



# The UNIVERSITY of WESTERN ONTARIO

## **BOARD OF GOVERNORS MEETING**

**1:00 p.m., Tuesday, June 26, 2007  
Room 330, Stevenson-Lawson Building**

1. Adoption of Agenda - Open Session
2. **Report of the President** (Paul Davenport)
3. Unanimous Consent Agenda - **Appendix I**
  - Includes Minutes of the Meetings of April 24 and May 3, 2007
4. Reports of Committees:
  - Property & Finance Committee - **Appendix II** (Frank Angeletti)
  - By-Laws Committee - **Appendix III** (Ed Holder)
  - Senior Operations Committee - **Appendix IV** (Helen Connell)
  - Development & Fund Raising Committee - **Appendix V** (Kelly Meighen)
  - Audit Committee - **Appendix VI** (Keith Zerebecki)
5. Items Referred by Senate - **Appendix VII** (Paul Davenport)
6. Questions from Members
7. Adjournment to Confidential Session

# The UNIVERSITY of WESTERN ONTARIO



## MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

June 26, 2007

The meeting was held at 1:30 p.m. in Room 330 Stevenson-Lawson Building.

PRESENT: Ms. H. Connell, Chair  
Ms. I. Birrell, Secretary

Mr. F. Angeletti  
Dr. D. Bentley  
Mr. S. Coxford  
Dr. P. Davenport  
Mr. T. Garrard  
Ms. L. Gribbon  
Ms. S. Grindrod  
Dr. T. Hewitt  
Mr. E. Holder  
Mr. H. Kelly  
Ms. G. Kulczycki

Dr. F. Longstaffe  
Ms. K. Meighen  
Dr. L. Miller  
Ms. J. Moss  
Mr. J. Nash  
Ms. M. Noble  
Dr. S. Singh  
Ms. J. Vanderheyden  
Dr. J. White  
Mr. R. Yamada  
Mr. K. Zerebecki

By Invitation: M. England, D. Hunter, D. Riddell, A. Weedon

### BG.07-53 REPORT OF THE PRESIDENT

The President reported on the integration of the Robarts Research Institute, Western Researchers Successful in National Funding Competitions, AUCC President's visit to Western, the new COU President's visit to Western, Spring Convocation 2007, and activities of the President during the months of May and June. Overhead slides used to highlight his presentation are attached as Appendix 1.

### BG.07-54 UNANIMOUS CONSENT AGENDA [Appendix I]

It was moved by F. Angeletti, seconded by M. Noble,

That the 22 items listed in Appendix I be approved and/or received for information by the Board of Governors by unanimous consent.

CARRIED

BG.07-55 **Minutes of the Previous Meetings**

The minutes of the open session of the meetings of April 24 and May 3, 2007 were approved as circulated.

**REPORT OF THE PROPERTY & FINANCE COMMITTEE** [Appendix II]

BG.07-56 **Campus Master Plan**

It was moved by E. Holder, seconded by M. Noble,

That the Campus Master Plan, attached as Appendix II, Annex 1, be approved.

Dr. Davenport gave a presentation on the Campus Master Plan detailed in Appendix II, Annex 1, including master planning principles and key issues (i.e., effect of increased graduate enrolment, transportation, new construction, and the flood fringe). Overhead slides used to highlight his presentation are attached as Appendix 2.

(See: [http://www.uwo.ca/univsec/senate/minutes/2007/m0705\\_campusmasterplan.pdf](http://www.uwo.ca/univsec/senate/minutes/2007/m0705_campusmasterplan.pdf) )

Asked if there would be an opportunity to speak with City Council about the flood plain issue, Dr. Davenport stated that the administration is seeking a meeting with the Board of Control to discuss why Western is different from other developers relative to the flood plain.

The question was called and CARRIED.

BG.07-57 **Additional Non-Tuition-Related Ancillary Fees - Dentistry HBA and MBA Programs**

It was moved by F. Angeletti, seconded by M. Noble,

That the proposed equipment, casebook and course activity fees for the Schulich School of Medicine & Dentistry and the Richard Ivey School of Business, attached as Appendix II, Annex 2, be approved

CARRIED by Unanimous Consent

BG.07-58 **Information Items Reported by the Property & Finance Committee**

The Report of the Property & Finance Committee contained the following items that were received for information by unanimous consent:

- Ancillary Budget Report - Update
- Waks Family Chair in Jewish History
- Donald L. Triggs Chair in International Business
- Faculty Fellowship in Jewish History Name Change to London Jewish Federation Fellowship in Jewish History
- Quarterly Ratio Report on Non-Endowed Funds
- Preliminary Unaudited Financial Results (Operating and Ancillary Budgets)
- Scholarships/Awards/Prizes

**REPORT OF THE BY-LAWS COMMITTEE** [Appendix III]

BG.07-59 **Amendments to Board By-Law No. 1(G.13: Access to Committee Materials and G.14: Attendance at Committee Meetings)**

It was moved by F. Angeletti, seconded by L. Gribbon,

That the Board of Governors approve the amendments to By-Law No. 1 outlined in Appendix III, Annex 1.

CARRIED

BG.07-60 **Timing of the Board Elections**

It was moved by K. Meighen, seconded by R. Yamada,

That the timing of Board elections for faculty, staff and students be changed so that elections are held in February of each year, effective February 2008;

That the transition election schedule, attached as Appendix III, Annex 2 be approved.

That the Board bylaws and election procedures be amended as indicated in Appendix III, Annex 3 and Annex 4 respectively.

CARRIED

BG.07-61 **2007 Board of Governors Election Schedule**

The Board received for information the 2007 Board of Governors Election Schedule detailed in Appendix III, Addendum, distributed at the meeting.

**REPORT OF THE SENIOR OPERATIONS COMMITTEE** [Appendix IV]

BG.07-62 **President's Priorities 2007-2008**

It was moved by F. Angeletti, seconded by R. Yamada,

That the Board of Governors approve the President's Priorities for 2007-2008 as outlined in Appendix IV, Annex 1.

Mr. Yamada asked if there is a way to measure the quality of the academic performance of graduate students beyond grades assigned. Dr. Davenport stated that one of the measures used is graduate student fellowships: Western ranks 4<sup>th</sup> for NSERC and 3<sup>rd</sup> for SSHRC. Dr. Longstaffe stated that a graduate student's teaching performance is evaluated in addition to their progression and their publications.

The question was called and CARRIED

BG.07-63 **Information Items Reported by the Senior Operations Committee**

The Report of the Senior Operations Committee contained the following items that were received for information by unanimous consent:

- Appointments to Committee



- Definition of a Registered Student for Purposes of Board Service

**REPORT OF THE DEVELOPMENT & FUND RAISING COMMITTEE** [Appendix V]

BG.07-64 **Information Items report by the Development & Fund Raising Committee**

The Report of the Development & Fund Raising Committee contained the following items that were received for information by unanimous consent:

- Fund Raising Activity Summary to April 30, 2007
- Fund Raising Progress for the Period Ending April 30, 2007

**REPORT OF THE AUDIT COMMITTEE** [Appendix VI]

BG.07-65 **Amendment to Policy 1.29 - Electronic Commerce Policy and Change of Name to “Bank Card Policy”**

It was moved by K. Zerebecki, seconded by S. Singh,

That the Board of Governors approve the amendments to Policy 1.29, Electronic Commerce Policy including the change of name to “Bank Card Policy”, detailed in Appendix VI, Annex 1.

CARRIED

BG.07-66 **Occupational Health and Safety and Rehabilitation Services 2006 Annual Report**

The Board received for information by unanimous consent a summary of the Occupational Health and Safety and Rehabilitation Services 2006 Annual Report, detailed in Appendix VI, Annex 3. The full report may be viewed in the University Secretariat or at [http://www.uwo.ca/humanresources/docandform/docs/ohs/OHS\\_annual\\_report.pdf](http://www.uwo.ca/humanresources/docandform/docs/ohs/OHS_annual_report.pdf)

**ITEMS REFERRED BY SENATE** [Appendix VII]

BG.07-67 **Report on Performance Indicators**

Mr. M. England provided an overview of the Report on Performance Indicators (PIs) detailed in Appendix VII, Annex 3. Overhead slides used to highlight his presentation are attached as Appendix 3. (see [http://www.ipb.uwo.ca/documents/2007\\_performance\\_indicator.pdf](http://www.ipb.uwo.ca/documents/2007_performance_indicator.pdf))

Mr. Yamada asked to what extent is there buy-in from the bargaining units that these particular Performance Indicators are appropriate measures of performance. Mr. England stated that during the development of the PIs, the administration had a positive discussion with the Campus Council, which includes the leaders of the bargaining units. Dr. Weedon added that there is a sense that the data show there are various ways in which money can be spent, such as improving working conditions, that lend to the quality of student experience. Mr. England noted that the Provost will invite the deans to consider the PIs during their annual budget planning process, knowing that not all benchmarks are appropriate to every faculty.

BG.07-68 **Report on Recruitment and Retention of Faculty**

Dr. Weedon provided an overview of the Report on Recruitment and Retention of Faculty detailed in Appendix VII, Annex 4.

Responding to a question regarding the long term impact of the abolition of mandatory retirement, Dr. Weedon stated that approximately 50% of faculty will continue to work until the end of their 60's but most will have retired by age 69 when the Pension Act requires that they take their pensions. When a faculty member retires the salary funds are released: some of the funds are directed towards salary increases across the general university but a portion of the funds stays in the Faculty for the dean to apply to new faculty positions. It takes approximately 1-2 years to replace a faculty member. The provision that a faculty member must give a one-year notice of retirement is helpful for budget planning as is the phased retirement plan which provides four-years notice.

BG.07-69

**Information Items Reported by Senate**

Appendix VII, Items Referred by Senate, contained the following items that were received for information by unanimous consent:

- Report of the Provost's Review Committee
- Summaries of Faculty Academic Plans
- Annual Report - Information Technology
- 2006-2007 Academic Development Fund
- Honorary Degree Recipients - Trois Pistoles French Immersion School's 75<sup>th</sup> Anniversary Convocation
- Annual Report on Promotion and Tenure Cases Considered under the Collective Agreement
- Report of the Academic Colleague
- Academic Administrative Appointments

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H. Connell  
Chair

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I. Birrell  
Secretary



# *The University of Western Ontario*

## President's Report to the Board of Governors

- Robarts Research Institute Integration
- Visit of Claire Morris, AUCC
- Visit of Paul Genest, COU
- Western Successes in Federal Granting Councils
- Spring Convocation 2007

Dr. Paul Davenport  
June 26, 2007

# Integration of Robarts Research Institute

- On June 7, Board of Robarts Research Institute approved integration into Western family – effective July 1
- Will be a Research Institute in the Schulich School of Medicine and Dentistry
- Led by Interim Scientific Director, reporting to Dean of Schulich
- Research of international stature will continue under the Robarts name
- Transition team in place – process continuing



# Visit of Claire Morris, AUCC

- Claire Morris, President of AUCC visited Western on June 7
- Met with Deans, researchers, senior administration
- Message: new Federal Science & Technology Strategy must embrace a large discipline base – including the arts, humanities and social sciences – to be relevant to contemporary issues
- Successful advocacy of research: increased funding to granting agencies, more investment in S&T, continuing to press for support for indirect costs of research and increases in graduate scholarships



# Visit of Paul Genest, COU

- Paul Genest, President of the Council of Ontario Universities (July 1) visited Western on June 19.
- Senior Policy Advisor in R&D and Health Productivity with Bell Canada, Director of Policy and Research for PM Jean Chrétien
- Degrees in English and Philosophy from Guelph, Ottawa, and Johns Hopkins
- Advocacy for funding, provincial postsecondary policy, and implementation of the government's "Reaching Higher" program



# SSHRC Awards to Western

- \$4.2 Million invested at Western
- SSHRC Scholarships and Fellowships to 88 graduate students
- Strategic Knowledge Clusters – international collaborative research networks. Of seven Clusters across Canada, two are located at Western:
  - Canadian History and Environment (Alan MacEachern and William Turkel – History, and Roderic Beaujot – Sociology)
  - Population Change and Lifecourse – (Roderic Beaujot – Sociology)



# NSERC Awards to Western

- \$21.2 Million for 331 Projects at Western
- Combination of Grant and Scholarship support for graduate students
- Example: Brian Neff (Biology) received Discovery Accelerator Supplement in addition to NSERC grant for his biodiversity study of genetic traits in fish
- Western's share sixth highest in the country





# 2007 NSERC Awards and Scholarships: Top 15 Allocations (\$M)

• University of Toronto	65.8
• University of British Columbia	46.4
• McGill University	38.6
• University of Alberta	31.9
• University of Waterloo	29.9
• <b>University of Western Ontario</b>	<b>21.2</b>
• University of Montreal	19.7
• University of Calgary	18.5
• Dalhousie University	18.0
• University of Sherbrooke	17.8
• Laval University	17.6
• McMaster University	17.3
• Queen's University	16.0
• University of Ottawa	15.7
• University of Manitoba	14.0

Source: RESEARCH MONEY May 31, 2007





# *The University of Western Ontario*

## Spring Convocation 2007 June 11-15

- Rod McQueen
- Harriet Kuhnlein
- Peter Rechnitzer
- Hon. Flora Macdonald
- Donald K. Johnson



# *The University of Western Ontario*

## Spring Convocation 2007 (cont'd)

- Charles Scriver
- Anton Kuerti
- Boris Stoicheff
- Paulette Bourgeois
- Rt. Hon. Brian Mulroney

**To: Board of Governors**

**From: Dr. Paul Davenport**

**Date: June 19, 2007**

**Subject: President's Report to the Board: June 2007**

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The President's Report to the Board for June 2007, will consist of 6 items:

1. Integration of the Robarts Research Institute. On June 7, the Board of the Robarts Research institute voted to bring the Institute into the Western Family as of July 1, 2007. This was an important step in an integration process begun in late 2006. The integration of Robarts as a Research Institute within the Schulich School of Medicine and Dentistry was approved by Western's Senate and Board of Governors in April and May. The Robarts Research Institute is home to internationally-known research and is known throughout Canada and abroad for its truly outstanding scientific activities. As part of the University, Robarts will continue to bring honour to the Institute and to Western through its work in medicine and the health sciences. The success of the transition attests to the great talents and efforts of Gitta Kulczycki, Jane O'Brien, Carol Herbert, Cec Rorabeck, the Robarts Scientists, and so many others who contributed to the approvals by the Senate, the Western Board, and the Robarts Board.
2. Western Researchers Successful in National Funding Competitions. On May 29, the Natural Sciences and Engineering Research Council (NSERC) announced that 331 projects at Western have been awarded a total of \$21.2 Million in the current round of competition. An example of these projects which gained media attention was a biodiversity study of the genetic traits of fish by Biology professor Brian Neff, which was also awarded a Discovery Accelerator Supplement to recognize Dr. Neff's outstanding program and its likelihood of producing significant breakthroughs. Western's share of NSERC funding in this competition, in grants and scholarship support, was the sixth highest in the country. On June 1, the Social Sciences and Humanities Research Council (SSHRC) announced grants in support of the development of international research networks designated Strategic Knowledge Clusters for Western-based projects. The Network in Canadian History and Environment is led by History Professors Alan MacEachern and William Turkel and Sociology Professor Roderic Beaujot, and is aimed at understanding the historic roots of current environmental problems and influence future policy-making. A second Strategic Knowledge Cluster, on Population Change and Lifecourse, will investigate the determinants and consequences of population change for individuals, communities and society. In addition to the support of

research Clusters, SSHRC scholarships and fellowships were awarded to 88 graduate students. Total funding to Western from SSHRC is \$4.2 Million in the current round of competition.

3. **AUCC President Visits Western.** On June 7, Ms. Claire Morris, President and CEO of the Association of Universities and Colleges of Canada, visited Western's campus, after having spent the previous day at the Affiliated University Colleges. Ms. Morris met with a number of senior academic leaders, including Western's Deans. She stressed the importance of responding to the newly-announced National Science & Technology Strategy in ways which link scientific and technological research with complementary research opportunities in the arts, humanities, and social sciences. She noted that technology will not answer all the questions of this new century, and work in the humanistic disciplines is a necessary correlative to scientific investigation. Ms. Morris came to AUCC from the federal government, where she held Deputy Minister positions in the Ministry of Labour and Human Resources Development Canada. Prior to entering federal service, Ms. Morris was Secretary to Cabinet and Clerk of the Executive Council in the Government of New Brunswick.
4. **New COU President Visits Western.** Dr. Paul Genest, who will become the President and CEO of the Council of Ontario Universities on July 1, visited Western on Tuesday, June 19. Dr. Genest comes to COU from a senior policy position with Bell Canada, where he worked on Research & Development, health productivity and taxation issues. Previously, he served as Director of Policy and Research for then-Prime Minister Jean Chrétien, Director General of Intergovernmental Affairs for Health Canada, and Senior Policy Advisor to the Ministry of Health. He holds degrees in English and Philosophy from the University of Guelph, University of Ottawa and John Hopkins University. While at Western, Dr. Genest met with senior administrative and academic leaders and toured Canada's most beautiful campus.
5. **Spring Convocation 2007.** The week of June 11-15 brought a number of distinguished scholars, artists and national leaders to Western to receive honorary degrees at the 288<sup>th</sup> Convocation of the University:
  - Rod McQueen, author and political commentator
  - Harriet Kuhnlein, leader in the study of aboriginal health issues
  - Peter Rechnitzer, physician, teacher and scholar at Western
  - Hon. Flora Macdonald, former Foreign Minister and advocate of internationalism
  - Donald K. Johnson, businessman and philanthropist
  - Charles Scriver, pioneer of genetics research
  - Anton Kuerti, pianist, conductor and champion of music education
  - Paulette Bourgeois, writer of internationally-celebrated children's books
  - Rt. Hon. Brian Mulroney, 18<sup>th</sup> Prime Minister of Canada
6. **Activities of the President.** A summary of my activities during the months of May and June 2007 is attached for the information of Board members. Activities scheduled subsequent to June 19<sup>th</sup> remain tentative and are designated with an asterisk.

**Activities of the President  
May 1, 2007 to June 30, 2007**

**On Campus**

- May
- 2 Campus Master Plan Communications Consultation – London Hall
  - 3 Donald Triggs, MBA'68, and Elaine Triggs, gift announcement with Carol Stephenson – Michael's Restaurant
  - 16 Praxair Canada Inc. recognition event with Wayne Yakich, BSc'78, President – Biotron  
Graduate Student Teaching Awards – Great Hall
  - 17 President's Safety Banquet – Great Hall
  - 18 Schulich School of Medicine & Dentistry Convocation – Alumni Hall  
Senate meeting – 40/Ivey School
  - 22 Tom Gosnell, Deputy Mayor, City of London
  - 23 Glen Pearson, MP, London North-Centre  
Master of Ceremonies for National Canada Research Chairs announcement, with John ApSimon, Executive Director of Chairs Program; Eliot Phillipson, President & CEO, Canada Foundation for Innovation; and Colin Carrie, Parliamentary Secretary to the Minister of Industry – Thompson Engineering Building
  - 25 LEDC teleconference  
Jeff Fielding, Chief Administrative Officer, City of London; Peter Steblin, City Engineer; with Gitta Kulczycki and Dave Riddell
  - 28 President's Standing Committee on Employment Equity  
Tom Stevenson, new USC President, luncheon meeting
  - 30 Canada Foundation for Innovation 10<sup>th</sup> Anniversary Celebration hosted by Ted Hewitt – Michael's Garden
- June
- 4 Hank VanderLaan lunch with Ted Garrard
  - 7 Claire Morris, President, AUCC, with: Fred Longstaffe, Ted Hewitt, Jerry Kidder, Tom Carmichael and Shiva Singh; followed by lunch with Gitta Kulczycki, Kathleen Okruhlik, Carol Herbert, Brian Timney, Allen Pearson, Carol Stephenson, Catherine Ross, Jim Weese, George Knopf, Tony Vandervoost, Craig Brown and Bob Wood  
Faculty of Science 6<sup>th</sup> Annual Faculty Recognition Day
  - 11-15 Convocation Ceremonies – Alumni Hall  
Chancellor's Luncheons – 3320/SH
  - 13 AUCC Board of Directors teleconference

- 19 Paul Genest, new COU President  
Affiliated Principals dinner meeting with Fred Longstaffe – Huron University College
- \*20 Summer Academic Orientation with students and parents – Elgin Hall Residence
- \*21 UWOSA 40<sup>th</sup> Anniversary Reception – London Hall
- \*22 Senate meeting – 40/Ivey School

### **In London**

- May 17 Dinner and Roast for Chris Bentley, Minister of Training, Colleges & Universities – Mocha Shriner’s Temple
- 27 1878 Societies Brunch and The Walk in the Woods – Gibbons Lodge
- 28 Long Service Awards reception – Gibbons Lodge
- 29 Professors Emeritus receptions – Gibbons Lodge
- June 7 Remarks at Farewell Reception for Allen Pearson, Dean of Education – Windermere Manor
- 8 Senior Administrators BBQ – Gibbons Lodge
- 11-15 Convocation dinners – Gibbons Lodge
- 16 The Grand’s Annual Gala Fundraiser honouring Dick & Beryl Ivey – Grand Theatre
- 19 Farewell reception in honour of John Kime, LEDC – On The Fork Restaurant

### **Off Campus**

- May 3-14 France Bike Tour Course with Western Kinesiology students and Prof. Al Salmoni – Loire Valley
- 31 Waterloo COU Executive Heads meeting and Council dinner meeting – Wilfrid Laurier University
- June 1 Ottawa Ian Brodie, Chief of Staff to Prime Minister, with Rob Esselment  
  
Purple & White Award for Whit Tucker, BA’62 – Rideau Club
- 6 Toronto Dr. Bill Etherington, BESC’63, LLD’98, Chairman of the Board, CIBC, (all Calls with Ted Garrard)  
  
Steven Sharpe, BSc’74, Managing Partner, Blair Franklin Capital Partners Inc.

Aubrey Dan, BACS'85, President, Dancap Group  
 Michael Kalles, BA'89, Harvey Kalles Real Estate  
 Ellis Jacob, President & CEO, Cineplex Entertainment Ltd.  
 Michael Israels, BA'89, and John Richardson, BA'87,  
 Partners, BEST Funds  
 Dinner with Dick and Beryl Ivey, with Josette Davenport  
 18 Benmiller Speaker at the Academic Leaders' Conference  
 \*27-29 London, Mr. Michael Von Teichman, BA'03 (all Calls with Ted  
 England Garrard)  
 Mr. John Moore, and Ms. M. Christine Cromarty, BA'85,  
 MBA'89, Bear Stearns  
 Mr. Peter Hutcheson, HBA'93, LLB'96, Senior Counsel,  
 Petro-Canada, Corporate Legal Group  
 UK Foundation Board Meeting with: Heather-Anne  
 Hubbell, Graham Singh, Michael Hamilton, Graham  
 Covington, Clare Sellers, Jonathan Worsley, Max Steinkopf  
 and Jamil Jaffer  
 Mr. Jonathan Worsley, BA'83, CB Richard Ellis Hotels  
 Ltd.  
 Ryan David Prince, Vice-Chair, RealStar International  
 Mr. Mark Uhrynuke, LLB, MBA'86, Partner, Mayer Brown  
 Rowe & Maw  
 President's Reception for United Kingdom Alumni and  
 friends of Western hosted by Galen Weston, BA'88,  
 Chairman & President, George Weston Ltd. – The Gallery  
 Restaurant, Selfridges  
 Mr. John Gillan, BA'71, Director and Vice Chairman, Gulf  
 International Minerals Ltd.  
 Mr. Hafiz M. Ali, BA'00, The Carlyle Group, Lansdowne  
 House  
 Mr. Max Steinkopf, LLB'78, Director, FirstGroup Plc  
 Ms. Barbara Kovacs, BA'73, and MBA'83  
 Mr. Robert Brant, BA'88, and Mrs. Joline Brant, BA'89



**UNANIMOUS CONSENT AGENDA**

**FOR APPROVAL**

*Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of the Board of Governors prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion. [See background information at the end of this report.]*

**Recommended:           That the following items be approved and/or received for information by the Board of Governors by unanimous consent:**

**Minutes**

1. Minutes of the Meeting of April 24, 2007 and May 3, 2007 (public session)	ACTION
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**Report of the Property and Finance Committee- [Appendix II](#)**

2. Additional Non-Tuition-Related Ancillary Fees - Dentistry, HBA and MBA Programs	ACTION
3. Ancillary Budget Report - Update	INFORMATION
4. Waks Family Chair in Jewish History	INFORMATION
5. Donald L. Triggs Chair in International Business	INFORMATION
6. Faculty Fellowship in Jewish History name Change to London Jewish Federation Fellowship in Jewish History	INFORMATION
7. Quarterly Ratio Report on Endowed Funds	INFORMATION
8. Preliminary Unaudited Financial Results (Operating and Ancillary Budgets)	INFORMATION
9. Scholarships/Awards/Prizes	INFORMATION

**Report of the Senior Operations Committee- [Appendix IV](#)**

10. Appointments	INFORMATION
11. Definition of a Registered Student for Purposes of Board Service	INFORMATION

**Report of the Development and Fund Raising Committee - [Appendix V](#)**

12. Fund Raising Activity Summary to April 30, 2007	INFORMATION
13. Fund Raising Progress for the Period Ending April 30, 2007	INFORMATION

**Report of the Audit Committee - Appendix VI**

14. Occupational Health & Safety and Rehabilitation Services 2006 Annual Report	INFORMATION
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**Items Referred by Senate - Appendix VII**

15. Report of the Provost's Review Committee	INFORMATION
16. Summaries of Faculty Academic Plans	INFORMATION
17. Annual Report - Information Technology	INFORMATION
18. 2006-2007 Academic Development Fund	INFORMATION
19. Honorary Degree Recipients - Trois-Pistoles French Immersion School	INFORMATION
20. Annual Report on Promotion and Tenure Cases Considered under the Collective Agreement	INFORMATION
21. Report of the Academic Colleague	INFORMATION
22. Academic Administrative Appointments	INFORMATION

## The Unanimous Consent Agenda

The Board'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 noncontroversial and on which there are likely to be no questions.

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

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

### **How it works:**

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, she may consult with the Chair of the Board, the relevant committee chair, and principal resource persons. In each Committee's report, these items are flagged. (In this agenda package, such items are marked with a "Consent Agenda" icon in the right margin.) The unanimous consent motion lists each of the flagged items [**see the motion on the reverse of this page**]. Action and information items on the agenda and in committee reports that are not flagged will be presented singly for discussion and voting (when appropriate).



When members receive their Board 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 Board of Governors 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 Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board 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 Board meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

**REPORT OF THE PROPERTY AND FINANCE COMMITTEE**

	<b>Contents</b>	<b>Consent Agenda</b>
	<b>Campus Master Plan</b>	<b>No</b>
	<b>Additional Non-Tuition-Related Ancillary Fees - Dentistry, HBA and MBA Programs</b>	<b>Yes</b>
	<b>Ancillary Budget Report - Update</b>	<b>Yes</b>
	<b>Waks Family Chair in Jewish History</b>	<b>Yes</b>
	<b>Donald L. Triggs Chair in International Business</b>	<b>Yes</b>
	<b>Faculty Fellowship in Jewish History Name Change to London Jewish Federation Fellowship in Jewish History</b>	<b>Yes</b>
	<b>Quarterly Ratio Report on Endowed Funds</b>	<b>Yes</b>
	<b>Preliminary Unaudited Financial Results (Operating and Ancillary Budgets)</b>	<b>Yes</b>
	<b>Scholarships/Awards/Prizes</b>	<b>Yes</b>

FOR APPROVAL

1. **Campus Master Plan**

**Recommended:** That the Campus Master Plan, attached in **Annex 1** be approved.

2. **Additional Non-Tuition-Related Ancillary Fees - Dentistry, HBA and MBA Programs**

**Recommended:** That the proposed equipment, casebook and course activity fees for the Schulich School of Medicine and Dentistry and the Richard Ivey School of Business, attached as **Annex 2**, be approved.

**Background:**

Non-tuition-related ancillary fees are a class of fees which covers things like equipment (such as dentistry instruments), case books and special activities for particular courses. They need to be approved annually by the Board and a schedule is included with the fees document that accompanies the budget in April. However, there are always a few fees that are not ready to be brought forward at the time the budget is prepared.

FOR INFORMATION

3. **Ancillary Budget Report - Update**

An amended Ancillary Budget report including the data for the Research Park is provided in **Annex 3**. The added text can be found on page 5 and the table on page 6 has been revised at line 27.

4. **Waks Family Chair in Jewish History**

On behalf of the Board of Governors, the Property and Finance Committee approved the establishment of



the **Waks Family Chair in Jewish History** in the Department of History in the Faculty of Social Science (terms of reference described below).

### Waks Family Chair in Jewish History

**Donor and Funding:** The creation of this Chair is made possible through a generous donation from Mr. Fred Waks, who is the parent of two current Western students and one alumna.

The donor will make an expendable gift of \$135,000 annually for five years with the first payment being made on or before December 31, 2008 and the final payment being made on or before December 31, 2012.

