faculty of Science, Department of Earth Sciences: Introduction of a Major in Geophysics

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, a Major in Geophysics be introduced by the Department of Earth Sciences in the Faculty of Science.

EXECUTIVE SUMMARY:

The idea to create a Major in Geophysics originated as a student recruitment and retention strategy for the Department of Earth Sciences. The Department currently has a Major in Geology but not in Geophysics. However, the Department does have both an Honours Specialization and Specialization in Geophysics for Professional Registration. The proposed Major in Geophysics will provide an opportunity for more students to study geophysics who might not be interested in fulfilling the larger requirements of one of the Honours Specialization or Specialization modules. In addition, the Honours Specialization and Specialization modules are geared towards students hoping to acquire Professional Registration post-graduation and not all students are interested in that option. The proposed Major in Geophysics will be a great option for those students. The proposed Major will also provide a stepping stone for students interested in the Honours Specialization or Specialization modules, but who do not yet have the admissions requirements needed for either module. By having a backup option for these students (still within Geophysics) the Department hopes to foster student retention as students will still be able to study the subject they are interested in. The proposed Major in Geophysics will also provide an opportunity for students to complete a “double major” in Geophysics and another related subject (for example: Physics, Mathematics, Computer Science etc.) which would be appealing for many perspective or current students and encourage interdisciplinary learning.

ATTACHMENT:

[New Calendar Copy – Major in Geophysics](#)

NEW CALENDAR COPY

MAJOR IN GEOPHYSICS

Admission Requirements

Completion of first-year requirements including the following 2.5 courses:

- 1.0 course from: (Physics 1101A/B, Physics 1201A/B, Physics 1401A/B, Physics 1501A/B, the former Physics 1028A/B or the former 1301A/B) and (Physics 1202A/B, Physics 1402A/B, Physics 1502A/B, or the former Physics 1302A/B).
- 1.0 course from: (Calculus 1000A/B, Calculus 1500A/B or Applied Mathematics 1412A/B) and (Calculus 1301A/B, Calculus 1501A/B or Applied Mathematics 1414A/B), each with a mark of at least 60%; or the former Applied Mathematics 1413 with a mark of at least 60%.
- 0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G.

Module

6.0 courses:

0.5 course: Earth Sciences 2123F/G*

0.5 course from: Earth Sciences 2201A/B, Earth Sciences 2206A/B

2.0 courses: Earth Sciences 2200A/B, Earth Sciences 2222A/B, Earth Sciences 2220A/B, Earth Sciences 4451Z

2.5 courses from: Earth Sciences 3320A/B, Earth Sciences 3321A/B, Earth Sciences 4420A/B, Earth Sciences 4421A/B, Earth Sciences 4423A/B, Earth Sciences 4424A/B

0.5 additional courses in Earth Sciences, Physics or Computer Science at the 2000 level or above

*If Earth Sciences 1023A/B has been taken, Earth Sciences 2123F/G cannot be taken. Instead, students should take 0.5 course in either Earth Sciences 2201A/B or Earth Sciences 2206A/B (whichever has not already been taken above).

Notes:

Students registered in an honours double major degree must complete a minimum of 1.0 courses at the 3000 level for each module.

The above courses may have prerequisites not included in the module

ITEM 5.2(c)(ii) – Faculty of Science, Department of Earth Sciences: Revisions to the Admission and Program Requirements of the Honours Specialization and Specialization in Geophysics for Professional Registration

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, the admission and program requirements of the Honours Specialization and Specialization in Geophysics for Professional Registration be revised as shown.

EXECUTIVE SUMMARY:

Earth Sciences 2222A/B is a required course in the Honours Specialization and Specialization in Geophysics for Professional Registration modules. As such, it should not be listed again in the two “1.0 additional course” sections. This proposal corrects that error.

ATTACHMENTS:

[Revised Calendar Copy – Honours Specialization in Geophysics – For Professional Registration](#)
[Revised Calendar Copy – Specialization in Geophysics – For Professional Registration](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21643>

HONOURS SPECIALIZATION IN GEOPHYSICS – FOR PROFESSIONAL REGISTRATION

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

Admission Requirements

Completion of Western's first year requirements with no failures and a minimum average of 70% in the following 3.0 principal courses with no mark below 60% in any principal course:

3.0 Principal Courses:

0.5 course: Chemistry 1301A/B.

1.0 course from: (Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B) and (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B).

1.0 course from: (Calculus 1000A/B or Calculus 1500A/B) and (Calculus 1301A/B or Calculus 1501A/B); or Applied Mathematics 1413.

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G.

*1.0 additional course from:

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, **Earth Sciences 2222A/B**, Geography 2210A/B.

*This requirement should be completed by the end of the student's second year.

Module

11.0 courses:

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2222A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 3320A/B, Earth Sciences 3321A/B, Earth Sciences 4420A/B, Earth Sciences 4423A/B.

1.0 course from: Earth Sciences 2123F/G, Earth Sciences 3340A/B, Earth Sciences 3372A/B, Earth Sciences 4421A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4462A/B, Earth Sciences 4472A/B, Geography 2220A/B, Geography 2330A/B.

0.5 course: Earth Sciences 4451Z.

0.5 course from: Calculus 2302A/B, Calculus 2502A/B.

1.0 course: Physics 2110A/B, Physics 2910F/G.

1.0 course: Earth Sciences 4490E.

1.0 additional course (not already taken above): Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, **Earth Sciences 2222A/B**, Geography 2210A/B.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21642>

SPECIALIZATION IN GEOPHYSICS – FOR PROFESSIONAL REGISTRATION

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

Admission Requirements

Completion of Western's first year requirements and no mark below 60% in any of the 3.0 principal course:

3.0 Principal Courses:

0.5 course: Chemistry 1301A/B.

1.0 course from: (Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B) and (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B).

1.0 course from: (Calculus 1000A/B or Calculus 1500A/B) and (Calculus 1301A/B or Calculus 1501A/B); or Applied Mathematics 1413.

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G.

*1.0 additional course from:

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, **Earth Sciences 2222A/B**, Geography 2210A/B.

*This requirement should be completed by the end of the student's second year.

Module

10.0 courses:

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2222A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 3320A/B, Earth Sciences 3321A/B, Earth Sciences 4420A/B, Earth Sciences 4423A/B.

1.0 course from: Earth Sciences 2123F/G, Earth Sciences 3340A/B, Earth Sciences 3372A/B, Earth Sciences 4421A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4462A/B, Earth Sciences 4472A/B, Geography 2220A/B, Geography 2330A/B.

0.5 course: Earth Sciences 4451Z.

0.5 course from: Calculus 2302A/B, Calculus 2502A/B.

1.0 course: Physics 2110A/B, Physics 2910F/G.

1.0 additional course from (not already taken above): Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, **Earth Sciences 2222A/B, Geography 2210A/B.**

ITEM 5.2(d) – Faculty of Social Science, Department of Geography and Environment: Introduction of a Major in Climate Change and Society

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, a Major in Climate Change and Society be introduced by the Department of Geography and Environment in the Faculty of Social Science.

EXECUTIVE SUMMARY:

Responding to climate change is at the forefront of urgent challenges that human societies face today. While there are a number of individual courses about climate change across several departments at Western, there is no coherent program structured around this pressing issue. A review of programs in Ontario universities shows that the proposed Major in Climate Change and Society will be unique and an opportunity to attract more, environmentally-motivated students to Western. The proposed Major strongly aligns with Western's goal of enabling interdisciplinary study across the campus. Course requirements and options span three faculties and it is expected that the Major in Climate Change and Society will be usefully combined with other Majors across a range of disciplines.

The structure of the proposed Major is guided by the commitment that climate change presents multidimensional challenges and there is a need to prepare students with critical thinking, analytic and communication skills through a broad-based program that integrates the natural science, social science, and humanities perspectives on climate change. The program stresses the need for students to have a grounding in the physical science of climate change but is more concentrated on the human dimensions of climate change, consequences, challenges and responses. Admission to the module is as flexible as possible in order to open it up to students in other programs and reflect the interdisciplinary focus. Courses have been divided and grouped to reflect the program's commitment to require a broad range of disciplinary perspectives across biophysical science, social science and humanities.

The program builds on the long-standing goal in the discipline of Geography to study environmental and social challenges using a wide variety of physical, social and spatial perspectives and techniques, leading to an integrated understanding of the connections between environmental changes and human actions. The Climate Change and Society module is designed to help students develop a truly integrated perspective on climate change, drawing on the breadth of approaches in geography and beyond, and to develop values and ideas for action related to the future challenges of climate change.

The proposed Major will be a significant complement to existing modules in Geography and Environment. The Department expects this new program will be frequently approached as a double major and may attract students who might not have thought of doing a Geography and Environment major as part of their degree.

ATTACHMENT:

[New Calendar Copy – Major in Climate Change and Society](#)

NEW CALENDAR COPY

MAJOR IN CLIMATE CHANGE AND SOCIETY

Admission Requirements

Completion of first-year requirements, including 1.0 course from Geography 1200A/B, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, with a mark of at least 60% in each of these courses.

If upper-year students have not completed 1.0 courses listed above, they may select one or two courses from: Geography 2131A/B, Geography 2132A/B, Geography 2142A/B, Geography 2152F/G, Geography 2153A/B, and/or Geography 2160A/B, in making up the 1.0 admission requirement, as long as they were completed with a grade of at least 60%.

Module

6.5 courses:

2.0 courses: Geography 2133A/B, Geography 3350A/B, Geography 3446F/G, Geography 4450A/B.

1.0 courses from: Biology 2485A/B, Biology 3425F/G, Geography 2310A/B, Geography 2320A/B, Geography 2330A/B, Geography 3352A/B.

0.5 course from: Geography 2210A/B or any of the statistics courses listed as its anti-requisite, Geography 2220A/B, Geography 2240A/B, Geography 3250A/B.

2.0 courses from: Anthropology 2203F/G or Indigenous Studies 2203F/G, Anthropology 2237A/B, Anthropology 2277F/G, Economics 2172A/B, Geography 2162A/B, Geography 2411F/G or Indigenous Studies 2601F/G, Geography 2430A/B, Geography 3441F/G, Geography 3443F/G, Geography 3445F/G, Political Science 3208F/G, Political Science 3379E, Sociology 2155A/B, Sociology 4471F/G.

1.0 courses from: History 3721F/G, History 3723F/G, Philosophy 2035F/G, Philosophy 2356F/G, Philosophy 3850F/G, Gender, Sexuality, and Women's Studies 2165A/B, Gender, Sexuality, and Women's Studies 3312F/G.

Notes:

1. 2.5 courses must be from 3000 level or above.
2. Combination with a Major module in Science or Basic Medical Sciences may allow graduation with a 4 year BSc.
3. To qualify for a 4 year BSc degree, 11.0 Science and/or Science-equivalent courses are required.
4. When taken within this module, the following Geography courses count towards meeting the requirement of 11.0 Science courses in a 4-Year BSc: Geography 2133A/B, Geography 2210A/B, Geography 2310A/B, Geography 2320A/B, Geography 3350A/B, Geography 3352A/B.

ITEM 5.2(e) – Faculty of Social Science, Department of Geography and Environment and Ivey Business School: Revisions to the Admission and Program Requirements of the Honours Specialization in Urban Development and the Combined Honours Specialization in Urban Development/HBA

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, the admission and program requirements of the Honours Specialization in Urban Development and the Combined Honours Specialization in Urban Development / HBA be revised as shown.

EXECUTIVE SUMMARY:

The proposed changes will make the program more flexible for students, while ensuring that the program continues to offer students an intensive, interdisciplinary education on the nature of urbanism and the leading methods and techniques used to analyze urban markets, land use, and urbanization. Currently, unless students know they want to do the program before the end of their first year, it is hard for them to complete all the required courses without enrolling for an extra term. Flexibility should make it easier for students who discover the program later to fit the required courses into their schedules and graduate on time.

Additional changes are being made to program content to account for new courses being offered in the Department of Geography and Environment, and changes which have been made to course offerings in other Departments (namely Political Science, DAN Management and Organizational Studies, and Sociology) over the past few years.

The proposed changes have been made through consultation with students who are currently registered in or “shadowing” the program, as well as numerous meetings with a wide range of graduates who are now in various positions in the private and public sector.

A detailed explanation of all changes is provided in the attached Background section.

ATTACHMENTS:

[Revised Calendar Copy – Honours Specialization in Urban Development](#)
[Revised Calendar Copy – Combined Honours Specialization in Urban Development/HBA](#)
[Background](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21038>

HONOURS SPECIALIZATION IN URBAN DEVELOPMENT - BA

Admission Requirements

Completion of 5.0 first-year courses with no failures. Students must have an average of at least 70% and no mark less than 60% in the 3.0 principal courses.

Principal Courses:

1.0 course* from Geography 1100, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, (with Geography 1400F/G recommended).

1.0 course from Economics 1021A/B and Economics 1022A/B.

1.0 course numbered 1000-1999.

*If upper-year students have not completed 1.0 courses listed above, they may select one or two courses from: Geography 2131A/B, Geography 2132A/B, Geography 2133A/B, Geography 2142A/B, Geography 2152F/G, **and/or** Geography 2153A/B, **Geography 2160A/B and/or Geography 2162A/B** in making up the 1.0 admission requirement, as long as they were completed with a grade of at least 60%. Senior qualifying entry course(s) cannot be counted for subsequent program credit.

If 2100-level Economics courses are selected in the module, MCV4U or Mathematics 0110A/B is required for registration.

Students are strongly recommended to include in their first year course selection 1.0 course from Category B and 1.0 from Category C in order to meet the breadth requirements of their degree.

Module

15.0 13.0 courses:

0.5 course: Geography 2210A/B (normally taken in Year 2).

5.5 4.5 courses: Geography 2220A/B, Geography 2420A/B, Geography 2460F/G, **Geography 3210A/B, Geography 3211A/B, Geography 3225A/B,** Geography 3461F/G, Geography 3462F/G, **Geography 3463F/G,** Geography 3464F/G, Geography 4000A/B, Geography 4460F/G.

1.5 courses from: Geography 2230A/B, Geography 2240A/B, **Geography 2310A/B, Geography 2320A/B, Geography 2330A/B, Geography 2410A/B, Geography 2411F/G, Geography 2430A/B,** Geography 3000Y or Geography 3001F/G, **Geography 3210A/B, Geography 3211A/B,** Geography 3222A/B, Geography 3223A/B, Geography 3250A/B, Geography 3421A/B, with Geography 3000Y or Geography 3001F/G strongly recommended.

1.5 courses from: Geography 2160A/B, Geography 2162A/B, Geography 2310A/B, Geography 2320A/B, Geography 2330A/B, Geography 2410A/B, Geography 2411F/G or Indigenous Studies 2601F/G, Geography 2430A/B, Geography 3311A/B, Geography 3414A/B, Geography 3416F/G, Geography 3463F/G, Geography 3465F/G, Geography 4900E.

1.0 course: Business Administration 2257.

0.5 course: Economics 2157F/G.

~~1.0~~ **0.5** course: ~~Political Science 2246E~~ **Political Science 2546F/G.**

~~1.5~~ **1.0** courses from: Economics 2129A/B, Economics 2150A/B, ~~Economics 2157F/G~~, MOS 2310A/B, ~~Sociology 2151A/B, Sociology 2152A/B,~~ Political Science 2211E, **Political Science 2547F/G**, Political Science 3363F/G.

~~1.5~~ **1.0** courses: MOS 2275A/B, MOS 3370A/B, ~~MOS 4471A/B.~~

~~2.5~~ **1.0** additional courses* from: Actuarial Science 2053, Actuarial Science 2553A/B, Anthropology 2201F/G, Anthropology 2203F/G, Anthropology 2260F/G, Art History 2670F/G, Classical Studies 2500A/B, Comparative Literature and Culture 2129A/B, Computer Science 1032A/B, Computer Science 2034A/B, Digital Humanities 2144A/B, Digital Humanities 2220A/B, Earth Sciences 2241A/B, Economics 2129A/B, Economics 2150A/B, Economics 2151A/B, ~~Economics 2157F/G~~, Economics 2172A/B, Economics 2176A/B, Economics 2184A/B, Financial Modelling 2555A/B, ~~Geography 2160A/B, Geography 2162A/B, Geography 3000Y or Geography 3001F/G, Geography 3222A/B, Geography 3223A/B, Geography 3311A/B, Geography 3414A/B, Geography 3416F/G, Geography 3421A/B, Geography 3465F/G, Geography 4900E,~~ Law 2101, Law 5322A/D, **Law 5680A/D**, Law 5682A/D, ~~MOS 2276A/B, MOS 2310A/B, MOS 4471A/B,~~ Philosophy 2035F/G, Philosophy 2355F/G, Political Science 2211E, ~~Political Science 2236E,~~ **Political Science 2457F/G**, Political Science 3363F/G, Political Science 3364F/G, ~~Sociology 2151A/B, Sociology 2152A/B, Sociology 2236A/B, Sociology 2281A/B, Writing 2101F/G, Writing 2111F/G,~~ with Geography 3000Y / Geography 3001F/G strongly recommended.

* If any of these courses have been taken in earlier sections, they do not count twice toward completion of the module. ~~Only one of the former Sociology 2101F/G, the former Sociology 2103F/G or the former Sociology 2104F/G may count towards the module.~~

Note: Students wishing to pursue Graduate Studies are encouraged to take Geography 4900E.

This module may NOT be combined with other modules.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21318>

HONOURS SPECIALIZATION IN URBAN DEVELOPMENT / HBA

Admission Requirements

To be eligible for consideration for admission to the combined program, in the first two years students must complete a minimum of 10.0 courses including Business Administration 2257. In Year 1 they must complete the admission requirements as specified in the current Academic Calendar for entry into the Honours Specialization module offered by the Department of Geography.

In Year 2 students must enrol in the Honours Specialization in Urban Development in the Department of Geography and satisfy the minimum progression requirements for the second year of that Honours Specialization. Under certain conditions, students who in Year 2 enrol in a Major in Geography may be eligible for admission to the combined degree program, but they will have to transfer into the Honours Specialization in Urban Development module in the Department of Geography if they are accepted into the combined degree program. Such a transfer is only possible if they have received the marks needed to transfer into the Honours Specialization module and are able to complete all the requirements of the combined degree program for the module.

In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They must also gain admission to the HBA program through the regular application process. In addition, students must normally attain a minimum weighted average of 78% in the first year of the HBA.

Students apply for the combined degree program during the HBA 1 year, typically their third year of University. Applications to the combined program must be made in writing to the Undergraduate Program Advisor of the Department of Geography and to the HBA Program Office by the deadlines published by the Richard Ivey School of Business. Entrance to the program may be limited.

Principal Courses:

1.0 course* from Geography 1100, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, (with Geography 1400F/G recommended).

1.0 course from Economics 1021A/B and Economics 1022A/B.

1.0 course numbered 1000-1999.

*If upper-year students have not completed 1.0 courses listed above, they may select one or two courses from: Geography 2131A/B, Geography 2132A/B, Geography 2133A/B, Geography 2142A/B, Geography 2152F/G, **and/or** Geography 2153A/B, **Geography 2160A/B and/or Geography 2162A/B** in making up the 1.0 admission requirement, as long as they were completed with a grade of at least 60%. Senior qualifying entry course(s) cannot be counted for subsequent program credit.

Students are required in Year 1 to take at least 1.0 course from either Category B or C. However, it is strongly recommended that students include in their Year 1 course selection 1.0 course from Category B

and 1.0 from Category C in order to meet the breadth requirements of their degree.

Recommended Category B courses include but are not limited to: Classical Studies 1000, World Literatures and Cultures 1030, Digital Humanities 1011A/B, Art History 1641A/B, Art History 1642A/B.

Recommended Category C courses include but are not limited to: Actuarial Science 1021A/B; **Mathematics 0110A/B, Mathematics 1600A/B; Calculus 1000A/B, Calculus 1301A/B or Calculus 1501A/B, the former Calculus 1100A/B; Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1032A/B.

~~** If senior Sociology courses are to be selected in the module, 1.0 first-year Sociology course from Sociology 1020, Sociology 1021E, Sociology 1025A/B, Sociology 1026F/G, Sociology 1027A/B, is required for registration; the senior Economics courses included in the module have varying prerequisites that students must check. **~~

****If Economics 2150A/B or Economics 2151A/B are selected in the module, one of MVC4U, Mathematics 0110A/B, Calculus 1000A/B, Calculus 1500A/B, Mathematics 1225A/B is required for registration.**

Year 2

5.0 courses:

1.0 course: Business Administration 2257.

2.0 courses: Geography 2210A/B*, Geography 2220A/B, Geography 2420A/B, Geography 2460F/G.

1.0 course from: **Geography 2160A/B, Geography 2162A/B,** Geography 2230A/B, Geography 2240A/B, Geography 2310A/B, Geography 2320A/B, Geography 2330A/B, Geography 2410A/B, Geography 2411F/G **or Indigenous Studies 2601F/G,** Geography 2430A/B.

1.0 course from: Anthropology 2201F/G; Comparative Literature and Culture 2129A/B, Digital Humanities 2220A/B; Economics 2150A/B, Economics 2151A/B, Economics 2157F/G, Economics 2184A/B; MOS 2275A/B**; Political Science 2211E, Political Science 2236E, Political Science 2246E; ~~Sociology 2151A/B, Sociology 2152A/B, Sociology 2281A/B,~~ Writing 2101F/G.

1.0 additional course from Category B or C (if not already completed in Year 1).

* In cases where an antirequisite statistics course has been taken instead, an additional 0.5 course numbered 2200 or above in Geography must be taken to make up the courses required for the module.

** Business Administration 4450A/B is an antirequisite

Year 3 (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

Years 4 and 5 (HBA and Geography)

HBA: Requirements can be taken over Year 4 or 5 (except that Business Administration 4569 must be taken in Year 4)

5.0 courses:

0.5 course: (International Perspective Requirement) Business Administration 4505A/B

0.5 course: (Corporations and Society Perspectives Requirement) At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

0.5 course: Managerial Accounting Requirement: Business Administration 4624A/B.

1.0 course: (Applied Project Requirement) Business Administration 4569.

2.5 additional business elective courses. (These must be taken at the Business School and cannot be substituted with other Western courses.)

* Recommended electives include but are not limited to: Business Administration 4450A/B, Business Administration 4439A/B, Business Administration 4443A/B, Business Administration 4486A/B, Business Administration 4554A/B, Business Administration 4565A/B, Business Administration 4567A/B, the former Business Administration 4455Q/R/S/T.

Geography: Requirements can normally be taken over Year 4 or 5 (as long as prerequisites are met)
6.0 courses:

~~3.5~~ **3.0** courses: ~~Geography 3210A/B~~, Geography 3461F/G, Geography 3462F/G, Geography 3464F/G***, Geography 3465F/G, Geography 4000A/B, Geography 4460F/G.

~~1.5~~ **1.0** courses from: ~~Geography 3000Y or Geography 3001F/G~~, **Geography 3210A/B**, Geography 3211A/B, Geography 3222A/B, Geography 3223A/B, **Geography 3225A/B**, Geography 3250A/B, ~~Geography 3416F/G~~, Geography 3421A/B, ~~Geography 3443F/G~~, ~~Geography 3463F/G~~, ~~Geography 4900E~~.

~~1.0~~ **2.0** courses from*: Art History 2670F/G, Digital Humanities 2220A/B; Economics 2150A/B, Economics 2151A/B, Economics 2157F/G, Economics 2184A/B; **Geography 3000Y or Geography 3001F/G**, **Geography 3210A/B**, Geography 3211A/B, Geography 3222A/B, Geography 3223A/B, Geography 3223A/B, **Geography 3225A/B**, Geography 3250A/B, Geography 3414A/B, Geography 3416F/G, Geography 3421A/B, **Geography 3443F/G**, Geography 3463F/G, **Geography 4900E**, MOS 2275A/B**, Political Science 2211E, Political Science 2236E, Political Science 2246E, Political Science 3363F/G, Political Science 3364F/G; ~~Sociology 2152A/B~~, ~~Sociology 2281A/B~~, Writing 2101F/G.

* If any of these courses have been taken in earlier sections, they do not count twice toward completion of the module.

** Business Administration 4450A/B is an antirequisite.

*** Business Administration 4613A/B is an antirequisite.

Note: To complete the program in five years, students must take a 1.0 course overload in Year 4 or Year 5, or a 0.5 overload in both Years 4 and 5.

Note: Students wishing to pursue Graduate Studies are encouraged to take Geography 4900E.

~~For students who entered the HBA Program in September 2016 and prior, please refer to the 2016-2017 Academic Calendar.~~

Background:

Detailed explanation of changes to the Honours Specialization in Urban Development:

- Both Geography 2160B Healthy Cities and Geography 2162A Planning Sustainable Cities are courses that may appeal to non-geography students and are gateways for these students to discover the UDP program. By adding these courses to the alternative entry list we give those students a better chance to pursue the program and finish on time.
- The note about prerequisites for senior Economics courses has been revised to more accurately reflect what is stated in the academic calendar.
- Reducing the module from 15.0 to 13.0 courses will give students two open electives throughout their program, thus making it more flexible.
- The number of mandatory Geography courses has changed. In the current version of the module students could take a minimum of 7.5 courses and a maximum of 10.0 courses in Geography to complete the 15.0 course module. With the new 13.0 course format and proposed restructuring of the module, students will now be required to take a minimum of 8.0 Geography courses and can still take a maximum of 10.0 possible courses in Geography to reach 15.0 to graduate, if students choose geography courses for their 2.0 open electives.
- Geography 3210A/B Geocomputation, Geography 3211A/B Spatial Statistics, and Geography 3463F/G Housing are no longer mandatory but are added to subsequent lines of options and are still highly likely to be taken by students who have an interest in these subjects. These changes were made based on discussions with current students and recent graduates.
- Geography 3225A/B Transportation Geography & GIS has been added to the mandatory line. This is a new course by a new hire that expands student knowledge on a critical urban subject (transportation), while also further developing their skills in GIS.
- The list of geography options has been split into two sections to make sure students are required to get some methods/techniques courses as well as a diversity of Geography courses. Students who are interested in learning more techniques can choose more courses from either section with their 2.0 courses of electives.
- All students have to take at least one 0.5 course from each of Business Administration, Economics, MOS, and Political Science. Consultations with students and graduates indicate that these courses are the most relevant to the module. Sociology has been removed due to a change in course offerings in their department. The adjustment in the interdisciplinary section (from 5.0 to 4.0) and the final “2.5 additional courses” section down to “1.0 courses” has allowed us to reduce the total courses in the module. Nevertheless, students can choose to take additional interdisciplinary courses from this list with their 2.0 elective courses. This list was compiled from reviewing the academic calendar and previous discussions with students and faculty.
- The Geography courses are prominent in other sections of the module so there is no need to add them again in the last line.
- Sociology 2152A/B, Sociology 2152A/B, and Sociology 2281A/B have not been offered in recent years and will not be offered again because the instructor retired and has not been replaced. Same with MOS 2276A/B.
- The Sociology courses mentioned in the note at the bottom have been removed a long time ago so there is no need for them to still be there.

Detailed explanation of changes to the Combined Honours Specialization in Urban Development/HBA:

- Both Geography 2160B Healthy Cities and Geography 2162A Planning Sustainable Cities are courses that may appeal to non-geography students and are gateways for these students to discover the combined Honors Urban Development / HBA program. By adding these courses to the alternative entry list, as well as the list of 1.0 2000-level courses from Geography, we give those students a better chance to pursue the program.
- The note about requirements for senior Sociology courses has been removed as it is no longer relevant. The note about prerequisites for senior Economics courses has been revised to more accurately reflect what is stated in the academic calendar.
- Changes made to Year 4 & 5 Geography courses to add flexibility and ensure students learn advanced techniques. The first line of Geography courses was changed from 3.5 to 3.0 mandatory courses to add flexibility by moving Geography 3210A/B to the list of methods and techniques courses in the second line.
- The second line of Geography courses was changed from 1.5 courses to 1.0 courses and this line now only includes methods and techniques courses to ensure students take at least 1.0 upper-level courses in methods and/or techniques. A new course, Geography 3225A/B Transportation Geography and GIS, was added to this line.
- The third line has been changed accordingly from 1.0 to 2.0 courses from a longer list of options within and outside of Geography. Any Geography courses from the previous line which were not techniques courses were moved to this line.
- Sociology 2152A/B, Sociology 2152A/B, and Sociology 2281A/B have not been offered in recent years and will not be offered again because the instructor retired and has not been replaced.

ITEM 5.2(f)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Executive Healthcare Leadership

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective January 1, 2022, pending Quality Council approval, a Graduate Diploma (GDip) in Executive Healthcare Leadership be introduced by the Ivey Business School and the Schulich School of Medicine & Dentistry.

EXECUTIVE SUMMARY:

This Graduate Diploma (GDip) in Executive Healthcare Leadership, to be offered by the Schulich School of Medicine & Dentistry and the Ivey Business School, will provide graduate-level education to healthcare professionals with executive responsibilities. The program consists of three courses delivered over three weeks (5 days per week, typically from 9 AM to 5:30 PM), with the first course delivered in Hong Kong, China over one week and the second and third courses delivered in London, Ontario over two consecutive weeks a few months later. Delivery format will be in-person teaching and/or in virtual or hybrid mode. Core components of learning include classroom learning using case methodology, live team projects, industry speakers, panel discussions, site visits, and practicums.

In addition to the formal 120 “in-class” hours, students will engage in an “immersive” learning experience, with additional work to be performed from completion of pre-readings and preparation for cases before each session, to condensed hours of instruction mixed with case-based discussions, to interactive group work for application of the materials outside of formal “in-class” hours before, during, and between the three intensive in-person weeks.

This intensive approach to instruction is based on previous successful Executive MBA programs and executive education confined to week-long (condensed) sessions, where pre-reading and in-person case-based instruction and group work ensure opportunity to understand and apply the materials. The hours of instruction are similar to other university courses, but condensed across consecutive days for efficient experiential/applied learning.

This Graduate Diploma will combine Ivey’s core topics in strategic thinking, leadership, finance, etc. with relevant content in healthcare policy and system management, academic and research leadership, program building in primary care, and public and mental health; supplemented by “state-of-the-art” topics including Big Data analytics, Artificial Intelligence, machine learning, cybersecurity, evidence-based decision-making, health economics, and health technology assessment.

This unique interdisciplinary Graduate Diploma will address significant societal needs while also enhancing Ivey’s and Schulich’s overall competitiveness by filling a salient gap in healthcare development and education, promoting inter-disciplinary education, and addressing the demand for shorter duration academic credentials for lifelong learners in the digital era.

ATTACHMENT:

[*Extracted from the Brief for the Proposal of a New Graduate Diploma \(GDip\) in Executive Healthcare Leadership*](#)

Extracted from the *Brief for the Proposal of a New Graduate Diploma in Executive Healthcare Leadership*

Ivey Business School and Schulich School of Medicine & Dentistry

OVERVIEW

The COVID-19 pandemic epitomizes the capacity demanded in highly disruptive healthcare settings, and the rapidly growing global need for healthcare organizations (Hospitals and Medical Schools) to develop leaders with multi-disciplinary skills and acumen. The landscape of talent development and retention has significantly changed in the healthcare sector. Healthcare leaders of the future require professional/technical expertise as well as leadership/management skills in the digital era to lead this healthcare transformation. Schulich has successfully established academic and clinical collaboration with medical schools and academic health sciences centres in China and Asia. Given the outstanding reputation of Ivey in business leaders development in Hong Kong, China, and Asia, there has been growing demand for training in executive healthcare leadership in China. With the rapidly growing economy in Asia and its aging population, there has been increasing demand for training a new generation of medical leaders at the medical schools and in developing executive clinical leadership skills of physicians managing hospitals and its healthcare system. Hence, Ivey Business School and Schulich School of Medicine & Dentistry propose to offer a Graduate Diploma program in *Executive Healthcare Leadership* to provide current and relevant interactive education to senior healthcare leaders and practitioners in Asia Pacific as well as later in Canada.

