



MINUTES OF THE MEETING OF SENATE

FEBRUARY 17, 2017

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

SENATORS: 67

A. Abuhussein	C. Jones	I. Paul
R. Andersen	D. Jorgensen	B. Paxton
E. Ansari	R. Kennedy	W. Pearson
A. Bachman	M. Knott	C. Roulston
I. Birrell	D. Laird	B. Rubin
P. Bishop	R. MacDougall	J. Rylett
A. Bowlus	S. Macfie	J. Scarfone
J. Capone	E. Macpherson	Z. Sinel
T. Carmichael	M. McDayter	A. Singh
A. Chakma	L. McKivor	W. Siqueira
A. Chant	C. Mcleod	V. Staroverov
K. Clark	B. Meharchand	T. Straatman
R. Collins	K. Mequanint	M. Strong
M. Crossan	J. Michalski	D. Sylvester
M. Crystal	M. Milde	G. Tigert
C. Davidson	L. Miller	J. Toswell
J. Deakin	D. Moser	S. Trosow
P. Doyle	K. Myers	T. Tucker
N. Dyer-Witthford	P. Nesbitt-Larking	M. Viczko
J. Garland	V. Nielsen	C. Wang
A. Grzyb	C. Olivier	J. Wilson
C. Hardy	K. Olson	
M. Jadd	H. Orbach-Miller	

Observers: E. Avila, K. Campbell, E. Chamberlain, A. Di Sebastiano, J. Doerksen, L. Gribbon, T. Hinan, S. Pitel

By Invitation: P. Barmby, H. Connell

S.17-20 **Land Acknowledgement**

L. Miller read the land acknowledgement.

S.17-21 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of January 20, 2017 were approved as circulated. The Secretary reported that the minutes had been reposted earlier in the week with the inclusion of a sentence in S.17-16: Update on Bus Rapid Transit regarding the membership of the Open Space and Landscape Planning Committee.

S.17-22 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics: Support for diversity and inclusion, approval by the Board of Governors of the rapid transit proposal, Western's Deputy Minister University Champion visits campus, leadership update and the President's Lecture on March 8, 2017 featuring His Excellency the Right Honourable David Johnston, Governor General of Canada.

S.17-23 **Strategic Mandate Agreement (SMA) Process**

The Provost was invited to provide an update on the status of the Strategic Mandate Agreement (SMA) process. Overhead slides used to highlight the presentation are attached as [Appendix 1](#). In terms of strategy, for this round of SMA discussions, she expected that little would change from SMA 1, which identified five areas of institutional strength defined as broadly as possible to provide maximum flexibility in establishing new programs. Of more importance is the return to a corridor-based funding model. With the updated funding formula, the government will be shifting focus from growth to "high-quality student outcomes." While the government has stated that the new formula will provide funding protection for enrolment declines and that institutions will be kept whole, it will not provide funding for enrolment growth and there will be no new money added to the system. Additionally, the new formula will shift some funding to support differentiation for each institution.

In SMA 3, it is expected that the differentiation funds will be allocated on a competitive basis using outcome measures such as student experience, innovation and teaching, access, research excellence and economic development. System metrics will be established by the government and universities will be asked to develop institution-specific metrics. However, the outcome metrics are not well defined and will need to be tracked to determine if they are meaningful, sensitive to change and reliable.

In response to a question, J. Deakin confirmed that the 2016-17 enrolment numbers would be used to establish Western's corridor position. However, it remained important for faculties to meet the 2017-18 targets because Western is in the middle of the budget cycle and will continue revenue sharing to the end of the cycle.

A member suggested that the SMA should acknowledge information and media studies as a sixth area of institutional strength given that Western is the only institution to establish a faculty in this area of scholarship. The Provost indicated that she would take this under advisement, but reiterated the need to retain maximum flexibility for future programming.