**Effective Date:** July 1, 2007

**Purpose:** The gift from Mr. Waks will support the establishment of the **Waks Family Chair in Jewish History**, in the Department of History in the Faculty of Social Science. This Chair will provide the University with the ability to recruit and/or retain a professor of international standing in the field of Jewish History, further strengthening the University's scholarship and teaching in this area.

The Chair will be valued at \$135,000 per year over a period of five years, after which time, the position will cease to exist.

The administration of the spending of resources will be the responsibility of the Dean of Social Science.

**Criteria:** Appointments to the Chair will be conducted in accordance with the relevant policies and procedures of the University. The appointment will be for a period of five years.

**Reporting:** The University, through the Faculty of Social Science, will from time to time report to Mr. Waks regarding the activities of the Chair.

#### 5. Donald L. Triggs Chair in International Business

On behalf of the Board of Governors, the Property and Finance Committee approved the establishment of the Donald L. Triggs Chair in International Business in the Richard Ivey School of Business (terms of reference described below).



### Donald L. Triggs Chair in International Business

**Donor and Funding:** Funding for the **Donald L. Triggs Chair in International Business**, will be provided through a generous donation of \$1,000,000 from Donald L. Triggs to the Richard Ivey School of Business. This gift will be used to establish and support the **Donald L. Triggs Chair in International Business** and an annual Donald L. Triggs Lecture in International Business on an expendable basis for a period of approximately ten years.

The expendable gift for the Chair and Lecture will be held at the University as a Term

Endowment, under the Total Return Option, which is projected to provide an annual return of 6.5%,\* as illustrated in the prepared funding model.

From the Term Endowment, an annual allocation of \$112,500 will be directed toward support of the Chair. A further annual allocation of \$5,000 will be directed toward support of the Lecture for a total of \$117,500. In this manner, the Term Endowment and investment returns (proceeds) are projected to be sufficient to sustain an annual expenditure of \$117,500 for an estimated period of ten or more years, at the end of which time capital from the Term Endowment will be fully expended.

Under the Total Return Option, should the capital and any investment returns be insufficient to support the Chair and Lecture at any time, the Chair and Lecture will come to an end.

Under University policy, the 7.5% levy will apply. Ivey will match this amount to bring the impact of the gift to \$1,000,000. The administration of the spending of resources will be the responsibility of the Dean of the Richard Ivey School of Business.

**Effective Date:** July 1, 2007

**Purpose:** The Chair will be among the top faculty positions at Ivey. The Chair will be responsible for developing innovative research and teaching materials to broaden the dissemination of Ivey's unique teaching and research programs in international business. Through the teaching and research conducted by the Chair holder, the School will distinguish itself in Canada as the primary source of relevant, applied world-class research in international business.

**Criteria:** An appointment to the Chair will be conducted in accordance with the relevant policies of the University. The appointment will be for a period of five years, renewable. The position will be affiliated with the Richard Ivey School of Business.

**Reporting:** The Richard Ivey School of Business will report from time to time to Mr. Triggs concerning the activities of the Chair.

\* Returns are not guaranteed. 6.5% is the expected long term annualized return on the portfolio. Annual returns are expected to vary by plus or minus 10% around this long term average rate.

6. **Faculty Fellowship in Jewish History Name Change to London Jewish Federation Fellowship in Jewish History**

On behalf of the Board of Governors, the Property and Finance Committee approved that the name of the Faculty Fellowship in Jewish History be changed to the **London Jewish Federation Fellowship in Jewish History**.

The Faculty Fellowship in Jewish History was approved by Senate and Board in fall 2006. The creation of the fellowship was made possible through a generous donation of \$75,000 from the London Jewish Federation. Terms of Reference for the Fellowship are available from the Secretariat on request. This is a name change only; no changes are proposed to the original terms.

7. **Quarterly Ratio Report on Non-Endowed Funds**

See [Annex 4](#).



8. **Preliminary Unaudited Financial Results (Operating and Ancillary Budgets)**

See [Annex 5](#).

9. **Scholarships/Awards/Prizes**

See [Annex 6](#).



## CAMPUS MASTER PLAN

### Executive Summary

The 2007 Campus Master Plan builds upon similar planning exercises which have characterized the major stages of campus development and expansion at The University of Western Ontario. From the 1922 move to the “new campus” on North Richmond Street, Western has tied its physical expansion to the academic priorities and aspirations of the University.

The current Plan outlines a specific building and renovation program which will see the University’s facilities expand to accommodate projected teaching and research requirements over the next decade. It is not a site plan for future development.

This Plan is as much about conservation as expansion – the thoughtful and responsible use of all Western’s space to preserve the beauty and integrity of one of Canada’s truly distinctive university campuses. With that purpose in mind, the Campus Master Plan formulates a series of master planning principles that reflect the value we place on the landscape, the architectural quality of our buildings, and the ways in which we seek to ensure an environment that facilitates and enhances academic work. Western is a residential university, with a central campus dedicated to the interaction of faculty, staff, students and alumni who share a commitment to intellectual, social and personal development that is best achieved in a functioning community. Our built environment is organized to facilitate that sense of community, with open space and structures that are accessible, safe, and flexible in purpose, allowing for adaptation as new paradigms for teaching and research evolve.

In addition to master planning principles, the Campus Master Plan articulates space planning principles governing the allocation of space across the University, stressing the intention to focus academic activities at the centre of the campus and locate administrative and support functions at the campus periphery. The Plan also seeks to define the precincts of future campus development and suggest possible uses for lands currently held or potentially to be acquired by the University.

Following the University’s Strategic Plan, *Engaging the Future* (2006), this Plan expands on Western’s relationship with the City of London and the neighbourhoods immediately adjoining the campus. It reaffirms the University’s commitments to support the established character of surrounding residential neighbourhoods, to oppose requests for zoning changes that would alter that character and be contrary to the City’s Official Plan, and to work in concert with the City to develop traffic and transit planning strategies that respect the intention to reduce vehicular traffic on the campus. In addressing these latter concerns, the Campus Master Plan outlines a strategy for controlling traffic on and through the campus, enhancing service provided by the London Transit Commission, and confronting the need for adequate and appropriate parking facilities to best serve the University community.

This Campus Master Plan provides a guideline for the maintenance and future growth of a university campus that actively contributes to the teaching, learning, and working experience of all members of the Western community.



## Background

Western has had a long history of attentiveness to the shape and structure of its physical identity. Since the early 1920s, when the campus moved to its current location, there have been several occasions on which formal campus planning was undertaken.

The early campus was a somewhat idealized concept of a Jeffersonian “academical village” on a hill dominated by the first “new campus” building, University College, and its companion structure the Natural Science Building (now Physics and Astronomy). This plan defined the architectural character to be pursued through the dominance of the Collegiate Gothic design and anglicized stone construction. This vision of the “new campus” was subsequently confirmed in a formal Master Plan in 1934.

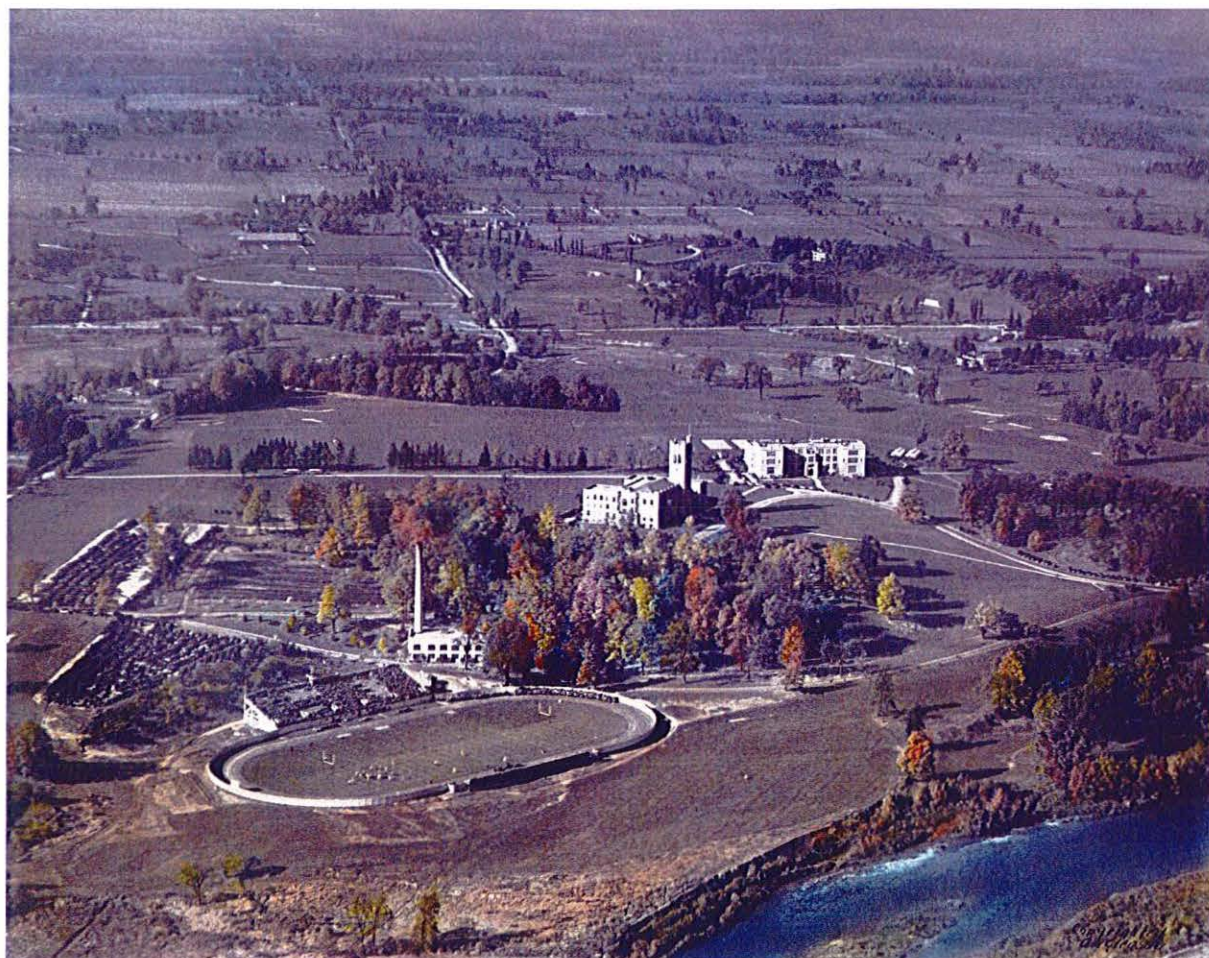
In the early 1950s, the planning of the overall campus was revisited, drawing “academic precincts” to reflect the discipline-based structures of scholarship at Western. The Arts and Humanities, the Sciences, and Medicine were delineated and notionally assigned to specific areas in the central campus. From this basic configuration, the professional schools evolved, with Business, Law, and Engineering defining their spaces as the campus adopted the “mall” of Oxford Drive as its new centre, filling in from University College Hill with Stevenson Hall, the Lawson Library, Somerville House and Thames Hall.

By the late 1960s and an era of substantial enrolment growth, a plan was developed for infill of the central campus with academic buildings. It was also during this period that the campus expanded southward on Western Road, with the acquisition of the former Teachers' Colleges which are now the Elborn and Althouse buildings. Along Oxford Drive the expansion abandoned the previous generations' commitment to the traditional Collegiate Gothic architectural theme and ventured toward a new, sharply-planed brutalism, using concrete as an exterior cladding material. Modernist, angular buildings like the Weldon Library, the University Community Centre, and the Social Science Centre comprised an expansion in the early 1970s that effectively relocated the centre of the campus to the broad open courtyard area of the “concrete beach.”

In 1991, the University engaged the consulting firm of Berridge-Lewinberg-Greenberg in what was to be a three-year process to develop a comprehensive Campus Master Plan. This Plan was to take a long-term perspective, defining strategies to accommodate institutional growth, to advance principles and guidelines for future development on and surrounding the present campus, and to provide a framework for specific decisions involving land use and acquisition, building siting, architectural style, and traffic patterns. The resulting Plan, adopted by the University in 1994, reflected the idea that “the fundamental purposes of a University – teaching and research – must be supported and nurtured by the maintenance of a physical environment conducive to intellectual activity and growth.”

The ambitious Campus Master Plan of 1994 was, however, rapidly overtaken by events outside its projections. In the fall of 1999, the Government of Ontario announced its SuperBuild program, designed to accommodate the increased undergraduate enrolments throughout the province's university system occasioned by the “double cohort” of students created by the elimination of Grade

**The campus in 1932 with a football game underway between Western and Queens. It is rumored that Queens may have won on this rare occasion.**

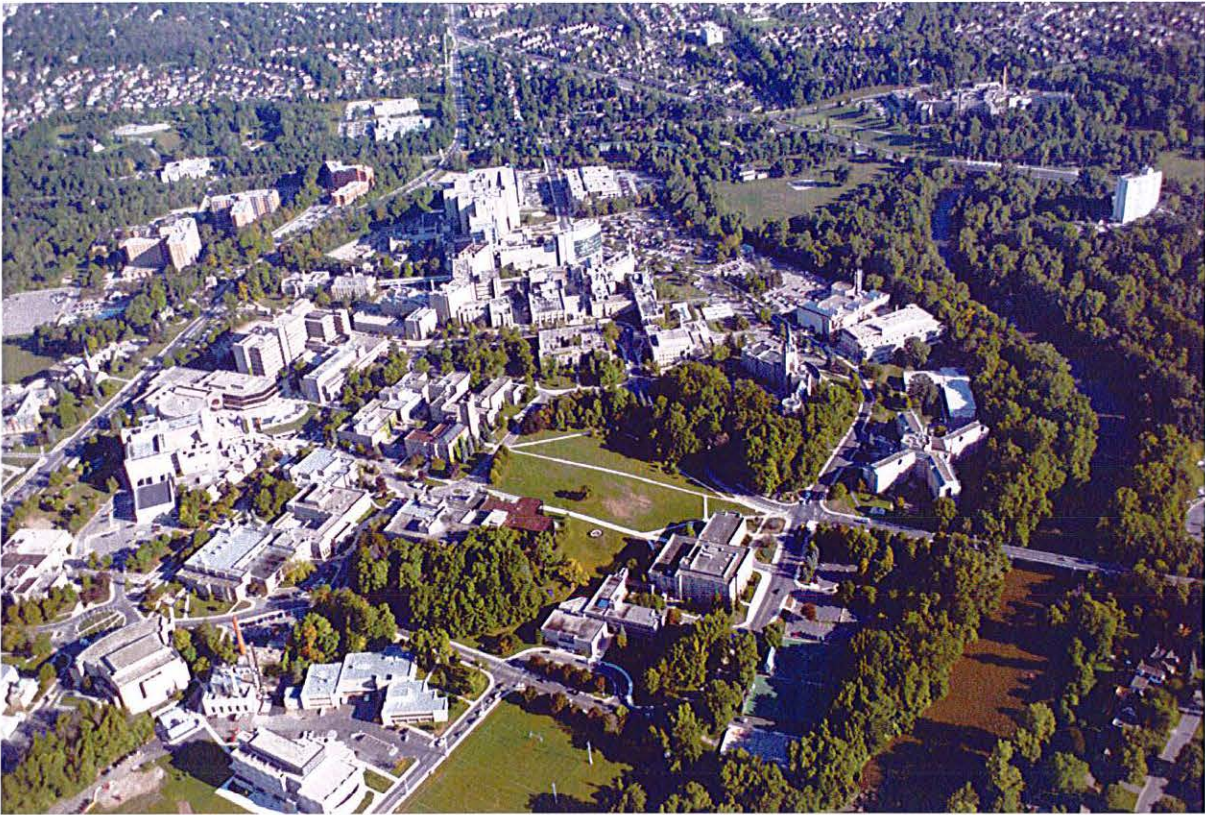


A 1972 view illustrating the contrast between the traditional architecture of the early construction and the more modernist structures of the 1970s.





The central campus in 2005



XIII in the secondary schools. Western responded to SuperBuild and the “double cohort” with the construction of three academic buildings (the Thompson Engineering Building, the Arthur and Sonia Labatt Health Sciences Building, and the North Campus Building) as well as a large classroom in the Natural Science Centre. The Labatt Health Sciences Building was located in the South Valley site, which had been opened up by the relocation of the football stadium some 600 metres south to the flood plain.

The opportunities afforded by SuperBuild and the opening of the South Valley occasioned a reconceptualizing of Western’s campus as a core devoted to academic purposes, including the precincts of the centre campus, having the University College Hill reinforced as its focal point, with a link to a “lower campus” in the South Valley, and siting of student residence accommodations at the campus periphery. In his discussion paper, *Preserving Canada’s Most Beautiful Campus*, distributed in March 2000, President Paul Davenport set out a strategy which focused principal University activities on a campus bounded by the Thames River on the east and Western Road on the west, with secondary activities extending west of Western Road on established and newly-acquired lands.

In the mid-1990s the University adopted a policy of guaranteeing a place in residence to all new first-year students. To meet that commitment, four residences were opened from 1997 to 2006: Essex Hall (1997), Elgin Hall (1999), Perth Hall (2003), and London Hall (2006). Elgin Hall was sited on the north side of University Drive, while the other three residences are located on Western Road just south of the intersection with Sarnia Road and Philip Aziz Road. With the completion of London Hall, Western can honor its guarantee to first year students and at the same time assign about 30% of the residence beds to upper year students. In the 2006-07 University Budget, and again in the 2006 Strategic Plan, *Engaging the Future*, the University indicated that it is unlikely to construct additional student housing in the foreseeable future and that the further growth in housing required by our expansion of graduate enrollment is likely best met by the private sector.

Since the redefinition of the campus core in 2000, the University has acted upon the principle of centralizing academic activities. This principle has been achieved through the construction of large classroom facilities at the Natural Science Centre and the Spencer Engineering Building, development of the Biotron and new Science facilities in the “Natural Sciences” precinct, and completion of the Dr. Don Rix Clinical Skills facility adjacent to the Medical Sciences Building, as well as the West Valley Building. Other academic projects include the Richard Ivey School’s Lawrence Centre, the Law Building expansion, and the ARCC archives and compact storage facility adjoining the D.B. Weldon Library. Faculty and graduate student office space was also created adjacent to the Boundary Layer Wind Tunnel.

At the campus periphery, the new residence program has continued, with the development of a conference-capable complex including Perth, Essex, and London Halls along Western Road. Construction is currently underway on the major new Student Recreation Centre at the southern end of the South Valley, adjoining the Thomson Recreation and Athletic Centre. The University has also acquired lands and facilities over this period, including the Siebens-Drake Research Institute building off Western Road (2002), 8 acres on the west side of Western Road fronting Brescia University College (the “Diocese Lands”, 2002), and the property previously occupied by Westminster College at the northern end of Perth Drive, consisting of several structures and a total

of 28 acres, of which 14 are available for building (2005). Additionally, the University has concluded an agreement with the Ursuline Religious of the Diocese of London to purchase a 12.8 acre parcel of land northwest of Brescia University College and is awaiting approval of severance to complete the transaction.

In the 2006-07 University Operating and Capital Budget, Western sets out an ambitious plan of new construction and major building renovations, reflecting the commitment to a central, academically-focused campus and a relocation of support and service activities to the periphery. In 2006, *Engaging the Future*, Western's Strategic Plan, articulated the University's objective of providing the "best student experience among Canada's leading research-intensive universities" by fostering a learning environment that would address all aspects of intellectual and personal development. Reflecting the link between the academic and physical environments specifically drawn in the 1994 Campus Master Plan, *Engaging the Future* recognized the need to develop a new guiding document to establish the University's directions in this major reconfiguration of space in its Commitment 10.1: "*Draft a new Campus Master Plan by the end of 2006, which protects the beauty of the campus and continues the emphasis on Collegiate Gothic architecture. The South Valley site should include a signature building and a configuration that emphasizes the Thames River as a defining aspect of the University.*" This current master planning activity is a response to that Commitment, looking both back at established principles and forward to future development.

## Master Planning Principles

1. **Respond to Changes in Academic Mission and Technological Innovations:** Plans must be flexible enough to accommodate evolving innovations in research, teaching, and instructional technology, and to respond to the trend to life-long learning and the demands that mature, busy and sophisticated students will place on the campus.
2. **Preserve Existing Natural Features and Maintain and Enhance Landscaped Open Spaces:** Achieving this principle will involve preserving the tremendous wealth of "natural capital" on campus provided by its natural resources and landscape, including enhancing the visibility and defining character of the Thames River.
3. **Provide Direction for University Growth and Change:** Future plans should accommodate long-term University growth on a consolidated campus. Planning should therefore concentrate on essential academic and student-related activities within the campus core.
4. **Invest in the Quality of the Campus:** Renewal of the elements which comprise the public spaces on campus is fundamental to the University's future. Targeted are areas of campus activity and a section of Western Road, the latter scheduled to become a major landscaped boulevard within the future campus by late 2007.
5. **Preserve and Enhance Architectural Integrity:** There is a strong and appealing architectural style on campus, the integrity of which should be maintained and enhanced through future development. Design Guidelines that characterize the scale, form, common elements (such as materials) and relationships among campus buildings (e.g., a normal maximum height of five stories in the campus core, including mechanical space) should be used to establish guidance for new

building and renovation projects. As proposed in the Strategic Plan, *Engaging the Future*, a Signature Building on the South Valley site could be constructed reflecting this principle.

6. **Preserving Academic Interaction and “Decompressing” the Campus:** From the 1930s strategic plans have addressed the creation of academic clusters, where Faculties and services related to similar programs could co-exist in precincts. The rapid growth of the University in the 1960s and 1970s shifted the campus center and made these precincts less rigid. We should seek to balance two competing principles. We will keep the integrity of academic precincts where close proximity is necessary and conducive to the successful execution of our teaching and research mission. We will also seek to decompress our central university space in order to provide a better social and working environment.

7. **Interdisciplinary Studies and Research:** Interdisciplinary scholarship will be a growing priority in the next decade. Such ventures may require space to facilitate creative interactions among the faculty and students involved in these initiatives. This space should create linkages between academic precincts.

8. **The Residential University and Canada’s Best Student Experience:** Preserving The University of Western Ontario as a residential campus with core academic programs located in close proximity to each other is key to ensuring that Western continues to provide Canada’s best student experience. A cohesive campus environment that allows for faculty and student interaction and fosters interdisciplinarity is fundamental to our future development.

9. **Enhance University/City Relationships:** The University has important relationships with the neighbourhoods that surround it, with the City, and with the Region. University development should seek to sustain these relationships by providing for improved physical and functional connections, and by recognizing the impacts planning decisions made by the University and the City of London have on one another.

10. **Achieve Barrier Free Accessibility:** Increasing numbers of persons of diverse culture, range of ability, and across the lifespan are studying, visiting, and working at the University. Designs for new buildings, modernization of older buildings, landscape initiatives, new streets and paths, and spaces within the University campus must ensure usability by the broadest possible range of persons. Space planning thus should incorporate the principles of universal design to ensure equitable, safe, and comfortable access.

11. **Ensure Safety, Security and a Healthy Workplace:** Personal health and safety is an important concern on campus, reflecting broader societal concerns. Designs for specific buildings and their environments, and landscape and streetscape plans will need to address personal health and safety issues addressing such aspects as air quality. We will promote an environment where students, faculty, staff and alumni will be protected and their experience at Western will be enhanced. This will be achieved through a spectrum of actions from protecting social spaces to facilitating recreation activities.

12. **Transportation:** In considering transportation near the centre of the campus, the dominant factors relate to safe and efficient networks to support pedestrian, bicycle and bus traffic and to

provide for visitor parking, in so far as possible. Vehicle traffic and University parking will be focused at the perimeter of campus.

13. **Sustainability in Design of Facilities:** In planning the campus of the future the University will incorporate sustainability of the environment in the planning and design process. This includes promoting energy conservation in the operation of facilities, provision of facilities to support alternate transportation arrangements, and the protection of natural and wetland areas throughout the campus. Building designs, such as the planned Claudette MacKay-Lassonde Pavilion adjoining the Spencer Engineering Building, should recognize the use of buildings as learning tools as well as learning environments and should provide examples of sustainable designs for our students.

14. **Relocation within Existing Buildings:** During expansion and major renovation of physical space on campus, opportunities to realign the University's activities will arise. When presented with such opportunities, the following principles should serve as guides:

- Relocation of academic units/groups should be based on proximity to similar units/groups and should promote interdisciplinarity and collaboration.
- Relocation of non-academic units should facilitate greater collaboration, effectiveness, and efficiency.

## **Space Planning Principles**

Space planning at Western should be guided by the following principles.

1. **University Strategic Plan:** Space planning at Western should directly support the priorities outlined in the University's Strategic Plan and should also be aligned with Faculty Academic Plans and Support Unit Operational Plans.
2. **Space in the Centre of Campus:** Space associated with activities that directly support and enhance the student experience should be given the highest priority in the centre of campus. Such activities include instructional facilities, faculty offices, library and student computing facilities, student services, and other academic support areas such as academic counselling.
3. **Assessing Space Needs:** New/incremental space should be targeted towards programs/areas with the greatest needs. The need for additional space should be directly linked to Faculty Academic and Support Unit Operational Plans. The assessment of space needs should be guided by an analysis of actual space compared to required space according to standards for space allocation applied across the Ontario university system.
4. **Interaction and Collaboration among Students, Faculty, Staff, and Alumni:** Planning and design of new space should support and enhance interaction among the members of the University community – our students, faculty, staff and alumni. New space should promote a sense of community and should also facilitate success in interdisciplinary and pan-University initiatives.



5. **Design of Space:** As we create new space – either through new construction or through renovations to existing space – it is important that space is designed in a manner that is flexible and easily adaptable to the constantly-changing University environment. In addition, it is important that the design of space include the appropriate provisions for common or gathering space that would allow for informal interaction/collaboration among students, faculty, postdoctoral fellows and staff.

6. **Management of Space:** All property at Western is under the authority of the Board of Governors. The President has assigned management of academic and general-use space to the Provost & Vice-President (Academic) and management of all other space to the Vice-President (Resources and Operations). The need to respond to a constantly changing environment requires us to ensure that space is readily reassigned. This in turn requires that we follow guidelines with regard to the design, use, and management of space:

- Decisions on the use of academic University space, including its reassignment, are taken under the Provost's authority, in consultation with the Deans, as appropriate.
- While the Provost will consult with the Deans on the definition of academic University space, his decision on the boundary between general use space and space allocated to the Faculties will be final.
- Decisions on the use of space allocated to the Faculties, including its reassignment, are taken under the Dean's authority, in consultation with Chairs and Directors, as appropriate.

7. **Provision and Approval of Amenities:** The provision of services to the University community including food and other types of amenities should reflect the strategic priorities of the University. Current services will continue and new ones be introduced only if they are financially viable and sustainable. The space in which they are housed should be designed to be flexible and welcoming to the University community. Approvals for food service or other commercial amenities will come through the Vice-President (Resources and Operations).

## Past and Future Growth

As set out in the 2001 Strategic Plan, *Making Choices*, and confirmed in the 2006 Strategic Plan, *Engaging the Future*, the University has set a target of 4,350 for first year undergraduate admissions over the next decade. University requirements for space, however, will continue to grow through increased numbers of graduate students, increases in research activity, and increased numbers of staff, faculty and postdoctoral fellows. Specifically, the University has declared a target of doubling the number of PhD students and significantly increasing Masters-level students from the baseline of 2000-01 by 2010-11 and of maintaining a strong rate of graduate expansion thereafter.

Over the last 65 years, Western has experienced about a thirty-fold increase in student enrollment (Figure 1) and in campus space (Figure 2). This growth has been characterized by some periods of fairly slow growth and other periods of rapid expansion in both – but these have not always coincided. Space is measured in Gross Square Feet (GSF). Figure 3 gives the ratio of space to enrollment, measured as GSF per student, in five-year periods. The ratio falls from 1940 to 1945, rises sharply to 1960, and tends to fall slowly after 1960, reaching 250 GSF per student in 2005, roughly the same as the 1940 value. The figures show that while space has expanded significantly since 1960, it has not kept pace with enrollment; GSF per student fell by about 28% from 1960 to 2005.

The space formula of the Ministry of Training Colleges and Universities and the Council of Ontario Universities allows a more complex approach to space needs than mere student numbers. The COU/MTCU formula computes a “formula space” for each university based on the space needs for students, staff, faculty, and other researchers, with different weights by Faculty, and provisions for nonacademic space. As Figure 4 shows, the ratio of Actual Space to Formula Space at Western dropped from 1.06 to 0.73 from 1977 to 2004, a reduction of 31%.

The downward trend in Figures 3 and 4 in the available space per student and for all University activities have had a significant impact on our educational environment. In the face of increasing space needs, much of which can be attributed to the needs of the increased proportion of research-active faculty members, there has been a general loss of communal space and a compression of existing space. Western is now at the point where the reversal of this situation has become an institutional priority. Adding to these concerns is the understanding that the increased emphasis on graduate education carries much larger space demands per student as reflected in provincial capital funding associated with graduate expansion. Increased research activity also carries with it access to, and the need for multiple sources of research funding which provide funding support to address increased space demands of various sorts.