This interdisciplinary GDip to be offered by the Schulich School of Medicine & Dentistry and Ivey Business School will provide graduate-level education to healthcare professionals with executive responsibilities. The program consists of three courses delivered over three weeks (5 days per week typically from 9 AM to 5:30 PM local time), with the first course delivered in Hong Kong, China over one week and the second and third courses delivered in London Ontario over two consecutive weeks a few months later. Delivery format will be in-person teaching and/or in virtual or hybrid mode. Core components of learning include classroom learning using case methodology, live team projects, industry speakers, panel discussions, site visits, and practicums.

In addition to the formal “in-class” hours of 120, students will engage in an “immersive” learning experience, with additional work to be performed from completion of pre-readings and preparation for cases before each session, to condensed hours of instruction mixed with case-based discussions, to interactive group work for application of the materials outside of formal “in-class” hours before, during, and between the three intensive in-person weeks.

This intensive approach to instruction is based on previous successful Executive MBA programs and executive education confined to week-long (condensed) sessions, where pre-reading and in-person case-based instruction and group work ensure opportunity to understand and apply the materials. The hours of instruction are similar to other university courses, but condensed across consecutive days for efficient experiential/applied learning.

The GDip will combine Ivey’s core topics in strategic thinking, leadership, finance, etc. (i.e., Ivey Essentials) with relevant content in healthcare policy and system management, academic and research leadership, program building in primary care, and public and mental health; supplemented by “state-of-

the-art” topics including Big Data analytics, Artificial Intelligence, machine learning, cybersecurity, evidence-based decision-making, health economics, and health technology assessment. This unique interdisciplinary GDip will address significant societal needs while also enhancing Ivey’s and Schulich’s overall competitiveness by filling a salient gap in healthcare development and education, promoting inter-disciplinary education, and addressing the demand for shorter duration academic credentials for lifelong learners in the digital era.

To contextualize learning and ensure education is relevant and appropriate for students from different culture and contexts, this GDip will cover a wide selection of Asian cases and materials, which will be delivered by faculty with strong Asian experiences. Speakers and/or visits that cover rich local healthcare issues and contexts will provide additional practical relevance to students.

In 2019, Ivey received approval to offer the Graduate Diploma in Management (GDip) to cater to a more dynamic higher education landscape, including online, blended hybrid mode, and focused learning demands of corporations and individual executive learners in a modular fashion. This proposed program will model the goals of the GDip in Management but will provide a specific focus on the healthcare sector and the education of executives in related fields.

STRUCTURE OF THE GDIP IN EXECUTIVE HEALTHCARE LEADERSHIP PROGRAM

GDip in Executive Health Care Leadership Program Requirements	
<i>Topics listed under each course are sub-topics. They are integrative in context, cases/materials, and application. Students will be assessed continuously throughout each course.</i>	
1. Business Fundamentals for Healthcare Leadership – 0.5 credit	<p>Leadership</p> <p>Finance and value-based decision making</p> <p>Strategy</p>
2. Health Policy and Decision Making – 0.5 credit	<p>Health Policy & Health Systems</p> <p>Health Technology Assessment and Economic Evaluation</p> <p>Quality and Safety & Knowledge Translation</p> <p>Program Building: Primary care, Population health, Mental health</p>
3. Innovation and Transformation – 0.5 credit	<p>Health Information Technology and Future Strategy</p> <p>Big Data Analytics and Research, Transformation, and Ecosystems</p> <p>AI in Medicine and Healthcare – Applications to Decision and Patient Support, Cybersecurity in healthcare</p> <p>Professionalism and faculty wellbeing; Integrated leadership across clinical service, teaching, and research</p> <p>Capstone Projects – milestone assessment, presentations, and feedback</p>
Total credits: 1.5	

1. Business Fundamentals for Healthcare Leadership – 0.5 credit

Business Foundations (“Ivey Essentials”) – these are business and leadership foundation skills needed by executive leaders in managing healthcare organizations and businesses. This course ensures that every student in the program has a base level of understanding in fundamental areas of business: Leadership of People and Teams, Strategic Thinking and Acumen, and Financial Decision Making with a focus on healthcare issues and contexts, which have been identified by target audiences as essential business and management skills for development of executive healthcare leaders in China/Asia. This course is referred to as “Ivey Essentials”. The course provides the background to help program graduates develop problem-solving skills and business acumen for addressing healthcare management decisions and effective application of healthcare technology and models. The role of ‘value-based’ decisions will also be introduced.

2. Health Policy and Decision Making – 0.5 credit

In *Vital Directions for Health and Healthcare* from the National Academy of Medicine, three core goals have been defined: better health and well-being, high value healthcare, and strong science and technology. The macro (i.e., government, population healthcare, medical school, and Academic Health Science Centre (AHSC) levels) and meso (i.e., departmental, programs levels) healthcare management and policy building skills contextualized to the students’ local healthcare environment will be discussed, debated, and refined for practical context. This course will engage students in identifying best evidence from clinical trials and contextual information in order to define and act on healthcare priorities. The students will understand how to find, appraise, and apply evidence to inform health care decisions; Students will understand the role of health technology assessment and economic evaluation, and will be able to apply the results to decisions at the macro- and meso-level. In this course, the students will be guided to formulate and execute strategies in policy, economic, and management decisions at AHSC, and to develop clinical programs in primary care, population health, mental health, cardiovascular and cancer care. Students will gain knowledge in clinical academic governance and leadership skills in AHSC and Medical School for better accountability, performance, and crisis management. This will lead to developing effective knowledge translation and quality improvement strategies with key performance metrics in the healthcare system.

3. Innovation and Transformation – 0.5 credit

Technology innovation in healthcare including but not limited to state-of-the-art applications such as electronic health records, big data analytics, artificial intelligences, mobile Health, telemedicine, diagnostic imaging, robotics and other interventional innovations will be covered and examined. Better management of the artificial intelligence platform and cybersecurity issues in healthcare organizations and digital healthcare systems will be presented. Students will appreciate faculty HR development, professionalism, well-being, and accountability in medical schools and AHSCs.

Part of the third course will incorporate presentations and evaluation of “Capstone Projects”, which is a **milestone assessment** and an integral part of the GDip for integration and application of learnings. Specifically, during the first course of the program students will source and then provide briefings on current real-life healthcare management, administration, and technology dilemmas/scenarios in workshop-style settings. From these workshops, the faculty panel will select five of the real-life scenarios as the five Capstone Projects. These Capstone Projects will allow for a deep-dive application of

learnings and skills from this GDip's curriculum. One of the Capstone Projects will be assigned to each team. Teams will devise and recommend practical proposals on their assigned project in the format of a presentation/report to faculty and peers. For example, assuming the program has 30 students providing 30 scenarios, five of these scenarios will be selected and one will be assigned to each of the five teams of 6 students. Hence, each student will work on one Capstone Project as a member of a project team. The presentations of these Capstone Projects will be evaluated as part of the GDip program's overall evaluation.

In addition, students will actively participate in a number of practicum sessions organized with various public and private sector healthcare organizations including AHSCs and academic institutions, and interact with senior healthcare leaders at various forums and speaking sessions. Contribution to discussions before, during, and after these practicums and sessions will be counted towards continued assessment of the students.

Overall Learning Objectives of the GDip

The GDip is designed in response to the current educational needs in a rapidly changing business and healthcare landscape. It will provide students with the academic knowledge and skills they need to succeed and lead in disruptive times. There is strong interest in this diploma program from healthcare organizations, executives, and alumni of Ivey and Schulich. Specifically, the GDip addresses gaps in the understanding of healthcare development and executive leadership with the following objectives in mind:

- To train next-generation healthcare executives in acute care hospital management, chronic disease management, academic and research leadership, and public health integration;
- To develop strategic, international, and business acumen in medical practitioners so they can effectively manage the highly disruptive (and crisis) healthcare settings;
- To provide an exemplary inter-/multi-disciplinary cross-learning experience among students from different disciplines within healthcare-related industries that recognizes the interrelated nature of business and medical decisions in healthcare settings;
- To offer a unique learning experience in healthcare and business through real-world case-based learning and applied practicums. This educational experience will advance the students' understanding of these complex issues and equip them with the skills to be better leaders within their healthcare organizations;
- To create learning opportunities and mentoring relationships for students with Schulich's and Ivey's alumni networks in the healthcare and business circles so that they can draw on one another's knowledge and experience in (1) dealing with critical issues that arise in their healthcare settings, and (2) creating partnered research and grant opportunities between Asia Pacific and Canada.

Learning Objectives of the Three GDip Courses

1. Business Fundamentals for Healthcare Leadership – 0.5 credit

This is a business and leadership foundation course needed by healthcare executive leaders. The course provides the managerial background and business skills to succeed in managing healthcare organizations at the macro and meso levels, as well as to apply cutting edge medical technology in executing change or managing crisis. The Ivey Essentials course is a unique, differentiating, feature of the GDip program, that other healthcare GDip programs in the target markets do not provide.

After consultation with target audiences, and stakeholders at Ivey and Schulich, this Ivey Essentials course focuses on developing strategic thinking and execution capabilities, building leadership skills, and sharpening financial acumen for healthcare leaders. Course design has a comparable scope to relevant topics covered in Ivey's MMA and EMBA programs. Specifically, this course focuses on building skills and exposure to formulate and execute futureproof strategies in organizational, economic, and management decisions. In addition, students will understand and apply leadership style, character, and authenticity to enhance clinical, academic, and organizational governance in AHSC, medical school, and/or healthcare business settings. Finally, this course promotes understanding on how to find, appraise, and apply evidence to inform health care decisions, as well as AHSC finance and budgetary opportunities and challenges. Faculty members will facilitate/deliver this course using the case learning method, in which small group discussions + plenary sessions will take place to analyze published business and clinical cases and real-world scenarios in a highly interactive and engaged manner.

Key Learning Objectives:

Strategic Analysis and Action

- Assess the performance and forecast future opportunities/challenges of healthcare organizations in context of disruptions and rapid change in environment.
- Leverage strategic advantages essential for healthcare business strategy development and devise action plan to build or acquire them.
- Formulate and execute strategy in healthcare organizations to promote agility and innovation.

Leadership of Self, Team, Change, and Character

- Gain an understanding of how to manage teams by understanding factors that lead to effective and ineffective team behavior.
- Acquire competencies required to lead self, manage upward, and influence horizontally to drive commitment and engagement for achievement of strategic objectives.
- Appreciate and activate dimensions of leader character to improve leadership readiness, response, and recovery in healthcare crisis.
- Implement changes, at organizational culture and team levels, to enable innovation and sustainability of a healthcare business.

Healthcare Financial Analysis and Value-Based Decision Making

- Introduce strategic financial policies, set by senior management, and their ability to meet healthcare organization's strategic objectives.
- Demonstrate analytical tools used to evaluate a healthcare organization and illustrate value creation, capture, and reinvestment.
- Implement accurate costing for healthcare organizations in competitive conditions.

- Understand value-based decision making in the context of healthcare

2. Health Policy and Decision Making – 0.5 credit

This course provides an in-depth analysis and practical tools for implementation of healthcare policy and systems from macro and meso perspectives, and how such policy and systems interact in implementation to achieve desired outcomes at the macro and meso levels. In addition, this course will also motivate stakeholders in knowledge translation and quality/safety improvement strategies by leveraging key performance metrics in the healthcare system. Finally, this course provides best practice models and tools on building clinical programs in primary care, population health, mental health. Faculty members will facilitate/deliver this course using the case learning method, in which small group discussions + plenary sessions will take place to analyze published business and clinical cases and real-world scenarios in a highly interactive and engaged manner.

Key Learning Objectives:

Health Policy & Health Systems (HP & HS)

- Understand and improve how societies organize themselves in achieving collective health goals and translation into healthcare policy.
- Understand the governance and funding models of AHSC and its relationship with community, University and Ministry of Health, to achieve effective collaboration and coordination to implement healthcare policies. Use live cases during and after the COVID-19 pandemic as salient examples
- Understand how health systems work - the partnership between medical schools and academic hospitals in health and healthcare delivery, with the University, and Public Health government, at global, country, and institutional levels.

Evidence-Based Decision-Making (EBDM), Health Technology Assessment & Economic Evaluation (HTA & EA)

- To be able to find, filter, and apply best evidence to support evidence-based decisions in healthcare
- Explore applications of value-based leadership in crisis situations and rapid change (e.g., COVID-19 pandemic)
- To understand how to assess the value of new technologies when deciding whether to adopt or de-adopt innovations
- To understand how to apply evidence, economics, and contextual factors into healthcare decisions
- To compare and contrast technology assessment and economic evaluation approaches for macro versus meso decisions.

Quality and Safety (QS) & Knowledge Translation (KT)

- Understand the culture of quality and safety (QS), and the gaps thereof from perspectives of patients, physicians, staff, and environment.
- Identify QS risks and intervention strategies, using data and Quality Improvement initiatives in evidence-based QS improvements.
- Understand knowledge translation strategies to support implementation of policies and processes.

Building Academic Clinical Programs

- Understand models of primary care and regional health services delivery.
- Apply guiding principles and best practices for building programs on, and measuring success in, community and population health, mental health, and cardiac care.
- Analyze the scope and social determinants of mental health to develop insight into the options of care.

3. Innovation and Transformation – 0.5 credit

This course engages students to act on priorities in value-based healthcare, connected care, communities and stakeholder empowerment to accelerate evidence-based decision making, technology innovation, and healthcare transformation using skills from the above courses. Areas of application will include digital technology, including but not limited to Big Data and analytics, artificial intelligence, and cybersecurity issues in healthcare systems. Implications of such advances in technology on medical education, health assessment and economics will also be covered. Faculty members will facilitate/deliver this course using the case learning method, in which small group discussions + plenary sessions will take place to analyze published business and clinical cases and real-world scenarios in a highly interactive and engaged manner.

Key Learning Objectives:

Innovative Technologies and Future Strategy

- Rethink strategic and business model premises and develop a future strategy to sustain success in the age of digital disruption.
- Describe the complexity and role of information technology in the healthcare and pharmaceutical industries.

Big Data Analytics and Research, Evidence Ecosystems, and Transformation

- Leverage information technology and Big Data analytics to establish ecosystems and transform incumbent organizations and business models.
- Understand the role of Big Data, machine learning and deep learning to support decision-making and health services research.
- Integrate biomedical and health services research in the digital age.
- Identify the processes, barriers, and best practices in successful implementation of big data to support research and evidence-building.

AI in Medicine and Healthcare – Applications to Decision and Patient Support, Cybersecurity in Healthcare

- Understand how AI shapes medicine and healthcare, including benefits and limitations/challenges.
- Apply AI in Decision Support & Patient Monitoring; Medical Imaging & Biomedical Diagnosis; Precision Medicine.
- Accelerate Intelligence-based Medicine (e.g., drugs, technologies, techniques, health policy) to support evidence-based decision-making.
- Protect patient privacy through cybersecurity and rapid uptake in Electronic Health Record (EHR) and Big Data digital health.

Professionalism and Faculty Well-being, Integrated leadership across Clinical Service, Teaching and Research

- Develop a culture of continued professional development and education in healthcare organizations, and adapt to complex change of medical education amid technological innovations.
- Develop skills for integrated research and academic leadership in healthcare systems.

Capstone Projects

The Capstone Projects is a milestone requirement that provide students with practical and hands-on experiences to internalize and demonstrate skills learned from the program spanning all three courses. Its key learning objective is for students to integrate and apply their learnings from the three courses to analyze real-life work problems and propose solutions, which will be assessed by a faculty panel. These Capstone Projects will be selected and facilitated throughout the program by the GDip Program Leads (Davy Cheng, Chris Chan, and Janet Martin) and additional Ivey and Schulich faculty for subject matter expertise. The Capstone Projects will reflect key learning objectives of the three courses, including management challenges in leading change and in crisis, strategic thinking and execution, financial planning, health policy/system, knowledge translation, quality and safety, clinical program implementation, health informatics, big data strategies, AI and cybersecurity, and academic faculty well-being.

Before commencement of the first course of the program, students will be asked to engage in pre-program exercises, for example, the Leadership Wheel survey to assess students' leadership style; The Healthcare Leadership Inventory instrument to assess baseline and capability gaps, with the aim to enhance students' self-awareness. In addition, students will be asked to source real-life healthcare management, administration, and technology live cases, dilemmas/scenarios that are relevant to their work and are connected to the GDip learning components.

From those live cases, five Capstone Projects will be selected during the first course of the program and assigned to respective teams with specific guidelines on conducting field and secondary research between the first course (in Asia) and the second and third courses (in London ON) via virtual team meetings. Each team will continue to work on their Capstone Projects in-person while they spend Weeks 2 and 3 of the program in London, ON in the second and third courses. Students are expected to present findings and recommendations on the last two days of the GDip program during the third course. If travel restrictions are still in place by the second and third week, then we will be prepared to set up teaching and presentations in hybrid mode. Each presentation will receive feedback from peers and assessed by Ivey and Schulich faculty based on articulated learning outcomes (e.g., communication skills, application of knowledge and skills, research and scholarship, etc.) throughout the program.

In addition, students will have worked on their Capstone Projects with support from and interactions with senior executives from AHSC, Ivey and Schulich faculty, and industry.

To increase students' exposure and enrich their Capstone Project work, the program will organize a number of experiential practicums in London, ON (e.g., assigning sub-groups of students to observe and interact in their areas of interests in medical school education and research discussions at the Schulich senior leadership meetings; Research practicum with Lawson and Robarts; Clinical programs and cybersecurity at academic health sciences center). These practicums will be arranged with focus on

healthcare, business, and technical and management topics, including but not limited to education, research, governance, quality and safety, patient care, etc.

A few examples of such interactive practicums in real-world medical school/AHSC practices include:

1. How to establish an industries-partnership in research regarding governance structure, MoU, business model, IP, patent rights, etc.
2. How to build a Hospital-based AHSC Research Institute (Lawson/Robarts/World Discoveries)
3. How to establish a simulation teaching center such as CSTAR.

ADMISSION REQUIREMENTS

Application and program timeline

It is expected that applications for the GDip's first cohort admission will be accepted from October through November, 2021. Those who meet admission requirements will be invited to join the program starting with the first course over one week, which could take place in January/February 2022, or whenever a critical size of students is achieved. The second and third courses (with duration of one week each) could take place a few months after the completion of the first course.

Admission Requirements

Applicants must possess a four-year degree from an accredited university or equivalent. The School of Graduate and Postdoctoral Studies requires at least a 70% average across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on substantial managerial experience gained within the applicants' fields or professions.

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.
- 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.
- 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.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of English language proficiency test scores, including degrees from institutions that use English as the language of instruction, and/or a minimum 3 years of relevant management experience combined with an entry interview by the Academic Director(s), who will decide such exemption(s) shall be granted.

PROGRESSION REQUIREMENTS

Students who apply for the GDip must satisfy admission requirements before they are admitted. They will be required to attend and complete all three aforementioned courses. Participation and contribution to class discussion, ongoing outside of class contribution, as well as Capstone Project presentations will be the basis for assessment.

The program may require students to withdraw if they fail to meet the following standards – students must maintain a cumulative average of at least 70% in each of the three courses, with no grade less than 60%. In the case of failing grades given for Scholastic Offences, only the Vice-Provost (Graduate and Postdoctoral Studies) can withdraw a student.

PART-TIME STUDIES

This program will be offered as a 100% part-time program.

DISTANCE DELIVERY

While the classroom learning and speaker sessions can be effectively delivered in virtual or hybrid mode, it would be preferable to conduct this GDip, including the visits and practicums, in person. In addition, it would provide ample networking and teamwork opportunities among students as well as with alumni. With the current expectation that travel, quarantine, and social distancing restrictions related to COVID-19 will subside by 2022, it is expected that student travel will be possible again. That said, Ivey and Schulich are prepared for the possibility that this program may be delivered in virtual and/or hybrid mode. Both Ivey and Schulich faculty members have extensive experience and skills in delivering degree and non-degree programs in virtual/hybrid mode since the COVID-19 outbreak in 2020, and have experienced no significant difference in student learning experience and ratings. In addition, over 80% of Ivey Asia's executive education programs with Chinese/Asian audiences have been delivered in virtual/hybrid mode with sustainable success. Students of this program will be afforded with remote access online and library resources during its duration.

ITEM 5.2(f)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Musical Arts (DMA)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, the Doctor of Musical Arts (DMA) be revised as shown.

EXECUTIVE SUMMARY:

The Doctor of Musical Arts (DMA) was originally designed to be analogous to the PhD with the same essential program requirements: course work, comprehensive examination, thesis proposal, and thesis. In addition to these requirements, however, the DMA also requires four Performance Events. These Performance Events are the essence and most distinctive feature of the DMA program. Whereas the PhD dissertation represents the culmination of the degree program with the presentation of original research and a contribution to the field of knowledge, the DMA Performance Events are a central expression of research for a musical performer, and the thesis is a supporting document rather than the culmination of the degree. Because the DMA program was originally designed to parallel the PhD, the research component of the DMA program as a distinctive doctoral degree in music performance is inadequately represented; the performance events appear as supplementary elements to the essential requirements of a PhD instead of the central, core elements that they are.

This modification introduces the Research-Creation Portfolio, which integrates the Performance Events and a scholarly, written document. The Faculty proposes two modes of combining these components in two streams – project-based or thesis-based – in order to offer flexibility to the different strengths of students admitted to the program. The modification also includes a change to the existing Comprehensive Examination to encourage greater flexibility. These modifications will improve the program by recognizing its distinct profile as a doctoral program in musical performance that differs from the PhD.

ATTACHMENT:

[Proposal to Revise the Doctor of Musical Arts \(DMA\)](#)

Proposal to Revise the Doctor of Musical Arts (DMA)

It is now almost ten years since students were first admitted to the DMA program in September 2011. The program was originally designed to be analogous to the PhD with the same essential program requirements: course work, comprehensive examination, thesis proposal, and thesis (called a monograph rather than dissertation). The final assessment of the monograph has followed the same procedures as the PhD dissertation as described in SGPS Regulation 8.

In addition to these requirements that parallel a PhD program, however, the DMA also requires four Performance Events, which are generally solo recitals, chamber recitals, or lecture-recitals, but may be a major opera role for voice candidates or concerto performances for piano or other instrumental candidates. These Performance Events are the essence and most distinctive feature of the DMA program. Whereas the PhD dissertation represents the culmination of the degree program with the presentation of original research and a contribution to the field of knowledge, the DMA Performance Events are a central expression of research for a musical performer, and the thesis or monograph is a supporting document rather than the culmination of the degree.

The DMA program was originally designed to parallel the PhD, and because of this, the research component of the DMA program as a distinctive doctoral degree in music performance is inadequately represented; the performance events appear as supplementary elements to the essential requirements of a PhD instead of the central, core elements that they are.

This modification introduces the Research-Creation Portfolio, which integrates the Performance Events and a scholarly, written document. The Faculty proposes two modes of combining these components in two streams in order to offer flexibility to the different strengths of students admitted to the program. Students in both streams will produce new knowledge through artistic/creative expression and scholarly investigation. Students will be required to declare their selection of Stream 1 (project-based) or Stream 2 (thesis-based) at the end of year 1 with the approval of their DMA Advisory Committee. In addition to the Research-Creation Portfolio, the modification also includes a change to the existing Comprehensive Examination. It will be renamed Qualifying Examination, and the format will be revised to encourage greater flexibility.

The Research-Creation Portfolio aligns with the SSHRC description of research-creation as an approach to research that combines creative and academic research practices, and supports the development of knowledge through artistic expression, scholarly investigation, and experimentation. The Research-Creation Portfolio brings into relief the contribution of musical performance at the highest artistic level as a form of creative activity and contribution to culture.

The proposed changes will improve the DMA program by recognizing its distinct profile as a doctoral program in musical performance that differs from the PhD. The modification will offer students a program designed for performing artists in an academic environment. The Research-Creation Portfolio specifically will offer students a productive and supportive setting in which to pursue their artistic practice with scholarly investigation at the doctoral level.

The proposed DMA requirements for Stream 1 and Stream 2 are outlined below.

DMA Current Requirements	DMA Proposed Requirements Stream 1	DMA Proposed Requirements Stream 2
Course work (must be completed in 2 years) <ul style="list-style-type: none"> • Studio lessons for 3 years • 5 0.5 courses in support of performance • 3 0.5 non-performance courses 	Course work (recommended to be completed by the end of year 3) <ul style="list-style-type: none"> • Studio lessons for 3 years • 5 0.5 courses in support of performance • 3 0.5 non-performance courses 	Course work (recommended to be completed by the end of year 3) <ul style="list-style-type: none"> • Studio lessons for 3 years • 5 0.5 courses in support of performance • 3 0.5 non-performance courses
Comprehensive Examination <ul style="list-style-type: none"> • Written in Term 6 in a 3-week period 	Qualifying Examination <ul style="list-style-type: none"> • Written in Term 6 	Qualifying Examination <ul style="list-style-type: none"> • Written in Term 6
Milestones <ul style="list-style-type: none"> • Monograph Proposal • Monograph and Oral Examination • 4 Performance Events 	Research-Creation Portfolio <ul style="list-style-type: none"> • 4 Performance Events with an external juror for the 3rd or 4th Performance Event • DMA Research Paper (c. 30-50 pages, assessed internally) 	Research-Creation Portfolio <ul style="list-style-type: none"> • 3 Performance Events • DMA Monograph and Oral Examination (as in current program, subject to SGPS Regulation 8, Thesis)

The new program design more explicitly aligns with and supports the program's learning outcomes.

Students admitted in September 2019 or earlier will complete the current program. Students who entered the program in September 2020 will have the choice of following the revised program, providing they make their selection of Stream 1 or Stream 2 in consultation with their DMA Advisory Committee, in September 2021.

ITEM 5.2(f)(iii) – School of Graduate and Postdoctoral Studies: Introduction of a new Milestone for the PhD in Music and the Doctor of Musical Arts (DMA)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, a new milestone requiring doctoral students to complete the online TCPS-2 CORE tutorial on research ethics be introduced for the PhD in Music and the Doctor of Musical Arts (DMA).

EXECUTIVE SUMMARY:

The Don Wright Faculty of Music is proposing to introduce a new milestone for the PhD in Music (fields of Music Education, Musicology, Music Theory, and Composition) and the DMA in Performance requiring students to complete an online research ethics tutorial. Research in Music is diverse in subject matter. While not all research in Music requires approval by the Research Ethics Board (REB), it is increasingly evident that all students need to understand at the outset of research whether ethics approval is required. This modification will ensure that all doctoral students in Music understand the principles of research ethics and recognize when their research requires approval by the REB. Doctoral students in Music will be required to complete the TCPS-2 CORE online tutorial on research ethics in their first term.

ITEM 5.2(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the Undergraduate Programs in Chemical and Biochemical Engineering

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate programs in Chemical and Biochemical Engineering.

EXECUTIVE SUMMARY:

The following cyclical review of an undergraduate program was conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-U recommendation
Engineering	Chemical and Biochemical Engineering	November 23-24, 2020	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

ATTACHMENT:

[Final Assessment Report – Chemical and Biochemical Engineering](#)



Chemical and Biochemical Engineering

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Engineering, Western University
Degrees Offered	Bachelor of Engineering Science (BESc)
Modules Reviewed	General Chemical Engineering Biochemical and Environmental Engineering Chemical Engineering and HBA (dual degree) Chemical Engineering and Law (dual degree) Chemical Engineering and Biomedical Engineering (concurrent degree program)
External Consultants	Suzanne Kresta, PhD, PEng, Dean, University of Saskatchewan Arvind Rajendran, PhD, PEng, Professor, University of Alberta
Internal Reviewer	Karen Danylchuk, EdD, Associate Dean (Undergraduate Programs), Faculty of Health Sciences
Date of Site Visit	November 23-24, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: March 24, 2021 SCAPA: April 7, 2021 Senate (for information only): April 16, 2021
Year of Next Review	Year of next cyclical review: 2027-28

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate modules delivered by the **Department of Chemical and Biochemical Engineering**.

This report considers and reports on the following documents: the program's self-study, the external consultants' report, and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

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

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

Executive Summary (as identified in the Self-Study Brief)

Overview

The Department of Chemical and Biochemical Engineering offers five programs leading to the degree of Bachelor of Engineering Science (BESc) in

- i) General Chemical Engineering
- ii) Biochemical and Environmental Engineering

and dual degrees in

- iii) Chemical Engineering and HBA
- iv) Chemical Engineering and Law
- v) Chemical Engineering and Biomedical Engineering (concurrent degree program)

providing its students with innovative ways to

use a multiscale engineering approach to design commercial processes that sustainably transform raw materials, living cells and microorganisms into useful consumer products at minimum cost in a safe way, and return spent products and by-products to the environment in an ecologically responsible manner...by providing strong fundamental knowledge in chemical, biochemical and environmental engineering principles.

The Department has a diverse faculty complement with 29 fulltime faculty members, seven of whom are female with five joint appointments. Faculty research is equally diverse and covers Biomaterials and Biochemical Engineering, Environmental and Green engineering, Reaction and Process Systems Engineering, Particle Technology and Fluidization, Macromolecular and Materials Engineering, and Water and Energy. Besides promoting dual and combined degrees, the Department encourages certificate option programs, industrial internships and co-ops, international opportunities such as WE Go Global, leadership opportunities, and an accelerated master's program

Strengths/Innovations of the Program (as identified in the Self-Study brief)

- Strong support staff (administrative staff, laboratory technicians. and teaching assistants)
- Diverse faculty with multiple teaching and research awards
- Student/instructor ratio of 6:1.
- Student curriculum counseling
- Undergraduate Services and Career Services Offices
- Laboratory resource
- Library resources
- Flexible programming
- Strong design component
- International Collaborative Undergraduate Degree Programs with Zhejiang University, Tianjin University, East China University of Science and Technology and Zhejiang University of Technology)
- International study opportunity for students at the Ecole Nationale Supérieure des Industries Chimiques (ENSIC) in Nancy, France to expose students to: (i) Social and business/industrial

culture through lectures and visits to selected cultural sites, (ii) Engineering education practices through hands-on experience, and (iii) State-of-the-art industrial technologies

- Excellent students with entering minimum Grade 12 average of 87.5%

Challenges (as identified in the brief)

- Updating the undergraduate curriculum to reflect the shifting in the discipline from traditional areas (process engineering, oil and gas, etc.) to new societal challenges associated with energy preservation, sustainability and environmental stewardship

Recent Changes (as identified in the brief)

- Introduction of Assistant Dean (First Year Studies)
- Introduction of First Year Curriculum Committee
- Restructuring and differentiation of Environmental and Biochemical Engineering module

Changes under development in the Department (as noted in the Brief)

- New course development to reflect challenge noted above

Self-Study Process

In preparing for this review, the department was involved in extensive collection of quantitative and qualitative data from undergraduate students, alumni, industry, the Curriculum Committee, and through faculty meetings. As well faculty included through reviews of course specific indicators for graduate outcomes and course marks/student performance on project-based courses. It is noted that the undergraduate programs also undergo cyclical accreditation by the Canadian Engineering Accreditation Board (CEAB) and this information fed into this review process.

Review Process

Due to the pandemic, the onsite review was postponed and the external review committee (comprised of the two external reviewers: *Dr. Suzanne Kresta, University of Saskatchewan* and *Dr. Arvind Rajendran, University of Alberta*; and one internal reviewer: *Dr. Karen Danylchuk, EdD, Associate Dean, Faculty of Health Sciences*) conducted the external review virtually via ZOOM interviews held over two days. The external review committee members were provided with Volumes I and II of the program's self-study brief in advance and then held virtual meetings with the following over the course of the two days.