With respect to differentiation metrics, in response to questions, the Provost noted that the definition of the categories was still a work in progress; it was her understanding that the template under development would permit institutions to set the weight attributed to each metric. There was no intent to use differentiation for closing faculties such as Arts & Humanities and Music, both with enrolment challenges, nor was there any intent to use the SMAs or the funding formula to change the faculty complement. The report presented by Vice-Provost Campbell at the last meeting of Senate demonstrated that Western's full-time faculty complement writ large is stable, although there may be some local faculty differences. The President added that while the government's full intentions with respect to differentiation are not yet known, they have presented five priorities as the means by which universities must differentiate rather than focusing on differentiating through academic disciplines.

S.17-24 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by A. Singh, seconded by M. Jadd,

That the 15 items listed in Exhibit II, Unanimous Consent Agenda, be approved or received for information by the Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.17-25 **Senate Membership – Richard Ivey School of Business Constituency**

It was moved by A. Singh, seconded by M. Jadd,

That the seat held by Matt Thomson, representative of the Richard Ivey School of Business constituency, be declared vacant as a result of his resignation and that John Wilson be elected to fill this vacancy for the remainder of the term (June 30, 2017).

CARRIED (By Unanimous Consent)

S.17-26 **Revisions to Adopted Policies and Procedures of Senate – Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc.**

It was moved by M. Milde, seconded by H. Orbach-Miller,

That the revisions to Adopted Policies and Procedures of Senate - Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc., detailed in Exhibit III, Appendix 1a, be approved.

CARRIED

S.17-27 **Revisions to SCUP Terms of Reference and Composition**

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

That the revisions to the SCUP terms of reference and composition shown in Exhibit III, Appendix 2 be approved.

A member asked that consideration be given to reinstating the Annual Report on Student Financial Aid. G. Tigert, University Registrar, said that over time there has been a sense that financial aid matters have been well handled and student satisfaction is high, consequently the report was discontinued quite a number of years ago. The Chair of SCUP agreed to refer this request to SCUP for consideration.

The question was called and CARRIED

S.17-28 **Information Item Reported by the Operations/Agenda Committee**

The Report of the Operations/Agenda Committee contained the following item that was received for information by unanimous consent:

- Autumn Convocation Order of Ceremony

REPORT OF THE NOMINATING COMMITTEE [Exhibit IV]

S.17-29 **Senate Operations/Agenda Committee - Membership**

C. Jones was elected by acclamation to the Operations/Agenda Committee to replace M. Thomson who has resigned (term to June 30, 2018).

S.17-30 **Selection Committee for the University Secretary**

T. Carmichael, P. Doyle, L. Rosen and J. Toswell were elected by acclamation to the Selection Committee for University Secretary.

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

S.17-31

Introduction of a Fall Reading Week and Related Amendments to Academic Policies

It was moved by S. Macfie, seconded by C. Wang,

That effective September 1, 2017 a Fall Reading Week be introduced in conjunction with Thanksgiving for a two-year trial period, and

That the policies on “Evaluation of Academic Performance” and “Adding and Dropping Courses” be revised as shown in Exhibit V, Appendix 1, and

That the “Structure of the Academic Year” policy be revised as shown in Exhibit V, Appendix 2.

S. Macfie, Chair of the Senate Committee on Academic Policy and Awards (SCAPA) and J. Doerksen, Vice-Provost (Academic Programs), provided an overview of the history of Fall Study Break and the process involved in investigating options to extend the break to a longer period. This break does not apply to graduate students. An ad hoc Committee of SCAPA was created last fall to look into the possibility of having a full week break in the fall term. SCAPA first wanted to look at the impact such a change might have on the structure of the academic year while considering the required number of teaching days for undergraduate courses, policies around acceptable exam dates, policies around providing students with grades prior to course drop dates and other areas. As part of their review, the ad hoc committee learned that three quarters of the universities in Ontario, and more than half of the universities in Canada, scheduled four or more study days during the fall term. This is a reflection of the fact that most undergraduate programs have moved, or are moving, from offering full courses to offering half courses. In the past, when more courses ran from September to April, the particularly stressful times fell just prior to the December break, with mid-year exams. Now that many courses are completed within the fall term, the new stressful time appears during fall mid-term exams, around October. Last year, students were given the opportunity to complete a survey about the current two-day fall break, with the vast majority indicating a longer break would be better and a break during the same week of Thanksgiving would be preferable for the opportunity to visit family.