Figure 5 shows both unweighted and weighted full-time enrolment at Western, with actual figures from 1990 to 2006, and forecasts from 2007 to 2016. The weights used are 1 for undergraduates, 2 for Master’s, and 4 for doctoral students. These correspond roughly to the weights used for Provincial funding, and are much better indicators of required faculty, staff, and space than the growth in simple enrolment. Figure 5 shows a forecast for the next ten years, assuming that our undergraduate enrolment is constant, Master’s enrolment grows by 50%, and doctoral enrolment doubles. These assumptions are consistent with our Strategic Plan. Although the unweighted enrolment line shows a more modest growth than in previous years as Western keeps its undergraduate intake constant, because graduate students receive a higher weighting, our weighted full-time enrolment will continue to grow in the next decade. These trends are presented in detail in Table 1 which shows the past and anticipated future changes in numbers of students by category (undergraduate, masters and doctoral). The data in the percentage change columns reiterate that while the total numbers of students increases by 10% the numbers of masters increases by 50% and the numbers of doctoral students doubles. When the weighting factors are taken into account this corresponds to a 25% increase, which is massive growth for an institution of our size.

To assume that fixed undergraduate enrolment implies a stagnant Western is incorrect. Our ability to realize this growth depends critically upon Provincial and Federal support for graduate enrolment. We are hopeful that government support is there in the future. If we realize the forecasts of Figure 5 and Table 1, by 2016-17 graduate students would account for nearly a quarter of our FTEs and nearly half of our weighted FTEs (Table 2). We would maintain and enhance the best undergraduate and graduate student experience and grow the research-intensive University, in conformity with our mission statement.

Figure 6 shows the rapid increase in research funding coming to Western, including Lawson Health Research Institute and Robarts Research Institute, over the last five years. An important component of this funding has come from Federal sources (Canadian Foundation for Innovation and the Federal Funding for the Indirect Costs of Research Program) and from Provincial sources (Ontario Research

Fund) which we hope will continue. Even using the lowest of the three forecasts of Figure 6, which assumes 2/3 of the actual growth rate from 1993 to 2005 going forward, research revenues would increase by some 38% in the decade after 2005. The growth in research is expected to generate requirements for significant amounts of new space.

Figure 7 shows Western's actual growth in space from 1990 to 2005, and a forecast growth from 2005 to 2016 at roughly the same rate as in the previous 15 years. From GSF of 6,910,000 in 2005, we grow to 7,780,000 in 2016, an increase of 870,000 GSF or 12.6%. For the years to 2012, we can compare the trend to the space plan set out in our 2006-07 Budget. If we complete all our projects on time, we would create 665,000 new GSF by 2012; the trend line shows an increase of 600,000 GSF over the same period, so the trend is broadly consistent with the space plan.

Figure 8 shows the space per weighted full-time student, computed using the space data from Figure 7 and the weighted enrolment data from Figure 5. Figure 8 reflects the inadequate provision of capital funding in the Province's plan for graduate expansion and the need for a greater priority for capital funding from both the Province and federal government. In recent years both levels of government have made contributions to capital funding, for both new construction and renewal of older facilities, which the University gratefully acknowledges. However, to meet the demands of students and employers for more graduate education, current space trends are not sustainable.

Just to achieve the expansion in space forecast in Figure 7 will require a major increase in long term debt at Western, as set out in our 2007-08 Capital Budget. To build further space will require new government investments. We hope that a renewed commitment to capital funding from both levels of government will allow us to reverse the downward trend evident in Figure 8, keep our graduate expansion plans on track, and realize our goals for decompression and expansion of communal space.

Figure 1: Western's Full-Time Enrolment

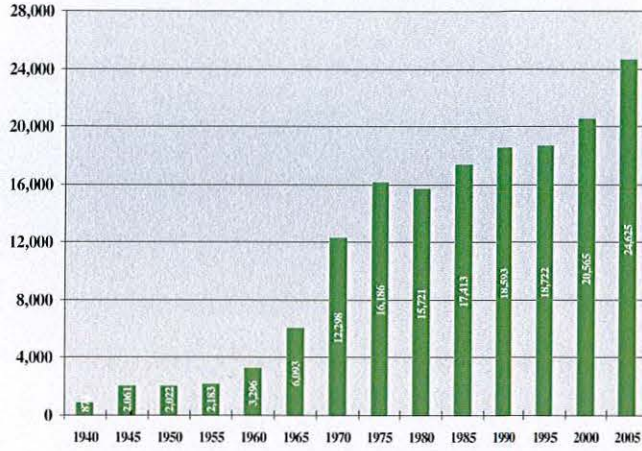


Figure 2: Western's Campus Space -- GSF (Thousands)

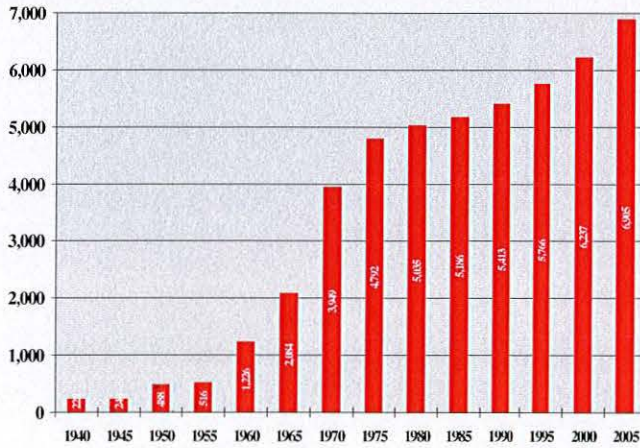


Figure 3: Space (GSF) per Full-Time Student



Figure 4: Ratio of Actual Space to Formula Space

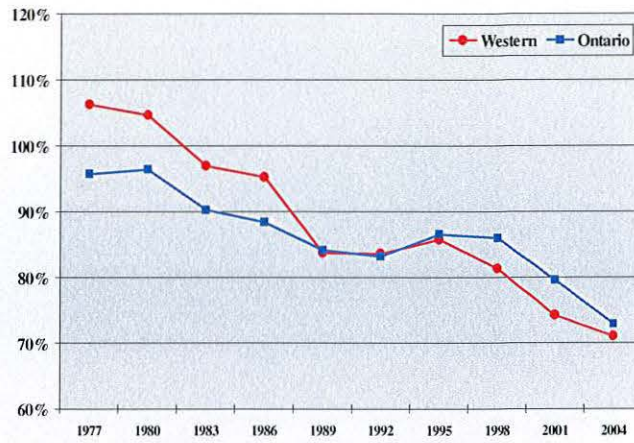


Figure 5: Western's Full-Time Enrolment Unweighted and Weighted

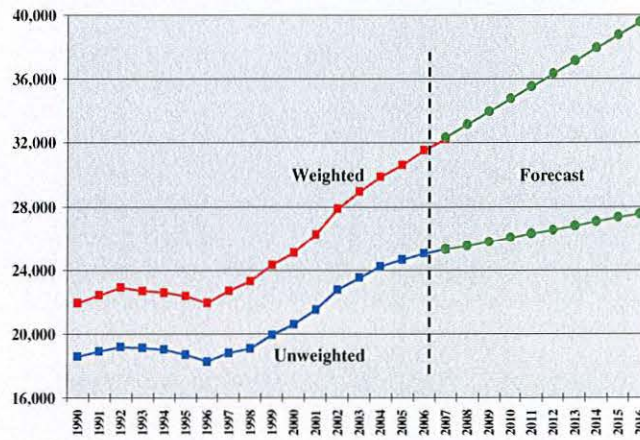


Figure 6: Western's Research Revenue (\$M)

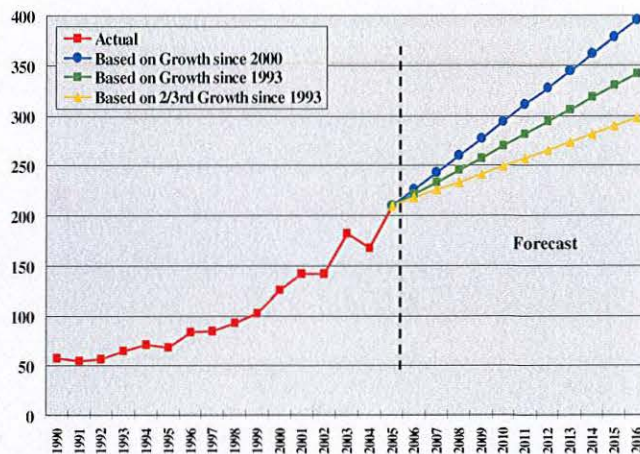




Figure 7: Western's Building Space -- GSF (Thousands)

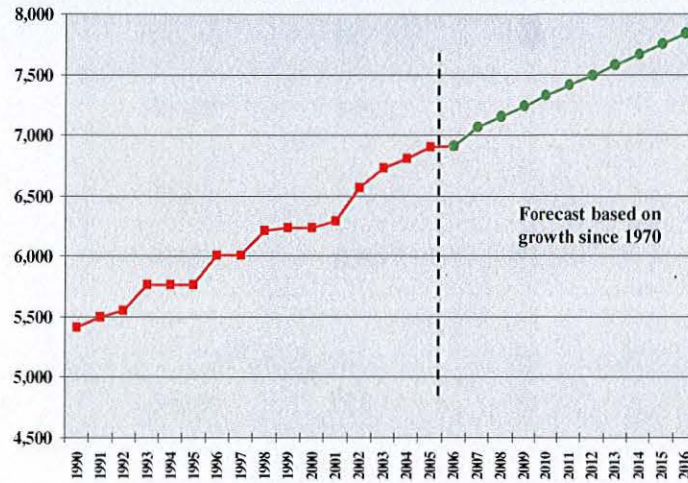
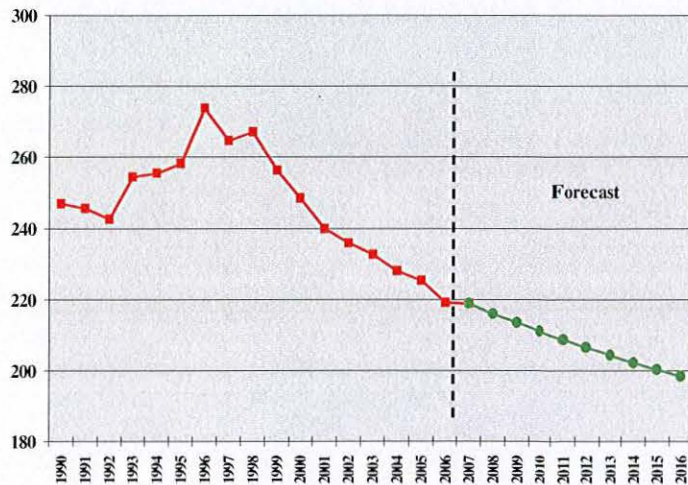


Figure 8: Space (GSF) per Weighted Full-Time Student



**Table 1****Actual and Potential Enrolment Trends at Western**

	Full-Time Enrolment			Percentage Change	
	1996-97	2006-07	2016-17	1996-97 to 2006-07	2006-07 to 2016-17
Undergraduate	15,940	21,281	21,281	34%	0%
Masters	1,629	2,295	3,443	41%	50%
Doctoral	688	1,422	2,844	107%	100%
Total	18,257	24,998	27,568	37%	10%
Weighted Total <1>	21,950	31,559	39,543	44%	25%

<1> Weights: Undergraduate = 1; Masters = 2; Doctoral = 4.

<2> 1996-97 and 2006-07 are actual figures; 2016-17 is a forecast explained in the text.

**Table 2****Distribution of Actual and Potential Enrolments at Western**

	% Distribution of Full-Time Enrolments			% Distribution of Weighted Full-Time Enrolments		
	1996-97	2006-07	2016-17	1996-97	2006-07	2016-17
Undergraduate	87%	85%	77%	73%	67%	54%
Masters	9%	9%	12%	15%	15%	17%
Doctoral	4%	6%	10%	13%	18%	29%
Total	100%	100%	100%	100%	100%	100%

<1> Weights: Undergraduate = 1; Masters = 2; Doctoral = 4.

<2> 1996-97 and 2006-07 are actual figures; 2016-17 is a forecast explained in the text.

## Lands beyond the Traditional Campus Area

In November 2006, the University owned 1,037 acres of land. The land was distributed as follows:

Core Campus	405 acres
Research Park	50
Spencer Hall	32
Gibbons Lodge	44
*Science Facilities	506
<b>Total</b>	<b>1,037</b>

\*includes Elginfield Observatory, Delaware Radio-observatory and Environmental Western Experimental Field Station.

The University extends well beyond the core campus and includes research and teaching sites across the London region, such as the Research Park, Spencer Hall, the Elginfield Observatory, the Environmental Field Station and the Delaware radio-observatory. For the most part, these lands, which have been acquired by donation or direct purchase, allow for pursuit of unique research or other activities, which take special advantage of their off-campus location.

Lands at Spencer Hall and the Research Park are ultimately owned by the University, but are operated under long-term leases to the Spencer Hall Foundation and the Research Park Corporation. It is anticipated that these arrangements will continue while the University maintains an interest. In all cases, however, ongoing coordination with those responsible for management of these sites will be undertaken to ensure that their future development respects the general planning principles established by the University. At the same time, the University will remain aware of opportunities afforded by these properties in furtherance of its mission. Future needs for research, instructional and/or office space may thus be effectively met through location of new facilities as appropriate in these off-campus areas.

**Elginfield Observatory, Delaware Radio-observatory and Environmental Western Experimental Field Station:** Land near Elginfield (296 acres) was initially purchased to house an Observatory associated with the astronomy group hosted by the Faculty of Science. Likewise, the Faculty of Science hosts a radio-observatory associated with the atmospheric physics group on 126 acres of land near Delaware. The Environmental Western Experimental Field Station is located on 81 acres of land north of the city on Wonderland Road. Both the Elginfield and Wonderland Road farm areas now support additional Western research activities.

**Gibbons Lodge:** One part of our campus that may be unique in Canada is the 45 acres of land around Gibbons Lodge, including 20 acres which border Richmond Street and surround the President's residence, and 25 acres of bush and marshy land to the east. The latter area has trails cut through it and is now available to students and faculty for field work. Faculty and students have been placing tags identifying the species of some of the trees in the area. In 1993, the University sought to sell these 25 acres for development, but the land was too marshy and subject to environmental protection. Western intends to keep this land as a nature reserve for students and



faculty, and not seek again to sell it for development, even if a change in the condition of the soil were to make that possible.

**Spencer Hall:** The lands and facilities at Spencer Hall on Windermere Road provide accommodation for the Richard Ivey School of Business MBA and Executive programs and will be subject to this use for the foreseeable future. Expansion of these facilities is currently underway and some other lands above the flood plain may be available for expansion to those facilities.

**Research Park:** The University of Western Ontario Research & Development Park is located on a 50 acre parcel of land northwest of main campus. The land is owned by the University and leased to the Research Park, which is an affiliated company incorporated in 1989. The Research Park owns and manages site improvements, two tenant buildings (the Gordon J. Mogenson Building and the National Research Council Integrated Manufacturing Technologies Institute) and a hotel and conference centre (the Windermere Manor). The Stiller Centre for Technology Commercialization also subleases land for a biotechnology incubator in the Research Park. In total there are approximately 60 companies and organizations located in the Research Park, which has seen recent site improvements (road, storm water management) to provide for future development. A second research park owned by the Sarnia-Lambton Community Development Corporation was established in 2003 in the City of Sarnia and is managed by the University of Western Ontario Research & Development Park.

## **Possible Areas for New Construction**

At the time of issuance of this plan, there were four major construction projects underway representing a total of about 410,000 gross ft<sup>2</sup> (GSF) additional building space. Two of the construction projects, the Student Sport and Recreation Facility and the Support Services Building, will allow a significant amount of space in the centre of campus to be converted to academic use in the near future. This reaffirms the pertinence of the Space Planning Principles and Master Planning Principle 14. Figure 9 identifies the particular buildings in the centre of campus that are slated for conversion to academic space to support teaching and research. Also indicated in Figure 9 are several buildings undergoing renovation and the new Claudette MacKay-Lassonde Pavilion and Student Support Addition which are in the planning stages. Many of the existing buildings on campus have been constructed with an eye to future expansion but are not identified in Figure 9.

Figure 10 provides an overview of the areas on campus that offer opportunities for primary and secondary development and other lands owned by Western. Figures 11 to 16 provide a closer look at these potential building sites but are not intended to be actual proposed site plans. Instead these are hypothetical indicators of the numbers and sizes of buildings and fields that could be developed on campus areas in the long term. They show the types of facility layout and square footage of buildings that could be placed on these lands above the flood plain and at the 70% building-to-land coverage that is identified as within the City Regional Facilities zoning guidelines. These sites include the South Valley site (Figure 11), the Westminster property (Figure 12), the former Diocese lands (Figure 13), the Baldwin flats (Figure 14), the Fram property and the Brescia lands (Figures 15 and 16).

The Campus Master Plan utilizes a flood plain line as shown on the Figures in this section. Recently interest has been expressed in redefining the flood plain based on the 250-year event or on the impact of urbanization, agricultural land drainage and predicted climate change on the increased risk of floods. At this time, the Master Plan will remain based on the flood plain as currently defined, which has been the basis of planning since 1993. Obviously it may be necessary to review the plan should the extent of the flood plain be revised.

Possible areas for the creation of sports fields on the flood plain areas include Westminster College in the short term and the Baldwin Flats in the longer term. The Baldwin Flats fields could well be used in partnership with City recreational groups during periods when the University would not be using the facilities. As indicated in Figure 14, a footbridge joining the Baldwin Flats to the TD Waterhouse stadium and the new Student Sport and Recreation Facility across the Thames River could be created to facilitate a linkage between the sports fields on either side of the river. Two hypothetical examples are included for the Brescia and Fram properties: Figure 15 shows a new 1,100 space parking lot in the Brescia acquisition while Figure 16 devotes this area to new buildings. The structures shown on the Fram property comply with restrictions on set back, height and usage. The Fram property is viewed as a potential site of development in the longer term.

The square footage yield of the three primary sites shown in Figures 11 to 13 would be in the range of 1.4 millions of square feet of building floor area. A comparison of this potential building space with the forecast of future space needs presented in Figure 7, suggest that these sites could be depleted in 15-20 years. Development of the Brescia acquisition and Fram property could yield an additional 1.2 or 1.7 millions of square feet of building floor area depending upon whether the Brescia acquisition is used for parking or for buildings. Illustrated in Figure 17 are the regional facilities lands currently owned by the London Health Sciences Centre, Huron and Brescia University Colleges, and the London Board of Education. The University will seek first right of refusal to purchase such properties adjacent to, and in the area of, the University over the long-term, should they become available.

Figure 9: The Campus in 2007 showing current renovation, conversion and construction.

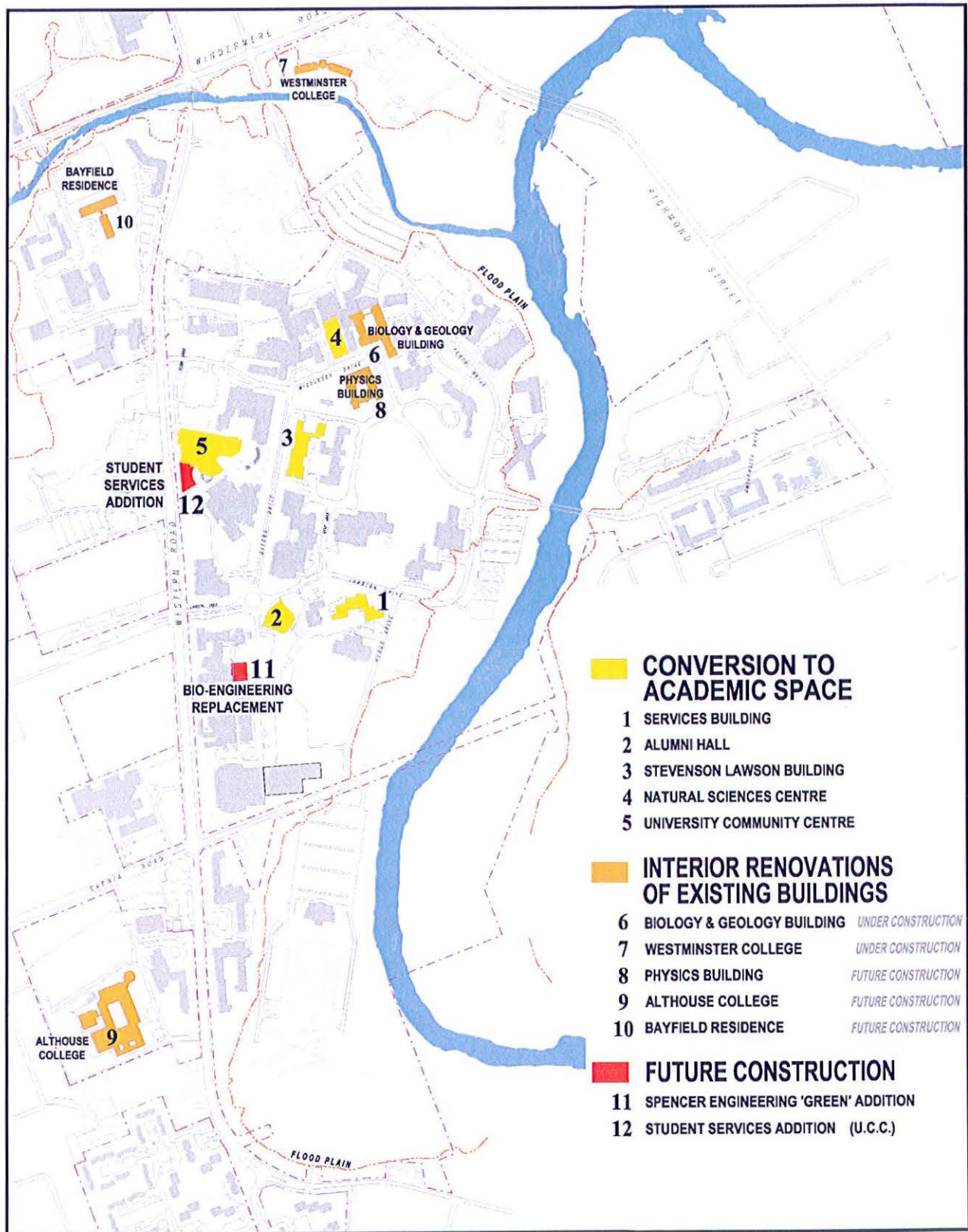




Figure 10: Campus areas for primary and secondary development and other lands owned by Western

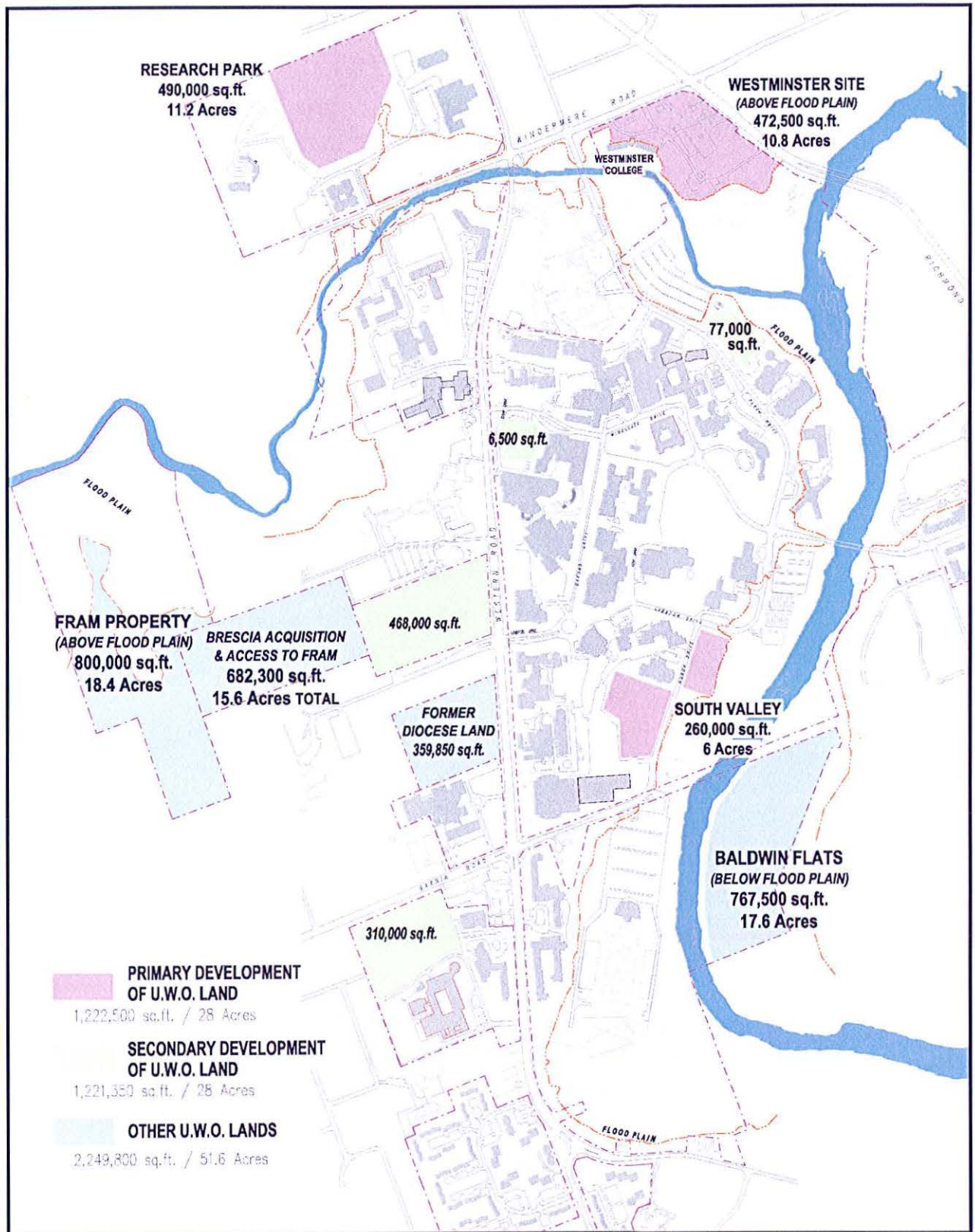


Figure 11: Hypothetical example of utilization of the South Valley site for future construction

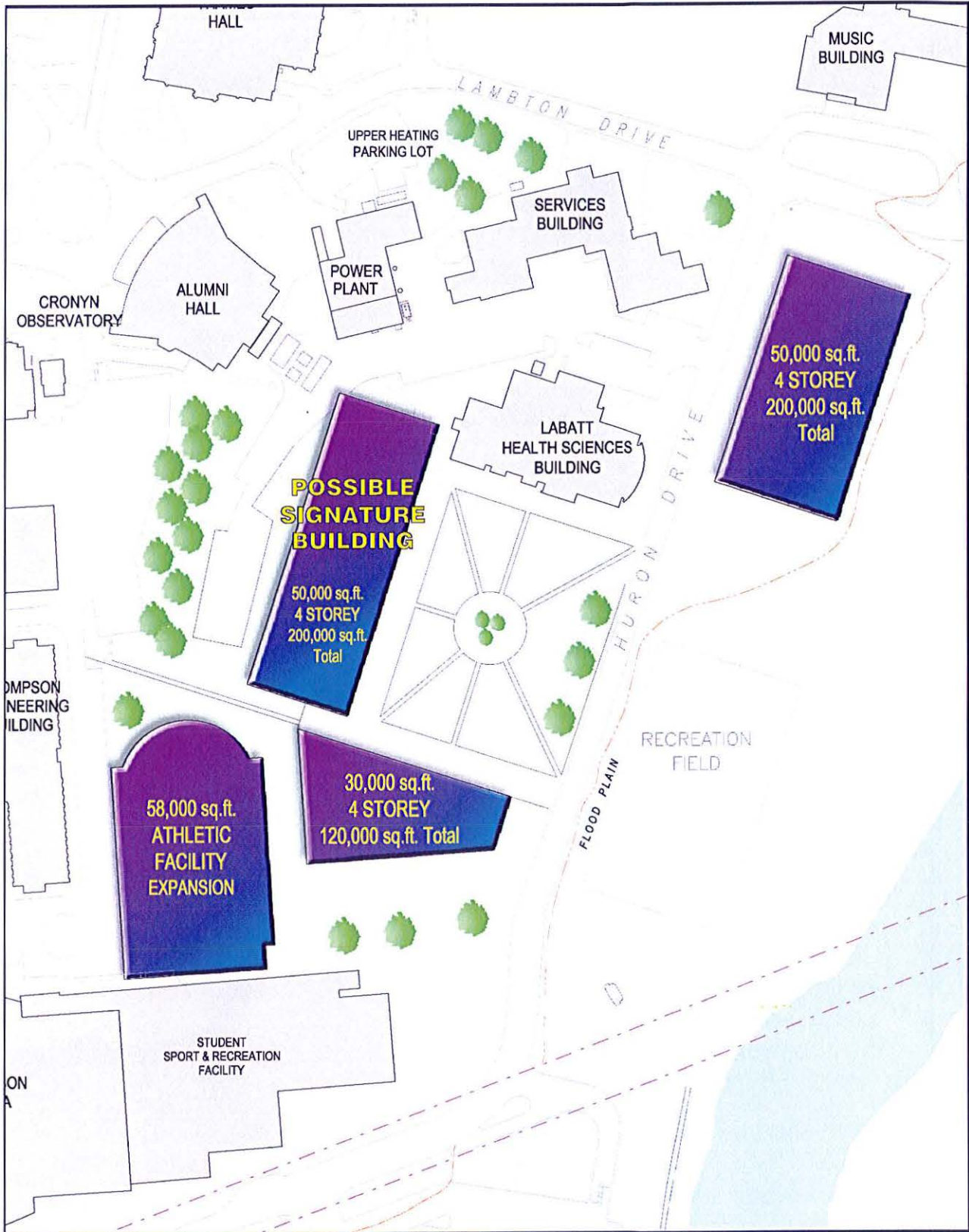




Figure 12: Hypothetical example of utilization of the Westminster site for future construction