- Dr. Jeff Hutter, Acting Vice-Provost, Academic Programs
- Dr. Margaret McGlynn, Acting Vice-Provost of Academic Planning Policy and Faculty
- Dr. Ken Coley, Dean, Faculty of Engineering
- Dr. Jeff Wood, Associate Dean, Faculty of Engineering
- Dr. Amarjeet Bassi, Chair, Chemical and Biochemical Engineering
- Dr. José E. Herrera, Undergraduate Chair, Chemical and Biochemical Engineering
- Curriculum Committee Members (faculty), Chemical and Biochemical Engineering

- Teaching Assistants, Chemical and Biochemical Engineering
- Faculty, Chemical and Biochemical Engineering
- Undergraduate students, Chemical and Biochemical Engineering
- Laboratory Technicians, Chemical and Biochemical Engineering
- Administrative Staff, Chemical and Biochemical Engineering
- University Librarian

Following the review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of undergraduate programs in Chemical and Biochemical Engineering.

Summative Assessment – External Reviewers’ Report

The external reviewers wrote that:

the review committee found a department that is collegial and welcoming to new faculty members. ...These faculty members are well recognized for their research and innovation and include a number of award-winning instructors. ... We found that the program is strong... Students were enthusiastic about their courses and their choice of program.

Strengths of the Program

- Program and departmental mission/vision align with university
- Course contents and program structure satisfy the requirements of a high-quality chemical engineering program
- Proactive department in developing new program options and courses to reflect current state of the field
- Passionate, engaged, and mutually supportive instructors and Tas
- Motivated and enthusiastic students
- Award-winning faculty
- Healthy engagement of faculty in review and accreditation processes
- Experiential learning opportunities
- Student employment rates

Challenges for the Program

- Aligning assessments with the Canadian Engineering Accreditation Board requirements
- Ventilation in laboratories
- 8-month contracts for laboratory technicians leaves these persons out of important discussions and decision-making processes
- Need for undergraduate chair

Reviewers' Recommendations and Department/Faculty Responses

REVIEWERS' RECOMMENDATIONS	DECANAL/DEPARTMENT RESPONSE
	Noted that the Dean commented on three of the recommendations, leaving the others to the department for comment.
<i>We recommend that the department/faculty consider engaging a professional recruiter/communications/marketing team to shift the messaging from chemical engineering to process engineering, sustainable (bio)processes, and life cycle analysis to make key innovations and strengths of the program more visible.</i>	Department: Agreed; in implementation stage
<i>First-year exposure - We recommend that the Process Engineering, Life Cycle Analysis, and/or Sustainability aspects of the chemical engineering program be effectively highlighted in the first-year program as a module(s) where students can see and experience process engineering and systems thinking before selecting their discipline.</i>	<u>Department:</u> Agreed and in progress for Fall 2021
<i>TA training - We recommend that a basic TA training program be implemented at the faculty level at the beginning of each term. The time saved and quality gained from one-hour workshops on 1) how to grade consistently and efficiently 2) how to do effective lab demonstrations which include safety as a culture of how we speak and act, 3) basic time-management, and 4) early interventions and identifying students at risk which build supportive learning communities have been shown to return the investment many times over.</i>	<u>Dean:</u> Agreed with follow-up in progress <u>Department:</u> Agreed. The curriculum will be updated with planned required implementation for Fall 2021.
<i>Faculty-wide framework for GA/CI metrics - We recommend that the faculty and department consider establishing a framework for the graduate attribute assessment (GA) and continuous improvement process (CI) at the Faculty level so that there is consistency across all programs and the process and metrics are developed once. This can provide substantial efficiencies for everyone.</i>	<u>Department:</u> This is underway both at the Faculty level and at the department level. An external stakeholder group, a CBE Quality Assurance Committee, and student representatives are being involved in this process.
<i>Organic chemistry labs ventilation - We recommend that the department initiates a process to determine if appropriate ventilation standards are being met in organic chemistry labs housed in the Chemical Engineering building.</i>	<u>Department:</u> This has been resolved and clarified with the Safety Officer of the Faculty and the instructors. The ventilation system is only used in lab experiments with very small amounts of reagents and thus the ventilation is adequate.

<p><i>8-month lab technician appointments - The 8-month sessional lab technician appointments were identified as a high risk for a chemical engineering program where the safety of students needs to be paramount, equipment requires ongoing maintenance and renewal, and new labs are normally developed during the summer months. We recommend that the department considers a 12-month appointment for lab-technicians and integrate meaningful CI of labs during the summer months.</i></p>	<p><u>Department:</u> Resolved; positions converted to fulltime positions.</p>
<p><i>Recognition of Associate Chair Undergraduate contributions - We recommend that the department considers appointing an Associate Chair (undergraduate).</i></p>	<p><u>Dean:</u> Active search now underway</p> <p><u>Department:</u> Agreed</p>
<p><i>Teaching metrics - The metrics and accountabilities for quality of teaching, engagement with the curriculum and course development, peer-to-peer faculty mentoring, and leadership in engineering educational scholarship are not visible to faculty members in terms of the standards for promotion, tenure, and merit. We recommend that clear metrics for this core competency should be established or reviewed and actively communicated to faculty.</i></p>	<p><u>Dean:</u> in progress as a requirement of continued accreditation with the Canadian Engineering Accreditation Board. ... This recommendation suggests that both a review of this mapping and perhaps an internal education for Program leaders across the Faculty are required.</p> <p><u>Department:</u> We recommend a CBE task force be established to review these points: quality of teaching, engagement with the curriculum and course development, peer-to-peer faculty mentoring, and leadership in engineering educational scholarship. The task force will review this issue and present a report in September 2021.</p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Make key innovations and strengths of the program more visible	Engage a professional recruiter/communications/marketing team to shift the messaging from chemical engineering to process engineering, sustainable (bio)processes, and life cycle analysis	Department	In progress
2. Increase exposure of the aspects of chemical engineering to first-year students	Effectively highlight the Process Engineering, Life Cycle Analysis, and/or Sustainability aspects of the chemical engineering program in the first-year program as a module(s) where students can see and experience process engineering and systems thinking before selecting their discipline	Department - first-year planning group	Fall 2021
3. Enhance the current basic TA training program	Consider workshops focused on: 1) how to grade consistently and efficiently, 2) how to do effective lab demonstrations that include safety as a culture of how we speak and act, 3) basic time-management, and 4) early interventions and identifying students at risk	Associate Dean, Graduate Studies for the Faculty & CBE Grad Chair, with follow-up from the Dean	Fall 2021
4. Establish a Faculty-wide metrics framework for the graduate attribute assessment (GA) and continuous improvement process (CI)	Ensure this framework is consistent across all Faculty programs	Department and Faculty with an external stakeholder group, a CBE Quality Assurance Committee, and student representatives	In progress

ITEM 5.2(h) – New Scholarships and Awards

(i) **ACTION REQUIRED:** ☐ FOR APPROVAL ☒ FOR INFORMATION

SCAPA approved, on behalf of the Senate, the Terms of Reference for the following new scholarships and awards, for recommendation to the Board of Governors through the Vice-Chancellor.

London Police Services Community Impact Award (Sociology)

Awarded annually to a graduate student enrolled in a Master's program in Sociology who is Black or a person of colour, who has experienced hardship, economic disadvantage or discrimination. This student will be conducting applied research on issues of power and justice which prioritize a focus on issues such as policing practice, but may include legal and justice practices, the inter-relation or work across core social services, mental health, community wellbeing, and applications of justice. Candidates must submit a one-page statement outlining their proposed research related to these areas by January 15th to the Department Office in Sociology. The recipient will be selected by the Department of Sociology Graduate Committee, with at least one representative holding membership in the School of Graduate and Postdoctoral Studies. The recipient may continue to receive the award for a second year. This award was established with a generous donation from the London Police Services Board.

Value: 1 at \$2,500

Effective Date: May 2021 to April 2026 inclusive

In order to be truly effective and deliver on its core values, policing and the practice of justice is necessarily dependent on the relationships it has with communities. The values of communities and the values of policing should be mutually understood and respected. This is not and has not always been the case especially for Black or people of colour. Establishing this Award within the Department of Sociology will provide the London Police Services Board with the opportunity to learn from within these communities. The London Police Services Board will receive valuable research and insights through an impartial lens.

Sabourin Family Foundation Founders Award (Any Undergraduate Program)

Awarded annually to full-time undergraduate students in Year 2 of any degree program based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrisette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30th. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrisette Institute for Entrepreneurship will select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains full-time status and continues engagement with entrepreneurship activities at Western, as determined by the Morrisette Institute for Entrepreneurship. The award value will increase to \$10,000 in Year 4, as long the recipient progresses to leadership of entrepreneurship activities, as determined by the Morrisette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort. This award was established with a generous gift from the Sabourin Family Foundation.

Value: 2 at \$20,000 (\$5,000 in Years 2 and 3, and \$10,000 in Year 4)

Effective Date: 2021-2022 to 2027-2028 (the last new recipients will be selected in 2025-2026)

Alpine Civil Engineering Extracurricular Achievement Award (Engineering)

Awarded annually to an undergraduate student in Year 3 in the Civil Engineering program in the Faculty of Engineering, based on a minimum 70% average and involvement in extracurricular activities. Preference will be given to a student in a concurrent degree program who is also involved in activities such as student council, the engineering undergraduate society, CSCE Chapter, varsity athletics, the Greek Community and/or volunteering. An online application, highlighting the student's involvement in extracurricular activities, must be submitted through the Engineering Undergraduate Services' website (<http://www.eng.uwo.ca/undergraduate>) by September 30th. The Undergraduate Services Office in the Faculty of Engineering will select the recipient. This award was made possible by James Kay (BESc 2001) to commemorate his 20th Class Reunion.

Value: 1 at \$1,000

Effective Date: 2021-2022 academic year

Mrs. Gladys Burden Graduate Bursary (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time Master's or Doctoral student in the Schulich School of Medicine & Dentistry, based on research merit and demonstrated financial need. Preference will be given to students who are conducting research on Rheumatoid Arthritis and/or Osteoporosis. Students must submit a one-page statement to the Department of Medicine, Division of Rheumatology by September 30th outlining their research studies and financial need. The Graduate Awards Committee in the Division of Rheumatology will select the recipient. At least one representative must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was established with a generous bequest from the Estate of Mr. Brian Rolf Burden in memory of his mother, Gladys Burden.

Value: 1 at \$4,000

Effective Date: May 2021

Brian Burden was born in England and his father was a soldier in World War II, during which he was subsequently killed in North Africa. After the war ended, Brian, his mother Gladys and her sister immigrated to Canada and settled in London, Ontario. Brian met his future wife, Miecia in high school and they married after graduation and settled in Kitchener. Brian worked for Zeller's as an Assistant Manager and later at Steve's TV as a Sales Associate. Brian and Miecia had a love for travel and visited many destinations over the years. Brian died in 2020 at the age of 80.

VanBoxmeer & Stranges Engineering Ltd. Award (Engineering)

Awarded annually to a full-time student in Year 4 of the Structural Engineering option of the Civil Engineering program in the Faculty of Engineering, based on a minimum 75% average, demonstrated financial need and involvement in extra-curricular activities or sports, on campus or in the community. An online financial assistance application must be submitted through Student Center by September 30th. In addition to this, an online application must be submitted through the Engineering Undergraduate Services website (<http://www.eng.uwo.ca/undergraduate>) by September 30th. The Undergraduate Engineering Awards Committee will select the recipient once the Registrar's Office has assessed financial need. This award was established with a generous gift by VanBoxmeer & Stranges Engineering Ltd.

Value: 1 at \$1,000

Effective Date: 2021-2022 academic year

FUNDED BY OPERATING

(ii) **ACTION REQUIRED:** ☐ FOR APPROVAL ☒ FOR INFORMATION

SCAPA approved, on behalf of the Senate, the Terms of Reference for the following new scholarship funded by operating.

Local First Nations Scholarship (Any Undergraduate or Graduate Program)

Awarded to local First Nations students enrolled at Main Campus in an undergraduate, professional or graduate program based on academic excellence and meaningful contributions toward First Nation communities. Local First Nations are members of the London District Chiefs Council (LDCC) including Aamjiwnaang First Nation, Caldwell First Nation, Chippewas of the Thames First Nation, Delaware First Nation, Kettle and Stony Point First Nation, Munsee Delaware First Nation, Oneida Nation of the Thames, and Walpole Island First Nation. Students must submit an application including an essay of up to 2,000 words that explains (a) who they are, (b) why they are a worthy recipient of this award, and (c) how they will use their education to contribute to First Nations communities. In addition, a reference letter is required from a community leader, elder, mentor, or prior teacher/Professor/guidance or academic counsellor. The application can be found online through the Indigenous Student Centre and must be submitted by September 30th. The Office of Indigenous Initiatives will select the recipients.

Value: Full-time Undergraduate or Professional students: \$15,000; Part-time Undergraduates: \$3,000 per 1.0 course to a maximum of \$15,000.

Effective Date: 2021-2022 academic year

Value: Full-time Graduate students: \$5,000 per term for up to 3 terms; Part-time Graduates: \$2,500 per term for up to 3 terms.

Effective Date: May 2021

ITEM 7.1 – Nominating Committee Membership

ACTION REQUIRED: ☒ FOR ACTION ☐ FOR INFORMATION

SENATE NOMINATING COMMITTEE

[Must be members of Senate]

Workload: Meets monthly, the Thursday of the week before Senate at 9:30 a.m.

Composition: Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a graduate student and no more than two members from a single unit.

Alternate Members:

Three (3) members of Senate, at least one of whom is a student

Current Elected Members:

Terms ending June 30, 2021:

Regular Members: J. Toswell (AH), S. Roland (Mus), J. Wilson (Ivey), J. Kitz (GRAD)
Alternate Members: G. Kelly (staff), A. Rozovsky (UNDG)

Terms continuing to June 30, 2022:

Regular Members: K. Yeung (Sci), ~~Angela Borchert (AH)~~ (on sabbatical July 1-Dec. 31, 2021),
James Compton (FIMS)
Alternate Member: S. Burke (HS)

Required: Regular Committee Members:

Five (5) Senate members to serve as regular Nominating Committee members, including one (1) graduate student and one (1) member to replace A. Borchert for six months (to December 31, 2021):

Nominees:		(Graduate Student Senator)	term to June 30, 2022
	<u>Mark Cleveland (SS)</u>	(Senator)	term to June 30, 2023
	<u>Zoe Sinel (Law)</u>	(Senator)	term to June 30, 2023
	<u>Laura Stephenson (SS)</u>	(Senator)	term to June 30, 2023
	<u>Anne Schuurman (AH)</u>	(Senator)	term to Dec. 30, 2021

Required: Alternate Committee Members:

Two (2) Senate members to serve as alternate members of the Nominating Committee, including one (1) student.

Nominees:	_____	(Student Senator)	term to June 30, 2022
	_____	(Senator)	term to June 30, 2023

ATTACHMENT:

[Senate membership, effective July 1, 2021](#)

Senate Membership 2021-2022

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

Chancellor	Linda Hasenfratz
President & Vice-Chancellor	Alan Shepard
Acting Provost & Vice-President (Academic)	Sarah Prichard
Vice-President (Operations & Finance)	Lynn Logan
Vice-President (Research)	Lesley Rigg
Vice-President (University Advancement)	Jeff O'Hagan
Vice-Provost (School of Graduate & Postdoctoral Studies)	Linda Miller
Dean, Faculty of Arts and Humanities	Michael Milde
Dean, Ivey Business School	Sharon Hodgson
Dean, Faculty of Education	Donna Kotsopoulos
Dean, Faculty of Engineering	Ken Coley
Dean, Faculty of Health Sciences	Jayne Garland
Dean, Faculty of Information and Media Studies	Lisa Henderson
Dean, Faculty of Law	Erika Chamberlain
Dean, Schulich School of Medicine & Dentistry	John Yoo
Dean, Don Wright Faculty of Music	Betty Anne Younker
Dean, Faculty of Science	Matt Davison
Acting Dean, Faculty of Social Science	Joan Finegan
Vice-Provost and Chief Librarian	Catherine Steeves
Registrar	Glen Tigert
Secretary of Senate (non-voting)	Amy Bryson

ELECTED FACULTY (46 voting members)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/22:

Angela Borchert (Languages & Cultures)
Constanza Burucúa (Languages & Cultures)
Mary Helen McMurran (English & Writing Studies)

Term to June 30/23:

Alena Robin (Languages & Cultures)
Anne Schuurman (English & Writing Studies)

IVEY BUSINESS SCHOOL (2)

Term to June 30/22:

Vaughan Radcliffe

Term to June 30/23:

Deishin Lee

FACULTY OF EDUCATION (2)

Term to June 30/22:

Jun Li

Term to June 30/23:

TBD (Faculty Appointment)

FACULTY OF ENGINEERING (2)

Term to June 30/22:

Thomas Jenkyn (Mechanical & Materials Engineering)

Term to June 30/23:

James Lacefield (Electrical & Computer Engineering)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)

SGPS – At Large

Term to June 30/23:

Mark Cleveland (DAN Management & Organizational Studies)

SGPS – Arts and Humanities

Term to June 30/23:

Genevieve De Viveiros (French Studies)

SGPS – Business

Term to June 30/22:

Lauren Cipriano

SGPS – Education

Term to June 30/22:

Rachel Heydon

SGPS – Engineering

Term to June 30/23:

Shami Abdallah (Electrical & Computer Engineering)

SGPS – Health Sciences

Term to June 30/22:

Matthew Heath (Kinesiology)

SGPS – Law/FIMS/Music

Term to June 30/23:

Kevin Mooney (Music Research & Composition)

SGPS – Medicine & Dentistry

Term to June 30/23:

Shawn Whitehead (Anatomy & Cell Biology)

SGPS – Science

Term to June 30/22:

John Corrigan (Chemistry)

SGPS – Social Science

Term to June 30/22:

Jamie Baxter (Geography & Environment)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/22:

Lisa Archibald (Communication Sciences & Disorders)

Victoria Smye (Nursing)

Term to June 30/23:

Shauna Burke (Health Studies)

Denise Connelly (Physical Therapy)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/22: James Compton

Term to June 30/23: Ajit Pyati

FACULTY OF LAW (2)

Term to June 30/22: Joanna Langille

Term to June 30/23: Zoe Sinel

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/22: Rodney Dekoter (Microbiology & Immunology)

Robert Gros (Physiology & Pharmacology)

Gildo Santos (Dentistry)

Term to June 30/23: Tisha Joy (Medicine)

Dale Laird (Anatomy & Cell Biology)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/22: John Cuciurean (Music Research & Composition)

Term to June 30/23: Sophie Roland (Music Performance Studies)

FACULTY OF SCIENCE (5)

Terms to June 30/22: Pauline Barmby (Physics & Astronomy)

Jan Minac (Mathematics)

Ken Yeung (Chemistry)

Term to June 30/23: Anwar Haque (Computer Science)

TBD (Faculty Appointment)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/22: Daniel Brou (Management & Organizational Studies)

Tania Granadillo (Anthropology)

Wolfgang Lehmann (Sociology)

Term to June 30/23: Andrew Nelson (Anthropology)

Laura Stephenson (Political Science)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)

BRESCIA UNIVERSITY COLLEGE (3)

Interim Principal	Cheryl Jensen
Term to June 30/22:	Lauretta Frederking
Term to June 30/23:	Sara Morrison

HURON UNIVERSITY COLLEGE (3)

President	Barry Craig
Term to June 30/22:	Geoff Read
Term to June 30/23:	TBD (Huron Appointment)

KING'S UNIVERSITY COLLEGE (3)

Principal	David Malloy
Term to June 30/22:	Laura Lewis
Term to June 30/23:	TBD (King's Appointment)

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music (1)

Term to June 30/22:	<i>Migrated to At-Large for 2021-22</i>
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Business/Education/Engineering/Law (1)

Term to June 30/22:	Shaurya Karky (Engineering)
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Health Sciences (1)

Term to June 30/22:	Elias Boussoulas
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Medicine & Dentistry (1)

Term to June 30/22:	Margi Patel
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Science (2)

Term to June 30/22:	Kenisha Arora
	Maisha Fahmida

Social Science (2)

Term to June 30/22:

Emilie Kalaydjian

Bianka Sriharan

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

Term to June 30/22:

Jack Chazi (Huron)

Claudia Gallant (Huron)

At Large (5)

Term to June 30/22:

Iman Berry (Social Science)

Riley Kennedy (Social Science)

Artika Pahargarh (Ivey)

Lauren Stoyles (Huron)

Sandra Zivkovic (Health Sciences)

GRADUATE STUDENTS (4)

Term to June 30/22:

Seth Kadish (Epidemiology & Biostatistics)

Victoria Jaremek (Anatomy & Cell Biology)

Julie Nord (Musicology)

Effie Sapuridis (Information & Media Studies)

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/22:

Grace Kelly (Research Western)

Term to June 30/23:

Jeff Watson (Careers and Experience)

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate:

TBD

Term to June 30/22:

Sandra Datars Bere

Term to June 30/23:

TBD

Elected by Senate (2)

Term to June 30/22:

Patrick Peddle

Term to June 30/21:

TBD by Ad hoc Committee

BOARD OF GOVERNORS (2 voting members)

Term to June 30/22:	Keith Gibbons
Term to June 30/23:	Cathy Burghardt-Jesson

OBSERVERS: (14 to 17 non-voting observers)

TBD	Academic Colleague
John Doerksen	Vice-Provost (Academic Programs)
Margaret McGlynn	Vice-Provost (Academic Planning, Policy & Faculty)
Britta Baron	Vice-Provost and Associate Vice-President (International)
Christy Bressette	Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Ruban Chelladurai	Associate Vice-President (Planning, Budgeting, and Information Technology)
Jennie Massey	Associate Vice-President (Student Experience)
VACANT	Director, Undergraduate Recruitment and Admissions
Nigmendra Narain	President, UWO Faculty Association (UWOFA)
TBD	UWOFA-Librarians/Archivists (LA) Representative
Zamir Fakirani	President, University Students' Council (USC)
kirstyn seanor	President, Society of Graduate Students (SOGS)
TBD	President, PAW (designate)
Terry Lee	President, Master of Business Admin. Assoc. (MBAA)
Gillian Balfour, Dan Smith	Academic Dean(s) of Affiliated University College who are not currently in elected positions on Senate. <i>(Up to three, one each from Brescia, Huron and King's).</i>

TOTAL: 103 Senators (102 voting members) plus 14-17 official observers

Effective: July 1, 2021

ITEM 8.1 - Senate Committee Membership

ACTION REQUIRED: ☒ FOR ACTION ☐ FOR INFORMATION

- 8.1(a) – Vice-Chair of Senate
- 8.1(b) – Operations/Agenda Committee
- 8.1(c) – Senate Committee on Academic Policy and Awards
- 8.1(d) – Senate Committee on University Planning
- 8.1(e) – University Research Board
- 8.1(f) – Honorary Degrees Committee
- 8.1(g) – Senate Review Board Academic
- 8.1(h) – Distinguished University Professor Selection Committee
- 8.1(i) – Faculty Scholars Selection Committee
- 8.1(j) – Nominating Subcommittee to Nominate a Senator from the General Community
- 8.1(k) – McIntosh Gallery Committee
- 8.1(l) – Advisory Committee for the Office of the Ombudsperson

NOTE: A list of Senators effective July 1, 2021 is attached.

8.1(a) **Vice-Chair of Senate**

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

Required: One member of Senate to serve as Vice-Chair of Senate (term from July 1, 2021 to June 30, 2022).

Nominees: Erika Chamberlain (Law) (Senator) Term to June 30, 2022

8.1(b) **Operations/Agenda Committee (OAC)**

[Must be members of Senate]

Workload: Meets monthly, the Thursday of the week before Senate at 3:00 p.m.

(See attached list of Senate Members, effective July 1, 2020)

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

Current Elected Members:

Terms ending June 30, 2021:

J. Wilson (Vice-Chair)(Ivey), K. Mequanint (Engg), A. Meyer (AH), A. Nelson (SS), S. Pitel (Law), I. Savani (UNDG)

Terms continuing to June 30, 2022:

C. Burucúa (AH), V. Smye (HS), B. Younker (Mus)

Required: Six (6) members of Senate, at least one (1) of whom shall be a student including:

- One (1) student (term from July 1, 2021 to June 30, 2022)
- Five (5) members of Senate (term from July 1, 2021, to June 30, 2023)

Nominees:	<u>Jack Chazi</u>	(Student, UNDG/GRAD)	Term to June 30, 2022
Nominees:	<u>Pauline Barmby (Sci)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023
	<u>Denise Connelly (HSci)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023
	<u>Dale Laird (Schulich)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023
	<u>Andrew Nelson (SS)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023
	<u>Vaughan Radcliffe (Ivey)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023

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8.1(c) **Senate Committee on Academic Policy and Awards (SCAPA)***Workload: SCAPA meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.***Composition:** Includes ten (10) members elected by Senate, including:

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

Current Elected Members:**Terms ending June 30, 2021:**

John Cuciurean (Chair)(Mus), Mark Workentin (Vice-Chair) (Sci), Miriam Capretz (Engg)
 Christopher Harasym (UNDG), Matthew Heath (SGPS), Beth MacDougall-Shackleton
 (SGPS), Charlotte Nau (GRAD)

Terms continuing to June 30, 2022:

Jamie Baxter (SS), Shauna Burke (HSci), Jane Toswell (AH)

Required:

Seven (7) Members:

- Two (2) Students:
 - One (1) Graduate Student (term from July 1, 2021 to June 30, 2022)
 - One (1) Undergraduate Student (term from July 1, 2021 to June 30, 2022)
- Five (5) members, for a 2-year term:
 - One (1) member from Science
 - One (1) member from SGPS
 - Three (3) Others
 - 2 of the 5 positions above must be Senators.

Nominees:	_____	(Student, GRAD)	Term to June 30, 2022
	Claudia Gallant	(Student, UNDG)	Term to June 30, 2022
Nominees:	Ken Yeung (Sci)	(Sci)	Term to June 30, 2023
	_____	(SGPS)	Term to June 30, 2023
	Mark Workentin (Sci)	(Faculty/Staff/Com)	Term to June 30, 2023
	John Cuciurean (Mus)	(Faculty/Staff, Senator)	Term to June 30, 2023
	Donna Kotsopoulos (Edu)	(Faculty/Staff, Senator)	Term to June 30, 2023

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8.1(d) **Senate Committee on University Planning (SCUP)****[Faculty members must be members of Senate at the time elected]***Workload: Meets Mondays at 3:00 p.m. as required. Meetings scheduled for the week prior to Senate.***(See attached list of Senate Members, effective July 1, 2021)****Composition:** Includes twelve (12) members elected by Senate, including:

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

Current Senate-Elected Members:**Terms ending June 30, 2021:**

B. Andersen (Ivey), L. Briens (Engg), D. Brou (SS), P. Jones (Schulich), J. Kum (GRAD),
A. Pahargarh (UNDG), V. Ravikumar (GRAD), V. Sarkany (Admin)

Terms continuing to June 30, 2022:

M. Davison (Sci) (Dean), G. Kelly (Admin), K. Olson (AH), S. Tuffs (Post-Doc)

Required:

Eight (8) Members:

- Two (2) Graduate Students (terms July 1, 2021 to June 30, 2022)
- One (1) Undergraduate Student Senator (term July 1, 2021 to June 30, 2022)
- One (1) Administrative Staff (term July 1, 2021 to June 30, 2023)
- Four (4) members of Faculty who are members of Senate at the time elected (term July 1, 2021 to June 30, 2023).

Nominees:	_____	(Student, GRAD)	Term to June 30, 2022
	_____	(Student, GRAD)	Term to June 30, 2022
	Riley Kennedy	(Student Senator, UNDG)	Term to June 30, 2022
Nominees:	Dayana Kibilds	(Admin. Staff)	Term to June 30, 2023
	Stephen Pitel (Law)	(Senator, Faculty)	Term to June 30, 2023
	Robert Gros (Schulich)	(Senator, Faculty)	Term to June 30, 2023
	Shauna Burke (HSci)	(Senator, Faculty)	Term to June 30, 2023
	Daniel Brou (SS)	(Senator, Faculty)	Term to June 30, 2023

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8.1(e) **University Research Board (URB)***Workload: Meets Tuesdays at 1:00 p.m., approximately six times per year.***Composition:** Includes fifteen (15) members elected by Senate, including:

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

Current Senate-Appointed Membership:**Terms ending June 30, 2021:**

B. Baruah (SS), O. Branzei (Ivey), J. Faflak (AH), Y. Jimenez Padilla (GRAD),
J. Lacefield (Engg), V. Lilly (GRAD), L. Misener (HSci), N. Wathen (FIMS)

Terms continuing to June 30, 2022:

E. Ansari (Music), R. Bgeginski (Post-Doc), J. Corrigan (Sci), R. Gardiner (Edu),
H. Hart (Post-Doc), Z. Sinel (Law), L. Finger (Schulich)

Required: Eight (8) Members:

- Two (2) Graduate Students (terms July 1, 2021 to June 30, 2022)
- Six (6) members of Faculty (one from each faculty/school, excluding SGPS), at least one (1) of whom occupies a senior position in a research centre or institute (term to June 30, 2023).

Nominees:		(Student, GRAD)	Term to June 30, 2022
		(Student, GRAD)	Term to June 30, 2022

Nominees:	Andrew Nelson	(Faculty, SS)	Term to June 30, 2023
	Oana Branzei	(Faculty, Ivey)	Term to June 30, 2023
	John Nassichuk	(Faculty, AH)	Term to June 30, 2023
	James Lacefield	(Faculty, Engg)	Term to June 30, 2023
	Laura Misener	(Faculty, HSci)	Term to June 30, 2023
		(Faculty, FIMS)	Term to June 30, 2023

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8.1(f) **Honorary Degrees Committee***Workload: Meets two or three times a year, as required.***Composition:** Nine (9) members elected by Senate, one (1) of whom must be a student Senator.**Current Elected Members:****Terms ending June 30, 2021:**

J. Garland (HS), M. Jones (AH), M. McGlynn (SS), A. Tan (UNDG), B. Younker (Music)

Terms continuing to June 30, 2022:

C. Burucúa (AH), J. Hodgson (Music), K. Siddiqui (Engg), S. Whitehead (Schulich)

Required: Five (5) members elected by Senate.

- One (1) whom must be a student Senator (term July 1, 2021 to June 30, 2022)
- Four (4) other members who need not be Senators (terms July 1, 2021 to June 30, 2023)

Nominees:	<u>Iman Berry</u>	(Student, UNGD/GRAD)	Term to June 30, 2022
Nominees:	<u>Arzie Chant (Admin. Staff)</u>	(Faculty/Staff/Com)	Term to June 30, 2023
	<u>Janis Cardy (HSci)</u>	(Faculty/Staff/Com)	Term to June 30, 2023
	<u>Bertha Garcia (Schulich)</u>	(Faculty/Staff/Com)	Term to June 30, 2023
	<u>Douglas Keddy (Admin. Staff)</u>	(Faculty/Staff/Com)	Term to June 30, 2023

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8.1(g) ~~Senate Review Board Academic (SRBA)~~

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

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

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

Current Members:

Terms ending June 30, 2021:

Chair: _____ K. Fleming (Chair) (SS)

Undergraduates: _____ Z. Al-Shamil, N. Nestico, A. Pahargarh, A. Rozovsky, A. Tan, P. Thomlinson

Graduates: _____ J. Broberg, J. Nord, A. Parchizadeh, E. Walsh

Faculty: _____ M. Atkinson (SS), I. DeCoito (Ed.), R. Klassen (Engg), G. Knopf (Engg),
 _____ D. Lacasse (Law), C. Viger (AH), J. Wilson (Ivey)

Terms continuing to June 30, 2022:

Faculty: _____ T. Chiles (Music), L. Dagnino (Schulich), C. Dick (SS), K. Kirkwood (HS),
 _____ P. McKenzie (FIMS), V. Tai (Sci)

Required: _____ One (1) person to serve as Chair (term from July 1, 2021 to June 30, 2022).

Nominees: _____ (Chair), (Faculty) Term to June 30, 2022

Required: _____ Seven (7) Members of Faculty OR Eight (8) Members of Faculty because a new Chair (above) is elected from the members of faculty whose terms continue to June 30, 2023, then an additional member of Faculty will be required).