Responding to a question as to whether the current two-day study break has relieved mental health concerns, J. Doerksen said that such a question was asked on the survey. 47 percent of students said that they used a lot of the two days to work on course work and 43 percent said it relieved stress quite a bit.

A member questioned the timing of the break given that Thanksgiving comes around four weeks into the term and suggested that it would seem to make more sense to have it later. It seems that much seems to depend on the policy that there needs to be 62 teaching days in a term. The member suggested that perhaps it would be better to tackle that question and then determine the appropriate timing for a break. J. Doerksen said that the number of teaching days in a term is a larger question that should be considered in future. In the meantime, the timing proposed was reflective of student preference to (a) have more time to prepare for the first round of tests, and (b) to have the opportunity to spend time with family around the Thanksgiving holiday. He also suggested that programming could be developed for the fall study week so it would be helpful to students in making the best use of the time.

Commenting on a concern about the reduced time frame from one week to three days for the return of work worth at least 15 percent of a final grade, S. Macfie noted that this, combined with the change in drop dates will allow for four more days of instruction and for an extra weekend where tests could potential occur.

A member noted that there seemed to be general support for the proposal and asked that the question be called.

The question was called and CARRIED (Unanimous).

S.17-x32 **Faculty of Health Sciences, School of Kinesiology: Revisions to the Admission Requirements**

S.17-32a **Revisions to the First Year Admission Requirements of the School of Kinesiology**

It was moved by A. Singh, seconded by M. Jadd,

That effective September 1, 2017, the Admission Requirements to first year for the School of Kinesiology be revised as shown in Appendix 4.

CARRIED (By Unanimous Consent)

S.17-32b **Revisions to the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program**

It was moved by A. Singh, seconded by M. Jadd,

That effective September 1, 2017, the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program be revised as shown in Exhibit V, Appendix 5.

CARRIED (By Unanimous Consent)

S.17-33 **School of Graduate and Postdoctoral Studies: Modification to the Non-Thesis Biochemistry Master of Science (MSc) Program**

It was moved by A. Singh, seconded by M. Jadd,

That, effective January 1, 2017 the Non-Thesis Biochemistry MSc Program be modified as shown in Exhibit V, Appendix 6.

CARRIED (By Unanimous Consent)

S.17-34 **School of Graduate and Postdoctoral Studies, Faculty of Education: Renaming of the “Multiliteracies Education” Field to “Literacy Education” Field in the Master of Professional Education (MPEd) Program**

It was moved by A. Singh, seconded by M. Jadd,

That effective September 1, 2017 the “Multiliteracies Education” field be renamed as “Literacy Education” field.

CARRIED (By Unanimous Consent)

S.17-35 **School of Graduate and Postdoctoral Studies: Introduction of the Applied Sciences (AS) Spoke in the Master of Management of Applied Science (MMASc) Program**

[P. Barmby was granted speaking privileges to respond to questions regarding this item]

It was moved by S. Macfie, seconded by A. Singh,

That effective September 1, 2017 the Applied Sciences (AS) spoke be introduced in the Master of Management of Applied Science (MMASc) Program as shown in Exhibit V, Appendix 7.

A member asked if any of the “spoke” courses will be cross-listed with existing courses or whether they would be new. P. Barmby, Associate Dean, Graduate and Postdoctoral Studies, Faculty of Science said the intention is that the data analytics will be cross-listed and multiple sections would be an option if necessary to address increases in class size.

S.17-36 **Huron University College: Introduction of a Minor in Histories of Africa and African Diasporas**

It was moved by A. Singh, seconded by M. Jadd,

That a Minor in Histories of Africa and African Diasporas be introduced at Huron University College, Faculty of Arts and Social Science, effective September 1, 2017, as shown in Exhibit V, Appendix 8.

CARRIED (By Unanimous Consent)

S.17-37 **Huron University College: Introduction of a Minor in Pacific Rim Studies**

It was moved by A. Singh, seconded by M. Jadd,

That a Minor in Pacific Rim Studies be introduced at Huron University College, Faculty of Arts and Social Science, effective September 1, 2017, as shown in Exhibit V, Appendix 9.