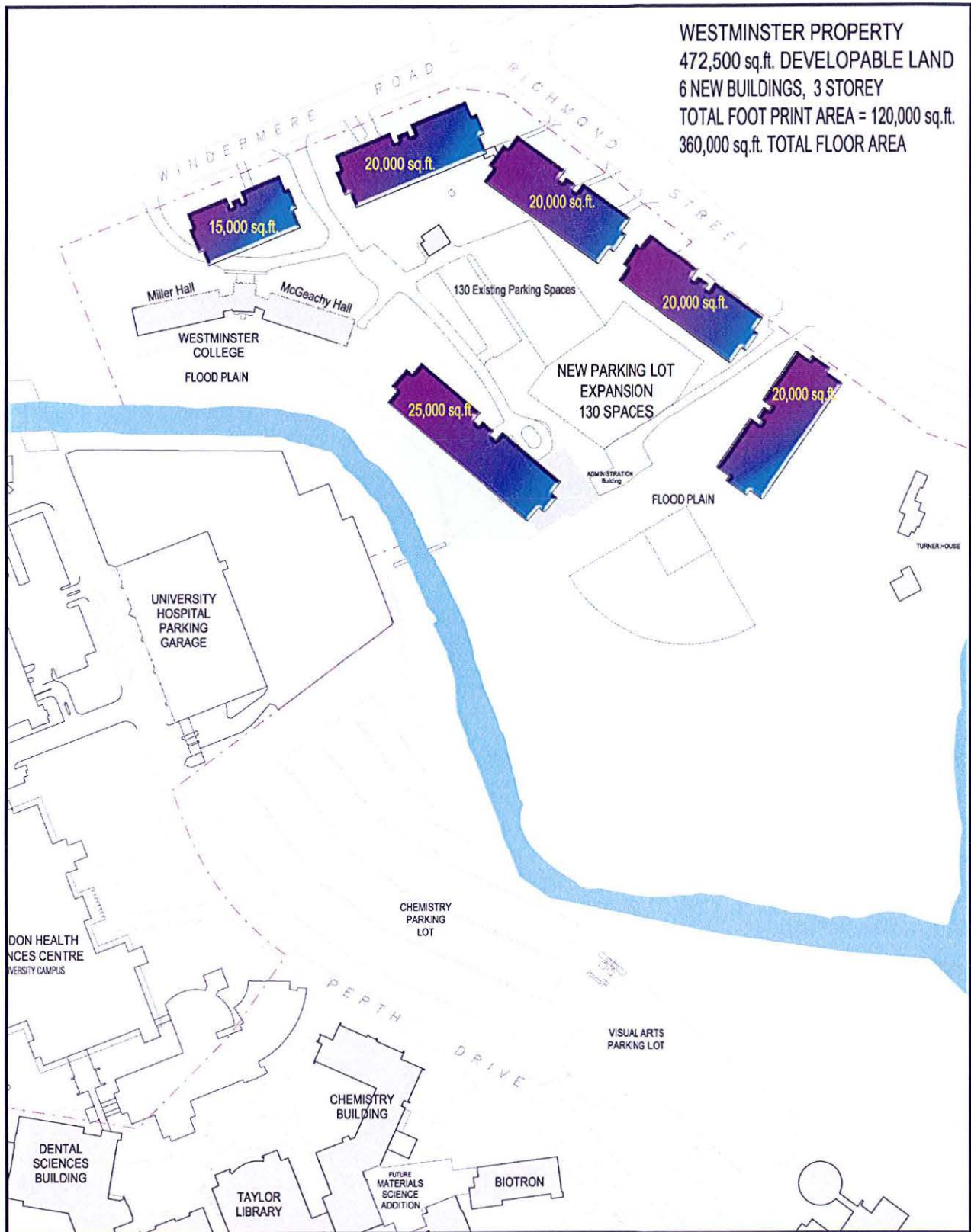


Figure 13: Hypothetical example of utilization of the former Diocese site for future construction



Figure 14: Hypothetical example of utilization of the Baldwin Flats for future recreation and sports fields

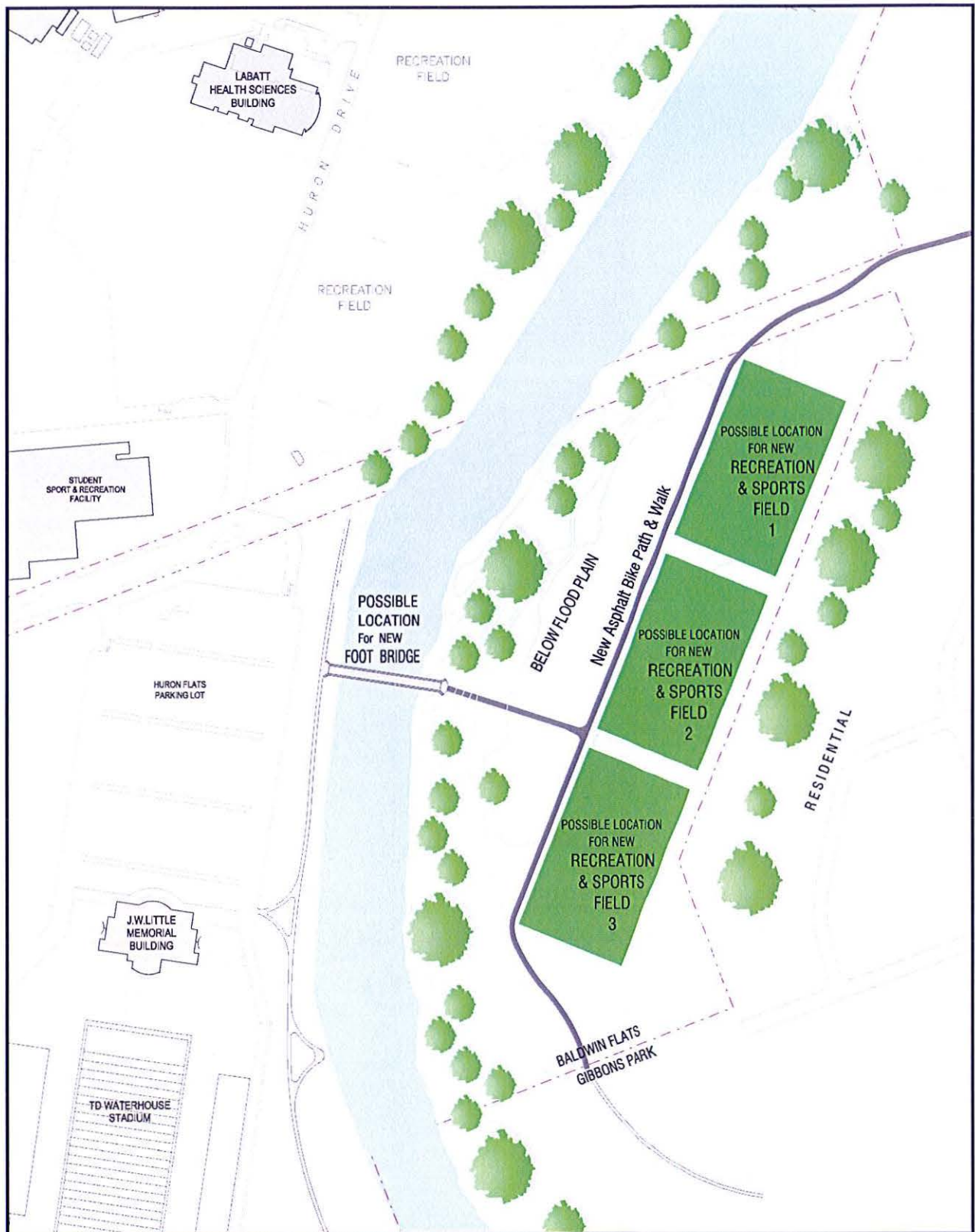




Figure 15: Hypothetical example of utilization of the Brescia Acquisition and Fram property for future construction of a parking lot and 12 buildings

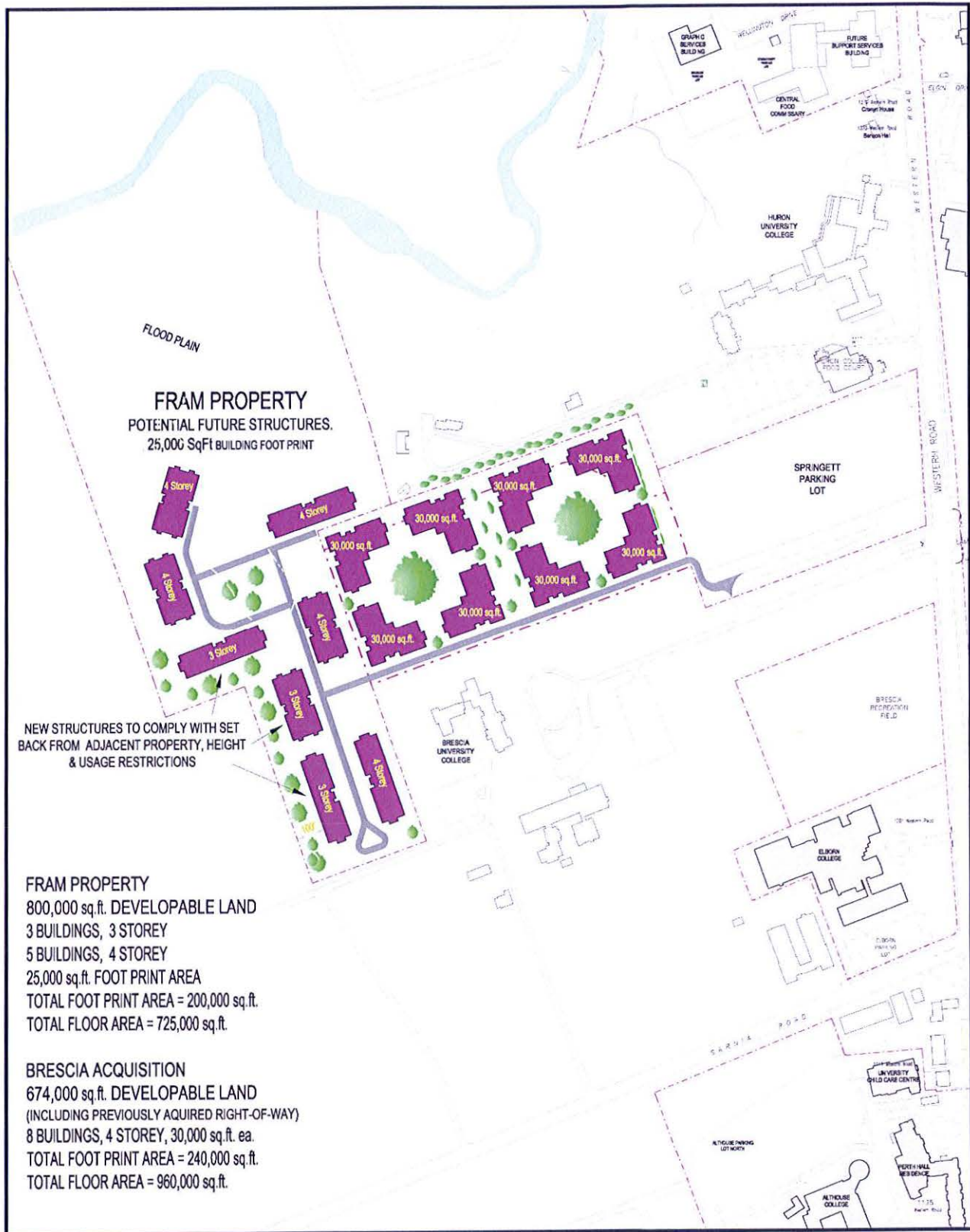


Figure 16: Hypothetical example of utilization of the Brescia Acquisition and Fram property for future construction of 16 buildings

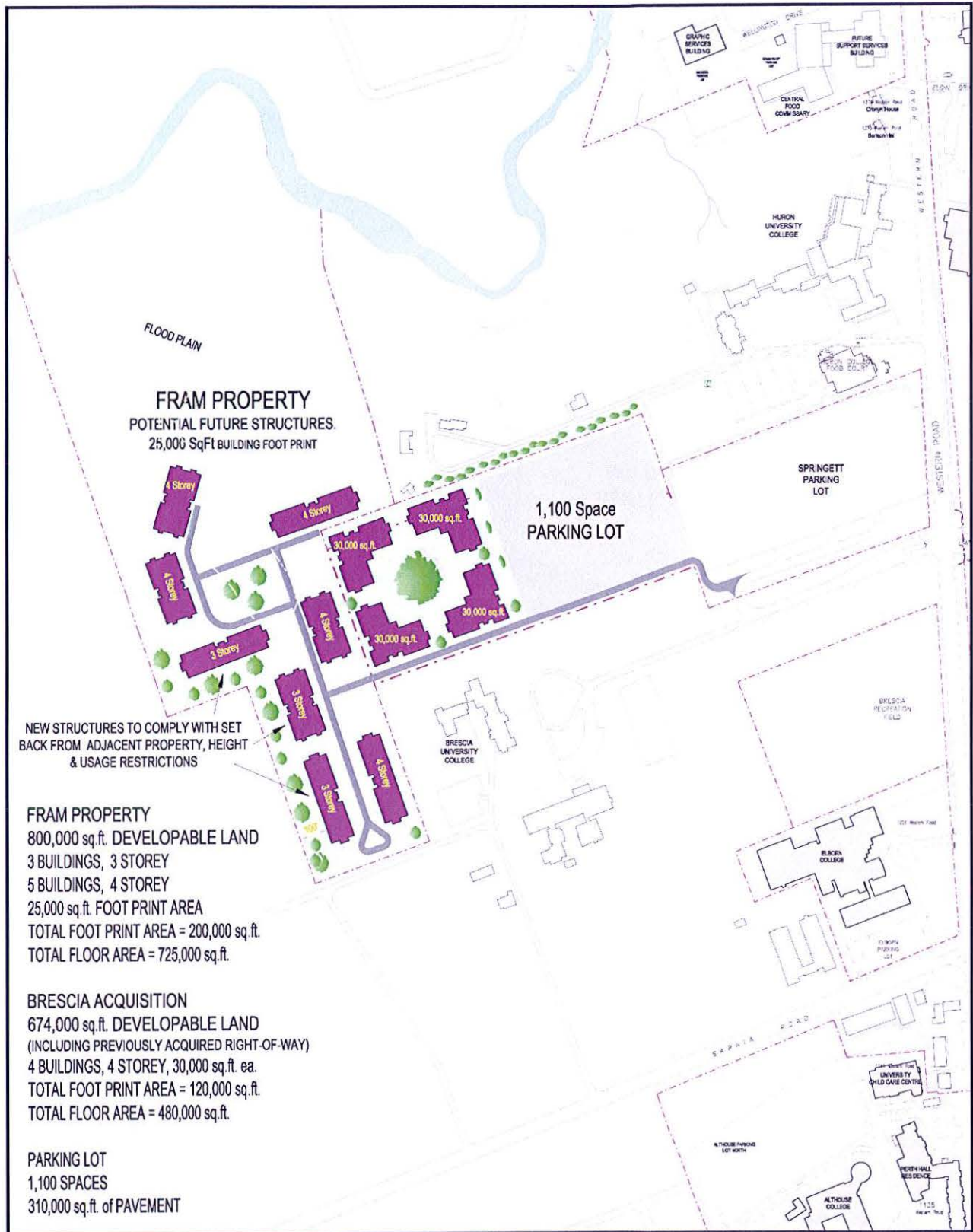
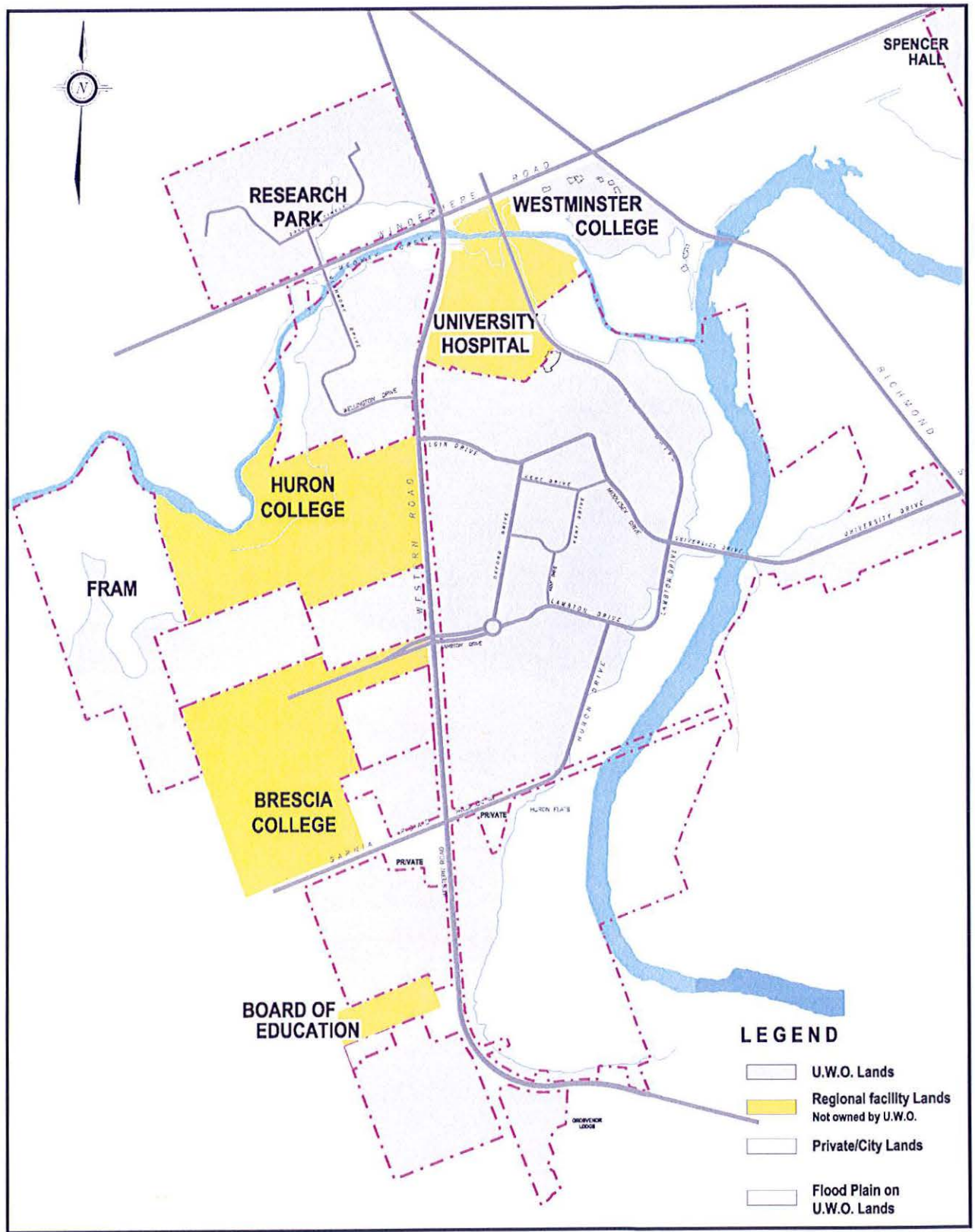




Figure 17: Map of the area of Western showing Western lands, regional facility lands and private or city lands.



## Transportation and Circulation Strategy

**Transportation:** The transportation strategy for the University should be designed to provide attractive alternatives to the use of automobiles on and through campus and enhance a system that supports pedestrians, bicycles and public transit.

A crucial element of the strategy to limit automobile traffic on campus is the promotion of increased transit use by faculty, staff, students and visitors. The system should meet development objectives of the University while it provides an appropriate response to environmental and barrier-free access concerns within the community.

Current alternative transportation initiatives include:

- Western's student groups have raised the level of transit use by including the cost of transit in the fees for undergraduate and graduate students.
- A carpool program hosted by Parking Services for use by all faculty, staff and students on campus. Approximately 80% of the current 200 participants are students and most are commuting from the Greater Toronto Area.
- Increased number of bicycle racks distributed across campus to encourage cycling as well as bicycle lockers to address safe storage of bikes.
- Pedestrian services currently include lighting upgrades, emergency phone installation plan and the foot patrol program.

Future transportation strategies can build on these initiatives to limit vehicular travel to campus. Such strategies might include:

- Collaboration with the London Transit Commission (LTC) to develop and promote transit strategies that will enhance service to the campus (focus on Richmond Street and Wharncliffe Road corridors). Ensure bus routes are effectively and efficiently serving the campus. Rationalize schedules to ensure maximum coordination of bus arrival and departure, coordinated planning of routes and services, and introduction of new services as the university grows.
- Exploring mechanisms for increasing the use of the LTC by University faculty and staff.
- Seeking University representation on the LTC. This strategy is timely given the recent Transportation Master plan released by the London Transit Commission.
- Conducting a traffic study to measure traffic demand at key intersections on campus to optimize traffic control.
- Introducing traffic calming design measures in areas within the campus where creating safe pedestrian/traffic relationships are of particular concern.
- Making improvements to pedestrian and cyclist access a priority in any enhancements to access into the campus.

The pedestrian strategy includes measures to encourage at-grade pedestrian activity that make the campus more hospitable to and safe for pedestrians, including:

- Pathway treatments, benches etc.
- Pedestrian services, including proper illumination, weather protection, proper surface maintenance. Implementation of personal safety features such as lighting and emergency phones should be part of all projects.

- Pedestrian paths oriented to transit stops.
- Introduction of a pedestrian/bicycle bridge across the Thames River from Huron Drive to Gibbons park trail.

The bicycle strategy includes;

- Developing a cycling plan in collaboration with the City in which bicycle routes to and through the campus could be improved and expanded where possible.
- Increasing bicycle storage facilities in key locations on campus such as at residences and in the core of campus where possible.

**Western Road:** Western Road is one of the principal streets of the campus community area. The strategy for Western Road is to create a street environment that reflects the distinctive character and setting of the campus and is friendlier to alternative modes of transportation, while at the same time recognizing and protecting its basic transportation function. The City has approved the widening of Western Road from Huron University College north to Windermere Road in 2007 and north of Windermere to Richmond Street sometime thereafter. It is hoped that the design for this first section will form a template for all of Western Road south to at least Sarnia Road. The City, along with the University and the affected Affiliated University Colleges, is developing the design. The specific design has the following features:

- Two traffic lanes in each direction;
- A narrow, landscaped centre median, tapered to permit a left turn at appropriate locations;
- A curbside, on-street bicycle lane in each direction; and
- Signals at the intersections of all major junctions, which will permit safe and controlled crossings for pedestrians.

**Parking:** The University has followed the principle of giving priority to academic activities in the central campus since the 1993 Campus Master Plan and we seek to maintain this longstanding priority in University planning. Imagine that, for parking purposes, we define the centre of the campus as bounded by Western, Aziz, Huron, and Perth Roads, and the property line dividing University from London Health Sciences Centre property, from Western Road to Perth Drive. In the period since 1993, construction has eliminated about 500 parking spaces in this central area, in favor of the following projects: the Labatt Visual Arts Centre, the Thompson Engineering Building, the Weldon Library Archives, the Beryl Ivey Garden, the Dental Sciences Clinic Addition, the West Valley Building, and two buildings under construction, the Biotron and the Student Sport and Recreation Facility. We expect this trend to continue, so that parking will be located increasingly on the periphery of the campus. An example would be the new parking lot built on the north side of the Faculty of Education Building in 2002, with 650 spaces at a cost of \$1.0 million.

No part of the consultation draft of the Campus Master Plan elicited more comment and input from Western's community than the issue of parking. Generally, our faculty, staff, and students realize the importance of devoting the centre of the campus to academic activities in support of our mission, yet they would like to park near to their offices and classrooms. Hence the very common request for a parking garage in the centre of the campus, which would allow more parking spaces to be provided per square meter of land used. It was also suggested that a parking garage in the centre of campus

would provide easier parking for visitors. Parking garages involve issues of cost and aesthetics which need to be addressed.

A parking garage on a campus like ours, in a city the size of London, cannot finance itself on revenues from the garage alone. Invariably part of the annual cost would involve an increase in monthly permit chargers for *all* parkers, including those who are not using the garage on a regular basis. At Western, the increased cost cannot fall on the general operating budget, so we need to estimate additional cost for all monthly parkers in the construction of a parking garage. A cost analysis for a parking garage is shown in Appendix 1. We do not believe that some 7,000 permit holders at Western are ready to pay an additional \$148 a year to build a garage that most of them would seldom use, and which would cost them \$3 an hour when they did use it. Thus we are not recommending construction of a garage at this time.

Looking ahead, perhaps several decades, there will almost certainly come a time when land is so scarce at the University that a parking garage becomes a necessity, and the higher permit rates can be justified because there is simply no alternative with regard to surface parking. Or there may come a time when the economics of a garage change, so that the increase in monthly permit charges is reduced to a level that most parkers would find acceptable. When that time comes, there appear to be a number of possible sites for a garage, including sites on top of current lots, such as Social Science and Springett. At the point when a garage is economically feasible, the issue of aesthetics will need to be considered. Some might argue for architectural reasons, a garage would best be located on the periphery of the campus. However, such placement would reduce the revenues from both permit holders and visitors as compared to a central location, and increase the annual deficit to be paid with increases in permit costs for all parkers. There will be a balance to be struck here between financial and aesthetic considerations.

For the immediate future, we believe that any additional parking for faculty, staff, and students will need to be accommodated on surface lots, either by expanding existing lots or building new ones.

Western currently has approximately 6,000 parking spaces for permit holders. Under the current system, surveys at peak times, on average, have shown that approximately 650 spaces are open within the parking lots. The majority of these available spaces are located at the periphery of campus in the Althouse and Huron Flats parking lots. Trends show that this supply will be sufficient for the next five years.

In the longer term, as campus development proceeds, existing parking lots that are suitable for building sites will be relocated to periphery areas; a possible site exists in the newly acquired Brescia area west of Western Road, as illustrated in Figure 6. Alternatively, additional sites exist on flood plain which may be developed with the appropriate approvals.

A shuttle service could be instituted from periphery parking lots to the center of campus. An analysis shows that current costs to deploy a shuttle are approximately \$45.00/hr per bus. A service of 2 buses running at 20 minute intervals (September to August (approx. 240 days), Monday – Friday (approximately 12 hrs/day) would cost approximately \$260,000.00/year. With about 7,150 permit holders, the required increase in the monthly permit rate for all parkers is \$3.00 a month or \$36.00 a year.

**Parking for Visitors:** The University also needs to address the provision of *visitor parking*. In 2006, the University began a policy of providing free parking in most lots on weekends and after 7 PM on weekdays, subject only to a few exceptions (e.g., Huron Flats and the Alumni/Thompson Arena lots during special events such as football or basketball games). We intend to continue this practice. Our main concern is thus to ensure convenient visitor parking during weekdays before 7 PM and to communicate effectively with the public as to where parking is available.

Current visitor facilities are located in the centre of campus at the Weldon, Alumni/Thompson Arena and Social Science parking lots. Visitor feedback indicates Social Science is the lot of choice. This lot currently accommodates a maximum of 25 visitors and frequently does not meet demand. The Weldon and Alumni/Thompson Arena lots accommodate up to 160 visitors. Between them, these two lots consistently meet demand.

The Western Road improvements scheduled in the near future will likely increase visitor traffic to the Social Science lot. We plan to make the Social Science lot the primary visitor facility, with designated space for visitors, accessible/barrier free and some premium priced reserved space. More specifically, of the 140 spaces available, the intention is to continue providing 15 spaces for disabled and 35 spaces for reserved permit holders but to devote the remaining 90 spaces to visitor parking. Core non-reserved permit holders currently using the Social Science parking lot (51 spaces) will have the option of re-locating either to the Weldon or to the Springett lots. A number of metered spaces located adjacent to the Weldon parking lot will also be available to visitors. The Alumni/Thompson Arena facility will remain a dedicated visitor parking area. This should provide a more equal distribution of visitor spaces in the north/central/south campus areas.

Welcome Centres, located at the Richmond and Western Road access points and improved signage will continue to be used as a communication tool to direct visitors to their destinations.