Nominees:	Miriam Capretz (Engg)	(Faculty)	Term to June 30, 2023
	Isha DeCoito (Edu)	(Faculty)	Term to June 30, 2023
	Danielle Lacasse (Law)	(Faculty)	Term to June 30, 2023
	Erica Lawson (AH)	(Faculty)	Term to June 30, 2023
	John Wilson (Ivey)	(Faculty)	Term to June 30, 2023
	_____	(Faculty)	Term to June 30, 2023
	_____	(Faculty)	Term to June 30, 2023

Required: _____ Six (6) Undergraduate Students (terms from July 1, 2021 to June 30, 2022)

Nominees:-	<u>Maisha Fahmida</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Eric Gair</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Margi Patel</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Bianka Sriharan</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Lauren Stoyles</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Sandra Zivkovic</u>	(Student, UNDG)	Term to June 30, 2022

Required: ~~Four (4) Graduate Students (terms from July 1, 2021 to June 30, 2022)~~

Nominees:-	<u>Seth Kadish</u>	(Student, GRAD)	Term to June 30, 2022
	<u></u>	(Student, GRAD)	Term to June 30, 2022
	<u></u>	(Student, GRAD)	Term to June 30, 2022
	<u></u>	(Student, GRAD)	Term to June 30, 2022

8.1(h) **Distinguished University Professor Selection Committee**

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

Current Senate-appointed Members:

Terms ending June 30, 2021:

M. Crossan (Ivey), R. Stainton (AH)

Terms continuing to June 30, 2022:

C. Forchuk (HS), D.Laird (Schulich)

Required: Two (2) Faculty members who are Senior Scholars (term: July 1, 2021 to June 30, 2023)

Nominees:	<u>David Bentley (AH)</u>	(Snr Schol, Faculty)	Term to June 30, 2023
	<u>Jeremy McNeil (Sci)</u>	(Snr Schol, Faculty)	Term to June 30, 2023

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8.1(i) **Faculty Scholars Selection Committee****Composition:** Four (4) Senior Scholars at Western, elected by Senate.**Current Senate-Appointed Members:****Terms ending June 30, 2021:**

C. Dyck (AH), J. Gilroy (Sci)

Terms continuing to June 30, 2022:

A. Allan (Schulich), O. Branzei (Ivey)

Required: Two (2) Faculty members who are Senior Scholars (Term: July 1, 2021 to June 30, 2023)

Nominees:	<u>Joseph Gilroy (Sci)</u>	(Snr Schol, Faculty)	Term to June 30, 2022
	<u>Christopher Smeenk (AH)</u>	(Snr Schol, Faculty)	Term to June 30, 2022

8.1(j) **Nominating Subcommittee to Nominate a Senator from the General Community****Must be members of Senate***Workload: Will meet once or twice in January/February.***Composition:** Five (5) members of Senate, elected by Senate, and the Chair of the Nominating Committee who chairs the subcommittee.**(See attached list of Senate Members, effective July 1, 2021)****Current Members:****Terms ending June 30, 2021:**

K. Miller (Admin), V. Smye (HS), S. Powell (Gen. Com)

Terms continuing to June 30, 2022:

J. Li (Edu), D. Malloy (King's)

Required: Three (3) members elected by Senate.

- Three (3) current Senate Members (term: July 1, 2021 to June 30, 2023)

Nominees:	<u>Kevin Mooney (Mus)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023
	<u>Victoria Smye (HSci)</u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023
	<u></u>	(Senator, Faculty/Staff/Com)	Term to June 30, 2023

8.1(k) **McIntosh Gallery Committee**

Workload: Meetings as required.

Composition: Two (2) members appointed by Senate.

Current Senate-appointed Members:

Terms ending June 30, 2021:

L. Miller (Vice-Provost – SGPS)

Term continuing to June 30, 2022:

~~P. Frehner (Music)~~ (sabbatical)

Required: Two (2) members to serve on the McIntosh Gallery Committee (term July 1, 2021 to June 30, 2023).

Nominees:	<u>Jonathan De Souza (Mus)</u>	(Faculty/Staff/Com)	Term to June 30, 2023
	<u>Linda Miller (Vice-Provost, SGPS)</u>	(Faculty/Staff/Com)	Term to June 30, 2023

8.1(l) **Advisory Committee for the Office of the Ombudsperson**

Workload: Will meet two or three times during Sept - April

Composition: Includes one member of faculty or staff (cannot be a student) appointed by the Senate (two-year term).

Current Senate-appointed Member:

Term ending June 30, 2022:

~~Margaret McGlynn (SS)~~ (resigned from committee)

Required: One (1) member of faculty or staff (cannot be a student) (term July 1, 2021 to June 30, 2023).

Nominees:	<u>Andrew Walsh (SS)</u>	(Faculty/Staff)	Term to June 30, 2023
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ITEM 8.2 - Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies)

ACTION REQUIRED: ☒ FOR ACTION ☐ FOR INFORMATION

Composition of Selection Committee

A committee to select a Vice-Provost (Graduate & Postdoctoral Studies) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 5 persons elected by Senate, one of whom shall be a Dean and one of whom shall be a graduate student

Required: (5) persons elected by the Senate, one of whom shall be a Dean and one of whom shall be a graduate student

Nominees:	_____	(Student, GRAD)
Nominees:	<u>Donna Kotsopoulos (Edu)</u>	(Faculty, Dean)
	<u>Yolanda Babenko-Mould (HSci)</u>	(Faculty)
	<u>Zia Khan (Schulich)</u>	(Faculty)
	<u>Stephen Pitel (Law)</u>	(Faculty)

ITEM 8.3 - Selection/Review Committee for the Vice-Provost (Academic Programs)

ACTION REQUIRED: ☒ FOR ACTION ☐ FOR INFORMATION

Composition of Selection Committee

A committee to select a Vice-Provost (Academic Programs) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-Provost (International)
- (c) 4 faculty elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic).
- (d) 1 student Senator elected by Senate

Required (5): 4 faculty elected by Senate, one of whom shall be a Dean, and at least one of whom shall be an Associate Dean (Academic), 1 student Senator

Nominees:	<u>Artika Pahargarh</u>	(Student, Senator)
Nominees:	<u>Ken Coley (Engg)</u>	(Faculty, Dean)
	<u>Tracy Isaacs (AH)</u>	(Faculty, Associate Dean (Academic))
	<u>Bipasha Baruah (SS)</u>	(Faculty)
	<u>Ken Yeung (Sci)</u>	(Faculty)

ITEM 8.4 - Selection/Review Committee for the Dean of the Faculty of Law

ACTION REQUIRED: ☒ FOR ACTION ☐ FOR INFORMATION

Composition of Selection Committee

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

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

Required: Three (3) Faculty members elected by Senate, one of whom may be a Dean

Nominees:	<u>Sharon Hodgson (Ivey)</u>	(Faculty, Dean)
	<u>Pauline Barmby (Sci)</u>	(Faculty)
	<u>Jamie Baxter (SS)</u>	(Faculty)

ITEM 9.1 – Report of the Subcommittee on Teaching Awards (SUTA): Western’s Excellence in Teaching Award Winners for 2020-21

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

The Subcommittee on Teaching Awards (SUTA) has chosen the following members of faculty as recipients of Western’s Excellence in Teaching Awards for 2020-21:

THE EDWARD G. PLEVA AWARD FOR EXCELLENCE IN TEACHING

Kim Solga Faculty of Arts and Humanities, Department of English and Writing Studies and Department of Gender, Sexuality and Women’s Studies

Michele Weir Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine

THE MARILYN ROBINSON AWARD FOR EXCELLENCE IN TEACHING

Amy Horton Faculty of Health Sciences, Arthur Labatt Family School of Nursing

Paul Mensink Faculty of Science, Department of Biology

THE ANGELA ARMITT AWARD FOR EXCELLENCE IN TEACHING BY PART-TIME FACULTY

Anna Madelska Faculty of Arts and Humanities, Department of Visual Arts

Niki Sharan Faculty of Science, Department of Biology

WESTERN AWARD FOR INNOVATIONS IN TECHNOLOGY-ENHANCED TEACHING

William Turkel Faculty of Social Science, Department of History

One additional teaching award was provided by the Office of the Vice-Provost (Academic Programs). The following team was selected to receive the award:

THE VICE-PROVOST (ACADEMIC PROGRAMS) AWARD FOR EXCELLENCE IN ONLINE TEACHING AND LEARNING

Tom Stavraky, Angela Beye, Anita Woods, Christie Vanderboor, Boun Thai, and Temitope Akintola
Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

ITEM 10.1 – 2021-22 University Operating and Capital Budgets

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION/DISCUSSION

Recommended: That Senate provide advice to the Board of Governors through the President and Vice-Chancellor, recommending the approval of the 2021-22 University Operating and Capital Budgets shown in ITEM 10.1(a).

EXECUTIVE SUMMARY:

The Operating and Capital Budgets and setting of tuition fees are in the purview of the Board of Governors. The Senate may provide 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.

Recommendations and associated information regarding the Operating and Capital budgets and the setting of tuition fees are provided to Senate through the Senate Committee on University Planning. As Supplementary information for SCUP and Senate, the Program Specific Tuition and Other Supplemental Fees are provided in ITEM 10.1(b).

ATTACHMENTS:

[10.1\(a\) 2021-22 University Operating and Capital Budgets](#)
[10.1\(b\) Program Specific Tuition and Other Supplemental Fees](#)



2021-22 Operating and Capital Budgets

March 31, 2021

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ACRONYMS used in University Budget Document

	Acronym	Description
1	APF	Academic Priorities Fund
2	AQ	Additional Qualification Courses in the Faculty of Education
3	B.Ed.	Bachelor of Education Program/Degree
4	CRCs	Canada Research Chairs
5	CRV	Current Replacement Value (of Buildings)
6	CSD	Communication Sciences and Disorders Program
7	DM	Deferred Maintenance
8	Ed.D.	Doctor of Education Degree
9	EDI	Equity, Diversity, and Inclusion
10	EFB	Employee Future Benefits
11	FIMS	Faculty of Information & Media Studies
12	FRSF	Federal Research Support Fund (formerly FFICR)
13	FTE	Full-Time Equivalent
14	GGRP	Greenhouse Gas Reduction Program
15	HBA	Honours Business Administration Degree/Program
16	IBA	Inflationary Budget Adjustment
17	IDCI	Interdisciplinary Curriculum Initiative
18	IDRI	Interdisciplinary Research Initiative
19	ITIF	Information Technology Infrastructure Fund
20	M.Cl.Sc.	Masters in Clinical Sciences Degree
21	M.Ed.	Masters in Education Degree/Program
22	M.O.S.	Management & Organizational Studies Program
23	MBA	Master of Business Administration Degree/Program
24	MC	Middlesex College
25	MD	Doctor of Medicine Degree/Program
26	MEng	Master of Engineering Degree/Program
27	MESc	Master of Engineering Science Degree
28	MMI	Maintenance, Modernization, and Infrastructure
29	MSc	Master of Science Degree
30	MCU	Ministry of Colleges and Universities
31	NCB	North Campus Building
32	OSAP	Ontario Student Assistance Program
33	OT	Occupational Therapy (School/Program)
34	PACES	President's Advisory Committee on the Environment and Sustainability
35	Ph.D.	Doctor of Philosophy Degree
36	PT	Physical Therapy (School/Program)
37	RISF	Research Infrastructure Support Fund
38	SGPS	School of Graduate & Postdoctoral Studies
39	SIF	Federal Government's Strategic Investment Fund
40	SSHRC	Social Science and Humanities Research Council
41	STEM	Science, Technology, Engineering, and Mathematics
42	SUPF	Support Unit Priorities Fund
43	USRI	Undergraduate Summer Research Internship
44	WRCs	Western Research Chairs
45	WSC	Western Science Centre

2021-22 Operating Budget

The budget presented here for 2021-22 marks the second of the university's pandemic budgets. And while last year's was presented in a climate of uncertainty at the very start of the global health crisis, this budget has been prepared with much greater clarity of the efforts to be undertaken by the university and the fiscal impacts of those efforts. In short, as a public institution, Western has continued to thrive in spite of the crisis, and we have even been able to move forward with strategic planning for the years to come.

This proposed 2021-22 budget makes significant investments in the academic missions of the university. For example, it anticipates the appointment of 94 new faculty members; it expands our investments in student-research; it strengthens our commitment to an equitable, diverse, and inclusive community; it furthers our work in a number of areas related to sustainability; it invests in our physical environment; it brings new investments to support research, scholarship, and creative activity across the university; it invests in our engagement with the digital revolution and its effects on teaching and research; it helps us to deepen our engagement in the world – in the local community and globally too; and it invests in the renewal and intensification of the Western student experience.

These and other investments are critical to Western's commitment to pursue the various components of our mission as a prominent public research university committed to public service and the public good.

A. Planning and Budgetary Context

The recently completed planning cycle has led to the development of the 2021-22 University Budget as a one-year transitional plan. This budget builds on the 2-year plan which was impacted by the global pandemic this past year, and has been developed in the context of the current Strategic Plan – *Achieving Excellence on the World Stage* – and in alignment with the Faculty Academic Plans and Support Unit Operational Plans. Our new Strategic Plan, currently under development, will guide our overall strategy and budgetary investments from 2022-23 onwards.

A year ago, we were faced with the sudden and rapid impacts of COVID-19. We were faced with uncertainties about enrolments (in particular international enrolments), the ability of federal/provincial governments to maintain grant funding levels, the equity markets and associated impacts on university resources, and the overall economic pressures on individuals and the private sector which could have ripple effects on university revenues. At Western, we decided to move forward with the budget recommendations developed just prior to COVID-19, with the understanding that we may need to defer some one-time expenditures that were proposed in the 2020-21 budget.

At this point in time, as we reach the end of the current fiscal year, our financial situation remains strong. The major changes in our 2020-21 Operating Budget (i.e. the current year) are as follows:

- In total, enrolments exceeded our projected figures by 1,180 full-time equivalent (FTE) students and tuition revenue is estimated to be higher by about \$9.5 million.

- COVID-19 had a significant impact on our Ancillary Units. Therefore the transfers from these units to the Operating Budget (i.e. associated with space/rent costs and central administrative services provided by the University) were lower by about \$12 million. All other revenues were higher by about \$2.5 million.
- As a result of higher enrolments, our spending in scholarships and bursaries is estimated to be higher by about \$2.1 million.
- We had set aside \$13.5 million in special one-time funding to support students impacted by COVID-19 and who are faced with financial pressures. From this, a sum of \$3 million was used to support our students through various programs which left about \$10.5 million unspent.
- Since many of our activities in the current year were “virtual”, the use of our on-campus facilities was reduced significantly. As a result, physical plant utilities costs were lower than budget by about \$5.3 million.
- In response to the global pandemic, Western operated in a hybrid mode (virtual and on-campus) for much of the academic year, both in the academic and administrative activities of the University. As a result, there were significant additional one-time costs (totalling \$18.2 million) in the following areas: on-line course development, I.T. infrastructure expansion, pandemic supplies, facilities planning and modifications to ensure a safe campus, virtual student services, and other health and safety initiatives in support of our students, faculty, and staff.
- The general disruption of health and dental services resulted in lower utilization of these benefits by our employees and their families which led to lower costs in this component of the employee benefits budget. During this period, the University invested additional resources to support the health and well-being of employees including the expansion of *Lifeworks* Employee Assistance Services, *Living Well at Western* initiatives, and a number of safe work initiatives. The net result was a reduction of \$3.4 million in employee benefits expenditures. Our projections for the upcoming year include cost increases that will result from (projected) higher employee utilization of health and dental services.
- The net result of the above changes is an estimated variation of slightly above \$1 million to the “in-year budget position” in the current year relative to the budgeted “in-year position”.

Looking ahead to 2021-22, we have developed the University budget with the following general assumptions regarding revenues:

- Under the Provincial Governments corridor-based block-grant funding system, our provincial grants will remain frozen at the 2016-17 level.
- The Province’s tuition framework rolled back domestic tuition rates by 10% in 2019-20 and the rates were kept constant (at the reduced levels) in 2020-21. We have not received any information on the domestic tuition framework for 2021-22 and our revenue forecasts are based on a “no change” assumption to domestic tuition rates.
- Enrolments are the primary driver of operating revenues. For budgetary purposes, our first-year class is assumed to be 5,600 students and the graduate enrolment plans are the aggregate of the plans developed by the Faculties. On the undergraduate side, we will work to exceed the 5,600 figure, through expansion in areas of demand and capacity and in consultation with the Deans.

At Western, our integrated approach to planning serves us well. We continue to focus our budget planning on our strategic priorities. 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 2020 was 91.2%, well above the Ontario average.
- Nearly 94% 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. About 83% of Western's 2013-14 entering cohort graduated within 6 years.
- In the pandemic year, our efforts in undergraduate international enrolment recruitment resulted in 10% of our fall 2020 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 increase international undergraduate enrolments while diversifying geographical source and program destination.
- 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% of total full-time enrolment.

We remain committed to building on the substantive gains we have made in the areas of student quality, educational quality, and the students experience. Going forward, we will continue to manage our resources and target them towards the priorities identified in our new Strategic Plan.

Figure A
Total FTE Enrolment at Western

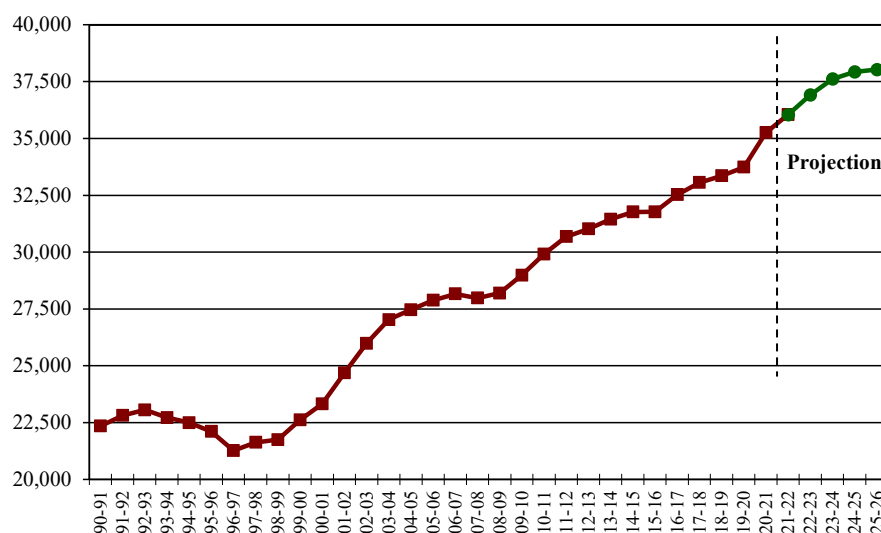
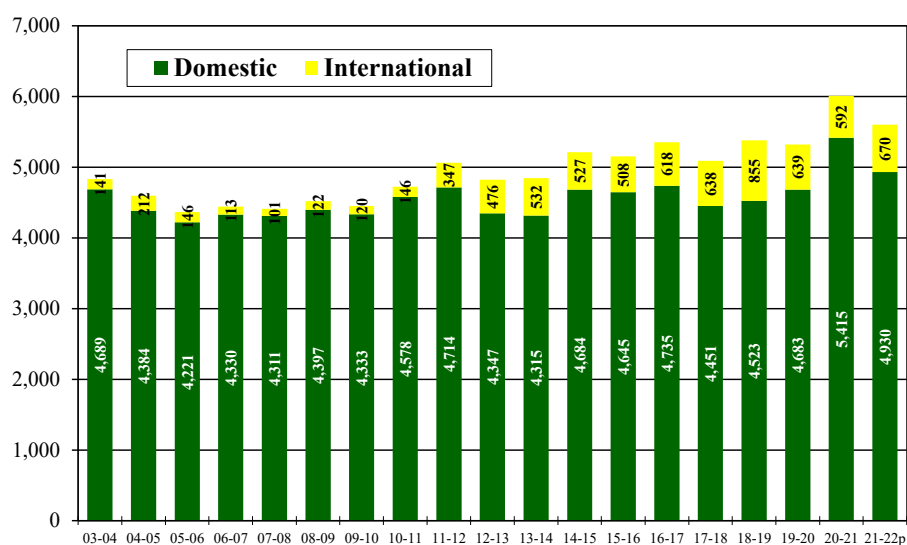


Figure B
Full-Time Year 1 Undergraduate Enrolment at Western



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

The following initiatives were included in the 2020-21 Budget, and involved substantial investments.

1. Office of Indigenous Initiatives

Last year's budget committed to the creation of a new Office of Indigenous Initiatives. That commitment resulted in the creation of a new unit with permanent staffing in the areas of community relations, recruitment/admissions/enrolment planning, curriculum and pedagogy advising, and elders in residence. Effective March 1, 2021, Christy Bressette has been appointed Western's first Vice-Provost and Associate Vice-President (Indigenous Initiatives).

2. Long-Range Space Plan

In the 2020-21 budget, a total of \$50 million in one-time funding was allocated to support priority capital projects in our Long-Range Space Plan. The following projects are in various stages of implementation:

- The third floor of the Western Centre for Public Health and Family Medicine (previously shelled space) has been completed and will be home to the Department of Epidemiology & Biostatistics, which will be permanently relocated from the Kresge Building.
- The Kresge Building and other adjacent facilities are part of the planning currently underway for the multi-phased Medical School Project including an Interdisciplinary Research Facility involving Medicine, Science, Engineering, and Health Sciences. The Deans of these Faculties are currently developing the space plan/vision for this facility.
- A second University Hub, aimed at creating common/gathering spaces for our students, faculty, and staff, is in the preliminary planning stage, including an assessment of the site for the facility.

In addition, funding was also allocated to support our Open Space Strategy (\$6 million), sustainability and energy conservation initiatives (\$5 million), and the installation of a multi-sport inflatable sports dome to provide much-needed indoor recreation space for our students in the winter months. The first two initiatives are in various stages of implementation. The sports dome project has been delayed due to difficulties with identifying a workable site/location. We are in the process of reconsidering our approach to the indoor sports facility and details are provided later in this document (in Section C.2).

3. Special Funding to Support Students in Financial Need

In response to concerns about the pandemic's impact on the financial situation of our students, we set aside \$13.5 million in one-time funding to support students' financial need through needs-based bursaries, work-study opportunities, summer research opportunities, and residence accommodation subsidies. As noted earlier (in section A), of this \$13.5 million, a sum of \$3 million was used to support our students, leaving about \$10.5 million unspent.

4. Continuation of the Western Research Chairs (WRC) Program

Last year's budget allocated \$10 million in one-time funding to support the continuation of the WRC Program. The funds have been transferred to the Vice-President (Research) who, in collaboration with the Provost, is developing the go-forward approach for the WRC program. The WRC Program, which was created specifically to model Tier 1 CRCs, is being re-envisioned to

support a wider pool of talent, and is expected to create additional capacity and high-visibility appointments that will contribute to Western's strategic research objectives. In addition, the creation of shorter-duration appointments will allow for the infusion of new ideas and innovative concepts into Western's research priorities and its reputation as a university that is particularly committed to student success. The WRCs will be used to either attract new talent (recruit) or promote (retain) talent from within. Each year, the number of available WRCs will be shared with the Deans and University-level Institute Leaders. The proposals will be evaluated by a WRC Steering Committee. Guidelines for retention and visiting WRCs will be developed this year. Changes to the current university selection process for WRCs are needed to include internal candidates. The final details of the process and governance of WRCs will be established through broad consultation by the VPR. Our current plan is to invest approximately \$500,000 per year in retention and research support, while using \$7.5 million over the next 3 to 5 years to hire WRCs into areas of strategic focus to significantly and selectively advance Western's research mission.

5. Interdisciplinary Research Initiatives (IDRIs)

A sum of \$2.9 million in one-time funding was committed in last year's budget in support of Interdisciplinary Research Initiatives, bringing the total funding to \$4 million (including the \$1.1 million unspent from previous allocation in 2015-16). The funds have been transferred to the Vice-President (Research) who is developing the program with the following objectives:

- Investment in a limited number of IDRIs that have a demonstrated potential to become national and international models of excellence;
- IDRIs will be exceptional programs that advance Western's research mission, attract scholars and graduate students, and bring prestige to the University;
- The IDRIs, to be led by established or emerging scholars, will have clearly articulated research dimensions and objectives;
- Investments will total \$4 million over 4 years, with allocation of approximately \$1 million per year (subject to proposals);
- Each year, a call for proposals will be issued and Deans will be requested to submit rank-ordered proposals;
- Projects will be nominally 1 to 2 years in duration with two funding streams: Emerging (\$25,000) and Established (up to \$200,000);
- Typically, there would be 4 to 6 Emerging IDRIs and 3 to 5 Established IDRIs granted per year depending on the scope and duration of successful proposals; and
- Faculties will be encouraged to provide matching support.

Details of the IDRIs can be found at: <https://www.uwo.ca/research/funding/internal/idi.html>

6. The Western Academy for Advanced Research

A sum of \$1 million in one-time funding was set aside in the 2020-21 budget to support the first-year of the Western Academy for Advanced Research. The Academy's mission is 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, across all disciplines. However, due to the global pandemic, the launch of the Academy has been delayed until spring or early summer of 2021. The Provost and the Vice-President (Research) will bring forward details regarding the launch of the Academy, its structure, and operational parameters in the near future.

7. University-wide Data Strategy Initiatives

Last year's budget allocated a sum of \$1 million in one-time funding to support University-wide Data Strategy Initiatives aimed at enabling Western to empower its students, faculty, and staff with the data acumen they need to become 21st century citizens. The Data Strategy outlined a series of objectives and activities across four pillars: Faculty Development, Training Students, Understanding Students, and Corporate Data. To-date, the following initiatives are underway:

- Four Presidential Data Fellows have been recruited to bring advanced data analytic skills to four research groups on campus and to teach a series of introductory data science bootcamps for staff and faculty. The first of these bootcamps – Data Science without Tears – is now up and running.
- The Data-focused Faculty Growth Strategy is under review by the Provost and involves significant growth opportunities for Western in the areas of Medical Informatics, Data & Society, and Business/Management/Finance Analytics.
- New honours specialization, major, minor, and certificate programs in Data Science have been created and approved by Western's Senate, along with several new courses.
- A pilot data-centered industry connector hub is in development in collaboration with the Schulich School of Medicine & Dentistry.
- Early planning for the Institutional/Administrative data aspects including data governance, recruitment of a Chief Data Officer and a Chief Technology Officer, and additional staff resources.

8. Strategic Expansion of Engineering

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 2020-21 were as follows:

- Full-time undergraduate enrolment reached 2,151, an increase of 605 from the 2014-15 level of 1,546.
- \$912,000 in incremental base funding was added to the Engineering budget to support expansion of faculty and staff complements.
- \$11.1 million in one-time funding was transferred to the capital budget in support of Engineering facilities expansion and renewal.

C. Priorities for the 2021-22 Budget and New Initiatives

The recently completed planning process identified the following themes as high priorities for the University and our Faculties and Support Units:

- *Faculty and Staff Renewal*
- *Enhancing the Student Experience*
- *Support for Scholarship/Research Initiatives*
- *Investments in Curriculum Enhancement*
- *Ensuring a Safe and Sustainable Campus Physical Infrastructure that Supports our Academic Needs*
- *Preparing for our Next Strategic Plan.*

1. Faculty and Staff Renewal

As an outcome of the recently completed planning process, faculty and staff renewal was identified as a high and immediate priority, especially in the context of the employee retirement programs in 2019 and 2020, when 62 faculty and 116 staff took the option to retire.

In order to support the Deans with base budget flexibility to pursue faculty and staff renewal, Faculties with substantial carryforward funds (which are one-time in nature) were provided with the option of exchanging carryforward funds for base funding at the rate of \$1 million carryforward for \$150,000 base budget. This option was made available in-year in the current year (2020-21). Six Faculties participated in the program with a total exchange of \$19 million carryforward for \$2.85 million in base funding. This base funding has been incorporated into the Faculty budgets in-year in the current year and will be used to support faculty and staff complement expansion plans. In total, the Faculty plans include 94 incremental faculty positions (77 tenured/probationary and 17 limited-term) and 42 incremental staff positions in 2021-22. At the time of the writing of this budget, we did not have the final plans from the Support Units. However, based on the initial plans, we are projecting these units to add about 100 staff positions in the coming year.

The recovered carryforward funds (i.e. \$19 million one-time) are being used to support priority initiatives as described in section C.3 below.

2. Enhancing the Student Experience

Accessible Education

A recent external review (under the direction of the Provost) included 48 compelling recommendations underscoring the urgent need for a campus-wide shift to support accessibility to ensure the full engagement and success of students with disabilities, including changes in co-curricular programs and supports for these students. A student advisory committee is being established to guide the development of new programming and an implementation working group with campus-wide representation will prioritize and develop the action plan to implement the recommendations. In support of this priority, a sum of \$1 million in one-time funding in 2021-22 is being allocated.

Western Undergraduate Summer Research Internships (USRIs)

The USRI Program was introduced in the summer of 2020 with a one-time budget allocation of \$1 million. This provided 16-week research internship opportunities for 220 Western students. The program was extremely successful and demand exceeded the available spaces. It is recommended that the program continue in summer 2021 with a one-time budget allocation of \$2 million. The program will be adapted to current parameters and will be offered in collaboration with the Faculties as funding partners.

Western Summer Student Teaching Support Internship Program

Similar to the USRI Program described above, we also introduced the Summer Student Teaching Support Internship Program last summer, with a one-time budget allocation of \$1.1 million. The program was one important element of the University's support of the rapid transition to virtual delivery of courses necessitated by the global pandemic. The program supported 180 student internships. A year later, while the urgency is not as critical, it is still recommended that this program continue in the summer of 2021 and is being supported by a central one-time budget allocation of \$500,000. The plan is to support 100 internships. The students' activities will continue to provide key supports for our academic community in on-line course development. This program, to be available to undergraduate and graduate students, will also be adapted and be offered in collaboration with the Faculties as funding partners.

Academic Advising

Through various student feedback mechanisms, Academic Advising has been identified as an area needing improvement and expansion at Western. In response to these calls from our students, the Provost has established a Working Group to review our current approach to academic advising and to make recommendations. The Working Group will review the following areas: how to align work-integrated experiences into student learning outcomes, how to assist students to manage their programs and plan for their careers, what specialized services are required by equity-deserving groups, and how best to align/structure Faculty-based and central university-wide academic advising roles and processes. A sum of \$1 million in one-time funding is being recommended in 2021-22 to support the implementation of the Working Group's recommendations, which will follow the Provost's review, in collaboration with the Deans.

New Office of Equity, Diversity, and Inclusion (EDI)

In response to recommendations in the report of the Anti-Racism Working Group, Western's President committed to establishing a senior role to help lead our EDI efforts – the Associate Vice-President (EDI). In anticipation of the new position, the University is establishing a new Office of Equity, Diversity, and Inclusion, with an initial base budget allocation of \$420,000 in 2021-22. Further investments in our EDI efforts will follow after the AVP-EDI has taken up the post.

Facilities to Support Student Experience, Health, and Well-Being

A central component of Western's aspirations in the area of Student Experience is the provision of space/facilities to support all aspects of student life including health, wellness, and sports & recreation. In support of this priority, two major capital projects are being recommended for 2021-22:

- A University Gathering Hub which will house common/gathering/collision spaces, similar to some aspects of the University Community Centre. This facility was identified in last year's budget (as part of the University's Long-Range Space Plan) and funding has already been set-aside through previous University budgets.
- A Multi-Sport Fieldhouse which will provide much-needed indoor recreation space in the fall/winter months when the majority of our students are on campus. Last year's budget recommended the concept of a multi-sport inflatable sports dome at TD Stadium and \$4.5 million was allocated for that project. A subsequent detailed review of the pros and cons of the dome concept, including site considerations, has led to the recommendation of replacing the dome with a permanent structure (i.e. the Fieldhouse). Siting the facility on our core campus where buildable land is at a premium and needed for future educational needs is a significant consideration in our planning for sports facilities. We are therefore proposing the Fieldhouse to be constructed on top of a previously-proposed future parking structure at the current Huron Flats parking lot which is located between the Western Student Recreation Centre and TD Stadium. Preliminary assessment indicates that this approach in the proposed site is viable. We will move forward with detailed planning for the Fieldhouse and, if difficulties with the site/approach are identified, we may need to revisit the strategy. In support of this project, we are recommending \$15.5 million in one-time funding which, when added to the \$4.5 million already set aside for the Sports Dome, will bring the total to \$20 million. The Parking Garage costs will be in addition to the \$20 million Fieldhouse and will be funded through debt.