CARRIED (By Unanimous Consent)

S.17-38 **King’s University College: Withdrawal of the Minor in Dramatic Literature**

It was moved by A. Singh, seconded by M. Jadd,

That effective September 1, 2017 admission to the Minor in Dramatic Literature be discontinued and that the Minor be withdrawn.

CARRIED (By Unanimous Consent)

S.17-39 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

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

- Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in American Studies and Mathematics
- Revisions to the “Deadlines: General Policies on Application and Admission Deadlines” Policy
- New Scholarships and Awards

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

S.17-40 **Catalyst Capital Fellow in Insolvency Law**

It was moved by A. Singh, seconded by M. Jadd,

That Senate approve establishment of the Catalyst Capital Fellow in Insolvency Law within the Faculty of Law, shown in Exhibit VI, Appendix 1.

CARRIED (By Unanimous Consent)

S.17-41 **Catalyst Capital Visiting Professor in Insolvency Law**

It was moved by A. Singh, seconded by M. Jadd,

That Senate approve the establishment of the Catalyst Capital Visiting Professor in Insolvency Law within the Faculty of Law, shown in Exhibit VI, Appendix 2.

CARRIED (By Unanimous Consent)

S.17-42 **2017 Entrance Standards for Undergraduate First-Year Admissions**

It was moved by D. Laird, seconded by M. Jadd,

That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in Exhibit VI, Appendix 3.

CARRIED

S.17-43 **Five-Year Enrolment Projections**

It was moved by D. Laird, seconded by P. Bishop,

That the five-year enrolment projections/plans presented in Exhibit VI, Appendix 4 be used for University budget planning purposes.

A member asked whether the projected increases in graduate enrolment are in thesis-based programs or in professional programs. The Provost said that it would vary and that the projections came from the faculty planning process. Actual allocations would be approved annually through the budget process.

Asked whether it was possible there would be unfunded graduate students, the Provost replied that this would not be the case. These were aspirational numbers, not caps and approvals of actual numbers of graduate students are done through the budget process over a five-year outlook. She acknowledged that, based on agreements in place with each institution, the numbers at the Affiliated University Colleges were capped.

The question was called and CARRIED.

S.17-44 **Provost's Update on Planning Process**

The Provost provided an update on Western's budget and planning process. The presentation included information on the status of the current planning process, including the budgetary context, planning issues and feedback from units regarding planning issues, high-level budget assumptions, the constituent University FTE Enrolment, operating revenues, the Provost's recommendations including University-wide issues for the 2017-18 budget, issues under review/consideration and next steps. Overhead slides used to highlight the presentation are attached to these minutes as [Appendix 2](#).

Referring to proposed capital projects involving the Schulich School of Medicine & Dentistry and specifically the animal care facilities, a member raised a number of concerns he had heard about conditions for staff in those facilities, particularly regarding to allergens and air quality. J. Capone, Vice-President (Research) provided responses to those concerns that indicated they were, in large part, not accurate. The plan for upgraded and new facilities was not developed in response to concerns about allergens, but to address the need for more work space for researchers. The Provost noted that while planning for the animal care facilities has started, a timetable for completion is not yet in place, but the space would meet industry standards and all health and safety requirements.

A member noted that the USC had provided a budget submission to the Provost with suggestions for improvements to the way academic advising appointments are made and with respect to providing examination schedules earlier in the term and asked for an update on their status. G. Tiger, University Registrar, indicated that those proposals are being costed.

S.17-45 **Information Items Reported by the Senate Committee on University Planning**

The Report of the Senate Committee on University Planning, detailed in Exhibit VI, contained the following items that were received for information by unanimous consent.

- Report on Year One Class and Entering Averages
- Office of the University Ombudsperson Annual Report 2015-16

S.17-46 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit VII]

Exhibit VII, Report from the Board of Governors, was received for information by unanimous consent.

QUESTIONS FROM MEMBERS

S.17-48 **University Advertising**

A member noted that two Canadian universities had discovered, to their embarrassment, that their advertisements had been placed on Breitbart without their knowledge and asked whether this could happen to Western. H. Connell, Associate Vice-President (Communications & Public Affairs) said that Western reviews all proposed placements before any Western advertisement is posted.