**Accessible / Barrier-Free Parking:** In accordance with Master Planning Principle 10, adequate accessible / barrier free parking spaces will be located in close proximity to all campus buildings along with drop-off and paratransit sites.

## **The Best Experience for Western's People**

**Facilities for our People:** Currently, the Constituent University is a community of 28,000 students, 1,300 full-time faculty and 2,200 full-time staff. We must strive to provide modern facilities to support the learning, teaching, research, service, and recreational activities of all members of our community. Along with the need to provide basic facilities such as classrooms and offices, we must ensure that greater importance is placed on the following:

- Common/gathering spaces that facilitate interaction among students, faculty, and staff;
- Learning spaces, including state-of-the-art classrooms and instructional laboratories;
- Library/study space; and
- Recreational facilities, including outdoor activity space.

**Green Space and the Campus Environment:** The grounds, including pathways, courtyards, the Sherwood Fox Arboretum, natural areas, and wetlands all play an important role in creating a sense of place at the University. Future planning should include preservation of the grounds and development of a Landscape Plan, including the allocation of lands for the Arboretum, and enhancement of courtyards and other spaces while trying to use species native to Southwestern Ontario whenever considering new planting/landscaping. The retention of these spaces is essential for members of the community to enjoy and interact within the pleasant outdoor surroundings. The presence of trees is considered to be an important environmental aspect of the campus which also enhances its natural beauty. In the development of plans for new facilities the preservation of trees needs to be a critical part of the planning. When it is necessary to remove trees, they will be replaced in numbers equal to or greater than the trees being removed. In addition the university will commit to enhancing the landscape with plantings throughout the campus.

### **Supporting the Surrounding Community**

**Regional Facilities Designation and ‘First Right of Refusal’ for Purchase:** The University and its Affiliated University Colleges recognize the importance of ensuring that the lands under their ownership remain within the Regional Facility designation (Figure 17) in the Official City Plan and thus available for the future needs of both the University and the Affiliated University Colleges. The University will work with the Affiliated University Colleges to create a process that will ensure that any land no longer required by any College will remain available for the future needs of the University.

**City Official Plan/Zoning:** As the largest neighbour in North London, Western will respond to rezoning and variance applications within 300 metres of the campus (the distance used by the City of London to notify neighbours of such applications) and will act in the best interest of the University and the neighbourhood involved. This will entail our advocacy of adherence to the City’s Official Plan, which we will support in all cases, unless a Board resolution directs otherwise.

**Enhancing University/ Campus Neighbourhood Relations:** The past growth in undergraduate student enrolment and expected growth in graduate student enrollment and general activity on campus has an impact on surrounding neighbourhoods. Many of our neighbours are directly affiliated with Western: they are students or employees who are taking advantage of the opportunity to live in safe, affordable neighbourhoods within walking distance of campus. Western supports the preservation of neighbourhoods that provide an appropriate balance of good quality student and permanent resident housing. To that end, Western will continue to work with our neighbours, the City of London and landlords. We will advocate with the City and our campus neighbours for provincial changes to by-law enforcement regulations to ensure the City has the necessary regulatory power to enforce municipal by-laws to preserve campus neighbourhoods. Through the work of our Housing Mediation Office and our student leaders, we will continue our current initiatives to encourage appropriate student behaviour and develop new programs and initiatives as needed.

Western needs to continue effective communication with its neighbours, many of whom feel that they have a stake (because they are neighbours and because Western is a public institution) in Western’s development. The Master Plan has been developed in meaningful consultation with those neighbours willing to be engaged.



**Student Accommodation:** Western and the three Affiliated University Colleges have over 35,000 full and part-time students, with approximately 6,000 living in University housing as follows:

Residences	5036
Apartments/townhouses	900
<b>Total on campus housing</b>	<b>5936</b>

Most of our students, about 29,000, live off campus. The results of a Fall 2006 survey of undergraduate and graduate students conducted by the Western Division of Housing and Ancillary Services are presented in Appendix 2. Based upon an analysis of these results, we estimate that some 7,000 Western students live in the central part of London south of the CPR tracks, with about 3,000 of these in the “downtown” area; this is the equivalent of about 7 large residence buildings on campus. These students make a major contribution to the economy and vibrancy of downtown London.

Graduate student housing is a key issue for the University, given our planned expansion in graduate studies. As explained in the 2005-06 operating and capital budgets and in Section 10 of *Engaging the Future*, we do not intend to build additional housing and we are therefore looking to the private sector to provide this. Based upon the preference shown in the Survey by our current graduate students for Central London, we believe that this same area will attract many of the new graduate students, if the price and quality of housing are attractive and if public transit to the campus is reliable. We will continue to work with private developers to inform them of our graduate student plans and encourage them to consider construction of downtown apartments for those students.

The housing needs of graduate students differ from undergraduates in several ways. The results from the 2006 Survey indicate that graduate students prefer to live with fewer people, prefer to live in an apartment complex and intend to stay longer in their chosen housing than undergraduate students. The criteria which ranked first and second in importance in choosing accommodation for all students were price and proximity to Western. On campus, graduate students have access to our apartment and townhouse complexes, where they occupy over half of our units. Off-campus graduate students tend to live in the residential neighbourhoods surrounding the University.

London enjoys a relatively high residential vacancy rate in comparison to other university communities in Ontario. Graduate students should be able to meet their housing needs in the London residential rental market. Western will work with the private sector and the City of London to provide them with enrollment data and information about graduate students’ housing needs.

### **Continuing Studies at Galleria London:**

The University of Western Ontario moved its Continuing Studies operation downtown to Galleria London in 2001. Since that time, more than 35,000 students have taken classes at our downtown location in a wide variety of professional development and life-long learning programs. This has been an important and significant educational bridge between Western and the London community. Continuing Studies recently expanded its space at Galleria, adding two additional classrooms as demand for these programs has continued to increase. We are committed to sustaining Continuing Studies in Galleria London.

**Appendix 1:**

**Garage Cost Analysis**

<b>Location</b>	<b>Social Science</b>
Total Number of Spaces	450
Capital Cost	\$13,500,00.00
Annual Revenue	\$ 516,000.00
Annual Operating Costs	\$ 1,790,000.00
Net Annual Expense	\$ 1,574,000.00
Annual Operating Loss	\$ 1,058,000.00
Approx annual permit holders	7150
Annual permit rate increase	\$ 148.00

One site commonly suggested for a garage is on the existing parking lot on the west side of the Social Science Building. Physical Plant has analyzed the construction and operating costs of a garage on that site with 450 parking spots, based on the following assumptions. The existing lot would lose about 140 spots, for a net increase of 310 spots. Of the 450 spots in the garage, 350 would be reserved for visitors and short-term parking (\$3 an hour, \$12 daily maximum) while 100 would be available for purchase to permit holders at a rate of \$150 a month, higher than the current core rate of \$89 a month, and well above the current Springett rate of \$28. Experience at other universities indicates that there would be 100 people willing to pay the \$150 rate to park in a garage.

Construction costs of \$13.5 million are paid off over 25 years at an interest rate of 6.5%, for an annual loan cost of \$1.1 million. Other costs including capital renewal (at 3% of the initial construction cost), regular maintenance, and staffing, would total \$0.69 million a year, so that total annual operating costs are \$1.79 million. There would be savings of \$0.216 million in wages in several nearby parking lots (Alumni Thompson, Medical Science, Weldon), because they would be designated permit only and not require attendants. The net increase in annual expenses from the garage is \$1.574 million.

From the additional expenses we may subtract the *additional* revenues which the garage generates over and above current revenues without the garage; the additional revenues on an annual basis are estimated to be \$0.516 million, involving an annual loss of \$1.058 million on the garage. With 7,150 permit holders, the required increase in the monthly permit rate for all parkers is \$12.32 a month, or about \$148 a year.

## Appendix 2:

### Off-Campus Student Residency Patterns

In January and February of 2006, a survey of undergraduate and graduate students was conducted by the Western's Division of Housing and Ancillary Services. Of these, there were 2,183 off-campus undergraduates and 475 off-campus graduate students who responded, which represents approximately 9 % of all students living off campus. Student enrollments, excluding those in residence and those registered as Distance learners, were 28,686 in Fall 2006. The response level to the survey was large enough to allow Western to develop projections of the actual residency of all students, in the City of London, by geographic region.

Table 3 presents the residential living patterns for both graduate and undergraduate students across the City of London. The city has been divided into 8 districts, as indicated in the table (see also Figure 18). Within the Western periphery (defined as North of Oxford between Adelaide Street and Wonderland Road) we find 54% of the undergraduate students (~ 13,400) and 42 % of the graduate students (~ 1,580). Table 3 indicates that the next most populated region is the London Central (defined as the CPR tracks to Southdale, between Wonderland and the Thames River, excluding downtown). This district has about 4,000 students (~14% of the student population). This is followed by the Downtown Core where we find nearly 11% of the student population (~ 3,200) where for the purposes of this report "Downtown" is defined as bounded by Oxford Street, the Thames River, Bathurst Street and Adelaide Street. Except for London Northeast and London Northwest (with a combined ~ 19 %) the remainder of students is spread thinly over the rest of the city.

A comparison of the residency patterns of undergraduate and graduate students shows a difference in only two districts. A larger proportion of undergraduate students live in the Western periphery than graduate students, 54 % and 42 % respectively. The reverse is the case in Central London, where larger proportions of graduate students than undergraduates are found to live (22% to 13% respectively). All other districts attract approximately the same proportions from each group.

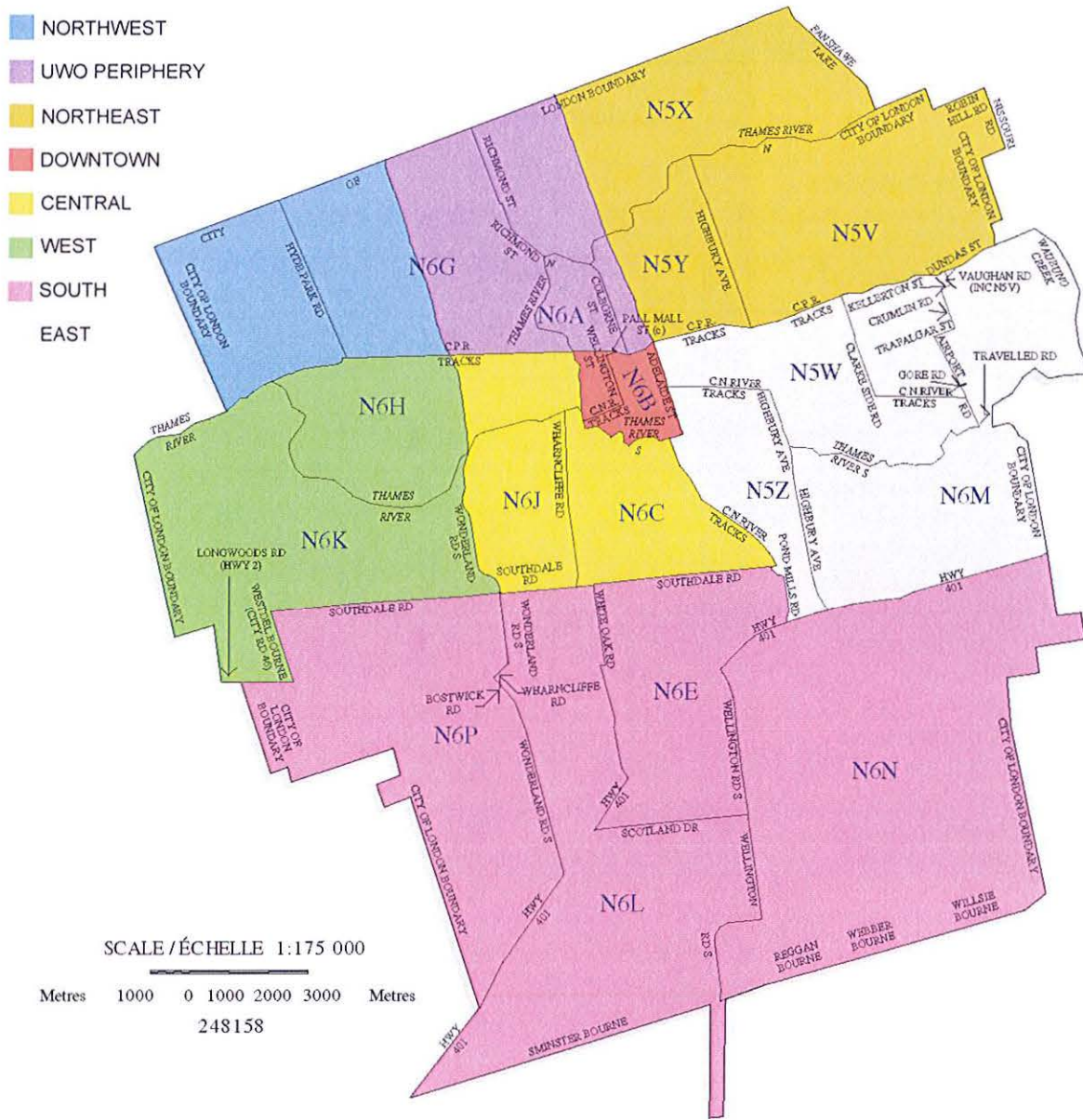
Table 4 looks in more detail at the Western periphery. It divides the periphery into quadrants roughly centred on the Western campus (see Figure 19). As noted above, slightly more than half of the students live in this district. Almost all of the students are found in the southeast quadrant (between the Thames, Oxford and Adelaide) and southwest quadrant (south of the Thames and Gainsborough above Oxford and east of Wonderland). It is notable that the undergraduates tend to choose the southeast and the graduates the southwest. About 80% of the undergraduate students living within the southeast quadrant live in the area close to Western bounded by the river on the north and west, by Victoria Street on the south and by Waterloo Street on the east. Given that future growth in student population at Western will occur with graduate students, it seems reasonable to anticipate that most of these individuals (and their families) will locate outside of this area and more likely appear in the central and downtown sections of the city.

The impact of students outside the Western periphery district is substantial. A total of approximately 14,000 students live in other districts of the city and about 3,200 live downtown. As mentioned above this number is anticipated to grow as the numbers of graduate students grow.

**Table 3: Geographical Distribution of Western Students Living Off-Campus in London, Fall 2006**

	Undergraduates		Graduate Students		All Students	
	N		N		N	
<b>Total Western Enrolment</b>	<b>24,944</b>		<b>3,742</b>		<b>28,686</b>	
<b>Student Distributions</b>						
<b>Western Periphery</b> North of Oxford between Wonderland and Adelaide	13,390	54%	1,584	42%	14,974	52%
<b>London Central</b> CPR tracks to Southdale and Wonderland to the CNR river tracks (excluding Downtown)	3,245	13%	827	22%	4,073	14%
<b>Downtown Core</b> Bounded by Oxford, Thames river, Bathhurst and Adelaide	2,741	11%	457	12%	3,198	11%
<b>London Northwest</b> North of the CPR tracks and west of Wonderland	2,709	11%	339	9%	3,048	11%
<b>London Northeast</b> North of CPR tracks and east of Adelaide	1,784	7%	378	10%	2,162	8%
<b>London West</b> West of Wonderland, between CPR tracks and Southdale	571	2%	71	2%	642	2%
<b>London East</b> East of Adelaide, between CPR tracks and Southdale	342	1%	79	2%	421	1%
<b>London South</b> South of Southdale	162	1%	7	0.2%	169	1%

Figure 18: Illustration of the Districts of the City of London corresponding to Table 1



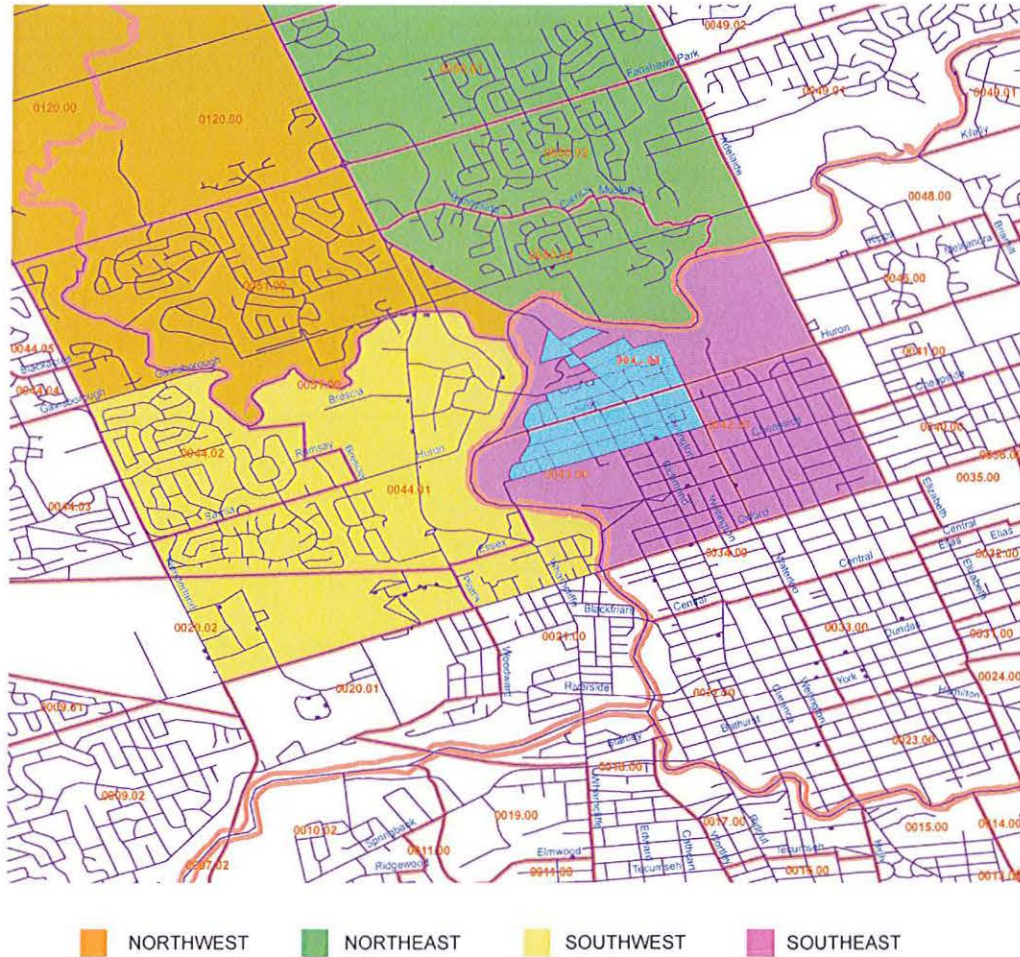


**Table 4: Geographical Distribution of Western Students Living Off-Campus in the Western Periphery<sup>#</sup>, Fall 2006**

	Undergraduates		Graduate Students		All Students	
	N		N		N	
<b>Total Western Enrolment</b>	<b>24,944</b>		<b>3,742</b>		<b>28,686</b>	
<b>Student Distributions</b>						
<b>Subsection of Southeast Quadrant closest to Western</b> Bounded by Thames River, Victoria and Waterloo	5,326	21%	292	8%	5,617	20%
<b>Remainder of Southeast Quadrant</b> Bounded by Thames River, Victoria on the north, Oxford on the South, Waterloo on the west and Adelaide on the east	1,484	5%	228	6%	1,713	6%
<b>Southwest Quadrant</b> Bounded by Thames River, Medway Creek/Gainsborough, Wonderland and Oxford	5,004	20%	835	22%	5,839	20%
<b>Northeast Quadrant</b> North of Thames River between Richmond and Adelaide	983	4%	150	4%	1,133	4%
<b>Northwest Quadrant</b> Bounded by Medway Creek/Gainsborough, Richmond and Wonderland	594	2%	79	2%	673	2%
<b>Total Western Periphery</b> North of Oxford between Wonderland and Adelaide	<b>13,391</b>	<b>52%</b>	<b>1,584</b>	<b>42%</b>	<b>14,975</b>	<b>52%</b>

<sup>#</sup>North of Oxford between Wonderland and Adelaide

Figure 19: Illustration of the Quadrants within the “Western Periphery” to correspond to Table 2



## Appendix 3:

### The Campus Master Plan Committee

Terms of Reference – The report of the Task Force on Strategic Planning, *Engaging the Future*, recognized the need to develop a new guiding document to establish the University’s directions in this major reconfiguration of space in its Commitment 10.1: “Draft a new Campus Master Plan by the end of 2006, which protects the beauty of the campus and continues the emphasis on Collegiate Gothic architecture. The South Valley site should include a signature building and a configuration that emphasizes the Thames River as a defining aspect of the University.”

To this end, an *ad hoc* committee was struck in August 2006 whose membership brought together both academic and administrative expertise and experience appropriate to produce a consultation draft document.

#### Composition:

Mike Bartlett – Chair, Senate Committee on University Planning  
Ruban Chelladurai – Associate Vice-President (Institutional Planning & Budgeting)  
Paul Davenport - President & Vice-Chancellor, *ex officio*  
David Estok – Associate Vice-President (Communications & Public Affairs)  
Susan Grindrod - Associate Vice-President (Housing & Ancillary Services & Liquor Licence Coordinator)  
Ted Hewitt - Vice-President (Research and International Relations)  
Duncan Hunter - Chair, Coordinator-Academic Space Planning  
Dalin Jameson - Executive Assistant to the President and the Provost, Policy Planning Officer  
Gitta Kulczycki - Vice-President (Resources and Operations)  
Fred Longstaffe - Provost & Vice-President (Academic)  
John Nash – Chair of the Campus & Community Affairs Committee of the Board of Governors  
David Riddell - Associate Vice-President (Physical Plant and Capital Planning)  
Jerry White – Professor & Senior Advisor to the Provost

#### Consultation:

In the preparation of the “Consultation Draft”, which was posted to the Western web site on November 6 2006, the Committee met nine times from August 2006. For both before and after posting of the Consultation Draft, consultations were pursued through several venues within the university community and with the broader community. These included meetings with specific stakeholders (listed below), a town hall meeting for the Western community (November 14, 2006) and two for the external community (November 21, 2006 and May 2, 2007) and a link to the “Consultation Draft” on the Western homepage with a dedicated email box for responses. An AtWestern Weblog on the Western homepage asking the question “How can Western retain green space as the campus grows and parking pressures increase?” received twenty-six postings.



Presentations to specific stakeholders:

**2006**

August 28: Deans' retreat

September 18: Senate Committee on University Planning and Campus Council

September 25: Board of Governors' retreat

October 19: President and Vice-Presidents

October 26: University Students' Council and the Leader's Forum

November 6: UWO-City Liaison Committee and Western neighborhood associations

November 7: Senior Alumni Group and Meeting of Deans

November 8: Campus Council

November 9: Society of Graduate Students

November 14: Principals of the Affiliated Colleges and the Property and Finance Committee of the Board of Governors

November 23: Board of Governors

November 30: University Students' Council and Society of Graduate Students combined focus group

**2007**

April 25: London Board of Control

May 7: Senate Committee on University Planning

May 18: University Senate

June 5: The Property and Finance Committee of the Board of Governors and the Senior Operations Committee

June 26: Board of Governors

The committee is very appreciative of the thoughtful and constructive responses received in the dedicated email box from the following individuals responding as individuals or as representatives of organizations:

Larissa Bartlett, Gerhard Beckhoff, David Bentley, Jane Bowles, Johanna Bradie, Wendy Dickinson, Maureen Downing, Tatyana Foth, Richard Glew, Patricia Green, Anthony Gualtieri, Ted Halwa, Mick Hassell, Richard Holt, Kevin Inchley, Mary Beth Jennings, Michael Mics, Cheryl Pearce, David Purcell, Ryan Rodrigues, Mary Jane Toswell, Pat VandeSompel, Ken Woytaz

## Approval request to the Board Of Governors

### **Approval requested for Proposed 2007-2008 Dental Kit Fees:** **(Addendum to Program Specific Fees and Other Supplemental Fees**

These fees are generally not available when the submission is made to Senate and the Board of Governors in the April / May time period. The proposed 2007-2008 amounts for Dental kit fees have now been submitted by the Schulich School of Medicine and Dentistry with their explanation for the fees and increases. We would like Board of Governors to approve these fees for the upcoming 2007-2008 academic year.

	<u>2006-2007 Amount</u>	<u>2007-2008 Proposed Amount</u>	
Year 1	\$ 10,510	\$ 10,510	
Year 2	\$10,810	\$ 10,810	
Year 3	\$4,460	\$ 4,575	(Note 1)
Year 4	\$6,659 (blended cost program)	\$ 1,220 (Actual Cost)	(Note 2)

### **Internationally Trained Dentists Program:**

Year 1	\$16,350	\$ 16,350	
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Note 1: this is \$115 higher than last year...or 2.6% increase, due to inflationary pressures

Note 2: Last year, students in year 4 would have been on the old blended cost program – this year students in year 4 are on the new or actual cost program.

**HBA1 COURSE FEES 2007-08**

Course	Course Name	Handout Allowance	Casebook	Fee Per Student
300F1105	Strategic Analysis & Action	\$7.66	\$190.00	\$197.66
301F1105	Marketing	\$159.63	\$166.37	\$326.00
302Y1105	Communications	\$37.06	\$89.13	\$126.19
303F1105	Finance Fall	\$63.51	\$110.00	\$173.51
304F1105	Operations	\$21.24	\$82.00	\$103.24
305T1105	Microeconomics	\$0.00	\$45.00	\$45.00
307F1105	MAC	\$13.50	\$160.00	\$173.50
308A1105	Leading Teams	\$33.99	\$121.00	\$154.99
316F1105	Management Science	\$18.10	\$95.00	\$113.10
310F1105	HBA1C - Entrepreneurship	\$0.00	\$50.00	\$50.00
313F1105	New - Finance - ELECTIVE	\$0.00	\$250.00	\$250.00

\$1,713.19

**Program Activity Fees**

Activity	Description	Fee Per Student
Outward Bound Field Trip	Buses	\$4.32
	YMCA Fee	\$43.00
308 - Leading Teams	Workshop - Role Play	\$7.00
		\$54.32

**Notes:**

1. Handout allowance includes all course materials not bound in the custom casebook including in-class handouts, additional cases and readings, and items ordered from outside suppliers like software, workbooks, or other materials.
2. Approximately \$10.00 has been added to the casebook fee to cover the cost of binding, graphic services labour charges and distribution costs
3. Students will only be charged actual costs up to the listed/approved maximum.
4. The custom casebook and hardcopy handouts are comprised of 100% copyright materials reported through Access Copyright and Harvard, etc.