3. Support for Scholarship/Research Initiatives

Expansion of Services Provided by the Vice-President (Research) Portfolio

In order to better support the University's innovation agenda and be competitive within the Canadian university landscape, the Vice-President (Research) has proposed a centralized unit dedicated to supporting innovation. In support of this need/priority, a sum of \$700,000 in base funding is provided to the Vice-President (Research) Portfolio. This investment is expected to provide significant economic and reputational benefits and is vital to increasing the societal impact of research. Through this investment, Western will be able to provide unique training opportunities, nurture our entrepreneurship ecosystem, leverage external funding opportunities, and establish mutually beneficial partnerships that empower our academic community to connect their work to communities, knowledge users, and industry. The proposed new unit will be led by a new Associate Vice-President (Innovation & Strategic Partnerships), and will assume oversight responsibility for WORLDdiscoveries and the Western Research Parks. The staffing and structure of the new unit will be determined by the new AVP.

Incremental Resources to Support Pan-University Academic Priorities

As described earlier, a sum of \$19 million in carryforward funds was transferred to the central budget (in exchange for \$2.85 million in base funding to the Faculties) in-year in the current year. Of this \$19 million, we have allocated \$15 million to an endowment to support the academic priorities. This endowment will yield an annual amount for spending of approximately \$600,000 in the steady-state. In conjunction with the Vice-President (Research), support for a revised WRC program and/or the Western Academy for Advanced Research could become important components of the annual spend

of this fund. The use of the annual spendable amount in subsequent years will be reviewed in the context of the University's next Strategic Plan which is currently under development.

The remaining \$4 million (from the \$19 million) will be used by the Provost, in collaboration with the Deans and the Vice-President (Research), as supplemental funding to enhance Western's academic and scholarship/research performance through investments across all disciplines as opportunities are identified.

The Postdoctoral Fellowships Program

The 2018-19 University Budget introduced an initiative aimed at attracting and retaining top-tier postdoctoral talent (domestic and international) – the Postdoctoral Fellowships Program – as a pilot program with one-time funding. As recommended by the Vice-President (Research), the program is being continued in 2021-22 with an allocation of \$310,000 in one-time funding. The program will be adapted to current parameters and will continue as a partnership with the Faculties providing matching funding.

An Innovative Clinical Research Platform to Test Simple Scalable Solutions in Care for Big Impact on Health

Health care should be backed by high-quality evidence. This evidence-base is difficult to establish because of the formidable logistical and financial challenges of running traditional clinical trials. Western's clinical researchers are poised to build the evidence-base for feasible and sustainable health care solutions by employing innovative approaches to embed research at the point of care. By focusing on novel and creative approaches to clinical trials, Western can be a leader in advancing health outcomes for our community and enhancing our ranking and reputation as a health research University.

A sum of \$6 million in one-time funding is being recommended to support the development of a Clinical Research Platform that will differentiate Western by focusing on clinical studies that address simple scalable solutions in routine care for big impact on health. This platform will enable affordable randomized studies that incorporate pragmatic trials, virtual health research, quality improvement research, population and community-based research, health policy, and innovative interventions. The platform will operate with a core services model to provide flexible 'wrap-around' support for investigators including methodological expertise (including biostatistics and health economics), data analysis and management capabilities, streamlining ethical review processes, knowledge transfer planning with implementation, and training of the next generation of health researchers.

Support of University-level Research Institutes

In order to strengthen the activities of University-level Research Institutes reporting to the Vice-President (Research), a sum of \$750,000 in one-time funding is being recommended in 2021-22. This funding will support resources already existing within the Vice-President's research support funding envelopes and will be used to support the indirect costs of research within the institutes.

Interdisciplinary Research Facilities

Last year's budget signaled the construction of an Interdisciplinary Medicine/Science Research Facility as one component of the multi-phased Medical School Facilities Renewal/Expansion Project.

As an outcome of early discussions on the vision for the Interdisciplinary Facility, the project has evolved and now includes the Faculties of Engineering and Health Sciences. The Deans of Schulich, Science, Engineering, and Health Sciences are in the program planning/vision stage of the project. Details of the project will be developed this year. It is expected that other Faculties would also participate in the collaborative research activities that will eventually reside in the facility.

The University's Long-Range Space Plan (outlined in Table 13) includes many other capital projects that are critical to the University's research aspirations, including other facilities in Chemistry, Medicine, and Engineering. The scale and scope of these subsequent projects will depend on the activities that are housed in the proposed Interdisciplinary Medicine/Science/Engineering/Health Sciences Facility – and therefore, planning for the subsequent projects will follow at a later date.

4. Investments in Curriculum Enhancement

Interdisciplinary Curriculum Initiatives (IDCIs)

Interdisciplinarity in all aspects of our academic activities continues to be a high priority. The Interdisciplinary Research Initiatives Program (IDRIs), described earlier in section B.5, is being re-launched under the direction of the Vice-President (Research). As a complement to the IDRIs, funding support (\$2 million, one-time) for the development of interdisciplinary courses/programs is being recommended for 2021-22. Under the direction of the Provost, the IDCIs will provide resources to our Faculties to allow faculty members to dedicate time to develop and deliver courses/programs, across Faculties and departments, with the appropriate support from staff and students. The Provost will work with the Deans to set priorities and adjudicate funding requests.

EDI Curriculum Development

A sum of \$1 million in one-time funding is being recommended to support Equity, Diversity, and Inclusion (EDI) curriculum development across the University.

Pedagogy and curriculum are widely noted as the essential links to operationalizing institutional equity, diversity, and inclusion (EDI) goals. Curricular and pedagogical EDI change is a complex process which requires an institution-wide systemic approach in order to be sustainable. A 'pathways' approach to EDI teaching and learning creates programming which offers multiple entry-points for all instructors at various stages along their EDI journeys.

Hosted by the Centre for Teaching and Learning, the EDI Pathways program will offer scaffolded initiatives that enhance instructors' skills across three domains of inclusive education: foundational, pedagogical, and curricular skills. EDI Pathways will enhance instructors' foundational awareness of how EDI impacts student experiences in the classroom, empower instructors with the pedagogical skillset and confidence to take a strengths-based approach to student diversity in their teaching, and equip instructors with the curricular knowledge and resources to collaboratively implement programmatic change.

Indigenizing University Curriculum

A sum of \$1 million in one-time funding is being recommended in support of Indigenizing university curriculum, which calls for ethical attention and respect for the integrity of Indigenous knowledge.

Guiding principles of this work include: privileging Indigenous academic leadership and local Indigenous community voices; upholding the integrity of Indigenous knowledges and worldviews, and engaging Indigenous Knowledge Keepers in the processes of sharing Indigenous knowledges in the university; supporting ongoing learning and capacity building of non-Indigenous instructors across disciplines; and investing in Indigenous curricular changes at programmatic levels.

The Office of Indigenous Initiatives will create a library of broad-based thematic resources (Online Learning Bundles) that are accessible to all faculty members and programs at Western. The creation of an Indigenous Curriculum Developer role will support the respectful integration of Indigenous Learning Bundles into courses and will support changes to pedagogical practices and curricular change more broadly. An Indigenous Curriculum Grant will support curricular change at the program level.

The Next Round of Strategic Expansion of Engineering

As an outcome of the recently-completed planning process, a proposal from Engineering (in collaboration with Science), to further expand undergraduate Engineering programs has received support from the Provost. The proposed expansion involves a new 5-year undergraduate program that combines the core elements of Artificial Intelligence (AI) and Information & Communications Technology with any of the core disciplines in Engineering. The program is being developed by the Department of Electrical and Computer Engineering, in partnership with other departments in Engineering and the Faculty of Science. The proposed plan is expected to result in 700 incremental undergraduate students in the steady-state and involves corresponding expansion of faculty/staff complements and facilities. Details of the proposal are currently in early planning stages and, similar to the currently-ending first round expansion plan, will be fully self-funding. Budget investments (in both Engineering and Science) will begin in 2022-23.

As described in section B.8, a multi-year self-funding Engineering Expansion Plan was launched in 2015-16 and included expansion of enrolments, faculty/staff complements, and space/facilities. That first round of expansion is reaching steady-state in 2021-22 with the final base budget investment of \$895,000.

5. A Safe and Sustainable Campus Physical Infrastructure that Supports our Academic Needs

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. As part of this budget, we seek approval from the Board of Governors to proceed with planning for the projects in Category 1 and 2 of Table 13, with the understanding that these projects and the detailed funding plans will be brought forward on an individual basis for formal Board approval.

In addition to the capital projects noted in sections C.2 to C.4 above, the 2021-22 Budget recommends investment in the following two high priority initiatives:

University-wide Sustainability Initiatives

Western is committed to addressing sustainability challenges and recognizes that as a university we have an important role to play in building a sustainable future. Western has made several regional, national, and international sustainability commitments, including the Talloires Declaration, the COU Pledge: Ontario Universities Committed to a Greener World, and the Paris Pledge for Action.

By signing onto the Paris Pledge for Action, Western has committed to reduce our Green House Gas Emissions by 30% by 2030 (compared to 2005) and by 80% by 2050. In order to meet these commitments, Western is taking bold steps and making significant investments.

Western has committed to continuous improvement in sustainability performance. We have maintained an active STARS rating since 2011, through the Association for the Advancement of Sustainability in Higher Education and received a Gold rating in 2018. Western also participates in Times Higher Education's Impact Rankings, which assess universities against the United Nations Sustainable Development Goals (UN SDGs). We are proud to rank #26 in 2020, out of 768 universities in 85 countries.

In 2012, Western developed its first 10-year Sustainability Plan, and that plan has guided the university. Later this year, Western will be embarking on the development of a new Climate and Sustainability Strategy. The President's Advisory Committee for the Environment and Sustainability (PACES) will be instrumental in building this strategy – and this strategy is expected to be informed by the University's new Strategic Plan currently under development.

PACES: To support PACES in developing short-term engagement strategies to promote sustainability across campus, we are recommending the allocation of \$1.5 million in one-time funding in 2021-22. This allocation will support consulting services, outreach & programming, events, internships, and a \$1 million "green innovation fund".

Campus-wide Greenhouse Gas Reduction Initiatives: As described earlier, by signing onto the Paris Pledge for Action, Western has committed to significantly reducing our Green House Gas Emissions. In order to meet these commitments, Western has been taking bold steps and making significant investments (over \$35 million over the last 4 years). In this budget, we are recommending an additional \$10 million in one-time funding to support our campus-wide sustainability initiatives.

Western has partnered with an energy and carbon focused engineering firm, and has embarked on a Deep Energy Retrofit Program for existing buildings. The program optimizes and re-engineers building systems to enable sharing or transferring of energy within the building in order to minimize external energy requirements and reduce the carbon footprint. The \$10 million investment in this budget will allow Western to continue implementing Deep Energy Retrofit projects, a key strategy to enable achievement of the 2030 carbon reduction goal.

Additionally, these funds will be used to continue the expansion of the campus energy loop that will allow the most efficient use of heating and chilling equipment across the campus supporting carbon emission reduction.

The Open Space Strategy

A sum of \$10 million in one-time funding is proposed to support our Open Space Strategy. This multi-year initiative involves projects aimed at the transformation of our core campus into a more pedestrian-friendly campus.

6. Preparing for our Next Strategic Plan

The University is currently in the process of developing a new Strategic Plan which is expected to be presented for approval to the Senate and the Board of Governors in June 2021. In anticipation of the aspirations and directions of our new Strategic Plan, the following are being recommended for the 2021-22 Budget:

- A sum of \$20 million in one-time funding to support the implementation of priorities recommended in the new Strategic Plan.
- A sum of \$2.5 million in one-time funding to the Vice-President (Advancement) Portfolio – in order to begin pre-planning for the necessary staff resources to support the next fundraising campaign. Fundraising to support our academic aspirations will be a high priority in the coming years. We expect the details of our campaign priorities and targets to be established after approval of the new Strategic Plan.
- A sum of \$1 million in base funding for Western Communications to enhance our central communications infrastructure which plays an increasingly critical role in all aspects of promoting and communicating our priorities, and celebrating our successes, in a rapidly-evolving high-tech global environment. Our communications strategy is expected to play a key role in supporting our Strategic Plan directions and fundraising activities.

Note: Many of the initiatives in this section C are funded through one-time allocations. After these initiatives get underway, additional resource needs will be reviewed as part of future planning cycles and incremental funding (base and/or one-time, as appropriate) will be recommended.

D. One-Year Transitional Plan Summary

We seek approval of the 2021-22 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. Table 1 summarizes our current forecast for 2021-22 and the major underlying assumptions are as follows:

Revenues

- Provincial government grant funding remains constant in 2021-22 – consistent with the current 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 2021-22.
- As required by the Province, domestic tuition rates were rolled back 10% in 2019-20 and were held constant in 2020-21. At this point in time, we have not received any information on the domestic tuition framework for the upcoming year.

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. As indicated earlier, our first-year class (for budgetary purposes) is assumed to be an intake of 5,600 students. However, we will work to achieve higher enrolments in areas of demand and capacity and in the expansion of international enrolments.
- As noted earlier (in section A), COVID-19 had a significant impact on our Ancillary Units and therefore the transfers from these units to the Operating Budget (i.e. associated with space/rent costs and central administrative services provided by the University) were reduced substantially in the current year. For 2021-22, we are expecting our ancillary units to gradually return to pre-COVID operational levels and the revenue from this source reflects this gradual ramp up of operations.

Expenditures

- Faculty and Support Unit base budgets have been adjusted to reflect the 3% Inflationary Budget Adjustment (IBA).
- Enrolment-related revenue sharing allocations to the Faculties continues in 2021-22, 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) were impacted by the global pandemic, and the expenditures in Table 7 are based on the current estimates from the units that manage these expenditures.

- Central funding to cover the costs of negotiated employee compensation increases have been set aside and these funds will be transferred to Faculty and Support Unit budgets throughout the year, as the various compensation provisions are implemented.

Net Position and the Operating Reserve

- As can be seen in line 32 of Table 1, the Operating Reserve is projected to be at \$62.7 million at the end of the current year (i.e. 2020-21). The reserve is projected to be \$66.6 million at the end of the upcoming year (2021-22) – above the current Board-mandated minimum level of \$7.5 million.

Table 1
ONE-YEAR TRANSITIONARY PLAN

		2018-19	2019-20	2020-21	2021-22
1	REVENUES				
2	Government Grants				
3	Provincial: Core Operating Grant (enrolment-based)	241.8	241.8	241.7	241.7
4	Provincial: Differentiation Envelope	22.0	22.0	22.0	22.0
5	Provincial: Special Purpose Grants	20.0	20.8	19.4	19.0
6	Federal: Research Support Fund (FRSF)	11.1	11.5	11.5	11.5
7	Total	294.9	296.1	294.6	294.2
8	Tuition Revenue	406.6	401.5	418.4	442.6
9	All Other Revenues				
10	Canada Research Chairs (CRCs)	6.7	6.8	8.5	8.8
11	Recoverable Salaries	26.1	26.5	25.8	25.8
12	All Other	68.5	76.5	60.0	61.7
13	Total	101.3	109.8	94.3	96.3
14	Total Revenues	802.8	807.4	807.3	833.1
15	EXPENDITURES				
16	Faculties				
17	Base Budgets	427.8	423.6	424.3	427.5
18	Revenue Sharing Allocations	0.0	5.5	9.7	14.7
19	Canada Research Chairs (CRCs)	5.8	5.9	7.4	7.6
20	All Other	49.7	47.2	46.6	46.7
21	Total	483.3	482.2	488.0	496.5
22	Scholarships and Bursaries	34.3	32.9	35.1	35.2
23	Support Areas	104.6	105.3	108.4	109.7
24	University-wide Expenditures	76.2	78.6	76.2	79.6
25	Provision for Cost Fluctuations	0.0	0.0	0.2	20.0
26	One-Time Allocations	91.4	104.5	135.1	88.1
27	Total Expenditures	789.8	803.5	843.0	829.1
28	REVENUES minus EXPENDITURES	13.0	3.9	-35.7	4.0
29	OPERATING RESERVE				
30	Beginning Operating Reserve	81.5	94.5	98.4	62.7
31	Surplus / (Deficit) -- from Line 28 above	13.0	3.9	-35.7	4.0
32	Ending Operating Reserve	94.5	98.4	62.7	66.6

E. Summary of the 2021-22 Operating Budget

Table 2 summarizes the 2021-22 Operating Budget – including total revenues, expenditures by area, net position for the year, and the projected operating reserve.

- Line 5: Total operating revenue is projected to be \$833.1 million in 2021-22 – an increase of 3.2% over 2020-21. Details of the operating revenues are shown in Table 3.
- Line 13: Total expenditures are projected to be \$829.2 million in 2021-22 – a decrease of 1.6% over 2020-21. Details of the expenditures (by area) are shown in Tables 4 through 8.
- Line 14: The in-year net position is projected to be a (planned) deficit of \$35.7 million in 2020-21 and a surplus of \$4.0 million in 2021-22.
- Line 17: The Operating Reserve is forecast to be \$62.7 million at the end of 2020-21 and \$66.6 million at the end of 2021-22.

Table 2
SUMMARY OF OPERATING BUDGET: 2021-22

		<a> 2020-21 Budget (@Feb 28, 2021)	 2021-22 Budget	<c> \$ Change from 2020-21
1	Operating Revenues (Table 3)			
2	Government Grants	294,643,930	294,249,462	-394,468
3	Tuition Revenue	418,382,602	442,627,592	24,244,990
4	All Other	94,302,730	96,255,051	1,952,321
5	Total Revenues	807,329,262	833,132,105	25,802,843
6	Expenditure Budgets			
7	Faculties (Table 4)	487,995,253	496,463,751	8,468,498
8	Scholarships and Bursaries (Table 5)	35,126,611	35,234,591	107,980
9	Support Areas (Table 6)	108,424,892	109,775,508	1,350,616
10	University-wide Expenditures (Table 7)	76,226,825	79,645,907	3,419,082
11	Provision for Cost Fluctuations	200,000	19,972,528	19,772,528
12	One-Time Allocations	135,031,510	88,084,609	-46,946,901
13	Total Expenditures	843,005,091	829,176,894	-13,828,197
14	Surplus / (Deficit) - Line 5 minus Line 13	-35,675,829	3,955,211	
15	Beginning Operating Reserve Balance	98,399,681	62,723,852	
16	Surplus / (Deficit) -- Line 14 above	-35,675,829	3,955,211	
17	Closing Operating Reserve Balance	62,723,852	66,679,063	
18	Board-mandated Minimum Level Reserve Target	7,500,000	7,500,000	

F. Details of the 2021-22 Operating Revenue Forecasts (Table 3)

Government Grants

In 2017-18, the Provincial Government introduced an enrolment corridor-based funding system whereby 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 had signaled the move to a performance-based funding system whereby, gradually, over the next 5 years (starting with 2020-21), the major portion of grant funding would be tied to ten performance/outcomes metrics. However, in response to the global pandemic and its impact on university operations, the Province has delayed the transition to the performance-based funding system for a two-year period. Therefore, we continue to present the provincial government grant information using the current structure (Table 3, lines 2 through 4).

Tuition Fees

The recommended tuition fee rates for 2021-22 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

As noted earlier (in section A), we have not heard from the Province about the domestic tuition framework for 2021-22 and beyond.

International Students

Recent 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 have been set at the same rate as domestic students.

All Other Revenues

A number of other sources contribute to the University's Operating Budget. Major items to note are the Canada Research Chairs (CRCs), the Fee-for-Services Transfer from the Affiliated University Colleges, Fundraising associated with Student Financial Aid, Royalties and Licenses, and the Fee-for-Services Transfer 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 75 CRCs. The occupancy of the Chairs turns over dynamically as terms end and begin. There are 57 occupied Chairs in the current year and we are projecting this to increase to 59 in 2021-22, with \$8.8 million in associated revenue.

- The Fee-for Services Transfer from the Affiliated University Colleges represents payments for services and teaching provided to their students. The transfer rate for 2021-22 is at the steady-state level of 12% of the Colleges' grant and tuition revenue, and our current projection is that the transfer will remain unchanged in the coming year.
- Fundraising for needs-based Student Awards continues to be of high priority for the University. In 2021-22, we project a sum of \$9.4 million from this source.
- The revenue from Royalties and Licenses includes patents/licenses associated with the Robarts Research Institute which flows to the Schulich School.
- Western's self-funded operations and ancillary units transfer substantial funds to the University Operating Budget by way of payments 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 2021-22 Expenditure Recommendations

1. Faculty Budget Recommendations

Table 4 shows the 2021-22 **base budget recommendations** for Western's Faculties. Final 2021-22 base budgets are the net result of the following:

- Starting base budgets;
- The Inflationary Budget Adjustments (IBA);
- Faculty Turnover Recovery (for pre-2016 retirements), which returns the greater of \$92,000 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 compensation 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.* For information, during the period 2009-10 through 2019-20 (in total), central funding to the Faculties for compensation increases exceeded the Inflationary Budget Adjustments by \$3.1 million.

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, 2022 – where the faculty member leaves the University by July 1, 2022. 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 multi-year 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 currently-ending 2-year planning cycle

The **Faculty-specific APF base recommendations** for 2021-22 (shown in column <d> of Table 4) are:

- \$130,000 to the Faculty of Arts & Humanities in support of Second Language Acquisition (French – joint with the Faculty of Education) and Indigenous Artist in Residence initiatives;
- \$105,000 to the Faculty of Education in support of the Second Language Acquisition (French – joint with the Faculty of Arts & Humanities) initiative and a Curriculum Innovation Framework;
- \$150,000 to the Faculty of Health Sciences to support expansion of professional graduate programs;
- \$150,010 to the Faculty of Information & Media Studies in support of a faculty appointment in Communications and a research officer staff position (joint with Law and Music);
- \$36,010 to the Faculty of Law in support of the research officer staff position (joint with FIMS and Music);
- \$100,000 to the Schulich School of Medicine & Dentistry in support of a communications/marketing initiative;
- \$150,000 to the Don Wright Faculty of Music for a faculty position in Piano and the research officer staff position (joint with FIMS and Law);
- \$150,000 to the Faculty of Science to support a faculty appointment in Data Science;
- \$150,000 to the Faculty of Social Science for a faculty position in Clinical Psychology.

As noted earlier (in section C.4), the multi-year **strategic expansion of Engineering** will flow a sum of \$895,000 in base funding to the Engineering budget (Table 4, line 4, column <e>). With this allocation, this round of Engineering expansion funding reaches steady state. As described earlier, another round of Engineering expansion (focused on an Artificial Intelligence stream) is underway and will be supported through targeted resource allocations, starting in 2022-23.

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, the Research Infrastructure Support Fund (RISF), and other targeted special funding programs – and the School is responsible for all its costs, including annual employee compensation increases. The School also transfers an annual amount 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 \$14.7 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 \$7.4 million) – which are detailed in Table 8 (lines 17 to 29);

- **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.

A consolidated summary of the Provost's allocation recommendations for the Faculties (from the various sources described above) is presented in Figure C. These recommendations are for the 2021-22 Budget.

Figure C
SUMMARY OF 2021-22 ALLOCATION RECOMMENDATIONS FOR THE FACULTIES

		Base Allocations	One-Time Allocations	Capital Allocations
1	Arts & Humanities	130,000	175,000	111,500
2	Education	105,000	12,500	300,000
3	Engineering	895,000	150,000	106,000
4	Health Sciences	150,000	150,000	180,000
5	Information & Media Studies	150,010		
6	Law	36,010	113,989	250,000
7	Medicine & Dentistry	100,000	150,000	
8	Music	150,000	150,000	
9	Science	150,000	150,000	100,000
10	Social Science	150,000	100,000	100,000
11	Total	2,016,020	1,151,489	1,147,500

Note: These recommendations are for the 2021-22 budget -- and should be considered in the context of resource allocations made in previous multi-year planning cycles.

2. Scholarships and Bursaries

Base budget allocations for centrally-funded student support are shown in Table 5. Overall student support funding is projected to be \$35.2 million in 2021-22.

- Fundraising for undergraduate and graduate student needs-based awards continues to be a high priority for the University. In 2021-22, we project a sum of \$9.4 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 \$56.1 million in 2021-22 for this high priority item.

3. Support Unit Budget Recommendations

Table 6 shows the 2021-22 base budget recommendations for Support Units. Final 2021-22 base budgets are the net result of the following:

- Starting base budgets;
- The Inflationary Budget Adjustments (IBA);
- Support Units Priorities Fund (SUPF) allocations; and
- Other strategic base allocations.

The **Support Unit Priorities Fund (SUPF)** was established in 2011-12, and the unit-specific base allocations for 2021-22 (shown in column <c> of Table 6) are:

- \$100,000 to Western Libraries for an operations librarian position;
- \$90,398 to the Registrar's Office for a I.T. systems staff position;
- \$99,250 to the Office of Indigenous Initiatives to support a communications staff position and an Indigenous Learning Fund;
- \$85,000 to the Vice-Provost (Academic Planning, Policy, and Faculty) Portfolio to support a data analyst staff position;
- \$100,000 to Western International for a staff position to manage international agreements;
- \$100,000 to Financial Services to build staff capacity in Research Finance;
- \$130,400 to Facilities Management to support additional staffing in the areas of Engineering Drawings and Sustainability Initiatives;
- \$104,000 to Police Services to maintain and enhance staff resources;
- \$15,000 to Internal Audit to sustain operations;
- \$60,000 to Legal Services for additional staffing;
- \$175,000 to the Vice-President (Research) Portfolio to support additional research-related services, including incremental staffing;
- \$180,000 to the Vice-President (Advancement) Portfolio to support the next fundraising campaign;
- \$145,000 to Human Resources to support a Health, Safety, and Well-Being Technology Platform;
- \$100,000 to the Office of the President & Vice-Presidents for additional staffing;
- \$60,000 to Western Communications to support the Western Alumni Gazette;
- \$100,000 to the University Secretariat for staff resources to support the Senate Review Board Academic (SRBA) and the University Disciplinary Appeals Committee (UDAC) appeal processes.

The Provost and the Vice-President (Operations & Finance) are also carrying forward a portion of the SUPF resources associated with their units for allocation in the future. These are shown in lines 14 and 22 of Table 6.

The Support Units receive over \$2.1 million in additional base allocations (column <d>, Table 6) for **priority initiatives**:

- \$700,000 to the Vice-President (Research) Portfolio as described in section C.3;
- \$1 million to Western Communications as outlined in section C.6; and
- \$420,000 to support the creation of the new Office of Equity, Diversity, and Inclusion as described in section C.2.

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

- **One-time operating budget allocations** (\$4.9 million) which are detailed in Table 8 (lines 30 through 49); and
- Support for **Unit-specific capital projects** through the University's Capital Budget.

4. University-wide Expenditures

Table 7 summarizes University-wide Expenditures. These are expenses that extend across all areas of the University.

- The increase in the University's physical plant **Utilities** is the net result of the campus gradually returning to normal operations, projected utilities 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 multi-year 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 \$2.1 million or 0.25% of Operating Revenues, as in previous years.

5. One-Time Recommendations

The Faculties and Support Units will receive substantial one-time funding in 2021-22. 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 2021-22 budget – with one-time allocations:
 - Support for our **New Strategic Plan Priorities/Directions** in future years: \$20 million.
 - **Multi-Purpose Sports Field House**: \$15.5 million
 - **Sustainability Initiatives** – programming and infrastructure: \$11.5 million
 - **The Open Space Strategy** – \$10 million to continue with the transformation of our core campus into a pedestrian-friendly campus
 - Human Resource support for a **Research Platform in the Medical School**: \$6 million
 - Support for our **next Fundraising Campaign**: \$2.5 million
 - **Interdisciplinary Teaching Initiatives**: \$2 million
 - Continuation of the **Undergraduate Summer Research Internship Program**: \$2 million
 - Curriculum Development in **EDI Education and Indigenous Education**: \$1 million each
 - **Accessible Education** Initiatives: \$1 million

- Enhancement of Student **Academic Advising** Services: \$1 million
- Support for **University-level Research Institutes**: \$750,000
- **The Summer Student Teaching Support Program**: \$500,000
- **The Postdoctoral Fellowships Program**: \$310,000

Table 3
2021-22 OPERATING REVENUES

		2020-21 Budget Forecast (@Feb 28, 2021) (1)	2021-22 Budget (2)	Increase / (Decrease) Amount (3)	% Change (2) to (1)
1	Government Grants				
2	Provincial: Core Operating Grant (Enrolment-Based)	241,671,833	241,671,833	0	0.0%
3	Provincial: Differentiation Envelope	21,984,916	21,984,916	0	0.0%
4	Provincial: Special Purpose Grants	19,497,924	19,103,456	-394,468	-2.0%
5	Federal Research Support Fund (FRSF)	11,489,257	11,489,257	0	0.0%
6	Sub-Total Government Grants	294,643,930	294,249,462	-394,468	-0.1%
7	Tuition Revenue				
8	Undergraduate	277,313,564	283,752,735	6,439,171	2.3%
9	Graduate	60,870,462	67,122,028	6,251,566	10.3%
10	<i>Sub-Total General Programs</i>	<i>338,184,026</i>	<i>350,874,763</i>	<i>12,690,737</i>	<i>3.8%</i>
11	Ivey Programs (HBA, MBAs, MSc, PhD)	70,044,790	81,602,331	11,557,541	16.5%
12	International Medical and Dental Students	9,328,786	9,325,498	-3,288	0.0%
13	<i>Sub-Total Other Programs</i>	<i>79,373,576</i>	<i>90,927,829</i>	<i>11,554,253</i>	<i>14.6%</i>
14	Miscellaneous Fees	825,000	825,000	0	0.0%
15	Sub-Total Tuition Revenue	418,382,602	442,627,592	24,244,990	5.8%
16	Other Revenues				
17	Canada Research Chairs (CRCs)	8,500,000	8,800,000	300,000	3.5%
18	Fee for Services Transfer from Affiliated University Colleges	11,530,784	11,530,784	0	0.0%
19	Recoverable Salaries	25,805,200	25,812,000	6,800	0.0%
20	Fundraising -- Need-based Student Awards and Bursaries	9,650,000	9,350,000	-300,000	-3.1%
21	Application Fees	1,780,258	1,780,258	0	0.0%
22	Research Overhead Revenues	3,100,000	3,100,000	0	0.0%
23	Royalties and Licences	3,850,000	3,850,000	0	0.0%
24	Scholarship/Research Initiatives in the SSHRC Disciplines	353,702	367,443	13,741	3.9%
25	Fee for Services Transfer from Self-Funded & Ancillary Operations	27,092,400	29,036,400	1,944,000	7.2%
26	Miscellaneous Revenues	2,640,386	2,628,166	-12,220	-0.5%
27	Sub-Total Other Revenues	94,302,730	96,255,051	1,952,321	2.1%
28	Total Revenues	807,329,262	833,132,105	25,802,843	3.2%

Table 4
FACULTIES

	<a>		<c>	<d>	<e>	<f>	<g>
	2020-21 Base Budget (@Feb 28, 2021)	IBA	Faculty Turnover Recovery	APF	Other Base Changes	Canada Research Chairs	Resulting 2021-22 Base Budget
1 Faculties							
2 Arts & Humanities	32,337,890	-954,537		130,000			31,513,353
3 Education	18,749,112	-572,321		105,000			18,281,791
4 Engineering	33,846,411	-981,492			895,000	170,000	33,929,919
5 Health Sciences	33,331,568	-979,547	-73,852	150,000			32,428,169
6 Information & Media Studies	10,467,774	-314,033		150,010			10,303,751
7 Law	9,522,130	-282,964		36,010			9,275,176
8 Medicine & Dentistry	73,367,269	-2,143,418	-32,320	100,000			71,291,531
9 Music	10,799,143	-323,974	-67,140	150,000			10,558,029
10 Science	62,207,296	-1,819,419		150,000			60,537,877
11 Social Science	62,288,228	-1,842,847		150,000			60,595,381
12 Sub-Total Faculties (excluding Business)	346,916,821	-10,214,552	-173,312	1,121,020	895,000	170,000	338,714,977
13 Business	83,138,938				11,510,265	90,000	94,739,203
14 Sub-Total Faculties	430,055,759	-10,214,552	-173,312	1,121,020	12,405,265	260,000	433,454,180
15 Revenue Sharing Allocation	9,692,847				5,043,615		14,736,462
16 Research Infrastructure Support Fund (RISF)	750,000						750,000
17 Faculty Recruitment Initiatives	876,621						876,621
18 Academic Priorities Fund (APF)	7,000,310						7,000,310
19 Total -- with Revenue Sharing Allocation	448,375,537	-10,214,552	-173,312	1,121,020	17,448,880	260,000	456,817,573
20 All Other							
21 Western Strategic Success Programs	1,500,000						1,500,000
22 Education: Continuing Education for Teachers	1,181,925				22,950		1,204,875
23 Medicine & Dentistry: International Tuition and Primary Care	9,678,591				-3,288		9,675,303
24 Faculty Share of Research Overheads	1,075,000						1,075,000
25 Faculty Scholars & Distinguished University Professors	239,000						239,000
26 Graduate and Undergraduate Program Reviews	140,000						140,000
27 Recoverable Salaries	25,805,200				6,800		25,812,000
28 Sub-Total	39,619,716	0	0	0	26,462	0	39,646,178
29 Total Academic Units	487,995,253	-10,214,552	-173,312	1,121,020	17,475,342	260,000	496,463,751

Note: Funding to cover the costs of negotiated employee salary and benefits increases will be incrementally added to Faculty base budgets (in year, to column g), as the information is available.