ADJOURNMENT

The meeting adjourned at 3:25 p.m.

A. Chakma
Chair

I. Birrell
Secretary

Overview 2017-20 Strategic Mandate Agreements

Western University
Senate February 17th, 2017

Context

- **November 2013:** The Ministry of Advanced Education and Skills Development (MAESD) released *Ontario's Differentiation Policy Framework for Postsecondary Education*
- **Summer 2014:** The first round of Strategic Mandate Agreements (SMAs) we signed with all publicly assisted colleges and universities in Summer 2014.
- **Winter 2017:** MAESD is engaging with the sector on the next round of SMAs (SMA2).

Differentiation Policy Framework

Government's vision for more differentiated PSE system.

Preservation of educational quality and institutional excellence within a sustainable cost structure.

SMAs

Support existing institutional strengths & alignment with government priorities.

Outlines system-wide and institution-specific metrics that will help to measure progress.

Policy and Funding Levers

Key tool supporting Ministry decision-making & policy development processes:

- Enrolment;
- Graduate spaces;
- Program approvals;
- Capital, etc.

2014–2017 Cycle 'SMA1'

- SMA1 marked the first time that the Ministry discussed current strengths and future aspirations with each institution, in the context of the government's priorities and the activities across the rest of the sector.
 - The Ministry committed to align relevant policies and processes to support institutions in building on their strengths.
 - The Ministry also committed to the launch of an open and transparent consultation on university funding reform, and align the college and university funding processes with institutional strengths outlined in the SMAs.

3

Funding Formula Reforms

- The Funding Formula discussion focused on the following principles:
 - Improving financial sustainability;
 - Supporting differentiation;
 - Enhancing the quality of the student experience; and,
 - Improving transparency and accountability.
- This resulted in changes to how funding will be delivered, and changes in institutional accountabilities;
 - Corridor Model;
 - Outcomes-based funding approach; and,
 - Model clean-up as needed.

4

University Funding Formula – Conceptual Model

Core Operating Grant (enrolment-based)	Differentiation Envelope	Special Purpose Grants
Basic Operating Grant \$2.43B	Competitive Portion	Women's Campus Safety \$0.7M
Undergraduate Accessibility Grant \$202M	Existing Key Performance Indicators \$23.2M	French Language Flow-Through Grants (7 Grants) \$14M
Graduate Expansion Grant \$98.6M	Existing Quality Grants \$131M	Mental Health Strategy \$1.5M
Graduate Expansion Grant – Funding for International PhDs \$2.88M	Existing Institution- Specific Grants \$6.9M	Disability Supports (4 Grants) \$22.1M
Medical Expansion (4 Grants) \$97.7M	Funds From BOG Adjustments - Funding Equity - \$188M	First Generation Grants (3 Grants) \$6.5M
Midwifery \$3.21M	Research Overheads Infrastructure Envelope \$27.8M *	Indigenous Student Supports (4 Grants) \$10.9M
Nursing (2 Grants) \$23.6M	Mission-Related Portion	Institution-Specific (Restricted Use) (5 Grants) \$31.7M
Teachers Education(2 Grants) \$55.1M	French Language and Bilingualism (2 Grants) \$44M	Grant in lieu of Municipal Tax \$29.3M
	Northern Ontario Grant \$33.6M	Credit Transfer \$5.88M
		International Strategy \$0.77M
		Trillium Scholarship \$8.0M
		Grants for Clinical Programs (3 Grants) \$10.2M
		Teachers Ed Phase-In & Collaborative (2 Grants) \$5.9M
		Other Time-Limited \$3.2M

* ROIE – Classification is TBD based on SMA talks

5

Differentiation Priorities

- **Student Experience:** Institutional strengths in improving student success and overall experience to support positive student outcomes.
- **Innovation in Teaching & Learning Excellence:** Innovative institutional efforts including experiential, entrepreneurial, personalized and digital learning that contribute to a highly skilled workforce.
- **Access & Equity:** Institutional strengths in improving postsecondary access and equity for qualified students.
- **Research Excellence & Impact:** Institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub.
- **Innovation Economic Development & Community Engagement :** Role institution plays in contributing to various communities and economic development, building dynamic partnerships with business, industry, community members and other colleges and universities.