HBA2 Course Fees 2007/08

Course Exact	Course	Faculty	Handout Allowance	Casebook	Total Fee
<b>Core Courses</b>					
401	Corporations and Society- Core	Bansal	\$0.00	\$63.00	\$63.00
OB	Leadership - Core	Rerup	\$10.00	\$165.00	\$175.00
466	Information Systems - Core	Meister	\$6.30	\$83.00	\$89.30
410	New Venture Project - Core	Simpson	\$0.00	\$18.00	\$18.00
430	ICFP - Core	Neufeld	\$11.46	\$23.00	\$34.46
				<b>Total</b>	<b>\$379.76</b>
<b>Electives</b>					
402T1105	Communications & Society	Sider	\$0.00	\$40.00	\$40.00
403Q1105	Money Markets Simulation	White	\$0.00	\$30.00	\$30.00
405B1105	Global Environment of Business (1)	Guy Holborn	\$0.00	\$40.00	\$40.00
408A1105	Cross-Cultural Management	Dietz	\$19.75	\$140.00	\$159.75
411B1105	Consumer Mktg: Retail Mktg Mgmt	Murray	\$9.58	\$125.00	\$134.58
412T1105	Advanced Presentation Skills	Shackel	\$3.63	\$20.00	\$23.63
413B1105	Derivatives and Risk Management (1)	Busaba	\$1.15	\$43.00	\$44.15
417A1105	Corporate Financial Reporting (1)	Heisz	\$12.24	\$145.00	\$157.24
418S1105	Valuation of Financial Securities	Athanassakos	N/A	\$175.00	\$175.00
421A1105	Business to Business Marketing	Deutscher	\$9.11	\$150.00	\$159.11
422Q1105	Entrepreneurship: Creativity & Opp	Morse	\$3.54	\$80.00	\$83.54
423A1105	APRIL Fin Mar (1) Mon - Fri 3hrs	White	\$0.00	\$90.00	\$90.00
427B1105	Adv Corporate Financial Reporting	Heisz	\$2.91	\$60.00	\$62.91
428	Organizational Design and Change	Rerup	\$4.38	\$165.00	\$169.38
431B1105	Consumer Mktg: Advert & Promo (1)	Ritchie	\$21.24	\$175.00	\$196.24
432S1105	Manag High Grow Co	Eric Morse	\$43.23	\$125.00	\$168.23
434B1105	Management of Services	Haywood-Farmer	\$12.08	\$150.00	\$162.08
437S1105	Income Tax Planning (1)	Robertson	\$9.10	\$62.00	\$71.10
439B1105	Entrepreneurial Finance	Simpson	\$0.30	\$110.00	\$110.30
440A1105	Intl Bus. Strategy & Public Policy	Conklin	\$0.00	\$120.00	\$120.00
441B1105	Entrepreneurial Marketing (1)	Hardy	\$5.17	\$120.00	\$125.17
443B1105	Value Investing (1)	Athanassakos	\$11.48	\$85.00	\$96.48
444A1105	The Operating Manager (1)	Erskine	\$5.32	\$150.00	\$155.32
446T1105	IS Consulting	Haggerty	\$0.16	\$57.00	\$57.16
447A1105	AUG Acctg. & Cont. For Global Ops	Sharp	\$0.00	\$70.00	\$70.00
449S1105	Business Leadership	Shackel	\$0.73	\$40.00	\$40.73
450A1105	Business Law (1)	Kostal	\$0.00	\$0.00	\$0.00
451B1105	Sales Management	Sridharan	\$52.23	\$170.00	\$222.23
452R1105	New Venture Creation	Simpson	\$11.00	\$89.00	\$100.00
453S1105	Investment Management	Wirick	\$7.72	\$85.00	\$92.72
454B1105	Operations Strategy	Piper	\$0.27	\$90.00	\$90.27
457B1105	Performance Measurement	Bryant	\$12.13	\$45.00	\$57.13
461A1105	Market Planning (1)	More	\$4.10	\$127.00	\$131.10
463B1105	International Finance	To Be Determined	\$12.86	\$110.00	\$122.86
464A1105	Purchasing and Supply Management	Johnson	\$20.00		\$20.00
465T1105	Managing Family Owned Business (1)	Simpson	\$23.68	\$57.00	\$80.68
467Q1105	End User Modelling	To Be Determined	N/A	\$175.00	\$175.00
468B1105	Interpersonal Negotiations (1)	Frost	\$7.61	\$57.00	\$64.61
469B1105	Mgmt Sci for Competitive Advantage	Bell	\$17.34	\$70.00	\$87.34
479A1105	Taxation for Managers	MacDonald	\$3.88	\$61.00	\$64.88
480A1105	Global Strategy (1)	Chen	\$20.78	\$115.00	\$135.78
486B1105	Financial Models	Matt Davison?	\$30.88	\$87.00	\$117.88
489R1105	Mgmt of Professional Serv Firms (1)	Haywood-Farmer	\$2.42	\$80.00	\$82.42
494B1105	Logistics Management	Johnson	\$0.00	\$105.00	\$105.00
498B1105	Managing People for Except Perf	Purdy	\$12.44	\$176.00	\$188.44
438	Business Ethics	Loree	\$4.43	\$80.00	\$84.43
477	Corporate Financial Reporting	Heisz	N/A	\$0.00	\$0.00
490	Strategic Leadership	Rowe	\$9.40	\$65.00	\$74.40
415	Strategy II	Thornhill	\$0.06	\$81.00	\$81.06

**Notes:**

1. Handout allowance includes all course materials not bound in the custom casebook including in-class handouts, additional cases and readings, and items ordered from outside suppliers like software, workbooks, or other materials.
2. Approximately \$10.00 has been added to the casebook fee to cover the cost of binding, graphic services labour charges and distribution costs
3. Students will only be charged actual costs up to the listed/approved maximum.
4. The custom casebook and hardcopy handouts are comprised of 100% copyright materials reported through Access Copyright and Harvard, etc.

**Ivey MBA Course Fees 2007/08**

Course No	Course Title	Faculty	Handout	Casebook	Total Fee
541 LPO	Leading People and Organizations	Gerard Seijts	\$16.15	\$170.00	\$186.15
539 ICS	Individual, Corporation & Society	Tima Bansal	\$0.00	\$17.00	\$17.00
543 MYC	Managing Your Career	Lyn Purdy	\$23.75	\$132.00	\$155.75
546 ACM	Accounting and Control for Managers	David Sharp	\$0.00	\$69.00	\$69.00
544 TCM	Tactical Career Management	Sharon Irwin Foulon	\$3.41	\$45.00	\$48.41
540 LIT	Leveraging Information Technology	Nicole Haggerty	\$5.00	\$80.00	\$85.00
542 CE	Communicating Effectively	Denis Shackel	\$7.00	\$37.00	\$44.00
545 MDU	Making Decisions Under Uncertainty	John Wilson	\$42.00	\$134.00	\$176.00
550 DES	Developing and Executing Strategies	Mary Crossan	\$17.00	\$112.00	\$129.00
548 MO	Managing Operations	Rob Klassen	\$44.45	\$107.00	\$151.45
547 MFR	Managing Financial Resources	Jim Hatch	\$44.00	\$100.41	\$144.41
549 MPS	Marketing Products and Services	Niraj Dawar	\$83.00	\$121.00	\$204.00
551 AGOT	Assessing Global Opportunities and Threats	Tony Frost	\$12.00	\$50.00	\$62.00
553 LCDW	Leading a Culturally Diverse Workforce	Joerg Dietz	\$72.00	\$70.00	\$142.00
552 MGO	Managing Global Operations	Jean-Louis Schaan	\$2.00	\$120.00	\$122.00
554 MICS	Managing Individuals Within Corporations	Tima Bansal	\$4.00	\$20.00	\$24.00
557 EE	Excelling Through Entrepreneurship	Eric Morse	\$0.00	\$73.00	\$73.00
558 CXEL	Leading in Complex Cross-enterprise Situations	Steve Foerster	\$55.00	\$89.00	\$144.00
559 ICEP	Applying Your Learning Through the Ivey Cross-Enterprise	Rod White	\$1.00	\$5.00	\$6.00

<b>Elective Courses</b>					
560 CFR	Corporate Financial Reporting	Rick Robertson	\$2.07	\$124.00	\$126.07
561 FSGS	Financial Strategies for Global Success	Bob White	\$0.00	\$73.00	\$73.00
562 VI	Value Investing	George Athanassakos	\$32.00	\$85.00	\$117.00
563 MIRFR	Managing International Risks and Financial	Stephen Sapp	\$0.00	\$103.00	\$103.00
564 NVC	New Venture Creation	Stewart Thornhill	\$5.99	\$78.00	\$83.99
565 EM	The Entrepreneurial Manager	Bob Nourse	\$13.59	\$107.00	\$120.59
566 OM	The Operating Manager	Jim Erskine	\$15.21	\$131.00	\$146.21
567 GSM	Global Supply Management	Fraser Johnson	\$6.12	\$61.00	\$67.12
568 AML	Achieving Market Leadership	Terry Deutscher	\$0.00	\$111.00	\$111.00
569 NL	Negotiating for Leaders	Fernando Olivera	\$0.00	\$38.00	\$38.00
570 MPEP	Managing People for Exceptional Performance	Lyn Purdy	\$16.94	\$145.00	\$161.94
571 HIP	High Impact Presenting	Denis Shackel	\$26.39	\$54.00	\$80.39
TBA	Competitive Analysis	Mark Vandenbosch	\$18.00	\$125.00	\$143.00
TBA	Derivatives & Risk Management	Walid Busaba	\$10.00	\$40.00	\$50.00
TBA	Advanced IS	Nicole Haggerty	\$10.00	\$80.00	\$90.00
TBA	Data Driven Marketing	Kyle Murray	\$10.00	\$115.00	\$125.00
TBA	Investment Management - Previous Elective	TBA	\$15.00	\$75.00	\$90.00
TBA	Advanced Buyer Behaviour - New	TBA	\$10.00	\$165.00	\$175.00
TBA	Advanced Product/Brand Management - New	TBA	\$10.00	\$165.00	\$175.00
TBA	Leading Change - New	TBA	\$10.00	\$165.00	\$175.00
TBA	Corporate Strategy - New	TBA	\$10.00	\$165.00	\$175.00
TBA	Entrepreneurial Finance - Previous Elective	TBA	\$12.00	\$102.00	\$114.00
TBA	International Management Behaviour - New	TBA	\$10.00	\$165.00	\$175.00

<b>Healthcare Sector Courses</b>					
572	Intellectual Property, Licensing ... Regulators	Margaret Ann Wilkins	\$10.00	\$165.00	\$175.00
573	Product Development and Market Access	Greg Zaric	\$10.00	\$165.00	\$175.00
574	Financing Health Sector Enterprises	Jim Hatch	\$10.00	\$165.00	\$175.00
575	Private Health Sector Enterprise Strategy	Michael Rouse	\$10.00	\$165.00	\$175.00
576	Health Care Management	Murray Bryant	\$10.00	\$165.00	\$175.00
577	Political and Economic Environment of Health	Dr. Kellie Leitch	\$10.00	\$165.00	\$175.00

**Program Activity Fees**

<b>Activity</b>	<b>Description</b>	<b>Fee Per Student</b>
Outward Bound Field Trip	YMCA Fee	\$45.00
Stratford Festival Case Field Trip	Tour of facility and case study on-premisis	\$45.00
Role Play Workshop	541 LPO & 570 MPEP	\$15.00
Improv Workshop	550 DES	\$20.00

**Notes:**

1. Handout allowance includes all course materials not bound in the custom casebook including in-class handouts, additional cases and readings, and items ordered from outside suppliers like software, workbooks, or other materials.
2. Approximately \$10.00 has been added to the casebook fee to cover the cost of binding, graphic services labour charges and distribution costs
3. Students will only be charged actual costs up to the listed/approved maximum.
4. The custom casebook and hardcopy handouts are comprised of 100% copyright materials reported through Access Copyright and Harvard, etc.



**PreBusiness Course Fees 2007/08**

	<b>Casebook</b>	<b>Handout Allowance</b>	<b>Total Fee</b>
BUS020 Fall Term	\$96.00	\$5.00	\$101.00
BUS020 Intersession	\$68.00	\$5.00	\$73.00
BUS257 Intersession	\$147.75	\$10.25	\$158.00
BUS257 Fall Term	\$78.75	\$10.25	\$89.00
BUS257 Spring Term	\$91.75	\$10.25	\$102.00
BUS295 Fall Term	\$121.00	\$2.00	\$123.00
BUS299 Fall Term	\$72.00	\$2.00	\$74.00

**Notes:**

1. Casebook cost includes binding/packaging and distribution costs of approximately \$5 per book
2. Handout allowance is comprised of additional cases and hardcopy handouts

*The University of Western Ontario*

**STUDENT FEE FUNDED UNITS, ANCILLARIES, ACADEMIC SUPPORT  
UNITS, AND ASSOCIATED COMPANIES  
COMMENTS ON THE 2006/07 PROJECTED AND 2007/08 BUDGETS  
(Updated May 17, 2007 to include the information for the UWO Research and  
Development Park)**

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Note: When this information was previously brought forward to Senate on April 20<sup>th</sup>, the budget for the Research Park (including Windermere Manor) had not been finalized and approved by the Research Park Board of Directors. This report has now been updated to reflect this information.

The attached table is a summary of the projected position for 2006/07 as well as the 2007/08 budgets for Student Fee Funded Units, Ancillaries, Academic Support Units, and Associated Companies. The schedule also reports the budgeted closing reserve balances as at April 30, 2008. Brief highlight notes are outlined below.

**Student Fee Funded Units**

***Campus Recreation:***

*Fiscal 2006/07 projected – (\$81,000)*

*Fiscal 2007/08 budget – \$60,900*

The deficit in fiscal 2006/07 is primarily attributed to minor facility renovations, maintenance to bring the purchase of used cardio equipment up to University specifications, and higher expenditures for Sports Western clothing. The clothing for Sports Western programs was previously provided through a sponsorship arrangement that was not renewed. A \$3.74 (5%) increase in the activity fee rate is recommended to offset salary increases resulting from collective agreements, general inflation, and a \$75,000 contribution to a reserve that will be used to purchase equipment for the new Student Recreation Centre, scheduled to open in the fall of 2008.

***Centre for New Students:***

*Fiscal 2006/07 projected – \$10,800*

*Fiscal 2007/08 budget – (\$6,000)*

A \$0.20 (1.5%) increase in the activity fee rate is proposed for fiscal 2006/07 to partially offset salary increases resulting from collective agreements and other costs that have increased due to general inflation.

***Financial Aid:***

*Fiscal 2006/07 projected – (\$200)*

*Fiscal 2007/08 budget – breakeven*

Higher salaries resulting from collective agreements and the return of full-time staff from temporary leaves will be offset by a proposed \$0.44 (1.5%) increase in the activity fee rate for 2007/08. Also contributing to the increase in revenue for fiscal 2007/08 is a gift that will fund a credit counselor for students. Expenses will be up accordingly because of this new part-time position.

**First Nations Services:**

*Fiscal 2006/07 projected – (\$5,300)*

*Fiscal 2007/08 surplus – \$1,100*

A proposed \$0.07 (1.4%) increase in the activity fee rate will offset increased full-time salaries resulting from collective agreements.

**Intercollegiate Athletics:**

*Fiscal 2006/07 projected – (\$250,600)*

*Fiscal 2007/08 budget – (\$58,300)*

The deficit in fiscal 2006/07 is the result of increased promotional expenditures, the addition of a strength supervisor for the Kirkley Facility, increased expenditures for athlete uniforms, web site license fees, and a photographer for games. The cost of athlete uniforms is higher because a sponsorship arrangement that previously covered this expense was not renewed. The lower deficit in 2007/08 will be achieved by reducing the budgets available to teams for supplies and exhibition play, sports promotion, coaching, and sports apparel.

**Off Campus Housing & Housing Mediation Office:**

*Fiscal 2006/07 projected – \$11,300*

*Fiscal 2007/08 budget – (\$15,100)*

Expenses are budgeted to increase in fiscal 2007/08 primarily due to higher printing costs, training expenses, and the full year impact of a new Off-Campus Housing Coordinator position that was added midway through fiscal 2006/07. A proposed \$0.11 (1.6%) increase in the activity fee rate will partially offset higher expenses.

**Services for Students With Disabilities:**

*Fiscal 2006/07 projected – \$4,800*

*Fiscal 2007/08 budget – breakeven*

Fiscal 2006/07 marks the last year of a three year funding commitment from the USC that provided \$80,000 per year to the budget of Services for Students With Disabilities. In Fiscal 2007/08 it is recommended that the fee rate increase by \$1.00 (11.5%) to partially offset this loss of funding and increased demand for services.

**Student Development Centre:**

*Fiscal 2006/07 projected – (\$11,200)*

*Fiscal 2007/08 budget – \$100*

The \$4.00 (4.9%) maximum increase in the activity fee rate allowed under the activity fee protocol is recommended for this unit to offset the impact of higher salaries resulting from collective agreements and to provide increased funding for career services.

**Student Health Services:**

*Fiscal 2006/07 projected – \$210,300*

*Fiscal 2007/08 budget – (\$36,100)*

A \$4.00 (9.8%) reduction in the activity fee rate is proposed for this unit to create a planned deficit that will gradually draw down the reserve balance over time. The reserve has been growing at a steady rate because of higher revenue from medical billings and rents from medical tenants. The reserve balance is expected to be \$694,100 at the end of fiscal 2007/08, compared to a target level of \$160,000. The situation will be monitored closely in future years to avoid a structural funding problem. The fiscal 2007/08 budget reflects the amortization of capital renovations to improve infection control, enhance the waiting area, and create a new medical pod for expanded services. These renovations were postponed from fiscal 2006/07.

***Western Foot Patrol:***

*Fiscal 2006/07 projected – (\$100)*

*Fiscal 2007/08 budget – breakeven*

A recommended \$0.06 (1.6%) increase in the activity fee rate for this unit is required to offset salary increases resulting from collective agreements and general inflation.

***Thompson Recreation and Athletic Centre (TRAC):***

*Fiscal 2006/07 projected – \$5,700*

*Fiscal 2007/08 budget – \$15,000*

The activity fee rate for this unit will remain unchanged in fiscal 2007/08. Lower revenues and expenses in fiscal 2007/08 are attributed to the closure of the curling rink and lounge for the entire year to facilitate construction of the new Student Recreation Centre. The reserve balance reflects a \$230,000 contribution to the Student Recreation Centre construction budget. These funds were previously set aside in the reserve to cover the cost of renovations to the curling facility but are no longer required for this purpose now that the curling area has been removed as part of the integration with the Student Recreation Centre.

**Ancillaries**

***Family Practice Unit:***

*Fiscal 2006/07 projected – \$16,400*

*Fiscal 2007/08 budget – \$4,400*

Revenue is budgeted to be higher in fiscal 2007/08 due to increased patient volumes. Expenses for contract and part-time physicians are budgeted to be up to cover the demand.

***Housing:***

*Fiscal 2006/07 projected – \$12,700*

*Fiscal 2007/08 budget – (\$2,769,000)*

The deficit in fiscal 2007/08 is primarily due to the closure of Bayfield Hall for one year starting in May 2007 to undergo major renovations that will modernize the building and provide for additional amenities. Also contributing to the deficit are major maintenance projects scheduled for other student residence and apartment buildings. These include painting, fire alarm replacements, carpeting, and mechanical system upgrades.

***Parking:***

*Fiscal 2006/07 projected – \$79,800*

*Fiscal 2007/08 budget – \$16,700*

A 3% increase in parking rates is proposed for 2007/08 to offset higher salaries resulting from collective agreements, lot maintenance, and cost increases associated with general inflation. Major capital expenditures planned for fiscal 2007/08 include the expansion of the Westminster parking lot, computer & software upgrades, and upgrades to the gate systems.

***Retail Services:***

*Fiscal 2006/07 projected – breakeven*

*Fiscal 2007/08 budget – breakeven*

Higher gross margins are budgeted from all divisions in fiscal 2007/08 but will be more than offset by increased operating costs. As a result, the contribution to the operating budget will be lower.

**Academic Support Units**

***Animal Care & Veterinary Services:***

*Fiscal 2006/07 projected – (\$218,600)*

*Fiscal 2007/08 budget – (\$52,700)*

The deficit projected for fiscal 2006/07 is the result of reduced salary support from the CFI – IOF program because of delays in opening of the west valley facility. The improvement in fiscal 2007/08 is attributed the reinstatement of the IOF funding for the entire year and the ramping up of activity in the new complex.

***Boundary Layer Wind Tunnel:***

*Fiscal 2006/07 projected – (\$243,825)*

*Fiscal 2007/08 budget – \$182,400*

The deficit in fiscal 2006/07 is due to the replacement of a fan motor (\$176,000) and a reduction in project revenues over the summer months. The surplus budgeted for 2007/08 is the result of increased project revenue, lower part-time salary costs, and a normal level for maintenance expenses.

***Surface Science Western:***

*Fiscal 2006/07 projected – \$2,700*

*Fiscal 2007/08 budget – \$8,700*

A budgeted decline in research projects for 2007/08 is partially offset by an increase in commercial contracts. The increase in the fiscal 2007/08 surplus is primarily due to a reduction in part-time salaries.

***University Machine Services:***

*Fiscal 2006/07 projected – (\$24,000)*

*Fiscal 2007/08 budget – (\$13,100)*

The lower deficit in fiscal 2007/08 is due to a budgeted increase in model construction for the Boundary Layer Wind Tunnel.

***Western Continuing Studies:***

*Fiscal 2006/07 projected – \$17,400*

*Fiscal 2007/08 budget – \$18,000*

Higher budgeted revenue for fiscal 2007/08 is primarily due to the introduction of new post degree programs. Development and instructional expenses for these courses are up accordingly.

**Associated Companies**

***Richard Ivey School of Business Foundation:***

*Fiscal 2006/07 projected – (\$833,000)*

*Fiscal 2007/08 budget – \$922,700*

Construction disruptions from the expansion of Spencer Hall resulted in the deficit projected for fiscal 2006/07. The forecast is expected to improve in the 2007/08 budget year when Spencer Hall returns to full operational status.

***Ivey Management Services:***

*Fiscal 2006/07 projected – \$2,324,800*

*Fiscal 2007/08 budget – \$2,468,600*

Lower revenues in 2007/08 are attributed to a conservative budget for non-degree course fees and publishing revenues. Expenses are budgeted to be lower due to reductions in administrative staff salaries.

***Richard Ivey School of Business (Asia):***

*Fiscal 2006/07 projected – (\$149,900)*

*Fiscal 2007/08 budget – \$74,700*

Revenue is budgeted to increase in 2007/08 due to increased enrolment in the EMBA program and non-degree programs. Faculty compensation will be up accordingly.

***UWO Research and Development Park:***

*Fiscal 2006/07 projected – (\$435,100)*

*Fiscal 2007/08 budget - (\$198,100)*

*The deficit reported at the end of fiscal 2006/07 includes non-cash expenses of \$901,200, one-time property development fees for the Research Park, and one-time restructuring costs for Windermere Manor. The restructuring was implemented to transfer the operational management for Windermere Manor to the University's Hospitality Services Department. As a result of reduced overhead and increased cross-marketing with other University operations, fiscal 2007/08 revenues are budgeted to be higher and operating expenses are expected to be reduced.*

*On a cash-flow basis, the combined operations of the Research Park and Windermere Manor are expected to generate positive cash flows of \$577,700 that will be available to reduce outstanding debt and maintain the capital infrastructure.*

***London Museum of Archaeology:***

*Fiscal 2006/07 projected – (\$20,200)*

*Fiscal 2007/08 budget – \$2,400*

Revenue is budgeted to be lower in fiscal 2007/08 primarily due to a reduction in grants. Grant related expenses are down accordingly. The improved position is partially due to a \$10,000 increase in the subsidy from the UWO operating budget and increased support from endowments.



The University of Western Ontario

STUDENT FEE FUNDED UNITS, ANCILLARIES, ACADEMIC SUPPORT UNITS, AND ASSOCIATED COMPANIES  
2006/07 Projected and 2007/08 Budget  
(Updated May 17, 2007 to include the Information for the UWO Research and Development Park)  
(\$000's)

	2006/07 Projected			2007/08 Budget			% Change		Budgeted April 30/08 Reserve
	Revenues	Expenses	Surplus/ (Deficit)	Revenues	Expenses	Surplus/ (Deficit)	Revenues	Expenses	
<b><u>Student Fee Funded Units</u></b>									
1 Campus Recreation	3,802.0	3,883.0	(81.0)	3,969.8	3,908.9	60.9	4.4	0.7	518.8
2 Centre for New Students	332.0	321.2	10.8	332.1	338.1	(6.0)	0.0	5.3	26.9
3 Financial Aid	747.6	747.8	(0.2)	780.6	780.6	-	4.4	4.4	41.5
4 First Nations Services	237.6	242.9	(5.3)	230.6	229.5	1.1	(2.9)	(5.5)	69.6
5 Intercollegiate Athletics	3,743.4	3,994.0	(250.6)	3,950.0	4,008.3	(58.3)	5.5	0.4	(164.6)
6 Off Campus Housing & Housing Mediation Office	348.7	337.4	11.3	354.9	370.0	(15.1)	1.8	9.7	47.8
7 Services for Students With Disabilities	455.4	450.6	4.8	404.9	404.9	-	(11.1)	(10.1)	109.3
8 Student Development Centre	2,102.8	2,114.0	(11.2)	2,191.3	2,191.2	0.1	4.2	3.7	127.8
9 Student Health Services	3,196.6	2,986.3	210.3	3,280.5	3,316.6	(36.1)	2.6	11.1	694.1
10 Western Foot Patrol	137.9	138.0	(0.1)	139.8	139.8	-	1.4	1.3	7.7
11 Thompson Recreation & Athletic Centre	1,014.7	1,009.0	5.7	998.2	983.2	15.0	(1.6)	(2.6)	934.9
12 Total Student Fee Funded Units	16,118.7	16,224.2	(105.5)	16,632.7	16,671.1	(38.4)	3.2	2.8	2,413.8
<b><u>Ancillaries</u></b>									
13 Family Practice Clinic	395.6	379.2	16.4	432.0	427.6	4.4	9.2	12.8	24.8
14 Housing	41,134.5	41,121.8	12.7	40,293.0	43,062.0	(2,769.0)	(2.0)	4.7	3,846.3
15 Parking Services	3,715.1	3,635.3	79.8	3,797.9	3,781.2	16.7	2.2	4.0	2,483.6
16 Retail Services	36,295.3	36,295.3	-	36,767.6	36,767.6	-	1.3	1.3	1,400.0
17 Total Ancillaries	81,540.5	81,431.6	108.9	81,290.5	84,038.4	(2,747.9)	(0.3)	3.2	7,754.7
<b><u>Academic Support Units</u></b>									
18 Animal Care & Veterinary Services	2,641.6	2,860.2	(218.6)	3,089.2	3,141.9	(52.7)	16.9	9.8	28.4
19 Boundary Layer Wind Tunnel	4,526.3	4,770.1	(243.8)	4,569.0	4,386.6	182.4	0.9	(8.0)	1,583.4
20 Surface Science Western	1,635.8	1,633.1	2.7	1,629.2	1,620.5	8.7	(0.4)	(0.8)	1,169.0
21 University Machine Services	1,935.0	1,959.0	(24.0)	1,965.0	1,978.1	(13.1)	1.6	1.0	563.5
22 Western Continuing Studies	1,801.4	1,784.0	17.4	1,977.5	1,959.5	18.0	9.8	9.8	149.7
23 Total Academic Support Units	12,540.1	13,006.4	(466.3)	13,229.9	13,086.6	143.3	5.5	0.6	3,494.0
<b><u>Associated Companies</u></b>									
24 Richard Ivey School of Business Foundation	4,041.0	4,874.0	(833.0)	8,207.3	7,284.6	922.7	103.1	49.5	3,402.3
25 Ivey Management Services	13,141.5	10,816.7	2,324.8	12,615.7	10,147.1	2,468.6	(4.0)	(6.2)	(1,053.9)
26 Richard Ivey School of Business (Asia)	4,841.0	4,990.9	(149.9)	5,293.6	5,218.9	74.7	9.3	4.6	(2,454.1)
27 UWO Research and Development Park *	4,154.0	4,589.1	(435.1)	4,307.1	4,505.2	(198.1)	3.7	(1.8)	(11,023.0)
28 London Museum of Archaeology	446.2	466.4	(20.2)	371.1	368.7	2.4	(16.8)	(20.9)	(209.2)
29 Total Associated Companies	26,623.7	25,737.1	886.6	30,794.8	27,524.5	3,270.3	15.7	6.9	(11,337.9)
30 Total	136,823.0	136,399.3	423.7	141,947.9	141,320.6	627.3	3.7	3.6	2,324.6
* Including Windermere Manor									

QUARTERLY RATIO REPORT ON NON ENDOWED FUNDS

FOR INFORMATION

The attached report shows the non-endowed fund quarterly activity from 1995/96 to the end of the fourth quarter of 2006/07 (April 30, 2007). The balance in the Undistributed Investment Returns Account at April 30, 2007 was \$68.0 million. At April 30, 2007, the 12-quarter moving average of the total non-endowed investments to the obligations of the portfolio was 1.23 (column 10) compared to a target ratio of 1.08.

- ❑ Net returns (column 1) amounted to \$6.0 million for the quarter.
- ❑ Allocations to accounts (column 2) in the amount of \$1.7 million represents the payouts for spending to non-endowed funds, which is based on the 30-day treasury bill rate less administrative and management fees of 1.15%, adjusted quarterly. This rate remained at 3.01% for the period April 1 – June 30, 2007.
- ❑ \$1.2 million was transferred to the operating budget from undistributed investment returns in the quarter. (column 3). Total allocated to the operating budget for 2006/07 was \$5.0 million.
- ❑ The non-endowed investments increased by \$1.8 million (column 6) as a result of the above transactions.
- ❑ The total market value of the non-endowed fund's portion of the externally managed portfolio at April 30, 2007 amounted to \$256.6 million (column 7).
- ❑ The obligations of the portfolio amounted to \$188.6 million at April 30, 2007 (column 8).
- ❑ The ratio of investments to obligations stood at 1.36 (column 9) at April 30, 2007.