Table 4a
FACULTIES: REVENUE SHARING ALLOCATIONS

		2019-20	2020-21	2021-22e
1	Arts & Humanities	0	0	10,561
2	Education	1,236,160	2,213,286	1,136,158
3	Engineering	79,233	1,814,562	2,029,829
4	Health Sciences	735,598	851,015	1,788,750
5	Information & Media Studies	421,175	492,982	564,125
6	Law	33,666	0	66,071
7	Medicine & Dentistry	0	246,429	656,493
8	Music	25,726	248,785	215,524
9	Science	1,638,091	3,237,854	4,709,480
10	Social Science	1,327,267	587,934	3,559,471
11	Sub-Total	5,496,916	9,692,847	14,736,462
12	Contingency Hold-back			286,236
13	Sub-Total	5,496,916	9,692,847	15,022,698

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Table 5
SCHOLARSHIPS and BURSARIES

		<a> 2020-21 Base Budget (@Feb 28, 2021)	 Changes	<c> Resulting 2021-22 Base Budget
1	Undergraduate Scholarships	7,300,000	450,000	7,750,000
2	Government-Mandated Tuition Re-Investment	15,628,261	-100,020	15,528,241
3	Western Bursaries	776,545		776,545
4	Privately-Funded Need-based Awards & Bursaries	9,650,000	-300,000	9,350,000
5	MCU Bursaries	412,412	58,000	470,412
6	Global Opportunities Awards	200,000		200,000
7	Graduate Bursaries and Fellowships	1,159,393		1,159,393
8	Total Scholarships and Bursaries	35,126,611	107,980	35,234,591

Graduate student funding is now addressed through the Faculty budgets. In 2020-21, this funding is estimated to be \$56.1 million and the plan for 2021-22 is also \$56.1 million.

Table 6
SUPPORT AREAS

		<a> 2020-21 Base Budget (@Feb 28, 2021)	 IBA	<c> SUPF	<d> Other Base Changes	<e> Resulting 2021-22 Base Budget
1	Reporting to the Provost					
2	VP (Academic Programs) Portfolio	1,988,328	-53,350			1,934,978
3	Western Technology Services	11,300,697	-339,021			10,961,676
4	Libraries	12,923,763	-387,713	100,000		12,636,050
5	Registrar's Office	6,390,298	-191,709	90,398		6,288,987
6	Student Experience Portfolio	3,045,495	-80,476			2,965,019
7	Office of Indigenous Initiatives	764,929	-22,948	99,250		841,231
8	Office of Vice-Provost (APPF)	1,577,562	-47,327	85,000		1,615,235
9	Graduate & Postdoctoral Studies	2,078,055	-62,342			2,015,713
10	Institutional Planning and Budgeting	2,334,077	-70,022			2,264,055
11	Western International	2,959,622	-88,789	100,000		2,970,833
12	McIntosh Gallery - Operating Budget Supplement	283,566				283,566
13	Teaching Fellows Program	475,312				475,312
14	Support Unit Priorities Fund (SUPF)	0		400,352		400,352
15	Sub-Total	46,121,704	-1,343,697	875,000	0	45,653,007
16	Reporting to the Vice-President Operations & Finance					
17	Financial Services	5,342,734	-160,282	100,000		5,282,452
18	Facilities Management	18,328,210	-450,176	130,400		18,008,434
19	Police	3,339,633	-100,189	104,000		3,343,444
20	Internal Audit	518,044	-15,541	15,000		517,503
21	Legal Services	733,817	-22,015	60,000		771,802
22	Support Unit Priorities Fund (SUPF)	541,412		155,600		697,012
23	Sub-Total	28,803,850	-748,203	565,000	0	28,620,647
24	Reporting to the Vice-President Research					
25	Animal Care/Veterinary Services - Operating Budget Supplement	1,867,300		75,000	200,000	2,142,300
26	Research Western	5,118,804	-153,564	100,000	500,000	5,565,240
27	Research Promotion Fund	750,000				750,000
28	Small Grants Support for Arts/Humanities/Social Sciences	250,000				250,000
29	Scholarship/Research Initiatives in the SSHRC Disciplines	353,702			13,741	367,443
30	Western Innovation Fund	400,000				400,000
31	Sub-Total	8,739,806	-153,564	175,000	713,741	9,474,983
32	Vice-President University Advancement	8,879,984	-266,399	180,000	0	8,793,585
33	General Administration					
34	Human Resources (Including Workplace Health Services)	7,237,409	-211,998	145,000		7,170,411
35	Offices of the President and Vice-Presidents	4,138,543	-124,156	100,000		4,114,387
36	Western Communications	3,668,757	-110,063	60,000	1,000,000	4,618,694
37	University Secretariat	834,839	-25,045	100,000		909,794
38	Office of Equity, Diversity, and Inclusion	0			420,000	420,000
39	Sub-Total	15,879,548	-471,262	405,000	1,420,000	17,233,286
40	Total Support Areas	108,424,892	-2,983,125	2,200,000	2,133,741	109,775,508

Note: Funding to cover the costs of negotiated employee salary and benefits increases will be incrementally added to Unit base budgets (in year, to column e), as the information is available.

Table 7
UNIVERSITY-WIDE EXPENDITURES and EMPLOYEE BENEFIT COSTS

		<a> 2020-21 Base Budget (@Feb 28, 2021)	 New Investment	<c> Other Changes	<d> Resulting 2021-22 Base Budget
1	Utilities	19,875,051		2,063,226	21,938,277
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	904,000		32,000	936,000
7	Information Technology Infrastructure Fund	10,629,392		318,882	10,948,274
8	Property Taxes	2,423,825		69,000	2,492,825
9	Insurance	2,546,300			2,546,300
10	Contingency	2,018,739		64,091	2,082,830
11	Services for Students with Disabilities	1,469,872			1,469,872
12	Professional Fees	1,455,500			1,455,500
13	Institutional Memberships	1,315,000			1,315,000
14	Sports and Recreation Services - Operating Budget Supplement	815,843		5,883	821,726
15	The Western Entrepreneurship Ecosystem - Operating Budget Supplement	674,207			674,207
16	Costs Associated with Employee Contracts	625,000			625,000
17	Convocation and Diplomas	338,000			338,000
18	Governance-Related Costs	177,800			177,800
19	Ombudsperson	116,400			116,400
20	University Surveys and Teaching Evaluations	75,000			75,000
21	Centre for Research on Violence Against Women and Children - Operating Budget Supplement	55,000			55,000
22	Museum of Ontario Archaeology - Operating Budget Supplement	50,000			50,000
23	Total University-wide Expenditures	80,080,825	0	2,553,082	82,633,907
24	Employee Benefit Plan Costs	124,330,000		-275,000	124,055,000
25	Employee Benefit Recoveries	-128,184,000		1,141,000	-127,043,000
26	Net Employee Benefits	-3,854,000		866,000	-2,988,000
27	Net University-wide Expenditures	76,226,825	0	3,419,082	79,645,907

Table 8
2021-22 ONE-TIME ALLOCATIONS

1	Set-aside for Strategic Plan Priorities/Directions	20,000,000
2	Multi-Purpose Sports Field House	15,500,000
3	Sustainability Initiatives (including PACES)	11,500,000
4	Pedestrian-Friendly Initiatives: Open Space Strategy	10,000,000
5	Development of a Clinical Research Platform (Simple Scalable Solutions in Routine Care for Big Impact on Health)	6,000,000
6	Support for Western's Next Fundraising Campaign	2,500,000
7	Interdisciplinary Teaching Initiatives	2,000,000
8	Undergraduate Summer Research Internship Program	2,000,000
9	EDI in Education -- Curriculum Development	1,000,000
10	Indigenous Education -- Curriculum Development	1,000,000
11	Accessibility Education Initiatives	1,000,000
12	Enhancement of Student Academic Advising Services	1,000,000
13	Support for University-level Research Institutes	750,000
14	General-University Classroom Upgrades	730,000
15	Summer Student Teaching Support Program	500,000
16	Post Doctoral Fellowships Program	310,000
17	Faculties	
18	Arts & Humanities: Technology Renewal Planning	175,000
19	Business: Western Entrepreneurship Ecosystem	220,000
20	Education: Curriculum Innovation Framework Support	12,500
21	Engineering: AI-enabled lab Equipment for Undergrad Teaching in CEE (\$120K), and Programmable Power Supply for Power Systems Research (\$30)	150,000
22	Health Sciences: Targetted Government Funding for Clinical Education (\$814K) and Nurse Practitioner Program (\$580K), and Technology Upgrades -- Elborn Facilities (\$150K)	1,543,701
23	Law: Student Wellness Coordinator (\$114K), and Law Building Facility Assessment/ Planning (\$250K)	363,989
24	Medicine & Dentistry: Targetted Government Funding for Dental Clinical Education (\$1.2M), Robarts Royalties & Licences (\$3.0M), and Center for Virtual Health Pilot (\$150K)	4,283,321
25	Music: Student Recruitment and Student Experience Initiatives	150,000
26	Science: Start-up Funding for Faculty Position in Data Science	150,000
27	Social Science: Support for Archaeological Research Projects - Anthropology	100,000
28	Continuing Studies: Trois-Pistoles	245,740
29	Sub-Total Faculties	7,394,251
30	Support Units	
31	Western Technology Services: Application Programmer / Analyst Contract Staffing	100,000
32	Registrar's Office: Student Central Officer Contract Position	75,371
33	Student Experience: Strengths Programming (\$100K), Digital Student Experience Studio Development (\$100K), and University Contribution for Artificial Turf Playing Fields (\$213K)	412,600
34	Office of Indigenous Initiatives: Head & Heart Program (\$100K), Research, Innovation, and Evaluation Specialist Contract Position (\$88K), and Research Assistant / Consultant (\$7K)	195,540
35	Vice-Provost (APPF): Records Management Project	75,000
36	SGPS: Data Analysis Modules	40,000
37	McIntosh Gallery -- Facility Assessment/Planning	250,000
38	Provost: Unallocated Support Unit Priorities Fund	289,089
39	Financial Services: Digital Transition Initiatives	100,000
40	Police: Support for Special Constables (\$206K) and Communications Repeater and Body Armour (\$26K)	231,717
41	Facilities Management: Engineering Drawings Management Initiative	100,000
42	Internal Audit: Consulting Services	50,000
43	Vice-President (Operations & Finance): Unallocated Support Unit Priorities Fund	83,283
44	Human Resources: Health, Safety, and Well-being Technology Platform	145,000
45	Western Communications: Brand Strategy Development / Implementation	60,000
46	University Secretariat: Data Management and Document Imaging Initiatives	33,000
47	Vice-President (Research): Support for Research/Scholarship Initiatives	2,479,758
48	Vice-President (University Advancement): Development Officer Contract Positions - Science and Major Gifts	180,000
49	Sub-Total Support Units	4,900,358
50	Total One-Time Allocations	88,084,609

Table 9
CANADA RESEARCH CHAIRS -- by FACULTY (Cumulative)

		2020-21 Final						2021-22 Preliminary					
		Tier 1		Tier 2		Total		Tier 1		Tier 2		Total	
		N	\$	N	\$	N	\$	N	\$	N	\$	N	\$
1	Arts & Humanities	2	340,000	2	180,000	4	520,000	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	3	270,000	4	440,000	1	170,000	3	270,000	4	440,000
4	Engineering	4	680,000	5	450,000	9	1,130,000	5	850,000	5	450,000	10	1,300,000
5	Health Sciences	4	680,000	0	0	4	680,000	4	680,000	0	0	4	680,000
6	Info & Media Studies												
7	Law	0	0	1	90,000	1	90,000		0	1	90,000	1	90,000
8	Medicine & Dentistry	6	1,020,000	10	900,000	16	1,920,000	6	1,020,000	10	900,000	16	1,920,000
9	Music												
10	Science	6	1,020,000	6	540,000	12	1,560,000	6	1,020,000	6	540,000	12	1,560,000
11	Social Science	4	680,000	2	180,000	6	860,000	4	680,000	2	180,000	6	860,000
12	Total to Faculties	28	4,760,000	29	2,610,000	57	7,370,000	29	4,930,000	30	2,700,000	59	7,630,000
13	Total CRC Funding		5,600,000		2,900,000		8,500,000		5,800,000		3,000,000		8,800,000

Table 10
2021-22 TUITION FEE PROPOSALS FOR UNDERGRADUATE PROGRAMS

		Domestic Students			International Students		
		Actual 2020-21 Tuition	2021-22 Proposed Tuition	<a> % Increase	Actual 2020-21 Tuition	2021-22 Proposed Tuition	<a> % Increase
1	First-Entry Programs 						
2	Year 1	6,050	6,050	0.0%	33,526	36,208	8.0%
3	Year 2	6,050	6,050	0.0%	32,284	34,867	4.0%
4	Year 3	6,050	6,050	0.0%	31,087	33,575	4.0%
5	Year 4	6,050	6,050	0.0%	29,936	32,330	4.0%
6	Engineering						
7	Year 1	12,294	12,294	0.0%	46,269	49,971	8.0%
8	Year 2	12,294	12,294	0.0%	42,964	48,120	4.0%
9	Year 3	12,294	12,294	0.0%	39,895	44,683	4.0%
10	Year 4	12,294	12,294	0.0%	38,417	41,491	4.0%
11	M.T.P.						
12	Year 2	6,329	6,329	0.0%	34,764	37,545	8.0%
13	Year 3	6,329	6,329	0.0%	33,477	36,155	4.0%
14	Year 4	6,329	6,329	0.0%	32,237	34,816	4.0%
15	M.O.S.						
16	Year 1	6,050	6,050	0.0%	43,244	46,704	8.0%
17	Year 2	6,050	6,050	0.0%	40,156	44,974	4.0%
18	Year 3	6,050	6,050	0.0%	37,287	41,762	4.0%
19	Year 4	6,050	6,050	0.0%	34,624	38,779	4.0%
20	Nursing						
21	Year 1	6,050	6,050	0.0%	43,023	46,465	8.0%
22	Year 2	6,050	6,050	0.0%	41,430	44,744	4.0%
23	Year 3	6,050	6,050	0.0%	39,895	43,087	4.0%
24	Year 4	6,050	6,050	0.0%	38,418	41,491	4.0%
25	Second-Entry Programs						
26	Business (HBA)						
27	Year 1	25,200	25,200	0.0%	50,000	51,500	3.0%
28	Year 2	25,200	25,200	0.0%	44,800	50,000	0.0%
29	Dentistry						
30	Year 1	35,341	35,341	0.0%	95,747	103,407	8.0%
31	Year 2	35,341	35,341	0.0%	92,201	99,577	4.0%
32	Year 3	35,341	35,341	0.0%	88,786	95,889	4.0%
33	Year 4	35,341	35,341	0.0%	85,498	92,338	4.0%
34	Education (B.Ed.)	7,271	7,271	0.0%	34,305	37,050	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%	39,836	39,836	0.0%
38	Year 3	20,151	20,151	0.0%	38,361	39,836	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.

<a> The proposed 2021-22 rates are effective May 1, 2021.

The % increase figures are calculated on the previous year of study in the previous academic year;
for example, the % increase for year 2 is the increase over the year 1 tuition in the previous academic year.

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

Table 11
2021-22 TUITION FEE PROPOSALS FOR GRADUATE PROGRAMS

		Domestic Students			International Students		
		Actual 2020-21 Tuition	2021-22		Actual 2020-21 Tuition	2021-22	
			Proposed Tuition	<a> % Increase		Proposed Tuition	<a> % Increase
1	Masters Category 1						
2	Arts & Humanities	6,360	6,360	0.0%	18,612	18,984	2.0%
3	Engineering (M.E.Sc.)	6,360	6,360	0.0%	18,612	18,984	2.0%
4	Health & Rehabilitation Sciences	6,360	6,360	0.0%	18,612	18,984	2.0%
5	Health Information Sciences	8,664	8,664	0.0%	26,265	26,790	2.0%
6	Interdisciplinary Programs 	6,360	6,360	0.0%	18,612	18,984	2.0%
7	Kinesiology	6,360	6,360	0.0%	18,612	18,984	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%	18,612	18,984	2.0%
10	Medicine (Basic Medical Sciences)	6,360	6,360	0.0%	18,612	18,984	2.0%
11	Music	6,360	6,360	0.0%	18,612	18,984	2.0%
12	Nursing (M.Sc.)	7,639	7,639	0.0%	26,265	26,790	2.0%
13	Science	6,360	6,360	0.0%	18,612	18,984	2.0%
14	Social Science	6,360	6,360	0.0%	18,612	18,984	2.0%
15	Masters Category 2						
16	Master in Management Analytics		46,000			69,000	
17	C.S.D./O.T./P.T. (MPT)	11,294	11,294	0.0%	33,259	34,589	4.0%
18	Dentistry (Orthodontics)	27,373	27,373	0.0%	77,849	81,741	5.0%
19	Education (MA) & (M.Ed)	10,877	10,877	0.0%	33,259	34,589	4.0%
20	Engineering (M.Eng.)	10,877	10,877	0.0%	39,896	39,896	0.0%
21	Environment & Sustainability	12,179	12,179	0.0%	33,259	34,589	4.0%
22	Financial Economics	30,549	30,549	0.0%	56,345	56,345	0.0%
23	Library & Information Science	10,877	10,877	0.0%	33,259	34,589	4.0%
24	M.M. in Journalism & Communication	13,543	13,543	0.0%	33,259	34,589	4.0%
25	M.N Nurse Practitioner	10,877	10,877	0.0%	33,259	34,589	4.0%
26	MA in Research for Policy & Evaluation	18,000	18,000	0.0%	30,000	31,200	4.0%
27	Master of Data Analytics	23,308	23,308	0.0%	49,168	51,135	4.0%
28	Master of Mgmt. of Applied Science	19,690	19,690	0.0%	49,168	51,135	4.0%
29	Medicine (Family Medicine)	14,322	14,322	0.0%	33,259	34,589	4.0%
30	Medicine (Pathology Assistant)	11,295	11,295	0.0%	33,259	34,589	4.0%
31	Medicine (Public Health)	32,734	32,734	0.0%	55,149	55,149	0.0%
32	Interdisciplinary Medical Sciences (MSc)		15,000			35,000	
33	Advanced Health Care Practice (M.Cl.Sc.)	10,877	10,877	0.0%	33,259	34,589	4.0%
34	Doctoral						
35	Doctor of Musical Arts	6,360	6,360	0.0%	6,360	6,360	0.0%
36	Doctor of Education (EdD)	10,097	10,097	0.0%	33,259	34,589	4.0%
37	PhD Programs	6,360	6,360	0.0%	6,360	6,360	0.0%

<a> The proposed 2021-22 rates are effective September 1, 2021.

 Includes Biomedical Engineering, Neuroscience, Theory & Criticism, and Popular Music & Culture

Table 12
SUMMARY OF ENROLMENT FORECAST

		Actual						Forecast
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	Constituent University							
2	Full-Time Undergraduates							
3	Arts & Humanities	1,027	979	985	938	882	877	869
4	Business (HBA)	1,093	1,120	1,109	1,085	1,090	1,057	1,046
5	Dentistry	265	265	263	262	262	263	264
6	Education	286	653	747	716	697	677	668
7	Engineering	1,761	1,951	1,981	2,032	2,008	2,151	2,262
8	Health Sciences							
9	BHSc Program	1,179	1,199	1,189	1,227	1,251	1,339	1,306
10	Kinesiology	1,204	1,247	1,231	1,215	1,241	1,285	1,300
11	Nursing	868	903	960	969	974	989	974
12	Sub-Total	3,251	3,349	3,380	3,411	3,466	3,613	3,580
13	Law	474	482	478	480	485	490	490
14	Media, Information, & Tech	983	966	898	916	895	871	867
15	Medicine							
16	MD Program	684	682	699	685	683	686	684
17	BMedSci Program	881	928	1,021	1,000	1,036	1,161	1,100
18	Music	432	417	412	414	449	443	450
19	Science	4,679	4,826	4,948	5,143	5,326	5,535	5,733
20	Social Science	6,482	6,520	6,501	6,497	6,503	6,882	6,910
21	Total Full-Time Undergraduates	22,298	23,138	23,422	23,579	23,782	24,706	24,923
22	Concurrent Programs	255	233	231	247	288	345	345
23	Medical Residents	923	942	934	956	936	940	940
24	Full-Time Graduates							
25	Masters	3,276	3,431	3,750	3,734	3,946	3,869	4,300
26	Ph.D.	2,088	2,083	2,185	2,177	2,219	2,231	2,274
27	Total Full-Time Graduates	5,364	5,514	5,935	5,911	6,165	6,100	6,574
28	Total Full-Time Enrolment	28,840	29,827	30,522	30,693	31,171	32,091	32,782
29	Part-Time FTEs							
30	Undergraduate	2,226	2,084	2,012	2,061	1,988	2,563	2,100
31	Education (AQs)	595	499	401	456	435	447	420
32	Masters	79	89	95	114	110	122	120
33	Ph.D.	32	29	29	32	32	35	35
34	Total Part-Time FTEs	2,932	2,701	2,537	2,663	2,566	3,167	2,675
35	Total Constituent FTEs	31,772	32,528	33,059	33,356	33,737	35,258	35,457
36	Affiliated University Colleges							
37	Full-Time Undergraduates							
38	Brescia	1,327	1,329	1,306	1,392	1,421	1,301	1,184
39	Huron	1,062	979	882	1,038	1,266	1,431	1,443
40	King's	3,004	3,070	3,034	3,162	3,267	3,415	3,310
41	Total Full-Time Undergraduates	5,393	5,378	5,222	5,592	5,954	6,147	5,937
42	Part-Time Undergraduate FTEs							
43	Brescia	80	69	84	76	73	70	70
44	Huron	58	42	65	64	48	57	75
45	King's	260	232	234	254	265	299	300
46	Total Part-Time FTEs	398	343	383	394	386	426	445
47	Graduate FTEs							
48	Brescia	33	35	35	38	40	35	30
49	Huron	9	9	7	5	11	13	13
50	King's	29	41	48	50	61	60	60
51	Total Graduate FTEs	71	85	90	93	112	108	103
52	Total Affiliate FTEs	5,862	5,806	5,695	6,079	6,452	6,681	6,485
53	Total UWO FTEs	37,634	38,334	38,754	39,435	40,189	41,939	41,942

Table 12
SUMMARY OF ENROLMENT FORECAST

		Actual						Forecast
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Rows 54 to 84 Included above							
54	International Students							
55	Constituent Full-Time							
56	Undergraduates	1,990	2,217	2,342	2,692	2,763	2,822	2,865
57	Medical Residents	136	134	123	142	130	130	140
58	Masters (excluding Ivey)	576	596	715	717	925	695	854
59	MBA (Regular), Ivey MSc	56	68	75	63	81	159	201
60	Executive MBA	24	2	1	4	4	1	0
61	Ph.D.	562	562	581	607	665	686	690
62	Affiliates							
63	Undergraduates	661	718	732	991	1,256	1,390	1,278
64	Masters	0	2	0	0	2	4	1
65	Year 1 Only							
66	Constituent							
67	Arts & Humanities	217	240	229	233	209	221	230
68	Engineering	637	598	571	588	586	704	725
69	Health Sciences							
70	BHSc Program	336	320	335	393	385	407	350
71	Kinesiology	335	350	318	304	339	335	335
72	Nursing	143	162	144	142	144	159	145
73	Media, Information, & Tech	350	304	245	263	252	226	250
74	MOS Program	794	861	769	819	768	1,072	850
75	Music	100	102	112	121	123	117	125
76	Science	1,445	1,599	1,551	1,680	1,676	1,801	1,775
77	Social Science	796	817	815	835	840	965	815
78	Total Year 1 - Constituent	5,153	5,353	5,089	5,378	5,322	6,007	5,600
79	Affiliated University Colleges							
80	Brescia	350	321	313	320	332	270	283
81	Huron	290	253	250	415	454	489	457
82	King's	774	777	788	834	895	968	890
83	Total Year 1 - Affiliates	1,414	1,351	1,351	1,569	1,681	1,727	1,630
84	Total UWO Year 1	6,567	6,704	6,440	6,947	7,003	7,734	7,230
85	Masters							
86	All Programs (excluding MBAs)	2,877	3,004	3,280	3,319	3,491	3,301	3,520
87	Ivey (excl EMBA)	208	255	265	241	285	466	632
88	Executive MBA	191	172	205	174	170	102	148

For Information

89	Year 1 Constituent International Students	508	618	638	855	639	592	670
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Table 13
WESTERN'S LONG-RANGE SPACE PLAN

Note: within each category, the projects are not prioritized

	Project	Type
	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	Creation of Indigenous Learning Spaces in Althouse Building	Adaptation
5	Entrepreneurship and Innovation Centre	New Construction
6	Sports Facilities: TD Stadium Renewal	Modernization
7	University-wide Campus Sustainability/Energy Conservation/Infrastructure Projects (multiple stages -- ongoing)	New Construction, Modernization
8	Pedestrian-friendly Campus Initiatives -- Open Space Strategy	New Construction, Adaptation
	Category 2 -- Projects in Various Planning Stages	
9	University Gathering Hub -- Common/Gathering Spaces	New Construction
10	Medicine/Science/Engineering Interdisciplinary Research Facility	New Construction
11	Renewal/Replacement/Expansion of Medical School Facilities: Future Phases of Medical School Project	Modernization, New Construction
12	Expansion of Engineering Facilities	New Construction
13	Multi-Level Parking Structures	New Construction
14	Indoor Sports Facilities: Multi-Purpose Field House	New Construction
15	Space Realignment in the Natural Sciences Centre	Modernization / Adaptation
16	Ivey Spencer Leadership Centre Renewal and Expansion	New Construction, Modernization
17	Renewal/Replacement of McIntosh Gallery	Modernization or Replacement
18	Renewal/Replacement of Chemistry Laboratory Facilities	Modernization or Replacement
	Category 3 -- For Future Consideration (requires funding plan)	
19	Renewal of UCC, Law Building, Spencer Engineering Building, Elborn College, Talbot College	Modernization or Replacement
20	Social Sciences Centre Realignment/Expansion	Adaptation / Expansion
21	Renewal and/or Realignment of Library Facilities -- Future Phases	Modernization
22	New Research Initiatives/Partnerships at the Research Parks	New Construction
23	Residence Projects	Modernization / New Construction
24	Asset Acquisitions	Acquisition

2021-22 Capital Budget

A. The Nature of University Capital Expenditures

The Capital Budget for 2021-22 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. Table 14 sets out expenditures in the Capital Budget since 2017-18 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 2021-22 total \$153.0 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 2021-22 (\$15.5 million in 2020-21). 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 February 25, 2021, our buildings and infrastructure have a CRV of approximately \$2,921 million, as shown in Figure D:

Figure D
CURRENT REPLACEMENT VALUE (BUILDINGS AND INFRASTRUCTURE)

		CRV (\$M)	Square Metres	Major Buildings
1	Major Non-Residential Buildings	1,919	558,711	72
2	Utilities and Infrastructure	143		
3	Subtotal, Eligible for MMI	2,062	558,711	72
4	Housing	623	265,946	14
5	Other Ancillary Buildings	236	69,626	11
6	Total	2,921	894,283	97

On February 25, 2021, the University had approximately 559,000 gross square metres spread amongst 72 major non-residential buildings. The non-residential buildings, including utilities and infrastructure, are the physical assets generally eligible for MMI expenditures. The University also has 266,000 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 54% of the 559,000 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, sustainability and 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 \$11.2 million in 2021-22, 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 2019-20, line B shows a deficit of \$13,331, the difference between funding of \$33,720 and expenditures of \$47,051 (all figures in \$000). The accumulated capital reserve in line C decreases by this same amount of \$13,331.

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 2019-20, MMI expenditures were \$28.8 million, while the estimated replacement value of non-residential buildings, utilities, and infrastructure was \$2.26 billion. The ratio of the two is 1.3%, 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 2019-20, the transfer was \$15.5 million and expenditures were \$28.8 million, so the ratio is 53.9%. This ratio will fluctuate with the level of MMI expenditure each year. Other sources of funding for MMI expenditures can include the annual capital facilities renewal grant from the Province (projected at \$5.7 million for 2020-21 and 2021-22), 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 2019-20 is \$16.2 million, or 0.7% (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 at the periphery of campus – including siting, a funding plan, and the required parking fee rates to finance the structures. Campus sustainability, energy conservation, and infrastructure projects are also included on Table 15 (examples include upgrades to Western’s central power plant, chiller facilities, and major electrical upgrades). Often, these projects are comprised of multiple projects completed over a number of years.

B. Sources of Funding and Capital Expenditures in 2021-22

Table 16 displays sources of funding for budgeted capital expenditures with estimates of comparative data for 2020-21, divided into five major categories: federal, provincial and municipal government grants; funds transferred from Western’s Operating Budget; interest earned; borrowing; and other sources. 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 2020-21 (estimates as of February 22, 2021) and 2021-22 (current proposals).