6

2017-2020 Cycle 'SMA2'

- SMA2 will use the new structures and tools created by the new funding model to drive differentiation in the sector through:
 - Institution-specific enrolment targets that support sustainability;
 - System-wide and institutional metrics;
 - Incenting institutions to focus on their core areas of strength.
- SMA2 is a 'way-station' on the journey to SMA3:
 - Colleges and Universities are transitioning to a system where a portion of funding will be tied to performance.
 - MAESD is gradually introducing risk without destabilizing the system.

7

2020-2023 Cycle 'SMA3'

- Consistent, comparable, system-wide metrics will have been defined by SMA3, in collaboration between the Ministry and the sector.
- This will include a Data Strategy consultation to measure student success/outcomes and financial sustainability.
- System-wide performance-based funding metrics and targets beginning with SMA3, in 2020.

8

Next Steps

- Funding Formula technical briefings with the sector February 8 2017.
- Final SMA Templates out to institutions mid February 2017.
- SMA2 Institution visits by negotiators to mid March 2017.
- SMA2 expected to be finalized by early summer 2017.

END



Update on Budget and Planning

Senate
February 17, 2017

Planning Process Status

- Planning Guidelines (Sept 2016)
- Planning Meetings (Nov/16-Jan/17)
 - 11 Faculty Meetings
 - 23 Support Unit Meetings
- Faculty Recommendations Finalized (Feb/17)
 - Deans informed
- All Other Recommendations Currently under Review

Planning Issues: **University-wide Items**

- Increased pressure to Align Expenditures and Revenues
 - Overall Enrolment Level 
 - Revenue Growth 
 - Differential Enrolment Demand across Faculties – leading to Differential Budget Pressures
- Numerous Capital Needs
 - Academic Space Renewal and Expansion
 - Student Learning and Study Spaces
 - Utilities Infrastructure under Pressure
 - Safe Campus, Traffic Management, Parking

Planning Issues: **What we Heard**

- **Faculties**
 - Need to Align Revenues and Expenditures in Faculties with declining enrolments
 - Significant Capital/Equipment Infrastructure needs
- **Support Units**
 - Increased Service Demand Pressures – and the need to maintain staffing levels
 - Information Technology needs
 - Research Support (e.g. SSHRC disciplines, CFI, CERC)
- **Students**
 - Technology to enhance Academic Counseling Services
 - Enable Students to plan for Exam Season