The University of Western Ontario  
Non-Endowed Funds: Quarterly Values

Quarter	Net Returns (1)	To Accounts (2)	Allocations		Change in amount Owed (5)	Net Change (6)	Value at the end of Quarter			Ratio of Investments to obligations Average for 12 Quarters (10)	
			To Operating Budget (3)	Other (4)			Total Investments (7)	Total Obligations (8)	Ratio of Investments to obligations (9)		
1995/96	4.7	(0.9)	(0.8)		(4.0)	(1.1)	112.9	95.4	1.18	1.14	
1996/97	4.0	(0.4)	(1.7)	(2.8)	(4.6)	(5.4)	103.4	85.1	1.22	1.16	
1997/98	5.2	(0.4)	(2.1)	(2.5)	4.0	4.2	97.7	74.5	1.32	1.24	
1998/99	1.2	(0.5)	(1.5)	(0.1)	(4.3)	(5.2)	97.2	82.7	1.18	1.24	
1999/00	2.4	(0.6)	(1.5)	(0.3)	4.0	4.0	88.0	74.3	1.18	1.23	
2000/01	0.9	(0.8)	(2.1)	(0.2)	5.9	3.7	113.7	101.0	1.13	1.16	
2001/2002											
	1	(0.7)	(0.8)	(1.5)	0.0	5.7	2.7	116.3	112.8	1.03	1.15
	2	(2.3)	(0.8)	(1.5)	0.0	16.0	11.4	127.7	128.8	0.99	1.13
	3	5.8	(0.7)	(1.5)	0.0	1.0	4.6	132.3	129.8	1.02	1.13
	4	0.4	(0.3)	(1.5)	0.0	0.9	(0.5)	131.8	130.7	1.01	1.11
2002/2003											
	1	(9.7)	(0.2)	(1.0)	0.0	1.5	(9.4)	122.4	132.2	0.93	1.10
	2	(2.3)	(0.3)	0.0	0.0	0.0	(2.6)	119.8	132.2	0.91	1.07
	3	(0.3)	(0.3)	0.0	0.0	0.0	(0.6)	119.2	132.2	0.90	1.05
	4	1.8	(0.3)	0.0	0.0	0.2	1.7	120.9	132.4	0.91	1.03
2003/2004											
	1	8.6	(0.3)	0.0	0.0	2.7	11.0	131.9	135.1	0.98	1.00
	2	4.8	(0.4)	0.0	0.0	(0.3)	4.1	136.0	134.8	1.01	0.99
	3	10.2	(0.4)	0.0	0.0	(0.3)	9.5	145.5	134.5	1.08	0.99
	4	1.6	(0.9)	0.0	0.0	3.0	3.7	149.2	137.5	1.09	0.99
2004/2005											
	1	(0.5)	(0.3)	0.0	0.0	0.5	(0.3)	148.9	138.0	1.08	0.99
	2	2.2	(0.2)	0.0	0.0	0.4	2.4	151.3	138.4	1.09	1.00
	3	8.2	(0.3)	0.0	0.0	(2.5)	5.4	156.7	135.9	1.15	1.01
	4	1.8	(0.6)	0.0	0.0	16.1	17.3	174.0	152.0	1.15	1.02
2005/2006											
	1	11.4	(0.4)	0.0	0.0	3.4	14.4	188.4	155.4	1.21	1.05
	2	(1.3)	(0.5)	0.0	0.0	(0.3)	(2.1)	186.3	155.1	1.20	1.07
	3	13.7	(0.5)	0.0	0.0	12.1	25.3	211.6	167.2	1.26	1.10
	4	4.3	(1.2)	0.0	0.0	(3.5)	(0.4)	211.2	163.7	1.29	1.13
2006/2007											
	1	(0.9)	(0.8)	(1.3)	0.0	5.6	2.6	213.8	169.3	1.26	1.16
	2	11.8	(1.0)	(1.3)	0.0	(0.8)	8.7	222.5	168.5	1.32	1.18
	3	13.3	(1.2)	(1.2)	0.0	21.4	32.3	254.8	189.9	1.34	1.20
	4	6.0	(1.7)	(1.2)	0.0	(1.3)	1.8	256.6	188.6	1.36	1.23

05/28/07

General notes:

[A] For 1995/96 through to 2000/01 the figures are the average for the four quarters.

Columns (1) to (6) refer to changes during the quarter, column (7) to (10) refer to the end of each quarter. All figures are millions of dollars, except columns (9) and (10). Column (9) is the ratio of column (7) to column (8). Column (10) is the average of the ratios in column (9) over 12 quarters (i.e. over 3 year period).

Notes:

- (1) Net investment returns, including changes in unrealized capital gains, net of consulting and investment management fees. This total includes returns on internally managed funds and other sundry investment earnings less overdraft interest and interest paid to employee benefit accounts.
- (2) Allocations from the fund to all accounts and associated companies, except the Operating budget and Other allocations (column 4)
- (3) Allocations to the Operating budget.
- (4) In October of 1996, an allocation of \$9.3 million was made to the Operating Reserve to raise it to the Board's target level.  
In December 1996, an allocation of \$1,734,000 was made to capital  
In April 1998, an allocation of \$10,000,000 was made for expenditures related to CFI and ORDCF.  
In July 1998, an allocation of \$436,000 was made to the Thames Hall renovation project.  
In April 2000 an allocation of \$1,000,000 was made to capital for loan payments related to Conron Hall and Weldon Library upgrade.  
In April 2001 an allocation of \$694,948 was made to capital for loan payments related to Conron Hall and Weldon Library upgrade.
- (5) The change in the amount owed to other funds for the quarter is the net cash flows into the accounts less any transfers to UW's bank account.
- (6) Quarterly net change, is the sum of columns (1) to (5) and is the change in the value of the fund in column (7), which is the change in the market value of investments during the quarter.
- (7) Total non-endowed externally managed funds. Endowed funds are not included.
- (8) Total of the non-endowed externally managed funds that are owed to University accounts and other creditors.
- (9) The ratio of column (7) to column (8).
- (10) The average of this ratio over the previous 12 quarters. The Board target for this ratio is an average of 1.08.

K:VALUES

**The University of Western Ontario  
Preliminary Unaudited Financial Results for 2006-07  
Basic Operating**

**For Information**

Schedule 1 compares the preliminary 2006-07 financial results for the basic operating budget with the projected budget presented to the Board in May 2007. Detailed statements showing actual expenses and budgets for all Faculties and Departments, along with a comparison to 2005-06, will be provided in the supplementary data distributed with the audited financial statement package.

Schedule 2 compares the unaudited 2006-07 financial results for Student Fee Funded Units, Ancillaries, Academic Support Units and Associated Companies to the projected results submitted in conjunction with the 2007-08 budget submission. This schedule also reports the actual closing reserve balances as at April 30, 2007. Detailed revenue and expense statements for these operations will be included in the supplementary data distributed with the final 2006-07 audited financial statement package.

**Summary (Schedule 1)**

The unaudited 2006-07 surplus is \$1,641,000 (line 5) compared with a projected deficit of \$2,296,000.

**Revenues**

Actual revenues were \$6,672,000 (1.4 %) higher than the projected budget primarily as the result of the following:

1. Targetted government grants exceeded budget by \$2,905,000 due to year-end grants to the Ivey School and clinical education programs in dentistry, nursing and the therapies.
2. Accessibility/tuition offset/unfunded BIU grants were higher than budget by \$2,006,000 because of a year-end government decision to pay the unfunded BIU grant earlier.
3. Contributions from self-funded & ancillary operations exceeded budget by \$695,000.
4. Recoverable salaries were higher than budget by \$456,000. This amount was offset by a corresponding expense increase within the Faculties and as a result had no effect on the current surplus.

**Expenditures**

Total expenses were \$2,547,000 (0.5%) lower than the projected budget primarily as a result of the following:

1. Units receiving carryforward amounts spent \$5,282,000 less than anticipated, causing the actual year-end carryforward to be \$5,282,000 higher than projected.
2. Net employee benefits were under budget by \$333,000.
3. Targetted government grants shared with Faculties were higher by \$2,676,000.
4. Recoverable salaries and benefits were higher by \$456,000 as discussed above.

**Operating Reserve**

The April 30, 2007 operating reserve surplus is \$8,952,000 (line 13) compared to an anticipated surplus of \$5,015,000.

The University of Western Ontario  
Preliminary Unaudited Financial Results  
For The Year Ending April 30, 2007

Basic Operating Budget Summary

(\$000s)

	2006/07 Projected Budget (a)	April 30/07 Actual	Fav. (Unfav.) Variance From Projected Budget	
			\$	%
1 Revenues	\$477,383	\$484,055	\$6,672	1.4%
2 Expenditures	487,018	484,471	2,547	0.5%
3 Surplus/(Deficit) before Reserve Transfer	(9,635)	(416)	9,219	
4 Transfer to Carryforward Reserve	7,339	2,057	(5,282)	
5 Surplus/(Deficit) after Reserve Transfer	<u>(\$2,296)</u>	<u>\$1,641</u>	<u>\$3,937</u>	
6 <u>Carryforward Reserve</u>				
7 Balance, Beginning of Year	\$47,539	\$47,539		
8 Increase/(Decrease) to Reserve	<u>(7,339)</u>	<u>(2,057)</u>		
9 Balance, End of Year	<u>\$40,200</u>	<u>\$45,482</u>		
10 <u>Operating Reserve</u>				
11 Balance, Beginning of Year	\$7,311	\$7,311		
12 Surplus/(Deficit) After Reserve Transfer (line 5)	<u>(2,296)</u>	<u>1,641</u>		
13 Balance, End of Year	<u>\$5,015</u>	<u>\$8,952</u>		
14 Operating Reserve Target	\$2,500	\$2,500		

(a) The 2006/07 projected budget was presented to the Board in May 2007.

## The University of Western Ontario

**STUDENT FEE FUNDED UNITS, ANCILLARIES, ACADEMIC SUPPORT UNITS, AND ASSOCIATED COMPANIES**  
**2006/07 Projected and 2006/07 Actuals**  
**(\$000's)**

<u>Student Fee Funded Units</u>	<u>2006/07 Projected</u>			<u>2006/07 Actuals</u>			<u>% Change</u>		<u>Actual April 30/07 Reserve</u>
	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/ (Deficit)</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/ (Deficit)</u>	<u>Revenues</u>	<u>Expenses</u>	
1 Campus Recreation	3,802.0	3,883.0	(81.0)	3,900.2	3,929.0	(28.8)	2.6	1.2	510.1
2 Centre for New Students	332.0	321.2	10.8	341.5	340.3	1.2	2.9	5.9	23.3
3 Financial Aid	747.6	747.8	(0.2)	753.5	755.6	(2.1)	0.8	1.0	39.7
4 Indigenous Services	144.4	149.7	(5.3)	141.6	140.3	1.3	(1.9)	(6.3)	75.1
5 Intercollegiate Athletics	3,743.4	3,994.0	(250.6)	3,862.7	4,481.9	(619.2)	3.2	12.2	(475.2)
6 Off Campus Housing & Housing Mediation Office	348.7	337.4	11.3	358.9	303.0	55.9	2.9	(10.2)	107.5
7 Services for Students With Disabilities	335.8	331.0	4.8	341.7	343.0	(1.3)	1.8	3.6	103.3
8 Student Development Centre	2,102.8	2,114.0	(11.2)	2,125.5	2,121.1	4.4	1.1	0.3	143.2
9 Student Health Services	3,196.6	2,986.3	210.3	3,219.1	2,836.4	382.7	0.7	(5.0)	902.7
10 Western Foot Patrol (1)	137.9	138.0	(0.1)	122.7	123.4	(0.7)	(11.0)	(10.6)	15.9
11 Thompson Recreation & Athletic Centre (2)	1,014.7	1,009.0	5.7	1,011.1	1,011.4	(0.3)	(0.4)	0.2	913.8
12 Total Student Fee Funded Units	15,905.9	16,011.4	(105.5)	16,178.5	16,385.4	(206.9)	1.7	2.3	2,359.4
(1) The closing reserve balance includes \$8,700 that has been set aside for the replacement of the Western Foot Patrol vehicle.									
(2) The closing reserve balance reflects a \$230,000 transfer to the operating budget to cover costs associated with the construction of the Student Recreation Centre.									
<u>Ancillaries</u>									
13 Family Practice Clinic	395.6	379.2	16.4	372.5	360.4	12.1	(5.8)	(5.0)	16.1
14 Housing	41,134.5	41,121.8	12.7	41,171.1	39,807.9	1,363.2	0.1	(3.2)	7,958.4
15 Parking Services	3,715.1	3,635.3	79.8	3,744.0	3,453.2	290.8	0.8	(5.0)	2,677.7
16 Retail Services (3)	36,295.3	36,295.3	-	36,413.1	36,413.3	(0.2)	0.3	0.3	1,400.0
17 Total Ancillaries	81,540.5	81,431.6	108.9	81,700.7	80,034.8	1,665.9	0.2	(1.7)	12,052.2
(3) Expenses for Retail Services includes a \$2,366,400 transfer to the operating budget (compared to a projected transfer of \$2,089,400).									
<u>Academic Support Units</u>									
18 Animal Care & Veterinary Services	2,641.6	2,860.2	(218.6)	2,446.9	2,628.0	(181.1)	(7.4)	(8.1)	118.5
19 Boundary Layer Wind Tunnel (4)	4,526.3	4,770.1	(243.8)	4,856.5	4,970.1	(113.6)	7.3	4.2	1,531.1
20 Surface Science Western	1,635.8	1,633.1	2.7	1,555.9	1,477.1	78.8	(4.9)	(9.6)	1,236.4
21 University Machine Services	1,935.0	1,959.0	(24.0)	2,135.7	2,111.4	24.3	10.4	7.8	624.9
22 Western Continuing Studies	1,801.4	1,784.0	17.4	1,796.1	1,653.7	142.4	(0.3)	(7.3)	257.0
23 Total Academic Support Units	12,540.1	13,006.4	(466.3)	12,791.1	12,840.3	(49.2)	2.0	(1.3)	3,767.9
(4) Includes the activities of 1675025 Ontario Ltd. which handles the commercial contracts for the UWU Boundary Layer Wind Tunnel									
<u>Associated Companies</u>									
24 Richard Ivey School of Business Foundation	4,041.0	4,874.0	(833.0)	4,594.4	5,093.2	(498.8)	13.7	4.5	2,813.8
25 Ivey Management Services	13,141.5	10,816.7	2,324.8	13,179.6	11,571.9	1,607.7	0.3	7.0	(4,239.6)
26 Richard Ivey School of Business (Asia)	4,841.0	4,990.9	(149.9)	4,763.2	4,993.4	(230.2)	(1.5)	0.1	(2,609.1)
27 UWU Research Park (includes Windermere Manor)	4,069.1	4,548.0	(478.9)	4,154.0	4,589.1	(435.1)	2.1	0.9	(10,781.1)
28 The Museum of Ontario Archaeology	446.2	466.4	(20.2)	411.6	428.7	(17.1)	(7.8)	(8.1)	(208.4)
29 Total Associated Companies	26,538.8	25,696.0	842.8	27,102.8	26,676.3	426.5	2.1	3.8	(15,024.4)
30 Total	136,525.3	136,145.4	379.9	137,773.1	135,936.8	1,836.3	0.9	(0.2)	3,155.1



## **SCHOLARSHIPS/AWARDS/PRIZES**

### 1. **New Awards and Scholarships**

*The following have been approved by the Property and Finance Committee on behalf of the Board of Governors.*

#### **S. Chum Torno PhD Scholarship** (Faculty of Graduate Studies, Business Administration)

Awarded to a full-time graduate student pursuing a PhD in Business based on academic achievement (minimum 78%) and research excellence. The recipient may hold the award for up to four years. The recipient will be selected annually by a committee of graduate faculty members in the Richard Ivey School of Business, which will include the Director of the PhD Program and at least one representative who holds current membership in the Faculty of Graduate Studies. This scholarship was established by a bequest from Mr. S.C. Torno.

Value: 1 at \$6,200 annually  
Effective: May 2008

#### **Simon Leung Entrance Scholarship** (Any Undergraduate Program)

Awarded to an international student who is a permanent resident of Hong Kong and is entering the first year of any full-time undergraduate degree program at Western based on academic achievement (minimum 80% average). This scholarship is made possible by the generosity of Mr. Simon Leung, BA '78, LLD '05.

Value: 1 at \$12,500  
Effective: May 2007 to May 2010 (inclusive)

#### **Scotiabank MBA Leadership Awards** (Faculty of Graduate Studies, Business Administration)

Awarded to a student entering the MBA program at the Richard Ivey School of Business, based on academic performance and community involvement. The successful candidate will exhibit evidence of character, energy and leadership potential. Candidates may submit applications for this award at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of recipients will be made by the MBA Scholarship Review Committee, which will include at least one representative who holds current membership in the Faculty of Graduate Studies. Recipients will be notified at the time of acceptance into the program. This award is made possible through the generosity of Scotiabank.

Value: 1 at \$30,000 (available to either cohort)  
Effective: May 2007

#### **Scotiabank HBA Leadership Award** (Richard Ivey School of Business)

Awarded to students entering their first year of the HBA program at the Richard Ivey School of Business based on academic performance and community involvement. Candidates may submit applications for this award at the time of application to the HBA Program at the Richard Ivey School of Business. Final selection of recipients will be made by the HBA Scholarship Review Committee. Recipients will be notified at the time of acceptance into the program. The award will be continued in second year of the HBA program as long as the student continues to progress in the program. This award is made possible through the generosity of Scotiabank.

Value: 1 continuing award of \$9,000 annually in the first year offered, growing to two continuing awards in all subsequent years.

Effective: May 2007 for initial award; May 2008 for two awards annually

HBA 1980 Scholarship (Richard Ivey School of Business)

Awarded to a full-time student in his or her first year of the Honors Business Administration program based on academic standing (minimum 80% admission average) and demonstrated community leadership. Candidates may submit applications for this award at the time of application to the HBA Program at the Richard Ivey School of Business. This scholarship will continue in HBA Year 2 provided that the candidate maintains a 70% average. The HBA Scholarship Committee will make the final selection of the recipient. This scholarship was established by donations from the HBA Class of 1980.

Value: 1 at \$5,500 annually, continuing for two years.

Effective: 2007-2008 to 2011-2012. A new recipient will not be selected in 2011-2012.

Antony J. Bergering Awards (Faculty of Education)

Awarded to full-time undergraduate students in the intermediate-senior division of the Bachelor of Education program, including students in Technological Education, based on financial need and academic standing. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. Once the Office of the Registrar has determined financial need, the Faculty of Education will select the recipients. These awards were established by a generous bequest from Dr. Antony J. Bergering (PhD '75, Psychology) through Foundation Western.

Value: 2 at \$1,400, effective May 2007

8 at \$1,500, effective May 2008

*These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.*

Titia G. Bergering Awards (Faculty of Education)

Awarded to full-time undergraduate students in the intermediate-senior division of the Bachelor of Education program, including students in Technological Education, based on financial need and academic standing. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. Once the Office of the Registrar has determined financial need, the Faculty of Education will select the recipients. These awards were established by a generous bequest from Dr. Antony J. Bergering (PhD '75, Psychology) through Foundation Western.

Value: 2 at \$1,400, effective May 2007

8 at \$1,500, effective May 2008

*These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.*

Olive C. Young Awards (Faculty of Education)

Awarded to full-time undergraduate students in the primary division of the Bachelor of Education program based on financial need and academic standing. Applications can be accessed online through the Office of the Registrar Web site and must be submitted by October 31. Once the Office of the Registrar has determined financial need, the Faculty of Education will select the recipients. These awards were established by a generous bequest from Miss Olive C. Young through Foundation Western.

Value: 9 at \$1,500, effective May 2007

10 at \$1,600, effective May 2008

*These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.*

Alex R. McIntyre Award (Faculty of Law)

Awarded to a full-time student in any year of Law who demonstrates financial need and academic achievement. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Faculty of Law will select the recipient once the Office of the Registrar has determined financial need. This award was established by Mr. Alex R. McIntyre (LLB '78).

Value: 1 at \$2,321

Effective: 2007-2008 to 2011-2012

Donald P. Morris Engineering Award (Faculty of Engineering)

Awarded to a full time undergraduate student in Year Two or higher of any Engineering program based on financial need, a minimum 75% average, and involvement in extra-curricular activities that demonstrate leadership skills. Preference will be given to students in the Mechanical and Materials Engineering program. Applications can be accessed online through the Office of the Registrar Web site. The online application and a hard copy statement (max 250 words) describing the candidate's involvement in extra-curricular activities must be submitted to the Office of the Registrar by September 30. The Office of the Registrar will determine financial need and the Faculty of Engineering will select the recipient. This award was established by Donald P. Morris, BSc '65.

Value: 1 at \$1,000

Effective: 2007-2008 to 2011-2012

Jenny Donald Memorial Award in Visual Arts (Faculty of Arts and Humanities, Visual Arts)

Awarded to a full time student in Year Three of an Honors Specialization, Specialization or Major offered through the Department of Visual Arts, who excels in the two-dimensional arts: drawing, painting, photography, printmaking. Application information is available from the Department of Visual Arts. Candidates must provide images of work in the two-dimensional arts to the Department of Visual Arts by September 30. A committee in Visual Arts will select the recipient. This award is made possible by a memorial donation from the family of Jenny Donald.

Value: 1 at \$1,800, with the value of the final award in 2011-2012 being slightly higher based on funds available.

Effective: 2007-2008 to 2011-2012

Alfred McKenzie Crabb Bursary (Schulich School of Medicine & Dentistry, Medicine)

Awarded to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program who demonstrates financial need. This bursary was established by a bequest from the Late Dr. Alfred McKenzie Crabb through Foundation Western.

Value: 1 at \$1,125

Effective: May 2007

James F. Birch Bursary (Any Undergraduate Program)

Awarded to a full-time undergraduate student in second year or higher of any program at Western who demonstrates financial need. This bursary was established by a bequest from the Late James F. Birch through Foundation Western.

Value: 1 at \$450

Effective: May 2007

*This bursary is supported by matching funds from the OSOTF II program and recipients must meet Ontario residency requirements.*

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Richard and Shelley Baker Family Foundation Continuing Admission Award (Any Undergraduate Program)

Awarded to a full-time undergraduate student who resides in, and attends a secondary school in, London, Ontario, and who is entering first year of any first-entry degree program at Western with a minimum 70% average, based on financial need. This award will continue for up to four years provided the recipient maintains a 70% average on a full course load of a four-year degree program, and demonstrates financial need each year. To be considered for this award, students must submit an Admission Bursary Application which will be available on-line through the Office of the Registrar's Web site in January of the year of application for admission into Western. The Office of the Registrar will determine financial need and select the recipient. Only one student holds this award annually, and a new recipient will be selected when the current recipient no longer qualifies. This award was established by a generous gift from the Richard and Shelley Baker Family Foundation through Foundation Western.

Value: 1 at \$2,500, continuing for up to four years  
Effective: May 2007

*This award is supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.*

Yeandle Family HBA Awards (Richard Ivey School of Business)

Awarded to students entering HBA 1 or HBA 2 with a minimum 78% average and demonstrated community leadership. Applicants must apply through the online admission application process by January 31. The HBA Scholarship Committee will make the final selection of the recipient. These awards were established by a bequest from the Yeandle Family through Foundation Western.

Value: 5 at \$5,000 annually  
Effective: 2007-2008

Michael Kirkley Memorial Football Award (Any Undergraduate Program)

Awarded to a full-time undergraduate student in any year of any degree program at Western, who has a minimum admission average of 80% or a minimum in-course average of 70%, and who is making a contribution as a member of the Mustangs Football team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Awards and Scholarships Committee for the School of Kinesiology in the Faculty of Health Sciences will select the recipient in consultation with the head coach of the football team. This award was established by memorial donations from the family and friends of Sandy and Michael Kirkley through Foundation Western.

Value: 1 at \$1,250  
Effective: May 2007

John and Maria Simpson HBA Scholarships (Richard Ivey School of Business)

Awarded to students entering HBA 1 and HBA 2 in the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Applications for this award can be obtained from the HBA Program Services Office at the Richard Ivey School of Business. The HBA Scholarship Committee will make the final selection of the recipient. This award was established with a generous gift from John H. Simpson, HBA '76.

Number and Value:

1 at \$5,000 for HBA 1 and 1 at \$5,000 for HBA 2, effective 2007-2008 to 2008-2009  
2 at \$5,000 for HBA 1 and 2 at \$5,000 for HBA 2, effective 2009-2010 to 2012-2013

Jason Boyer HBA Scholarship (Richard Ivey School of Business)

Awarded to a full-time student in the Honors Business Administration program entering his/her second year in the top 10% of the class (achieved Dean's Honor List in HBA 1). The HBA Scholarship Committee of the Richard Ivey School of Business will select the scholarship recipient. This scholarship is made possible by a generous gift from Jason Boyer, HBA '94.

Value: 1 at the Canadian equivalent of \$5,000 US  
Effective: May 2007

HBA '86 Scholarship (Richard Ivey School of Business)

Awarded to a full-time student in his/her first year of the Honors Business Administration program, based on academic achievement (minimum 80% admission average) and demonstrated community leadership. This scholarship will continue in HBA Year 2 provided that the candidate has met the progression requirements. The HBA Scholarship Committee will make the final selection of the recipient. This award was established in recognition of the HBA Class of 1986 20<sup>th</sup> reunion.

Value: 1 at \$5,000, continuing for 2 years  
Effective: beginning in 2007-2008 and ending in 2016-2017

Nash Family Football Athletic Scholarship (Any Undergraduate Program)

Awarded to a student entering first year of any full-time undergraduate degree program at Western, who is from London, Ontario, and who is a member of the Mustangs Football team, based on academic achievement (minimum 80% admission average). Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Awards and Scholarships Committee for the School of Kinesiology in the Faculty of Health Sciences will select the recipient in consultation with the Head Coach of the Mustangs Football Team. This scholarship was established in recognition of the retirement of Western's head football coach, Larry Haylor, by The Nash Family.

Value: 1 at \$3,500  
Effective: 2007-2008 to 2016-2017

John St. Clair Heal & Mercedes Billinge Heal Awards (Schulich School of Medicine & Dentistry, Medicine)

Awarded annually to students entering first year of the Doctor of Medicine (MD) program based on academic achievement and demonstrated financial need. These awards will continue for up to four years provided that the recipients progress satisfactorily and continue to demonstrate financial need each year. Candidates must complete an admission bursary application form, available online through the Office of the Registrar's Web site, by August 1. Once financial need is determined by the Office of the Registrar, the recipients will be selected by the Scholarships and Awards Committee of the Schulich School of Medicine & Dentistry. Replacement recipients will be selected for students who do not retain the award in upper years. In the event of a late offer, exceptions will be made on a case-by-case basis. These awards were established by a generous bequest from Mercedes Heal through Foundation Western.

Value: 7 at \$5,000, continuing for up to 4 years  
Effective: May 2007

*These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.*

George Aberhart Bursary (Any Undergraduate Program)

Awarded to a full-time undergraduate student in any year of any program at Western based on financial need, with a preference for candidates who attended St. George's Public School in London, Ontario. This bursary was established by Ms. Mabel Taylor in honour of George Aberhart through Foundation Western.

Value: 1 at \$1,900, effective May 2007  
1 at \$3,500, effective May 2008

*These bursaries are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.*

## 2. **Scholarship and Award Revisions**

*On behalf of the Board of Governors, the Property and Finance Committee has approved the following revised terms of reference for scholarships, bursaries, awards and prizes:*

**Mitch and Leslie Frazer Scholarship** (Faculty of Law)  
Change in value from 1 at \$400 to 1 at \$500  
Effective: May 2007

**Honor Robinson-Hair Memorial Scholarship**, (Faculty of Science)  
Change in value from 1 at \$1,000 to 1 at \$900  
Effective: May 2007

**Baldwin Family Scholarships in English Language and Literature** (Faculty of Arts and Humanities)  
Change in number and value from 3 at \$800 to 2 at \$900  
Effective: May 2007

**Dr. Cameron Wallace Graduate Student Award in Pathology** (Faculty of Graduate Studies, Pathology)  
Change in criteria to add sentence *in italics* regarding ties:  
Awarded annually to a graduate student who is in second year or beyond of a MSc or PhD Pathology program, based on academic achievement (minimum 78% average) and research work. Eligible students must complete an application with details of their marks in graduate courses, publications and presentations at scientific meetings. Applications can be obtained in the Department of Pathology and must be completed by April 15. The Graduate Education Committee in the Department of Pathology will select the recipient. A student can receive this award only once. *In the event of a tie, the award will be given to two eligible students, each student receiving \$1,000.* The Department of Pathology would contribute the additional funds (\$500). This award was established in memory of Dr. Cameron Wallace by generous gifts from alumni, faculty, staff and friends of the Department of Pathology at UWO through Foundation Western.

Effective: May 2007

**HBA '81 Student Scholarships** (Richard Ivey School of Business)  
Change in effective dates from: May 2002-April 2007. This award will be discontinued when continuing students are done.  
To: 2007-2008 to 2011-2012. This award will be discontinued when continuing students are done.  
Effective: May 2007

**Alzheimer Society of London Middlesex Graduate Awards in Alzheimer Related Research** (Faculty of Graduate Studies, Social Science, Health Sciences, Medicine)  
Change in criteria and value from: Awarded to full-time graduate students from any faculty who are also members of the Aging and Health Research Centre, affiliated with the Department of Sociology at the University. The awards will be granted to qualified candidates based on their graduate research work in Alzheimer Disease and Dementia, as well as their academic achievement (minimum 78% average). Students will be selected in September by a committee composed of at least one representative who holds membership in the Faculty of Graduate Studies and one representative from the Aging and Health Research Centre. As



a requirement of the awards, students must complete interim and final reports during the year of their award to be submitted to the Director of the Aging and Health Research Centre.

Value: 2 awards of approximately \$11,500 or 3 awards of approximately \$7,700  
Effective: 2006-2007 only

To: Awarded to full-time graduate students who are conducting research related to Alzheimer's Disease in Social Science, Health Sciences or the Schulich School of Medicine & Dentistry (including Neuroscience). Selection will be based on the candidates' research work and academic achievement (minimum 78%). Half of the funds available in any given year will be allocated to students affiliated with the Faculty of Social Science or the Faculty of Health Sciences and the other half will be available to students affiliated with the Schulich School of Medicine & Dentistry (including Neuroscience). If a recipient cannot be found in Social Science or Health Sciences, the funds will be available to the Schulich School of Medicine & Dentistry (including Neuroscience) and vice versa.