Table 14
CAPITAL BUDGET SUMMARY, 2017-18 TO 2021-22
(\$000)

Category	Purpose	Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-21	Budget 2021-22
	New Construction					
1	New Construction (Table 17, line 9)	51,484	17,285	6,233	14,153	55,402
	Maintenance, Modernization, and Infrastructure (MMI)					
2	Major Building Renovations (Table 17, line 17)	18,924	10,983	8,624	23,494	34,512
3	Utilities and Infrastructure Projects	4,262	13,610	4,115	6,312	19,994
4	Modernization of Instructional and Research Facilities	7,543	5,732	8,944	6,046	7,951
5	General Maintenance and Modernization Projects	5,526	7,750	7,078	7,941	16,833
	Sub-Total MMI	36,255	38,075	28,761	43,793	79,290
	Other					
6	Housing Renovations	9,565	7,988	6,747	7,301	11,211
7	Ancillary Projects	1,776	856	1,482	2,558	1,601
8	Carrying Costs and Debt Repayments	2,964	2,448	1,095	1,000	3,500
9	Other Capital Expenditures	88	-1,012	2,733	142	2,000
	Sub-Total Other	14,393	10,280	12,057	11,001	18,312
10	Total Expenditures	102,132	65,640	47,051	68,947	153,004

Line		Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-21	Budget 2021-22
	Sources of Funding, Reserves, and Debt					
A	Total Sources of Funding, Including Debt (Table 16)	110,681	84,228	33,720	65,969	131,722
B	Sources of Funding less Expenditures	8,549	18,588	-13,331	-2,978	-21,282
C	Capital Reserve, Year End (Table 18)	50,300	68,888	55,557	52,579	31,297
D	Capital Debt Outstanding, Year End (Table 18)	375,759	362,141	353,923	345,974	337,668
E	Replacement Value of Non-Residential Buildings, Utilities & Infrastructure, \$M	1,985	2,113	2,264	2,062	2,089
F	MMI Expenditures/Replacement Value	1.8%	1.8%	1.3%	2.1%	3.8%
G	Annual MMI transfer from Operating to Capital Budget	15,500	15,500	15,500	15,500	15,500
H	MMI transfer/MMI Expenditures	42.8%	40.7%	53.9%	35.4%	19.5%
J	Estimate of Maintenance Expenditure	21,656	23,473	16,193	27,180	50,210
K	Maintenance Expenditure/Replacement Value	1.1%	1.1%	0.7%	1.3%	2.4%
L	Number of Major Buildings	94	95	97	97	97
M	Total Gross Square Meters (000's)	854	859	890	894	894

Category 8 does not include carrying costs and loan repayments for Residences and Apartments, Research Park and Richard Ivey School of Business Foundation.

Line B is equal to Line A Total Sources of Funding less Total Expenses.

The change in line C from one year to the next is equal to Line B.

Line J consists of 2/3 of Category 2, 3 and 5 and 1/3 of Category 4.

Table 15
MAJOR CAPITAL PROJECTS

		Category	Start	End
1	<i>Projects Underway or Soon-to-Start</i>			
2	Modernization of Thames Hall	2	Jan 17	Oct 21
3	Weldon Library Modernization	2	Sept 19	tbd
4	Biomedical Research Facility - Phase 1 of Medical School Project	1	Jan 17	Jul 22
5	Creation of Indigenous Learning Spaces in Althouse Building	2	Sep 20	tbd
6	Entrepreneurship and Innovation Centre	1	Jun 19	Dec 22
7	Sports Facilities: TD Stadium Renewal	1&2	Nov 20	Apr 22
8	University-wide Campus Sustainability/Energy Conservation/Infrastructure Projects (multiple stages -- ongoing)	1,3&5	Ongoing	
9	Pedestrian-friendly Campus Initiatives -- Open Space Strategy	1&5	Ongoing	
10	<i>Projects in Various Planning Stages</i>			
11	University Gathering Hub -- Common/Gathering Spaces	1	tbd	tbd
12	Medicine/Science/Engineering Interdisciplinary Research Facility	1	tbd	tbd
13	Renewal/Replacement/Expansion of Medical School Facilities: Future Phases of Medical School Project	1&2	tbd	tbd
14	Expansion of Engineering Facilities	1	tbd	tbd
15	Multi-Level Parking Structures	1	tbd	tbd
16	Indoor Sports Facilities: Multi-Purpose Field House	1	tbd	tbd
17	Space Realignment in the Natural Sciences Centre	2	tbd	tbd
18	Ivey Leadership Centre Renewal and Expansion	1&2	tbd	tbd
19	Renewal/Replacement of McIntosh Gallery	1&2	tbd	tbd
20	Renewal/Replacement of Chemistry Laboratory Facilities	1&2	tbd	tbd
21	<i>Projects for Future Consideration (requires funding plan)</i>			
22	Renewal of UCC, Law Building, Spencer Engineering Building, Elborn College, Talbot College	2	tbd	tbd
23	Social Sciences Centre Realignment/Expansion	1&2	tbd	tbd
24	Renewal and/or Realignment of Library Facilities -- Future Phases	2	tbd	tbd
25	New Research Initiatives/Partnerships at the Research Parks	1	tbd	tbd
26	Residence Projects	1&6	tbd	tbd
27	Asset Acquisitions	9	tbd	tbd

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

		Projected 2020-21	Budget 2021-22
1	<i>Government Grants</i>		
2	MCU Annual Capital Grant (Facilities Renewal Program)	5,748	5,748
3	<i>Sub-Total</i>	5,748	5,748
4	<i>Operating Budget</i>		
5	Operating Budget MMI Transfer - Base	15,500	15,500
6	Operating Budget MMI Transfer - Base (Ancillaries)	600	600
7	Operating Budget - Pedestrian-friendly Campus Initiatives - Open Space Strategy	6,000	10,000
8	Operating Budget - University-wide Campus Sustainability and Infrastructure Projects	5,000	10,000
9	Operating Budget - FRSF Transfer	3,000	3,000
10	Operating Budget - CRC Transfer	904	936
11	Operating Budget - Engineering Building Facilities Expansion/Renewal	11,061	0
12	Operating Budget - Classroom Modernization	812	0
13	Health Sciences Operating Budget - LHSB Classroom Addition	0	1,700
14	Medicine Operating Budget - RRI Cuddy Wing Chiller Replacement	100	1,440
15	Miscellaneous Faculty/Department Budgets	2,009	1,463
16	<i>Sub-Total</i>	44,986	44,639
17	<i>Interest Earned</i>	300	300
18	<i>Borrowing</i>		
19	Long-Range Space Plan	0	64,389
20	<i>Sub-Total</i>	0	64,389
21	<i>Other</i>		
22	Student Contribution - Western Student Recreation Centre	1,406	1,449
23	Sports & Recreation Services - Student Contribution for Artificial Turf Playing Fields	174	178
24	Energy Conservation Incentives (Rebates)	100	100
25	Projects Funded by Housing	7,301	11,211
26	Projects Funded by Ancillaries	3,396	2,107
27	Projects Funded by Units	2,558	1,601
28	<i>Sub-Total</i>	14,935	16,646
29	Total Sources of Funding	65,969	131,722

Table 17

CAPITAL EXPENDITURES FOR NEW CONSTRUCTION AND MAJOR BUILDING RENOVATIONS
2020-21 and 2021-22
(\$000)

		Projected 2020-21	Budget 2021-22
1	<i>Category 1: New Construction</i>		
2	Entrepreneurship and Innovation Centre	1,375	24,200
3	Biomedical Research Facility - Phase 1 of Medical School Project	10,300	21,700
4	Sports Facilities: TD Stadium Renewal	400	4,600
5	University Gathering Hub - Common/Gathering Spaces	0	3,000
6	Arthur and Sonia Labatt Health Sciences Building Classroom Addition	102	1,598
7	Medicine/Science/Engineering Interdisciplinary Research Facility	101	254
8	Western Centre for Public Health and Family Medicine - 3rd Floor Completion	1,875	50
9	<i>Total, Category 1</i>	<i>14,153</i>	<i>55,402</i>
10	<i>Category 2: Major Building Renovations</i>		
11	Weldon Library Modernization	1,595	14,132
12	Modernization of Thames Hall	15,675	11,720
13	Creation of Indigenous Learning Spaces in Althouse Building	474	5,750
14	Somerville House Renovations to Create Student Space	200	2,750
15	Medical School Innovation Hub	1,598	123
16	Renewal of Spencer Engineering Building	3,952	37
17	<i>Total, Category 2</i>	<i>23,494</i>	<i>34,512</i>

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

		Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-21	Budget 2021-22
1	A. Capital Reserves					
2	General Capital Fund	25,783	32,271	40,437	41,987	28,386
3	Designated Capital Fund	24,517	36,617	15,120	10,592	2,911
4	Total Capital Reserves	50,300	68,888	55,557	52,579	31,297

		Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-21	Budget 2021-22
5	B. Capital Debt					
6	New Construction, Major Renovations & Other	51,141	22,821	0	0	64,389
7	Housing	107,003	88,346	73,879	59,779	50,561
8	Research Park	27,015	26,142	25,235	24,295	23,318
9	Unused and Invested Debenture Proceeds	190,600	224,832	254,809	261,900	199,400
10	Total Capital Debt	375,759	362,141	353,923	345,974	337,668

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 \$982 million for the single year of 2021-22. 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 part of the capitalization structure of the University and 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. Standard & Poor's confirmed Western's credit rating of AA in February 2021.

The Board of Governors has approved a Capital Debt Policy that outlines the principles used in guiding the University's overall capitalization and debt management strategy. Western is in compliance with both of its compliance ratios set out in the policy (net assets-to-debt and debt burden). The University

also utilizes monitoring ratios as part of its management strategy. Figure E shows selected Capital Debt monitoring ratios for the years ending April 30.

Figure E
CAPITAL DEBT MONITORING RATIOS

	FTE Enrolment	Debt (\$M)	Debt per FTE (\$)	Combined Revenue (\$M)*	Debt / Revenue (%)
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%
2020	33,737	353.9	10,490	1,248.0	28.4%
2021p	35,222	345.9	9,821	1,188.0	29.1%

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, 2020, the University's accrued benefit liability relating to the employee future benefit plans was \$561.8 million (2019 - \$546.5 million). The annual expense for non-pension employee future benefits in 2020 was \$21.9 million (2019 - \$23.4 million).

A recent review of major research universities identified only five institutions with significant post-employment benefit obligations greater than \$190 million, ranging from \$192 million to \$644 million and an unweighted average of \$393 million. Western ranked second in total liability for employee future benefits. Figure F outlines the University employee future benefits, the obligation and expense for years ending April 30.

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

	EFB Obligation (\$M)	EFB Expense (\$M)	Total University Expenses (\$M)	EFB Expense as % of Total
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%
2020	561.8	21.9	1,182	1.9%

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 from 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 industry-standard cost and lifecycle data to forecast the timing and costs of capital renewal projects. In 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. Overall, this sector wide harmonization has led to an increase in estimates of deferred maintenance, primarily due to the inclusion of soft costs, which added approximately 30% to deferred maintenance estimates. Other factors have included automatic renewal requirements to maintain assets and changes to maintenance life cycles. The University, in coordination with all other Ontario universities, is now undertaking a campus wide review of its facilities data, to further improve upon our estimates. This data review is being conducted by a common vendor across the sector and is expected to be complete by 2024-25. As the facility data improves, the estimates of deferred maintenance may fluctuate from year to year. As at February 25, 2021, the Facilities Management Division estimates that deferred maintenance at Western is \$261 million for non-residential buildings and \$43 million for residences. Approximately 49% 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 current replacement value of the facilities. The calculation as at February 25, 2021 is shown in Figure G.

Figure G
DEFERRED MAINTENANCE TO CURRENT REPLACEMENT VALUE

		Non-Residential Buildings	Combined Residences
1	Current Replacement Value (CRV)	\$2,062 million	\$623 million
2	Deferred Maintenance (DM)	\$261 million	\$43 million
3	DM/CRV	12.7%	6.9%

The average age of buildings for universities in the Province of Ontario was 56 years as of March 2021. Western's average age is 40 years. Over 53% 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 12.7% (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 \$2.1 billion, spending on major maintenance for campus buildings at 2.0% should be in the range of \$42 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 of our non-residential buildings, utilities, and infrastructure has been below 1% in recent years (Figure H).

Figure H
MMI TRANSFER TO CRV RATIO 2017-18 to 2021-22

		Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-21	Budget 2021-22
1	MMI (\$M)	15.50	15.50	15.50	15.50	15.50
2	CRV (\$M)	1,985	2,113	2,264	2,062	2,089
3	Ratio	0.78%	0.73%	0.68%	0.75%	0.74%

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 2.0% was 2010-11. The estimated ratios for 2020-21 and 2021-22 will not reach the 2.0% target. Additional funding, from provincial and federal sources, will be required to catch up and maintain the 2.0% target in future periods, in order to begin to restore the condition of University facilities.



2021-22 Program Specific Fees and Other Supplemental Fees

March 31, 2021

Western University

Notes regarding 2021-22 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 School Course Material Fees

Reports the costs of custom course material fees (course packs and related) for all pre-HBA and HBA courses.

Table 1

2020-2021 and Proposed 2021-2022 PROGRAM-SPECIFIC TUITION FEES

			2020-21 Amount	Proposed 2021-22	
				Amount	% change
1	Concurrent Programs				
2	HBA/BESc Program				
3	Entering After 2 Years of Engineering	<i>Domestic</i>	22,138.00	22,138.00	0.0%
4	Entering After 3 Years of Engineering	<i>Domestic</i>	32,095.00	32,095.00	0.0%
5	HBA/JD Program				
6	All Years	<i>Domestic</i>	29,505.00	29,505.00	0.0%
7	HBA/BA-BSc Program				
8	Entering After 2 Undergraduate Years	<i>Domestic</i>	17,361.00	17,361.00	0.0%
9	Entering After 3 Undergraduate Years	<i>Domestic</i>	27,902.00	27,902.00	0.0%
10	JD/BA-BSc Program				
11	Entering After 2 Undergraduate Years	<i>Domestic</i>	15,600.00	15,600.00	0.0%
12	Entering After 3 Undergraduate Years	<i>Domestic</i>	19,955.00	19,955.00	0.0%
13	JD/BESc Program				
14	Entering After 2 Years of Engineering	<i>Domestic</i>	18,891.00	18,891.00	0.0%
15	Entering After 3 Years of Engineering	<i>Domestic</i>	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	<i>Domestic</i>	63,982.00	63,982.00	0.0%
19	Years 2 and 3	<i>Domestic</i>	42,380.00	42,380.00	0.0%
20	Year 1	<i>International</i>	102,105.00	104,759.00	2.6%
21	Years 2 and 3	<i>International</i>	71,191.00	73,041.00	2.6%
22	JD/MA-MSc Program				
23	Entering Before Year 1 Law	<i>Domestic</i>	22,229.00	22,229.00	0.0%
24	Entering After Year 1 Law	<i>Domestic</i>	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	<i>Domestic</i>	48,154.00	48,154.00	0.0%
28	After 2 years	<i>Domestic; per term</i>	16,050.00	16,050.00	0.0%
29	Years 1 - 2	<i>International</i>	77,345.00	77,345.00	0.0%
30	After 2 years	<i>International; per term</i>	25,780.00	25,780.00	0.0%
31	AMBA/JD Program				
32	Note: 2019-20 = July 2019; 2020-21 = July 2020				

Table 1

2020-2021 and Proposed 2021-2022 PROGRAM-SPECIFIC TUITION FEES

			2020-21 Amount	Proposed 2021-22	
				Amount	% change
33	Year 1	<i>Domestic</i>	41,688.00	41,688.00	0.0%
34	Year 2	<i>Domestic</i>	34,425.00	34,425.00	0.0%
35	Year 3	<i>Domestic</i>	34,425.00	34,425.00	0.0%
36	Richard Ivey School of Business				
37	The rates shown below are program fees				
38	Business (MBA)	<i>Domestic</i>	83,250.00	83,250.00	0.0%
39	Business (MBA)	<i>International</i>	117,500.00	120,500.00	2.6%
40	Business (MSc) -- all streams	<i>Domestic</i>	38,250.00	38,250.00	0.0%
41	Business (MSc) -- all streams	<i>International</i>	68,250.00	69,950.00	2.5%
42	Business (MGMT/CEMS)	<i>Domestic</i>	43,200.00	43,200.00	0.0%
43	Business (MGMT/CEMS)	<i>International</i>	73,500.00	75,350.00	2.5%
44	Business (MSc) Double Degree Track Program -- Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of Economics	<i>Domestic (total for 5 terms) - effective with the September 2021 intake</i>	47,800.00	47,800.00	0.0%
45	Business (MSc) Double Degree Track Program -- Business Analytics Stream for Ivey Students Attending 2 terms at Norwegian School of Economics	<i>International (total for 5 terms) - effective with the September 2021 intake</i>	85,300.00	85,300.00	0.0%
46	Business (MSc) Double Degree Track Program --Tuition for Norwegian School of Economics Students Attending 2 terms at Ivey	<i>total for 2 terms</i>	17,500.00	17,500.00	0.0%
47	Tuition, Executive MBA Program- Canada - - September Intake	<i>total for 3 terms</i>	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		70,500.00	72,300.00	2.6%
50	Tuition, Accelerated MBA (Domestic) -- January Intake		83,000.00	83,000.00	0.0%
51	Tuition, Accelerated MBA (International) -- January Intake		117,500.00	120,500.00	2.6%
52	GDip in Management				
53	If taken in Canada				
54	Per Module (1-4)	<i>Fees in Canadian Dollars</i>	4,000.00	4,000.00	0.0%
55	Term 5	<i>Fees in Canadian Dollars</i>	5,200.00	5,200.00	0.0%
56	Entry Assessment	<i>Fees in Canadian Dollars</i>	1,300.00	1,300.00	0.0%
57	If taken in Hong Kong				
58	Per Module (1-4)	<i>Fees in U.S Dollars</i>	3,000.00	3,000.00	0.0%
59	Term 5	<i>Fees in U.S Dollars</i>	4,000.00	4,000.00	0.0%
60	Entry Assessment	<i>Fees in U.S Dollars</i>	1,000.00	1,000.00	0.0%
61	Faculty of Education				
62	Tuition - Post Graduate Certificate in Education	<i>per course</i>	250.00	250.00	0.0%
63	3-Part Additional Qualification	<i>per course</i>	675.00	675.00	0.0%

Table 1

2020-2021 and Proposed 2021-2022 PROGRAM-SPECIFIC TUITION FEES

			2020-21 Amount	Proposed 2021-22	
				Amount	% change
64	Additional Basic Qualification	<i>Domestic, per course</i>	675.00	675.00	0.0%
65	Additional Basic Qualification	<i>International, per course</i>	1,350.00	1,350.00	0.0%
66	Honor Specialist	<i>per course</i>	725.00	725.00	0.0%
67	Honor Specialist	<i>International, per course</i>	1,450.00	1,450.00	0.0%
68	Technology Studies	<i>per course</i>	725.00	725.00	0.0%
69	Certificate of Unified English Braille Competence (non-credit)	<i>per level</i>	325.00	325.00	0.0%
70	Master of Professional Education (MPed)				
71	Domestic Students				
72	All Fields	<i>per course</i>	2,719.00	2,719.00	0.0%
73	International Students				
74	Onsite	<i>per course</i>	3,959.00	4,117.00	4.0%
75	Online	<i>per course</i>	3,022.00	3,143.00	4.0%
76	Faculty of Engineering				
77	University Network of Excellence in Nuclear Engineering Program	<i>10 courses or 8 courses and project</i>	22,500.00	22,500.00	0.0%
78	Advanced Design and Manufacturing Institute (ADMI) Engineering Program	<i>9 courses; per course fee</i>	2,430.00	2,430.00	0.0%
79	Graduate Diploma in Engineering Leadership and Innovation	<i>Domestic: per term tuition fee</i>		3,625.00	
80	Graduate Diploma in Engineering Leadership and Innovation	<i>International: per term tuition fee</i>		13,299.00	
81	Faculty of Health Science				
82	Compressed Nursing Program				
83	Years 3 and 4, Summer	<i>Domestic; per-course tuition fee</i>	1,210.00	1,210.00	0.0%
84	Year 3, Summer	<i>International; per-course tuition fee</i>	8,604.60	9,293.00	8.0%
85	Year 4, Summer	<i>International; per-course tuition fee</i>	8,286.00	8,949.00	4.0%
86	Years 3 and 4, Fall/Winter	<i>Domestic</i>	6,050.00	6,050.00	0.0%
87	Year 3, Fall/Winter	<i>International</i>	43,023.00	46,465.00	8.0%
88	Year 4, Fall/Winter	<i>International</i>	41,430.00	44,744.00	4.0%
89	Combined Health Professional Masters and PhD				
90	All Years	<i>Domestic</i>	11,294.00	11,294.00	0.0%
91	All Years	<i>International</i>	33,259.00	34,589.00	4.0%
92	Graduate Diploma in Applied Health Sciences	<i>Domestic; per-course tuition fee</i>	1,418.00	1,418.00	0.0%
93	Graduate Diploma in Applied Health Sciences	<i>International; per-course tuition fee</i>	3,350.00	3,350.00	0.0%
94	Faculty of Law				
95	Graduate Diploma in Mining Law, Finance and Sustainability	<i>Domestic; per-course tuition fee</i>	2,250.00	2,250.00	0.0%

Table 1

2020-2021 and Proposed 2021-2022 PROGRAM-SPECIFIC TUITION FEES

			2020-21 Amount	Proposed 2021-22	
				Amount	% change
96	Graduate Diploma in Mining Law, Finance and Sustainability	<i>International; per-course tuition fee</i>	3,500.00	3,500.00	0.0%
97	Faculty of Medicine and Dentistry				
98	Medicine (M. D.) -- Year 5		11,993.00	11,993.00	0.0%
99	MSc in Clinical Medical Biophysics	<i>Domestic</i>	11,294.00	11,294.00	0.0%
100	MSc in Clinical Medical Biophysics	<i>International</i>	31,675.00	31,675.00	0.0%
101	Internationally Trained Dentistry Program	Year 2 (plus full-time ancillary and supplementary fees)	56,000.00	56,000.00	0.0%
102	Internationally Trained Dentistry Program	Year 3 (plus full-time ancillary and supplementary fees)	56,000.00	56,000.00	0.0%
103	International Medical Trainees	<i>includes Saudi Trainees</i>	100,000.00	100,000.00	0.0%
104	Dentistry, Prior Learning Assessment (PLA) -- Internationally Trained Dentists	<i>reflects changes in exam structure</i>	800.00	800.00	0.0%
105	Grad Diploma: Pathology and Laboratory Medicine	<i>New: Domestic per Term</i>		2,400.00	
106	Grad Diploma: Pathology and Laboratory Medicine	<i>New: International per Term</i>		3,000.00	
107	Faculty of Music				
108	Music Recording Arts, All Years - Domestic tuition	<i>compressed prgm with Fanshawe</i>	6,914.00	6,914.00	0.0%
109	Music Recording Arts - Year 1 - International tuition	<i>compressed prgm with Fanshawe</i>	34,022.00	34,022.00	0.0%
110	Music Recording Arts - Year 2 - International tuition	<i>compressed prgm with Fanshawe</i>	32,762.00	34,022.00	0.0%
111	Music Recording Arts - Year 3 - International tuition	<i>compressed prgm with Fanshawe</i>	31,548.00	32,762.00	0.0%
112	Faculty of Social Science				
113	Graduate Diploma in Public Administration				
114	per-course tuition	<i>Domestic</i>	920.00	920.00	0.0%
115	per-course tuition	<i>International</i>	4,420.00	4,420.00	0.0%
116	Undergraduate Diploma in Public Administration	<i>per half course</i>	727.00	727.00	0.0%
117	School of Graduate and Postdoctoral Studies				
118	Graduate Diploma in Accounting				
119	Summer program	<i>Domestic, 1 term</i>	9,000.00	9,000.00	0.0%
120	Summer program	<i>International, 1 term</i>	16,000.00	16,000.00	0.0%
121	Continuing Studies				
122	Trois Pistoles French Immersion School:				
123	Summer (\$1,210.14 tuition, \$579.86 sociocultural fee, \$450 immersion fee)	<i>Domestic Bursary</i>	2,800.00	2,240.00	-20.0%
124	Summer (\$1,210.14 tuition, \$579.86 sociocultural fee, \$450 immersion fee)	<i>Domestic Non-Bursary</i>	2,800.00	2,240.00	-20.0%
125	Summer (\$605.07 tuition, \$400.63 sociocultural fee, \$337.50 immersion fee)	<i>Domestic Non-Bursary 0.5 credit</i>	1,679.00	1,343.20	-20.0%
126	Summer (\$6,208.49 tuition, \$579.86 sociocultural fee, \$450 immersion fee)	<i>International</i>	7,798.35	7,238.35	-7.2%
127	Summer (\$3,104.25 tuition, \$400.63 sociocultural fee, \$337.50 immersion fee)	<i>International 0.5 credit</i>	4,178.18	3,842.38	-8.0%

Western University

Table 1

2020-2021 and Proposed 2021-2022 PROGRAM-SPECIFIC TUITION FEES

		2020-21	Proposed 2021-22	
		Amount	Amount	% change
128	<i>The % increase figures are calculated on the previous year of study in the previous academic year; for example, the % increase for year 4 is the increase over the year 3 tuition in the previous academic year.</i>			
129	*NOTE* Any student registered in course(s) over and above those specified as program requirements shall be assessed tuition on a per-course basis for those non-required courses.			
130	Per-Course Tuition Fees			
131	<i>First Entry Programs:</i> <ul style="list-style-type: none"> Tuition per full course is one-fifth (20%) of full program tuition for the respective program. Tuition per full audited course is one-tenth (10%) of full program tuition for the respective program. 			
132	<i>Law:</i> Tuition per full course is one-seventh of full program tuition.			
133	<i>Medicine/Dentistry:</i> Tuition will be set by special arrangement.			
134	<i>Graduate Programs:</i> Tuition per term is one-half (50%) of full-time tuition for the respective program.			
135	<i>PhDLIS/MLIS Program:</i> <ul style="list-style-type: none"> Tuition per full course will be 30% of full-time (per term) tuition for the respective program or one tenth (10%) of full-time (annualized) tuition for the respective program. For example, MLIS annual tuition for Domestic students is \$10,877 for 2021-22. Tuition for one course is \$1,087.7. Tuition for two (2) courses will be one-half (50%) of full-time (per term) tuition for the respective program or one-sixth (16.7%) of full-time (annualized) tuition for the respective program. For example, MLIS annual tuition for Domestic students is \$10,877 for 2021-22. Tuition for two courses is \$1,816.5. 			

Western University

Table 2

Proposed 2021-2022 PROGRAM-RELATED FEES

			2020-21 Amount	Proposed 2021-22 Amount
1	Faculty of Arts and Humanities			
2	Student Donation		50.00	50.00
3	Visual Arts Field Trip Fee	<i>Applicable to specific courses</i>	45.00	45.00
4	1020 Safety Kit & Materials Fee		30.00	30.00
5	236 Printmaking Materials Fee		90.00	90.00
6	330 Printmaking Materials Fee		140.00	140.00
7	Printmaking Silk Screen Fee		40.00	50.00
8	Workshop Fees		20.00	20.00
9	Sculpture 1 & 2 Workshop Materials Fee		80.00	160.00
10	Toronto: Culture and Performance field trip fee	<i>Theatre Studies 3581F/English 3581F/ArtHum 3393F</i>	150.00	150.00
11	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>one instalment</i>	125.00	125.00
12	Internship Fee - (Professional Internship) - 4 month work term	<i>one instalment</i>	125.00	125.00
13	Continuing Studies			
14	Tuition Deposit for Diploma Programs in: Not for Profit Management, Clinical Trials Management, Occupational Health & Safety Management, Public Relations, Pedorthics, Marketing, Human Resources, Computer Science	<i>non-refundable</i>	250.00	250.00
15	Faculty of Education			
16	Tuition Deposit - B.Ed./Dip.Ed.	<i>non-refundable</i>	500.00	500.00
17	Tuition Deposit - Add'l Qualifications (per full course)	<i>non-refundable</i>	100.00	100.00
18	Tuition Deposit - All Graduate programs	<i>non-refundable</i>	250.00	250.00
19	Deferral Fee - All Graduate programs	<i>admission deferral, non-refundable</i>	250.00	250.00
20	Practicum Supports B.Ed./Dip. Ed.	<i>Year 1</i>	471.50	463.18
21	Practicum Supports B.Ed./Dip. Ed.	<i>Year 2</i>	498.30	451.47
22	Student Donation		30.00	30.00
23	Technology AQ Facility Fee	<i>to rent space & equipment needed for course EDTECH 5677</i>	75.00	75.00
24	Faculty of Engineering			
25	M.Eng Tuition Deposit	<i>non-refundable</i>	500.00	500.00
26	Student Donation		100.00	100.00
27	Undergraduate Student Laboratory Endowment Fund		50.00	50.00

Table 2

Proposed 2021-2022 PROGRAM-RELATED FEES

			2020-21 Amount	Proposed 2021-22 Amount
28	Co-op Program Application	<i>non-refundable</i>	100.00	100.00
29	Co-op Program	<i>Fee Per Term</i>	500.00	500.00
30	<p>Exchange Programs</p> <p>For information on fees for the International Study Centre, please contact Western International at exchange@uwo.ca or call (519) 661-2111 ext. 89309</p> <p>Incoming Exchange, Fees Payable to Western:</p> <ul style="list-style-type: none"> • <i>Full or half year:</i> bus pass, Western One card, and UHIP for International Students <p>Outgoing Exchange, Fees Payable to Western:</p> <ul style="list-style-type: none"> • <i>Full Year:</i> full program tuition fees, USC health and dental plans • <i>Half Year at Western:</i> full program tuition fees, USC health plan and dental plans, bus pass, half of full-time ancillary fees • <i>Half Year not at Western:</i> half of full-time tuition fees, USC health and dental plans 			
31	School of Graduate and Postdoctoral Studies			
32	MLIS Co-op Placement	<i>Applicable to specific courses</i>	618.00	618.00
33	PhDLIS Co-op Placement	<i>Applicable to specific courses</i>	618.00	618.00
34	Physical Therapy MCISc Clinical Mentorship		1,500.00	1,500.00
35	Accelerated Masters in Geology	<i>field school course; refundable upon successful completion of course</i>	1,600.00	1,600.00
36	Accelerated Masters in Geophysics		1,600.00	1,600.00
37	Master of Environment and Sustainability (MES)	<i>placement costs</i>	2,600.00	2,750.00
38	Master of Management of Applied Science Internship Fee	<i>placement costs</i>	3,000.00	3,000.00
39	Master of Data Analytics	<i>placement costs</i>	3,000.00	3,000.00
40	Faculty of Health Science (CSD, Nursing, OT, PT, Health Studies, Kinesiology)			
41	Graduate Professional Programs Tuition Deposit fee		500.00	500.00
42	School of Health Studies			
43	Course fee: Aging Globally, Lessons from Scandinavia	<i>optional</i>	2,500 - 3,500	2,500 - 3,500
44	Student Donation (<i>Student Opportunity Fund</i>)		100.00	100.00
45	School of Kinesiology			
46	Holster Kit Fee	<i>Applicable to specific courses</i>	120.00	120.00
47	Student Donation (<i>Student Opportunity Fund</i>)		100.00	100.00
48	Loire Valley (France) Bicycle Tour (Kin 3300B)		2,500.00	2,500.00

Table 2

Proposed 2021-2022 PROGRAM-RELATED FEES

			2020-21 Amount	Proposed 2021-22 Amount
49	Kinesiology - Taping supplies	<i>optional, for students in Kinesiology 3336A/B only</i>	85.00	85.00
50	Kinesiology - Tophat interactive learning tool	<i>for students in Kinesiology 2032</i>	30.00	30.00
51	Kinesiology - Tophat interactive learning tool	<i>for students in Kinesiology 3388</i>	30.00	30.00
52	Kinesiology - Tophat interactive learning tool	<i>for students in Kinesiology 2276</i>	30.00	30.00
53	Kinesiology - First responder certification training	<i>for students in Kinesiology 4585</i>	425.00	425.00
54	School of Kinesiology AND School of Health Studies			
55	Internship fee: 4 month work term	<i>paid in one installment</i>	450.00	450.00
56	Internship fee: 8 month work term	<i>paid in two installments</i>	700.00	700.00
57	Internship fee: 9-12 month work term	<i>paid in three installments</i>	950.00	950.00
58	Internship fee: 13-16 month work term	<i>paid in three installments</i>	1,200.00	1,200.00
59	School of Nursing			
60	Student Donation (<i>Student Opportunity Fund</i>)		100.00	100.00
61	School of Occupational Therapy			
62	Fit mask testing and Immunization check	<i>applicable to students in Year 1 of MSc(OT) program</i>	80.00	80.00
63	School of Communication Sciences and Disorders			
64	Laboratory and Clinic Kit fee		300.00	300.00
65	Faculty of Information and Media Studies			
66	Internship Fee, FIMS, Academic Internship		125.00	125.00
67	Internship Fee, MMJC, non-academic, Third-Term Internship		103.00	103.00
68	Tuition Deposit, MMJC	<i>non-refundable</i>	412.00	412.00
69	Tuition Deposit, Library and Info. Science (Graduate)	<i>non-refundable</i>	412.00	412.00
70	Student Donation		50.00	20.00
71	Faculty of Law			
72	Computer Access Fee		75.00	75.00
73	Tuition Deposit, JD program, Year 1 only	<i>non-refundable</i>	500.00	500.00
74	Tuition Deposit, LLM and MSL programs, new students only	<i>non-refundable</i>	500.00	500.00
75	International Law Capstone Course field trip fee; Ottawa	<i>optional</i>	500-600	500-600
76	International Business Negotiations Course field trip fee; Ghent, Belgium	<i>optional</i>	1,700-2,200	1,700-2,200