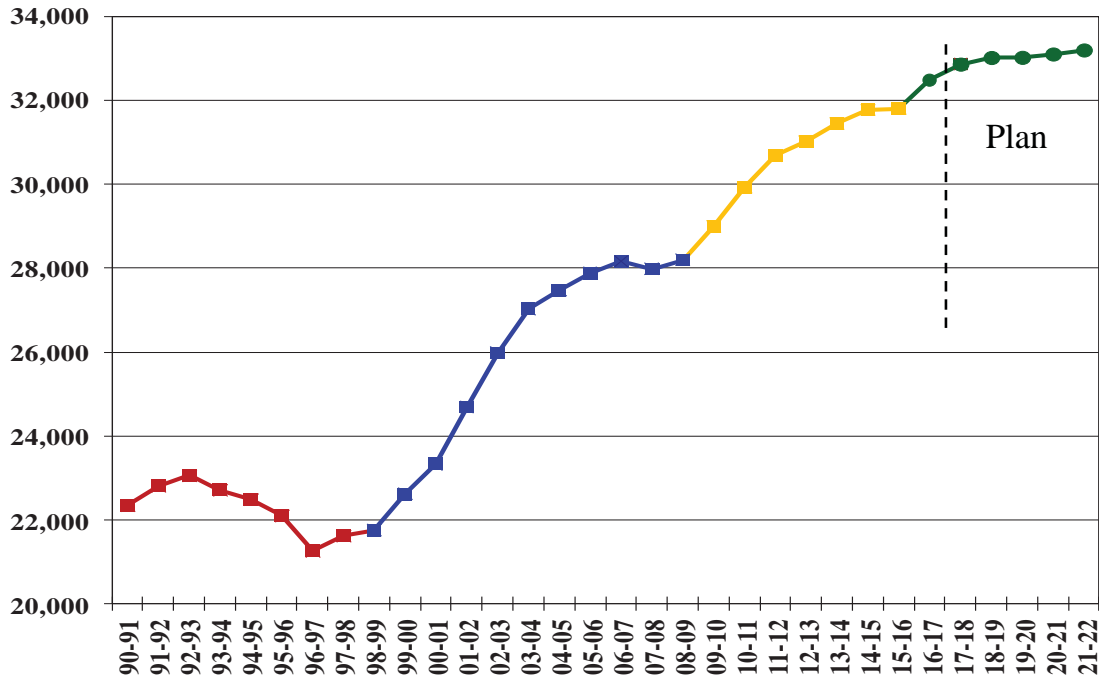
Budgetary Context

- **We're into a Period of Constrained Revenues and Continued Increases in Cost Pressures**
 - Enrolments Reaching Steady-State
 - New Funding Formula to be implemented in 2017-18
 - Corridor System – with no incremental funding for domestic enrolment growth
 - Domestic Tuition Capped at 3% Overall
- **Costs Continue to Increase**
 - Employee Salaries
 - IT Infrastructure
 - Space/Facilities Costs
 - Utilities, Deferred Maintenance, Operating Costs

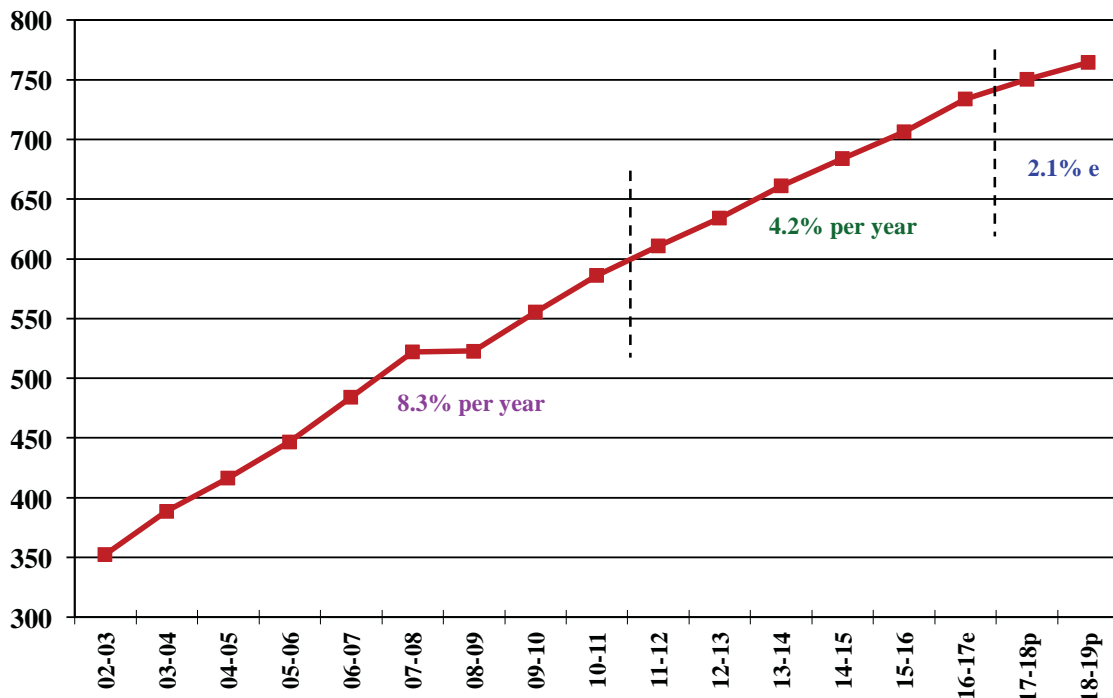
High-level Budget Assumptions

- Undergraduate Enrolments
 - First-year Class of ~5,100 with 600 International
- Graduate Enrolments come from Faculties
 - Ambitions Growth Plans – Allocation limits
 - **More Conservative Figures used for Budget Planning**
- Grant Funding flat at 2016-17 Levels
- Tuition
 - Domestic: Overall Increase of 3%
 - International Tuition – moving towards Ontario U6 levels
 - *Patterns of Increases similar to recent years*

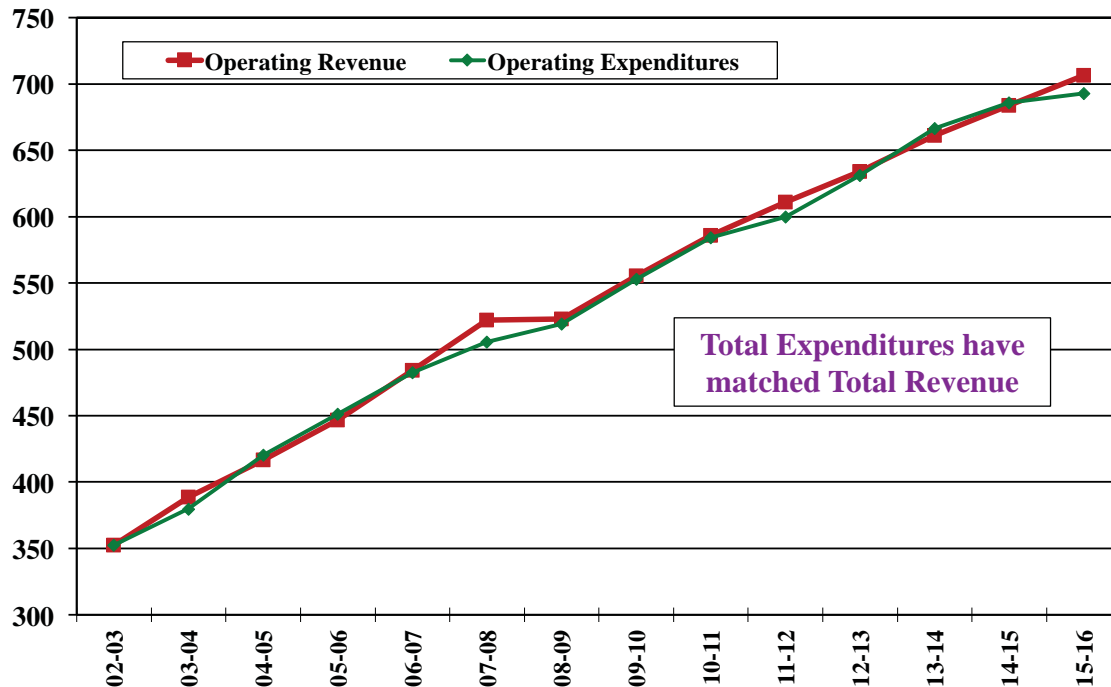
Western: Constituent University FTE Enrolment



Operating Revenues (\$M)



History of Operating Revenue and Expenditures (\$M)



Provost's Recommendations: University-wide Issues for the 2017-18 Budget

- Move forward with Priority Capital Projects
 - Integrated Learning and Innovation Centre
 - Modernization of Thames Hall
 - Renewal/Replacement/Expansion of Medical Facilities
 - Space realignment Projects in Science and Social Science
- Indigenous Initiatives -- \$1M Base Allocation
- Expand the Endowed Chairs Matching Program with a \$25M One-Time Allocation
 - Strategic Plan Priority
- Support for Research/Scholarship Initiatives
 - Add \$2.5M to the SSHRC Disciplines Endowment
 - Commit \$5M one-time over two years – for CERC Matching
- Develop a vision for Pedestrian Friendly and Campus Safety Initiatives – and continue with initial stages

Other **University-wide** Issues Under Review/Consideration

- Additional Capital Needs
 - Modernization of Instructional Facilities
 - Energy Efficiency Initiatives
 - Sports Facilities Upgrades
- Emergency Communications Infrastructure
- IT Infrastructure Needs

Next Steps

- Review Support Unit recommendations – and inform Unit Heads by late February
- IPB to finalize University-level budget forecasts in mid-March
- Followed by finalization of other University-level recommendations – **based on available resources**
- Full Budget comes to Senate through SCUP in April
 - Approval by Board of Governors in early May