Western University

Table 2

Proposed 2021-2022 PROGRAM-RELATED FEES

			2020-21 Amount	Proposed 2021-22 Amount
77	International Organizations Course field trip fee; Washington/NY	<i>optional</i>	1,000-1,600	1,000-1,600
78	12Twenty		35.00	35.00
79	Faculty of Medicine and Dentistry			
80	Dental Kits	<i>Year 1</i>	16,000.00	16,000.00
81	Dental Kits	<i>Year 2</i>	18,000.00	18,000.00
82	Dental Kits	<i>Year 3</i>	3,750.00	4,500.00
83	Dental Kits	<i>Year 4</i>	560.00	1,000.00
84	Internationally Trained Dentists Program - Dental Kits	<i>Year 2 - New</i>	31,000.00	31,000.00
85	Internationally Trained Dentists Program - Dental Kits	<i>Year 3</i>	n/a	4,500.00
86	Tuition Deposit, Dentistry, Year 1 only	<i>\$500 non-refundable</i>	1,000.00	1,000.00
87	Instrument Deposit, Dentistry, Year 2, Internationally Trained Dentistry	<i>non-refundable</i>	5,000.00	5,000.00
88	Tuition Deposit, Medicine, Year 1 only	<i>\$500 non-refundable</i>	1,000.00	1,000.00
89	Tuition Deposit, Masters of Public Health	<i>\$500 non-refundable</i>	950.00	1,000.00
90	Visiting Medical Elective, Canadian Universities	<i>per elective</i>	100.00	100.00
91	Visiting Medical Elective, International Universities	<i>per elective</i>	1,050.00	1,050.00
92	Student Donation, Undergraduate BMSc	<i>opt out option</i>	75.00	75.00
93	Interdisciplinary Medical Sciences MSc: Fee for Material and External Assessment Tool	<i>New</i>		165.00
94	Faculty of Music			
95	Music Lesson (2 term total)	<i>Applicable to specific courses</i>	2,500.00	2,500.00
96	Music - Audition Fee		70.00	70.00
97	Music - Opera Workshop Fee		80.00	80.00
98	Music - Music Education Instrument Fee		50.00	50.00
99	Music Performance String Instrument Bank Fee		125.00	125.00
100	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>one instalment</i>	125.00	125.00
101	Student Donation (Gift Fund)	<i>opt out option</i>	100.00	100.00
102	Richard Ivey School of Business			
103	Tuition Deposit, MBA	<i>\$500 non-refundable</i>	5,000.00	5,000.00
104	Tuition Deposit, Executive MBA Program (Canada)	<i>non-refundable</i>	3,000.00	5,000.00

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Table 2

Proposed 2021-2022 PROGRAM-RELATED FEES

			2020-21 Amount	Proposed 2021-22 Amount
105	Tuition Deposit, Accelerated MBA	<i>\$500 non-refundable</i>	5,000.00	5,000.00
106	Tuition Deposit, Master of Management-Analytics (MMA)	<i>non-refundable</i>		5,000.00
107	MMA Program (Canada) Cancellation fee (withdrawal from program within 30 days of the program start date)	<i>non-refundable</i>		5,000.00
108	Executive MBA Program (Canada) Cancellation fee (withdrawal from program within 30 days of the program start date)	<i>non-refundable</i>	5,000.00	5,000.00
109	Tuition Deposit, HBA	<i>\$500 non-refundable</i>	2,000.00	2,000.00
110	Tuition Deposit, MSc program	<i>\$500 non-refundable</i>	2,000.00	2,000.00
111	Tuition Deposit, PhD	<i>non-refundable</i>	300.00	300.00
112	Course Material Fees, MBA		2,795.00	2,639.00
113	Course Material Fees, MBA (exchange students)		437.50	420.00
114	Course Material Fees, JD/MBA		2,470.00	2,325.00
115	Course Material Fees, Direct MBA		1,550.00	1,490.00
116	Pre Business Custom Course Material Fees	<i>See Ivey Custom Course Material Fees 2021-2022</i>		
117	HBA 1 Custom Course Material Fees	<i>See Ivey Custom Course Material Fees 2021-2022</i>		
118	HBA 2 Custom Course Material Fees	<i>See Ivey Custom Course Material Fees 2021-2022</i>		
119	Course Material Fee, MMA			1,000.00
120	Effective May 2021			
121	MSc Business Analytics Course Material Fees (Fall 2021 Intake)	<i>Fall 2021 & Winter 2022 terms</i>	650.00	650.00
122	MSc International Business Course Material Fees (Winter 2021 & Winter 2022 Intakes)	<i>Fall 2021 & Winter 2022 terms</i>	650.00	600.00
123	MSc Digital Management Course Material Fees (Fall 2021 Intake)	<i>Fall 2021 & Winter 2022 terms</i>	905.00	905.00
124	Faculty of Science			
125	Astronomy 2801 Telescope Access Fee	<i>New: Astronomy 2801</i>		35.00
126	<i>For internships commencing May 2016 and beyond:</i>			
127	Internship Fee - 4 month work term	<i>one instalment</i>	450.00	450.00
128	Internship Fee - 8 month work term	<i>2 installments of \$350 each</i>	700.00	700.00
129	Internship Fee - 12 month work term	<i>three installments of approx \$316.67 each</i>	950.00	950.00
130	Internship Fee - 16 month work term	<i>four installments of \$300 each</i>	1,200.00	1,200.00
131	Student Donation		75.00	75.00
132	Faculty of Social Science			

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Table 2

Proposed 2021-2022 PROGRAM-RELATED FEES

			2020-21 Amount	Proposed 2021-22 Amount
133	MOS 4410 Strategic Management Singapore field trip fee	<i>approximate cost; optional</i>	1,500.00	1,500.00
134	<i>For internships commencing May 2016 and beyond:</i>			
135	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>one instalment</i>	125.00	125.00
136	Internship Fee - 4 month work term	<i>one instalment</i>	450.00	450.00
137	Internship Fee - 8 month work term	<i>2 installments of \$350 each</i>	700.00	700.00
138	Internship Fee - 12 month work term	<i>three installments of approx \$316.66 each</i>	950.00	950.00
139	Internship Fee - 16 month work term	<i>four installments of \$300 each</i>	1,200.00	1,200.00
140	Masters of Research for Policy and Evaluation: Internship Fee		3,000.00	3,000.00
141	Student Donation		50.00	50.00
142	General			
143	Admission Deferral Deposit	<i>non-refundable</i>	250.00	250.00
144	Tuition Deposit, Full-time Undergraduates	<i>non-refundable</i>	500.00	500.00
145	Tuition Deposit, Part-time Undergraduates	<i>non-refundable</i>	100.00	100.00
146	University Health Insurance Plan for International Students			
147	Undergraduates, Full-time and Part-time	<i>12 month term</i>	720.00	TBD
148	Graduates, excluding MBA	<i>per term</i>	240.00	TBD
149	Graduates, MBA	<i>12 month term</i>	720.00	TBD
150	Exchange students	<i>per term</i>	240.00	TBD

Table 3
Proposed 2021-2022 APPLICATION FEES

			2020-21 Amount	Proposed 2021-22 Amount
1	Undergraduate Programs			
2	Arts and Humanities - Visual Arts Portfolio Application Fee	<i>BFA Studio Arts; USD</i>	12.00	12.00
3	Dentistry		275.00	275.00
4	Dentistry International Student Application		275.00	275.00
5	Dentistry: Advanced Standing Dentistry Application		275.00	275.00
6	Dentistry: Internationally Trained Dentist Program Application		275.00	275.00
7	Education, B.Ed./Dip.Ed.		80.00	80.00
8	Engineering, Leadership and Innovation Certificate	<i>change in name from Technological Entrepreneurship Certificate</i>	100.00	100.00
9	Exchange programs: Western International Exchange, Study Abroad, Internship, Research & Summer programs		55.00	55.00
10	Exchange programs, Faculty of Law		55.00	55.00
11	French Immersion Application Fee	<i>non-refundable</i>	275.00	275.00
12	Part-time Application Fee		64.00	64.00
13	Law		100.00	100.00
14	Medicine		125.00	125.00
15	Social Science - Diploma in Public Administration		75.00	75.00
16	Social Science - Diploma in Public Administration, Late Application		100.00	100.00
17	Richard Ivey School of Business			
18	HBA		125.00	75.00
19	HBA Academic Excellence Opportunity Program		125.00	75.00
20	HBA Late Application Fee		250.00	250.00
21	HBA Academic Excellence Opportunity Late Application Fee		250.00	250.00
22	Continuing Studies			
23	Application Fee due at time of submission for Diploma Program in: Not for Profit Management, Clinical Trials Management, Occupational Health & Safety Management, Public Relations, Pedorthics, Marketing, Human Resources, Computer Science	<i>non-refundable</i>	100.00	100.00
24	Graduate Programs			
25	Communication Sciences and Disorders (M.CL.Sc.)		245.00	245.00
26	Ivey EMBA Hong Kong Program		1,500.00	1,500.00
27	Ivey MBA		150.00	150.00

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Table 3

Proposed 2021-2022 APPLICATION FEES

			2020-21 Amount	Proposed 2021-22 Amount
28	Ivey MSc		150.00	100.00
29	Ivey MMA			150.00
30	Occupational Therapy M.Sc. (OT)		245.00	245.00
31	Orthodontics		250.00	250.00
32	Physical Therapy (MPT)		245.00	245.00
33	All other graduate programs		125.00	125.00

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Table 4

Proposed 2021-2022 SUPPLEMENTAL FEES AND OTHER CHARGES

			2020-21 Amount	Proposed 2021-22 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	<i>per full course</i>	72.00	72.00
4	Part-time Undergraduates	<i>per half course</i>	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	<i>if withdrawing up to 30 days from start of session</i>	5,000.00	5,000.00
10	HBA		645.00	645.00
11	MMA Deferral Fee			200.00
12	Identification Cards			
13	Photo Identification Card (Western ONEcard)		32.00	32.00
14	Photo Identification Replacement		32.00	32.00
15	Late Payment Charges: based on overdue balance on new consolidated account including tuition and residence charges (Fall 2021)			
16	Fall/Winter Non-Graduate (<i>per instalment</i>) Graduate (<i>per term</i>) International, Canadian and Permanent Residents (<i>per instalment</i>) <i>*Excluding those in programs listed below</i> <i>*All outstanding balances to be paid by OSAP are deferred without penalty</i>	<i>Overdue balance up to \$1,500</i>	80.00	80.00
		<i>\$1,500-\$4,000</i>	156.00	156.00
		<i>\$4,000-\$8,000</i>	250.00	250.00
		<i>\$8,000 +</i>	430.00	430.00
17	HBA, MBA (<i>per instalment</i>) Medicine (<i>per instalment</i>) Dentistry (<i>per instalment</i>) Law (<i>per instalment</i>) <i>includes combined programs</i> <i>*All outstanding balances to be paid by OSAP are deferred without penalty</i>	<i>Overdue balance up to \$8,000</i>	275.00	275.00
		<i>\$8,000- \$16,000</i>	550.00	550.00
		<i>\$16,000- \$25,000</i>	860.00	860.00
		<i>\$25,000 +</i>	1,200.00	1,200.00

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Table 4

Proposed 2021-2022 SUPPLEMENTAL FEES AND OTHER CHARGES

			2020-21 Amount	Proposed 2021-22 Amount
18	Summer Non-Graduate International (<i>per instalment</i>) Summer Non-Graduate Canadian and Permanent Residents (<i>per instalment</i>) <i>*All outstanding balances to be paid by OSAP are deferred without penalty</i>	<i>Overdue balance up to \$700</i>	80.00	80.00
		<i>\$700-\$2,000</i>	156.00	156.00
		<i>\$2,000-\$5,000</i>	220.00	220.00
		<i>\$5,000+</i>	380.00	380.00
19	Graduate Delinquent Account charge (excluding MBA & Orthodontics)	<i>per term</i>	156.00	156.00
20	Late Registration Fees			
21	Full-time Undergraduates		183.00	183.00
22	Part-time Undergraduates		91.50	91.50
23	Accommodated Exam, Unauthorized Exam Absence Fee		22.00	22.00
24	Courier	<i>Within Ontario</i>	25.00	25.00
25	Courier	<i>Canada (Outside of Ontario)</i>	34.00	34.00
26	Courier	<i>U.S.</i>	48.00	48.00
27	Courier	<i>International</i>	77.00	77.00
28	Course Description/Course Syllabus	<i>1 course</i>	2.00	2.00
29	Deregistration Fee		311.00	311.00
30	Diploma Authentication		7.00	7.00
31	Amended Tax Receipts (T2202/T4A)	<i>includes electronic filing of amendments</i>	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	<i>one time charge for levels 2-4; included if entering in level 1</i>	30.00	30.00
35	PLA Testing Braille Certificate	<i>if studied at other Braille provider</i>	75.00	75.00
36	Education - Kodaly certification		320.00	320.00
37	Engineering - Supplemental Examination	<i>non-refundable</i>	100.00	100.00

Western University

Table 4

Proposed 2021-2022 SUPPLEMENTAL FEES AND OTHER CHARGES

			2020-21 Amount	Proposed 2021-22 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	Electronic Degree Parchment	<i>New</i>		50.00
42	Late Application to Graduate		100.00	100.00
43	Letter of Permission - Outgoing Students		75.00	75.00
44	Letter of Permission - Incoming Students		75.00	75.00
45	Mailing of Diplomas	<i>Outside of Canada</i>	77.00	77.00
46	Mailing of Diplomas	<i>Within Canada</i>	34.00	34.00
47	Mailing of Miscellaneous Items	<i>for mailing items through Canada Post (excludes mailing of transcripts, official letters, forms)</i>	12.00	12.00
48	Medicine - Supplemental Examination	<i>London</i>	75.00	75.00
49	Dentistry - Supplemental Examination	<i>London</i>	100.00	100.00
50	Medicine - Supplemental Examination	<i>Outside Centre</i>	100.00	100.00
51	Medicine - Postgraduate Fellowship Administrative Fee		150.00	150.00
52	Medicine - Masters of Public Health - Learning Materials	<i>charged 1/3 in each of 3 terms</i>	800.00	800.00
53	Medicine - Masters of Public Health - Field Trip Fee	<i>charged 1/3 in each of 3 terms</i>	600.00	600.00
54	Medicine - Masters of Public Health - Practicum Fee	<i>charged 1/3 in each of 3 terms</i>	600.00	600.00
55	Medicine - Postgraduate Verification-Dates only	<i>Regular & Rush</i>	50.00	50.00
56	Medicine - Postgraduate Verification-Dates & Performance		75.00	75.00
57	Medicine - Postgraduate Certificate of Completion of Training - duplicate/replacement		25.00	25.00
58	Medicine - Postgraduate Courier	<i>Within Canada</i>	15.00	15.00
59	Medicine - Postgraduate Courier	<i>To USA</i>	25.00	25.00

Table 4

Proposed 2021-2022 SUPPLEMENTAL FEES AND OTHER CHARGES

			2020-21 Amount	Proposed 2021-22 Amount
60	Medicine - Postgraduate Courier	<i>International</i>	50.00	50.00
61	Medicine - Postgraduate Registration - Residents/Fellows	<i>set by provincial COFM</i>	805.00	805.00
62	Medicine - Undergraduate Non-credit Summer Elective	<i>per elective</i>	60.00	60.00
63	Medicine - Undergraduate Verification-Dates only		50.00	50.00
64	Medicine - Undergraduate Verification-Dates & Performance		75.00	75.00
65	International Health and Equity Learning (IHEL) - International Placement Fee	<i>per placement</i>	50.00	50.00
66	Music - Recital Cancellation Fee		200.00	200.00
67	Nursing - Foreign Licensure Documentation		250.00	250.00
68	Nursing - Clinical Placement documentation requirement late fee		100.00	100.00
69	Official Western Letter	<i>per letter; standard processing time</i>	16.00	16.00
70	Official Western Letter, on demand	<i>per letter; in-person priority request</i>	25.00	25.00
71	Official Western Letter Special Handling	<i>to include an external student-provided form with Official Western Letter (in addition to form processing fee, if applicable)</i>	20.00	20.00
72	Physical Therapy - Foreign Licensure Documentation		250.00	250.00
73	Physical Therapy - Clinical Fieldwork Placement Remedial Fee		300.00	300.00
74	Occupational Therapy - Clinical Fieldwork Placement Remedial Fee		300.00	300.00
75	Communication Sciences & Disorders - Clinical Fieldwork Placement Remedial Fee		300.00	300.00
76	Physical Therapy - Supplemental Examination		250.00	250.00
77	Physical Therapy - MCISc Supplemental Practical Examination	<i>for Manipulative Therapy and Wound Healing MCISc programs</i>	500.00	500.00
78	Communication Sciences & Disorders - foreign licensure documentation		200.00	200.00
79	Re-admission Fee (Undergraduates deleted for non-payment of fees)		75.50	75.50
80	Removal of Academic Sanctions (Sealing charge)		67.00	67.00
81	Replacement Cheque Fee		28.50	28.50

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Table 4

Proposed 2021-2022 SUPPLEMENTAL FEES AND OTHER CHARGES

			2020-21 Amount	Proposed 2021-22 Amount
82	Replacement/Duplication of Graduation Diplomas		62.00	62.00
83	Reprinting of non-current fee bills		20.00	20.00
84	Returned Cheque Charge		72.00	72.00
85	Self-service Verification of Enrolment Letters	<i>Per Letter</i>	8.00	8.00
86	Special Examination	<i>Off Campus location</i>	150.00	150.00
87	Supplemental Examination	<i>London; for Faculties not listed above</i>	41.50	41.50
88	Third Party Forms	<i>per form; standard processing time</i>	16.00	16.00
89	Third Party Forms, on demand	<i>per form; in-person priority request</i>	25.00	25.00
90	Transcripts	<i>per copy; standard processing time</i>	15.00	15.00
91	Transcripts, on demand	<i>per copy; in-person priority request</i>	25.00	25.00
92	Transcript Special Handling	<i>to include an external student-provided form with transcript (in addition to form processing fee, if applicable)</i>	20.00	20.00
93	Transcript Evaluation Fee		93.50	93.50
94	Visiting Research Only Processing Fee	<i>Graduate</i>	200.00	200.00
95	Visiting Research Only Processing Fee	<i>Undergraduate</i>	200.00	200.00
96	Writing Proficiency Examination		69.90	69.90

Table 5

PROPOSED 2021-22 BUSINESS SCHOOL COURSE MATERIAL FEES

				2020-21 Amount	2021-22 Amount	% change
	BUSINESS FOUNDATIONS CUSTOM COURSE MATERIAL FEES					
	Course		Fees include program activity fees if applicable			
1	1220E	Introduction to Business Fall & Spring	Bus1220E Making Business Decisions 11th Edition	185.95	198.00	6.5%
2	2257	Accounting and Business Analysis Fall & Spring	Bus2257 Accounting + Bus Analysis Casbook Vol 1+2	188.95	215.00	13.8%
3	2257	Accounting and Business Analysis	Wiley Plus Finanacial Accouting Canadian Edition	89.00	95.00	6.7%
4	2257	Accounting and Business Analysis	T-account Pad, 45 sheets	6.97	7.25	4.0%
5	2295F/G	Business Basics for the Sciences	Bus2295F/G Bus Basic for Science Casebook	61.95	70.00	13.0%
6	1299E	Business for Engineers	Bus1299E Business for Engineers Casebook	196.95	213.00	8.1%
7	Notes					
8	•	Business Foundations course material fees include a custom coursepack, plus all course materials not bound in the custom coursepack including in-class readings, handouts, additional cases and items ordered from outside suppliers like software, workbooks, or other materials.				
9	•	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.				
10				2020-21 Amount	2021-22 Amount	% change
	HBA CUSTOM COURSE MATERIAL FEES					
	Course		Fees include program activity fees if applicable			
11	3300	Strategy		115.00	115.00	0.0%
12	3301	Marketing		150.00	150.00	0.0%
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%

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Table 5

PROPOSED 2021-22 BUSINESS SCHOOL COURSE MATERIAL FEES

21	Electives					
22	4413	Derivatives		65.00	70.00	7.7%
23	4417	Corporate Financial Reporting		200.00	200.00	0.0%
24	4421	Business to Business Marketing		160.00	160.00	0.0%
25	4427	Advanced Corporate Financial Reporting		65.00	65.00	0.0%
26	4433	Portfolio Management		125.00	125.00	0.0%
27	4439	Entrepreneurial Finance		100.00	100.00	0.0%
28	4441	Entrepreneurial Marketing		150.00	110.00	-26.7%
29	4443	Value Investing		110.00	110.00	0.0%
30	4454	Operations Strategy		125.00	125.00	0.0%
31	4458	Leading Change		210.00	200.00	-4.8%
32	4461	Strategic Market Planning		130.00	175.00	34.6%
33	4464	Global Supply Chain Management			100.00	
34	4468	Interpersonal Negotiations		100.00	100.00	0.0%
35	4469	Competing with Analytics		100.00	100.00	0.0%
36	4477	Corporate Financial Reporting II		70.00	70.00	0.0%
37	4479	Taxation for Managers		65.00	25.00	-61.5%
38	4480	Global Strategy		150.00	150.00	0.0%
39	4486	Financial Models		100.00	100.00	0.0%
40	4500	Learning from Leaders		80.00	100.00	25.0%
41	4503	Leadership and Communication		50.00	50.00	0.0%
42	4505	Global Environment of Business		60.00	60.00	0.0%
43	4517	End User Modelling		85.00	85.00	0.0%
44	4518	Project Management		150.00	165.00	10.0%
45	4520	Revenue Management			65.00	
46	4525	Service Learning in Africa		110.00	110.00	0.0%

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PROPOSED 2021-22 BUSINESS SCHOOL COURSE MATERIAL FEES

47	4530	Competition & Competitor Analysis		150.00	150.00	0.0%
48	4535	Integrating & Implementing Marketing Decisions		150.00	150.00	0.0%
49	4538	C&S Women in Leadership			125.00	
50	4539	C&S Business Sustainability		110.00	110.00	0.0%
51	4545	Sports and Entertainment Analytics			75.00	
52	4547	Health Sector Leadership		125.00	125.00	0.0%
53	4548	Consumer Insights			110.00	
54	4554	Private Equity		150.00	150.00	0.0%
55	4557	C&S - Business, Government and Globalization		100.00	100.00	0.0%
56	4558	New Venture Creation		150.00	150.00	0.0%
57	4559	Raising Capital in Financial Markets		130.00	130.00	0.0%
58	4600	Data Management for Decision Making			50.00	
59	4564	Design Driven Innovation		150.00	150.00	0.0%
60	4566	Managing High Growth Companies		100.00	150.00	50.0%
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		450.00	450.00	0.0%
64	4574	Mergers and Acquisitions		125.00	125.00	0.0%
65	4580	Reputation Management		90.00	75.00	-16.7%
66	4588	C&S Sustainable Finance		125.00	125.00	0.0%
67	4590	Introductory Data Science			50.00	
68	4592	Sports and Entertainment Marketing		125.00	130.00	4.0%
69	4596	Power and Politics			150.00	
70	4498	Managing People for Exceptional Performance			75.00	
71	4604	Special Topics in Business Statistics			100.00	
72	4607	Microeconomics for Managers		200.00	175.00	-12.5%

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PROPOSED 2021-22 BUSINESS SCHOOL COURSE MATERIAL FEES

73	4608	C&S Managing Energy			75.00	
74	4610	Leading Family Firms		50.00	50.00	0.0%
75	4611	Start Ups		100.00	100.00	0.0%
76	4613	Fundamentals of Comercial Real Estate			110.00	
77	4614	Social Media, Analytics and Digital Marketing		150.00	150.00	0.0%
78	4616	Innovation, Entrepreneurship and Economic Growth in Israel		100.00	100.00	0.0%
79	4619	The Performing Leader		100.00	100.00	0.0%
80	4620	Impact Assessment		150.00	150.00	0.0%
81	4621	Design and Technology Management		175.00	175.00	0.0%
82	4622	Corporate Strategy			150.00	
83	4623	International Collaborative Arrangements		150.00	100.00	-33.3%
84	4624	Managerial Accounting & Control		150.00	150.00	0.0%
85	4625	Developing More Sustainable Supply Chain		175.00	175.00	0.0%
86	4626	Special Topics in Cross Cultural Management			100.00	
87	4630	Special Topics in Digital Transformation			125.00	
88	4633	Special Topics in Design Driven Innovation			75.00	
89	4634	Special Topics in Competing with China			75.00	
90	4628	Fintech Disruption of Banking		125.00	125.00	0.0%
91	4629	Sales Foundations			125.00	
92	4635	Simulation and Risk Analysis			75.00	
93	4638	Digital Platform Implementation			150.00	
94	4641	Managing Risk in Organizations			100.00	
95	4643	Global Financial Markets			75.00	
96	4644	Leading Responsibly			35.00	

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Table 5

PROPOSED 2021-22 BUSINESS SCHOOL COURSE MATERIAL FEES

97	4646	Systems Thinking			35.00	
98						
99	Note: Courses may change depending on enrollment for Winter Term 2020					
100	Program Activity Fees					
101	3302	Communications	<i>Improv Workshop</i>	10.00	10.00	0.0%
102	3302	Communications	<i>Supporting Roles</i>	10.00	10.00	0.0%
103	3304	Operations - Operations in various organizations	<i>Field Trip</i>	30.00	30.00	0.0%
104	3311	Leading People in Organizations: Team Building Exercise	<i>Field Trip</i>	60.00	60.00	0.0%
105	3311	Leading People in Organizations: Team Building Exercise	<i>Transportation</i>	10.00	10.00	0.0%
106	3311	Leading People - Supporting Roles Workshop Role-play	<i>Commitment Workshop</i>	40.00	40.00	0.0%
107	4535	SABRE	<i>Simulation</i>	70.00	70.00	0.0%
108	4433	Stock Track Simulation	<i>Simulation</i>	25.00	25.00	0.0%
109	4535	Simulation	<i>Simulation</i>	65.00	65.00	0.0%
110	4441	Entrepreneurial Marketing Simulation	<i>Simulation</i>	30.00	30.00	0.0%
111	Notes					
112	•	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.				
113	•	Approximately \$10.00 has been added to the course pack fee to cover the cost of binding, graphic services labour charges and distribution costs.				
114	•	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.				
115	•	Any increase/decrease in fee reflects adjustments made due to actual costs as compared to estimated fees from previous year.				
116	•	Estimated fees for new core courses are based on how many cases and readings will be used.				

ITEM 10.2 – Strategic Planning Update

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

M. Davison, Dean (Science) will provide a verbal update on the strategic planning process to committee members for information.

Report of the COU Academic Colleague Professor Erika Chamberlain

The COU Academic Colleagues and full Council met virtually on April 1. The following items are of potential interest to Senators.

Ontario Budget: Budget 2021 centres on two key pillars: “Protecting People’s Health” and “Protecting Our Economy.” The Budget focuses on “defeating COVID-19” through a series of actions, and increases COVID-19-related funding to \$51 billion over four years.

The budget did not itself provide detailed information about funding for higher education, but did “re-announce” some funds that were already committed:

- \$106.4M in COVID-19 funding for institutions facing the greatest financial impacts from the pandemic, taking into account size and relative financial health/resources (announced March 19). (Western did not receive any of these funds.)
- \$39.5M to help Mitacs create up to 8000 paid research internships for postsecondary students (announced March 10).
- expansion of OSAP to include nearly 600 micro-credential programs (announced March 18). The budget also included \$21.4M over two years toward the “Virtual Learning Strategy” (eCampus Ontario).
- \$7M to increase student access to mental health and addiction services (announced February 9).
- \$493M over three years for post-secondary facilities renewal; universities are expected to receive 64.4% of this envelope.
- \$1.5M to support the Special Implementation Team on Intellectual Property, which includes support of a web-based IP curriculum, development of a centralized Ontario resource, and creation of robust IP policy to help prioritize commercialization of Ontario-based ideas. The budget indicates that the government wants to clarify the commercialization mandates of post-secondary institutions, with the objective of ensuring that IP generated through taxpayer-funded research will have social and economic benefits for Ontario.
- \$614.3M over two years for targeted employment and training supports, including supports for those facing the highest rates of unemployment during the pandemic, and workers in the hardest-hit sectors.
- the domestic tuition freeze appears not to have been extended past the current year.

The full Council meeting included an open discussion period on the Post-Pandemic University, including the main themes of student mental health, hybrid/blended learning, EDID, and accessibility of higher education.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING AGENDA

1. Report of the Senate Committee on University Planning

S. Pitel, Senator

ITEM 10.1 – 2021-22 University Operating and Capital Budgets

- a) Budget page 2 states “We had set aside \$13.5 million in special one-time funding to support students impacted by COVID-19 and who are faced with financial pressures. From this, a sum of \$3 million was used to support our students through various programs which left about \$10.5 million unspent.” Were all student requests for student support related to the pandemic met, either from these or other available funds?
- b) Budget page 8 states: “Faculties with substantial carryforward funds (which are one-time in nature) were provided with the option of exchanging carryforward funds for base funding at the rate of \$1 million carryforward for \$150,000 base budget. This option was made available in-year in the current year (2020-21).” Will this option be made available in 2021-22 and indeed in a subsequent year when it could be used effectively by a faculty?
- c) Budget page 35 line 2 addresses spending \$15.5M on the Fieldhouse. Should this be being treated as an operating expense rather than as a capital project (and so left to the capital budget)?

2. Report of the Senate Committee on University Planning

M. Reesor, Observer

ITEM 10.1 – 2021-22 University Operating and Capital Budgets

- a) I want to start by commending Western’s 2021-2022 Capital and Operating Budget. In several areas, the USC has found many of the investments to be extremely student-centric, particularly those towards the creation of the Office of an AVP EDI, Indigenous and EDI-focused curriculum improvements, as well as continued commitment to sustainability and improving our campus’ environmental impact. I did, however, want to address the planned increase in international tuition. Following the initial impacts of the pandemic, students heavily voiced their opposition to the increases in international tuition that took place this past year. As a result, the USC called on the University to limit future tuition increases to 5% and 3% for incoming and returning international students respectively. In seeing increases of 8% and 4% for incoming and returning international students respectively in this year’s budget, in the midst of a third wave where students continue to be heavily financially impacted by the pandemic, I on behalf of the USC wish to ask about the plans for these increases. Specifically, how much longer will increases continue at this rate? And in the name of predictability for students’ financial needs, would the university agree to formally announce its plan for international tuition increases and the rates of increase each year?

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

1. Follow-up Regarding Senate Elections

B. MacDougall-Shackleton, Observer

- a) I would like an update on the matter of Lecturers’ right to vote in Senate elections. Western is the outlier among Ontario universities in forbidding Lecturers to vote or to stand for Senate election. Denying Lecturers the ability to participate in collegial governance is an equity issue, as this group is disproportionately female and precariously employed. The prospect of a non-voting observer at

Senate is not an advance, as meetings are already open and members of the audience can already request permission to speak.