Students will be selected by the following committees: (1) Social Science and Health Sciences candidates will be evaluated by a committee of faculty leaders involved with graduate research, coordinated by the Director of the Aging & Health Research Centre; (2) candidates in the Schulich School of Medicine & Dentistry will be evaluated by faculty leaders involved with graduate research, coordinated by the Research Office in the Schulich School of Medicine & Dentistry. Each committee will include at least one representative who holds membership in the Faculty of Graduate Studies. The selection committees will consist of faculty members and no students will participate in the selection.

Recipients will be asked to complete interim and final reports during the year of their award, as directed by the relevant selection committee, to be submitted directly to the Alzheimer Society of London and Middlesex.

Value: 2 awards of \$12,500  
Effective: 2007-2008 only

Siskinds Prize in Intellectual Property (Faculty of Law)

Change in effective date from: "2005-2006 to 2010-2011" to "2005-2006 to 2009-2010"

Effective: May 2006

Campus Computer Store Scholarships (Any Undergraduate Program)

Change in criteria from: Awarded to students in Year 2 or higher based on academic achievement (minimum 80% average). Preference for the first scholarship will be given to students in Dentistry, preference for the second scholarship will be given to students in Computer Science and preference for the third scholarship will be given to students in History. These scholarships are made possible by the Campus Computer Store with proceeds from the annual Campus Computer Store Customer Appreciation Golf Tournament.

To: Awarded to students in Year Two or higher based on academic achievement (minimum 80% average). Preference will be given to students in Arts and Humanities. These scholarships are made possible by the Campus Computer Store with proceeds from the annual Campus Computer Store Customer Appreciation Golf Tournament.

Effective: May 2006 (value remains the same)

Alberta O'Neil Award in Physical Education (Faculty of Education)

Change in criteria. At the request of the donor the last line will be changed from: "This award was established through Foundation Western by Mrs. Alberta O'Neil, a retired teacher, principal and Physical Education instructor."

To: Awarded to an undergraduate student completing a Bachelor's Degree in Education at any teaching level, based on academic excellence and proficiency in Physical Education. The Faculty of Education will select the recipient. This award was established through Foundation Western by Mrs. Alberta O'Neil, a retired teacher.

Effective: May 2006

Margaret Fallona Award for Excellence in French Second Language Education (Faculty of Education)

Change in number from 1 at \$250 to 2 at \$250

Effective May 2006 only

Science Teachers' Association of Ontario (STAO) Pre-Service Student Awards (Faculty of Education)

Change in title and value from:

Value: 1 award at \$500, plus STAO will provide a year's membership in STAO and a complimentary registration to the annual STAO conference; 1 at \$250, plus STAO will provide a year's membership in STAO

To: Don Galbraith Preservice Teacher Award of Excellence

Value: 3 awards of 3-year membership in STAO, an invitation to attend the 2007 STAO conference to receive the award, and a full conference registration for the following year.

Effective: May 2006

D. Younger Memorial Award (Faculty of Education)

Change in value from: 1 at Up to \$350

To: 1 at \$1,000

Effective: May 2006

J. Bowden Memorial Award (Faculty of Education)

Change in value from \$350 to \$500

Effective: May 2006

Jessie Ogletree Award (Faculty of Education)

Change in title to: Jessie Margaret Ogletree Award

Effective: May 2006

ASHRAE Award - Year Four Mechanical and Materials Engineering (Faculty of Engineering)

Change in value from: \$300 and a one-year ASHRAE student membership and the ASHRAE Fundamentals Handbook

To: \$500 and a one-year ASHRAE student membership and the ASHRAE Fundamentals Handbook

Effective: May 2006

Gracey Family Graduate Scholarships (Faculty of Graduate Studies, Social Science Graduate Programs)

Change in effective date from: 2002-2003 to 2006-2007

To: 2002-2003 to 2007-2008

125th Anniversary Hong Kong Student Award (Any Undergraduate Program)

Change in name, criteria and value from: Awarded to a permanent resident of Hong Kong who is entering the first year of any undergraduate degree program (with the exception of the Richard Ivey School of Business) at Western as a full-time student, based on academic achievement (minimum 70% average) and demonstrated financial need. Application information will be posted on the Registrarial Services Web site and must be submitted by October 31. This award will continue for up to 4 years provided that the recipient enters an Honors degree program and maintains full-time status with a minimum 70% average. A new

recipient will be selected when the current recipient no longer qualifies. This award is made possible by the generosity of donors affiliated with the UWO Alumni Association Hong Kong Branch through Foundation Western.

Value and Effective Date: \$10,000 will be available annually beginning in May 2006 (\$5,000 from the 125th Anniversary Hong Kong Student Award Fund Endowment and \$5,000 from the University International Student Awards Matching Program).

Awards will be made, dependent upon financial need, at the following values: 2 at \$2,500 and 5 at \$1,000 in 2006-2007 only. The value of the awards will be reassessed for 2007-2008. This matching program will exist for 2006-2007 to 2010-2011.

To: 125th Anniversary Hong Kong Student Scholarship (Any Undergraduate Program)

Awarded to international students who are permanent residents of Hong Kong and are entering the first year of any full-time undergraduate degree program (with the exception of the Richard Ivey School of Business) at Western based on academic achievement (minimum 80% average). No application is required as Western will be offering the scholarship to students based on their admission average. These scholarships will continue for up to four years provided that recipients enter a four-year degree program in second year and maintain full-time status with a minimum 80% average. If a recipient does not qualify to continue receiving the scholarship, a new recipient will be selected from the same year. This scholarship is made possible by the generosity of donors affiliated with the UWO Alumni Association Hong Kong Branch through Foundation Western.

Value: 1 award of \$3,000, continuing for four years, will be made annually. Four students will hold the award in any given year. (In 2007-2008, students from each of years 1-4 will be selected based on the criteria in order to fully utilize the funds available.)

Effective: May 2007

\$12,000 will be available annually beginning in May 2007 (\$6,000 from the 125th Anniversary Hong Kong Student Award Fund Endowment and \$6,000 from the University International Student Awards Matching Program). This matching program will exist for 2007-2008 to 2011-2012.

*In May 2006, Ontario University Athletics voted in favour of allowing awards for first-year undergraduate students who play on a varsity team. As a result, the Faculty of Health Sciences is revising all awards that were open to student athletes in second year or higher of an undergraduate program to include first-year students with a minimum 80% average who meet all other existing criteria.*

*The following changes will be **effective as of May 2007**:*

James G. Farmer Award (Any Undergraduate Program)

Change in criteria from:

Awarded to a student entering second, third or fourth year of any faculty, based on of academic achievement, financial need and demonstrated athletic leadership, in that order. Established by donations made through Foundation Western in memory of James Farmer. Application forms are available at the Office of the Registrar (Rm. 190), Stevenson-Lawson Building and the Athletic Office (Rm. 120), Thames Hall. Deadline to apply is October 31.

To: Awarded to a student in any year of any undergraduate program based on academic standing, financial need and demonstrated athletic leadership, in that order. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the

recipient in consultation with Intercollegiate Athletics. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. Established by donations made through Foundation Western in memory of James Farmer.

Bob Gage Athletic Leadership Awards (Any Undergraduate Program)

Change in criteria from:

Awarded to full-time undergraduate students in Year 2 or higher of any degree program, who are also members of a varsity team competing for a national (CIS) Championship or NCAA Division 1 Championship, based on athletic leadership. Students must also demonstrate academic achievement by earning a minimum 70% average. The recipients will be selected by the Faculty of Health Sciences' School of Kinesiology Awards Committee. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. These awards were established by a generous gift from an alumnus of Western through Foundation Western.

To: Awarded to full-time undergraduate students in any year of any degree program, who are also members of a varsity team competing for a national (CIS) Championship or NCAA Division 1 Championship, based on athletic leadership. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. The recipients will be selected by the Faculty of Health Sciences' School of Kinesiology Awards Committee. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. These awards were established by a generous gift from an alumnus of Western through Foundation Western.

George Gordon Paterson Awards (Any Undergraduate Program)

Change in criteria from:

Awarded annually to undergraduate students who have completed one year at The University of Western Ontario who have demonstrated financial need, academic achievement (minimum 70% average) and leadership qualities as a current member of an intercollegiate athletic team. Preference will be given to students in intercollegiate football. Application forms can be obtained from the Office of the Registrar and must be completed and returned by October 31. These awards were made possible by Scott Paterson, BA '85, in honor of his grandfather Gord Paterson BA '34, who was captain of the hockey team and a member of the football and rugby intercollegiate athletic teams, as well as Director for the University Students' Council.

To: Awarded annually to students in any year of any undergraduate program based on demonstrated financial need, academic standing and leadership qualities as a current member of an intercollegiate athletic team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Preference will be given to students in intercollegiate football. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipient in consultation with Intercollegiate Athletics. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. These awards were made possible by Scott Paterson, BA '85, in honor of his grandfather Gord Paterson BA '34, who was captain of the hockey team and a member of the football and rugby intercollegiate athletic teams, as well as Director for the University Students' Council.

J.C. Hawlik Award (Any Undergraduate Program)

Change in criteria from:

Awarded annually to a returning full-time student in any program of studies at The University of Western Ontario who is currently participating in the interuniversity football program. This award is based on good academic achievement of a minimum 70% average in the previous year of full-time enrolment (minimum of three and one-half courses) at The University of Western Ontario, financial need, and demonstrated leadership in the interuniversity football program. Application forms are available at the Office of the

Registrar (Rm. 190), Stevenson-Lawson Building and the Athletics Office (Rm. 120), Thames Hall. Deadline to apply is October 31. Established by Joseph C. Hawlik in memory of his father, J.C. Hawlik.

To: Awarded annually to a full-time student in any year of any undergraduate program who is currently participating in the interuniversity football program. This award is based on financial need and demonstrated leadership in the interuniversity football program. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipient in consultation with Intercollegiate Athletics. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. Established by Joseph C. Hawlik in memory of his father, J.C. Hawlik.

Darwin M. Semotiuk OSOTF Award (Any Undergraduate Program)

Change in criteria from:

Awarded annually to a returning full-time student in any program of studies at The University of Western Ontario who is currently participating in the interuniversity football program. This award is based on good academic achievement of a minimum 70% average in the previous year of full-time enrolment (minimum of three and one-half courses) at The University of Western Ontario, financial need, and demonstrated leadership in the interuniversity football program. Application forms are available at the Office of the Registrar (Rm. 190), Stevenson-Lawson Building and the Athletics Office (Rm. 120), Thames Hall. Deadline to apply is October 31. Established by Joseph C. Hawlik in memory of his father, J.C. Hawlik.

To: Awarded annually to a full-time student in any year of any undergraduate program who is currently participating in the interuniversity football program. This award is based on financial need, academic standing and demonstrated leadership in the interuniversity football program. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipient in consultation with Intercollegiate Athletics. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. Established by Joseph C. Hawlik in honour of Darwin M. Semotiuk.

Darwin Semotiuk Athletic Leadership Awards (Any Undergraduate Program)

Change in criteria from:

Awarded to full-time undergraduate students beyond Year 1 of any program based on financial need, academic achievement (minimum 70% average) and community involvement. Candidates must also be members of a varsity team at Western. Applications can be accessed online through the Office of the Registrar web site and must be submitted by October 31. An essay (maximum 250 words) describing the candidate's leadership qualities through community involvement and sport is also required as part of the application. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipients. Established by Mr. David Wu in honour of Dr. Darwin Semotiuk.

To: Awarded to full-time students in any year of any undergraduate program based on financial need, academic standing and community involvement. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Candidates must also be members of a varsity team at Western. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. A statement (maximum 250 words) from the candidate describing the candidate's leadership qualities through community involvement and sport is also required as part of the application. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipients. Established by Mr. David Wu in honour of Dr. Darwin Semotiuk.

Heather and Whit Tucker Awards (Any Undergraduate Program)

Change in criteria from:

Awarded to a student in year two, three or four, in any faculty, who has a minimum "70%" average and is a member of any varsity sports team. Preference will be given to varsity athletes in football, basketball, and track and field. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. These awards were established through Foundation Western by a generous gift from Whit Tucker.

To: Awarded to a student in any year of any undergraduate program who is a member of any varsity sports team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Preference will be given to varsity athletes in football, basketball, and track and field. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. These awards were established through Foundation Western by a generous gift from Whit Tucker (BA '62).

Barry Mitchelson Award (Any Undergraduate Program)

Change in criteria from: Awarded to a full-time student in year 2 or beyond of any program based on academic achievement (minimum 70% average) and financial need. Candidates must also be members of Western's Football team or the Men's Basketball team. Applications can be accessed online through the Office of the Registrar Web site and must be submitted by October 31. The recipient will be selected by the Office of the Registrar, in consultation with a representative of the School of Kinesiology. This award was established by Dr. E. Barry Mitchelson (BA '64) through Foundation Western.

To: Awarded to a full-time student in any year of any undergraduate program based on financial need and academic standing. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Candidates must also be members of Western's Football team or the Men's Basketball team. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipient in consultation with Intercollegiate Athletics. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by Dr. E. Barry Mitchelson (BA '64) through Foundation Western.

Dan Smith Men's Hockey Award (Any Undergraduate Program)

Change in criteria from: Awarded to a full-time undergraduate student in Year 2 or higher of any degree program who achieves a minimum average of 70% and demonstrates athletic leadership skills as a member of the Western Mustangs Men's Hockey team. The Faculty of Health Sciences will select the recipient. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by Mr. Daniel C. Smith.

To: Awarded to a full-time student in any year of any undergraduate program who demonstrates athletic leadership skills as a member of the Western Mustangs Men's Hockey team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. The Faculty of Health Sciences will select the recipient. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by Mr. Daniel C. Smith.

Dan Smith Athletic Award (Any Undergraduate Program)

Change in criteria from:

Awarded to a full-time undergraduate student in Year 2 or higher of any degree program who achieves a minimum average of 70% and demonstrates athletic leadership skills as a member of a varsity team. Preference will be given to a female athlete. The Faculty of Health Sciences will select the recipient. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by Mr. Daniel C. Smith.

To: Awarded to a full-time undergraduate student in any year of any program who demonstrates athletic leadership skills as a member of a varsity team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Preference will be given to a female athlete. The Faculty of Health Sciences will select the recipient. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by Mr. Daniel C. Smith.

125th Anniversary Alumni Athletes Merit Award (Any Undergraduate Program)

Change in criteria from:

Awarded to a full-time undergraduate student in year 2 or beyond of any degree program based on academic achievement (minimum 70% average), financial need and participation in a varsity sport. Preference will be given to female student athletes. Applications can be accessed online through the Office of the Registrar web site and must be submitted by October 31. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The recipient will be selected by the Office of the Registrar in consultation with the Faculty of Health Sciences. Established through Foundation Western.

To: Awarded to a full-time undergraduate student in any year of any program based on financial need, academic standing and participation in a varsity sport. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Preference will be given to female student athletes. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Health Sciences will select the recipient in consultation with Intercollegiate Athletics. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. Established through Foundation Western.

'82/'83 Men's Hockey Award (Any Undergraduate Program)

Change in criteria from:

Awarded to a full-time undergraduate student in Year 2 or higher of any degree program based on academic achievement (minimum 70% average), financial need and leadership qualities as a member of the Western Mustang Men's Hockey team. Applications may be obtained online through the Office of the Registrar's Web site and must be submitted by October 31, along with an essay describing how the candidate has contributed to the Mustang Hockey program. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Faculty of Health Sciences will select the recipient once the Office of the Registrar has determined financial need. This award is made possible by contributions from members of the .82/.83 Western Mustang Men's Hockey team through Foundation Western.

To: Awarded to a full-time undergraduate student in any year of any degree program based on financial need, academic standing and leadership qualities as a member of the Western Mustang Men's Hockey team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications may be obtained online through the Office of the Registrar's Web site and must be submitted by October 31, along with an essay describing how the candidate has contributed to the Mustang Hockey program. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Faculty of Health Sciences will select the recipient once the Office of the Registrar has determined financial need. This award is made possible by contributions from members of the '82/'83 Western Mustang Men's Hockey team through Foundation Western.

Dorothy Thompson Bursaries (Any Undergraduate Program)

Change in criteria from:

Awarded to students in year two or beyond of any program who demonstrate financial need and are also members of the Western Mustangs football team. If in any year, the bursaries cannot be awarded to football players, they will be made available to female athletes in a varsity sport who demonstrate financial need.



Recipients must meet OUA guidelines regarding academic achievement (minimum average of 70%). These bursaries were established by Mr. John Thompson through Foundation Western.

To: Awarded to students in any year of any program who demonstrate financial need and are also members of the Western Mustangs football team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. If in any year, the bursaries cannot be awarded to football players, they will be made available to female athletes in a varsity sport who demonstrate financial need. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. These bursaries were established by Mr. John Thompson through Foundation Western.

D. Jane Riddell Student Athlete Award (Any Undergraduate Program)

Change in criteria from:

Awarded to a full-time female undergraduate student in Year 2 or higher of any degree program who achieves a minimum average of 70% and demonstrates athletic leadership skills as a member of a varsity team. The School of Kinesiology in the Faculty of Health Sciences will select the recipient. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by D. Jane Riddell (MA'85, Physical Education) through Foundation Western.

To: Awarded to a full-time female undergraduate student in any year of any degree program who demonstrates athletic leadership skills as a member of a varsity team. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. The School of Kinesiology in the Faculty of Health Sciences will select the recipient. Candidates who are varsity athletes must be in compliance with current OUA and CIS regulations. This award was established by D. Jane Riddell (MA'85, Physical Education) through Foundation Western.

Dr. Glynn A. Leyshon Award (Any Undergraduate Program)

Change in criteria from:

Available to a full-time student in any year and program who is a member of the University Wrestling Program who has demonstrated financial need, academic achievement (minimum '70%' average) and athletic leadership within The University of Western Ontario Athletic Program. Established through Foundation Western by alumni and friends of the University Wrestling Program in honor of former Wrestling Coach, Dr. Glynn Leyshon. Application forms are available at the Office of the Registrar (Rm. 190), Stevenson-Lawson Building and the Athletic Office (Rm. 120) Thames Hall. Deadline to apply is October 31.

To: Available to a full-time student in any year of any undergraduate program who is a member of the University Wrestling Program based on financial need, academic standing and athletic leadership. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications may be obtained online through the Office of the Registrar's Web site and must be submitted by October 31. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Faculty of Health Sciences will select the recipient once the Office of the Registrar has determined financial need. Established through Foundation Western by alumni and friends of the University Wrestling Program in honor of former Wrestling Coach, Dr. Glynn Leyshon.

June Burr Award (Any Undergraduate Program)

Change in criteria from:

Available to an undergraduate student in the second, third or fourth year of any faculty who has demonstrated financial need, academic achievement, and athletic leadership, in that order. Established by the "W" Club through Foundation Western. Application forms are available at the Office of the Registrar (Rm. 190), Stevenson-Lawson Building and the Athletics Office (Rm. 120), Thames Hall. Deadline for application is October 31.

To: Available to an undergraduate student in any year of any program based on demonstrated financial need, academic standing and athletic leadership, in that order. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications may be obtained online through the Office of the Registrar's Web site and must be submitted by October 31. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Faculty of Health Sciences will select the recipient once the Office of the Registrar has determined financial need. Established by the "W" Club through Foundation Western.

Gordon Risk Bursaries (Any Undergraduate Program)

Change in criteria from:

Available to students of any faculty based on financial need, academic achievement and athletic leadership, in that order. Applicants who are Intercollegiate student/athletes must be in compliance with current OUA and CIS regulations.

To: Awarded to students in any year of any undergraduate program based on financial need, academic standing and athletic leadership, in that order. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications may be obtained online through the Office of the Registrar's Web site and must be submitted by October 31. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Faculty of Health Sciences will select the recipient once the Office of the Registrar has determined financial need. These bursaries were established by a generous bequest from Mr. Gordon Risk.

Gordon Risk (OSOTF) Bursaries (Any Undergraduate Program)

Change in criteria from:

Available to students of any faculty based on financial need, academic achievement and athletic leadership, in that order. Applicants who are Intercollegiate student/athletes must be in compliance with current OUA and CIS regulations.

To: Awarded to students in any year of any undergraduate program based on financial need, academic standing and athletic leadership, in that order. Candidates in first year must have a minimum 80% admission average and candidates in second year or higher must have a minimum 70% average. Applications may be obtained online through the Office of the Registrar's Web site and must be submitted by October 31. Candidates who are Intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Faculty of Health Sciences will select the recipient once the Office of the Registrar has determined financial need. These bursaries were established by a generous bequest from Mr. Gord Risk.

**REPORT OF THE BY-LAWS COMMITTEE**

Contents	Consent Agenda
<b>Amendments to Board By-Law No. 1 (G.13: Access to Committee Materials and G.14: Attendance at Committee Meetings)</b>	<b>No</b>
<b>Timing of Board Elections</b>	<b>No</b>

FOR APPROVAL

1. **Amendments to Board By-Law No. 1 (G.13: Access to Committee Materials and G. 14: Attendance at Committee Meetings )**

**Recommended:** That the Board of Governors approve the amendments to By-Law No. 1 outlined in **Annex 1**.

**Background:**

One of the concerns raised in last year's Board performance assessment was the inability of Board members not on a committee to have access to the minutes of that committee or to materials related to its agenda.

The relevant sections of the Board's By-Law No. 1 are paragraphs G.13 and G.14. There are a number of problems with these two sections which the proposed amendments address.

First, strict reading of G.13 in the past has meant that current members of a committee have not been permitted to review minutes and meeting materials from years in which they were not members of the committee. Taken to the extreme, such an interpretation would mean that the chair of a committee could be denied access to previous years' records for a committee.

Second, there is an inherent contradiction between G.13 and G.14: G.13 denies non-committee members access to minutes and agenda materials of a committee meeting while G.14 would allow them to attend the same meeting.

Third, G.14 allows non-committee members to attend meetings of only some standing committees. It does not seem reasonable to exclude the Audit Committee and the Development and Fund Raising Committee from G.14. As long as Board members are prepared to abide by the confidentiality requirements, they should be allowed to attend any meeting of a standing committee, unless a committee is meeting in camera, (As the Senior Operations Committee always meets *in camera*, it would continue to be the one committee that non-members would only be able to attend by invitation. An *in camera* provision would also restrict attendance at the portions of the Audit Committee meetings involving meeting with the external auditors in the absence of the administration, and vice-versa.)

2. **Timing of the Board Elections**

**Recommended:** That the timing of Board elections for faculty, staff and students be changed so that elections are held in February of each year, effective February 2008;

That the transition election schedule, attached as **Annex 2** be approved.

That the Board bylaws and election procedures be amended as indicated in **Annex 3** and **Annex 4** respectively.

**Background:**

The Secretariat was asked by the student Senators and student members of the Board of Governors to consider changing the timing of student elections to coincide more closely with the academic year. It would be preferable to change the timing for all elected internal Board members, not just students, because running elections for different constituencies at different times of the year would become too complicated

There are several issues with the current timing for election to Board and assumption of office:

- If a student Board member graduates or otherwise leaves the university, in practical terms it may mean that the seat is empty from April to November
- Students campaign for and are elected to Board at a point in the semester when they are becoming very busy with academic work.
- In terms of Board and committee business there is very little time for new members to get oriented and up to speed – they are elected in October and are at their first Board meeting a few weeks later. Within two meetings they are asked to vote on the university's budget plan. Changing the timing of elections would allow more time for orientation to the work of Board and its committees.
- Leaves of absence for faculty tend to take effect July 1. This may leave gaps in membership for Board and committees.
- In recent years, new members have indicated that they would have found it very helpful to have attended the Board retreat at the beginning of their terms rather than near the end of the first year of membership.

It is proposed that elections be held for all internal constituencies in a schedule that coincides with the timing of USC elections in February (faculty/staff would probably be the week before).

Terms of office for internal elected members would be July 1 – June 30.

In order to remain compliant with the UWO Act, it will take several years of transition to put the changes fully into effect. A proposed schedule is shown in [Annex 2](#).

**Amendments to By-Law No. 1**

- G. 13 Committee minutes, agenda materials and related documents shall remain confidential. to committee members, members of the Board and others who are given access to such materials are who shall be responsible for their safe custody, unless the materials are explicitly released to the public by the committee concerned or by the Board as a report or other form.
- G. 14 Members of the Board who are not members of the Audit Committee, the By-Laws Committee, the Campus & Community Affairs Committee, the Development and Fund Raising Committee, and the Property & Finance Committee may attend meetings of those committees as observers, provided that:
- (a) they observe the confidentiality of the proceedings to the same degree required of committee members; and
  - (b) a committee may choose, at any time, to move *in camera* and require those who are not members of the committee or needed resource personnel to leave.

The Senior Operations Committee always meets *in camera* and only members of the committee or named resource personnel may attend its meetings and have access to its materials.

**Board Elections – Transition to July 1 – June 30 Membership Year for Faculty, Students and Administrative Staff**

In the following chart:

- names are provided for illustrative purposes only
- italics indicates that the seat has completed the transition to a July 1 – June 30 membership year

<b>Election Period</b>	<b>Student</b>	<b>Faculty (Senate-elected)</b>	<b>Faculty (elected-at-large)</b>	<b>Administrative Staff</b>
Fall 2007	Burke – undergrad Raymer – grad  Term: Nov 15/07 – June 30/08	Singh  Term: Nov 15/07 – June 30/08		
Winter 2008	<i>Burke – undergrad Raymer – grad  Term: July 1/08 – June 30/10</i>	<i>Singh  Term: July 1/08 – June 30/12</i>		
Fall 2008	Reid – undergrad  Term: Nov 15/08 – June 30/09			Gibbon  Term: Nov 15/08 – June 30/09
Winter 2009	<i>Reid – undergrad  Term: July 1/09 – June 30/11</i>			<i>Gibbon  Term: July 1/09 – June 30/13</i>
Fall 2009		White  Term: Nov 15/09 – June 30/10	Bentley  Term: Nov 15/09 – June 30/10	
Winter 2010		<i>White  Term: July 1/10 – June 30/14</i>	<i>Bentley  Term: July 1/10 – June 30/14</i>	
Fall 2010			Miller  Term: Nov 15/10 – June 30/11	Grindrod  Term: Nov 15/10 – June 30/11
Winter 2011			<i>Miller  Term: July 1/11 – June 30/15</i>	<i>Grindrod  Term: July 1/11 – June 30/15</i>

**Amendments to By-law 1**

By-law No. 1

- C.3 The membership year of a member of the Board shall be twelve months from the date of appointment as follows
- (a) For members elected by the Senate, Faculty-at-Large, Students, and administrative Staff, the membership term shall begin on ~~November 15~~ **July 1**, except where the member is appointed to fill a vacancy under the provisions of Special Resolution No. 9, but in all cases the membership term shall end on ~~November 14~~ **June 30**.



*The UNIVERSITY of WESTERN ONTARIO*  
**BOARD OF GOVERNORS**

**ELECTION PROCEDURES**

Ref: Special Resolution No. 9

Enacted: **30JUN07** ~~24JAN02~~

Pursuant to the provisions for membership on the Board of Governors as set out in the University of Western Ontario Act (1982) and By-Law No. 1, the following shall be the procedures for election or appointment to the Board.

**General**

The following procedures related to the election of members to the Board by the Faculty-at-large, the administrative staff, and the undergraduate and graduate student constituencies.

1. The Secretary of the Board of Governors shall be the Chief Returning Officer.
2. The schedule for calling of nominations, publication of candidates' names, and time lines for balloting shall be as published from time to time by the Secretary of the Board.
3. Candidates for election must be nominated by means of an official nomination form available from the Secretary of the Board and accessible on an election website.  
<http://www.uwo.ca/univsec/election>
4. Nomination forms must be signed by ten (10) persons eligible to vote in the constituency concerned. A nominator may not nominate more candidates than there are seats to be filled in the constituency.
5. The nomination forms shall convey information on eligibility for and restrictions upon election to the Board, as provided in the University Act.
6. Nominees must declare on the nomination form:
  - (a) that they are willing to stand as candidates for election and to serve if elected;
  - (b) that they meet the eligibility requirements for the constituency;
  - (c) that they are Canadian citizens at the time of nomination and that they will submit proof of such to the Secretary of the Board should they be elected.
7. Nominees may submit with the nomination form a biographical statement or other comments up to a limit of 75 words for publication purposes. The statement, if submitted, and a digital photograph of the candidate (if he or she agrees to having it taken by the University Secretariat) will be posted on the election website.
8. Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the Secretary of the Board.
9. When only sufficient nominations to fill the vacancies for any constituency are received, the Secretary of the Board shall declare the person(s) elected by acclamation, except when more than one seat is to be filled and a vote is required to determine the candidate who shall serve the longer term. Where no candidates are nominated, the seat shall remain vacant until the next election.
10. Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the constituency concerned.
11. The candidate receiving the largest number of votes shall be elected. Should there be more than one seat to be filled in a constituency in any given election, the candidate with the plurality of votes shall be elected to the longer membership term and the candidate with the next highest number of votes shall be elected for the shorter membership term.

12. In cases where two or more candidates receive the same number of votes, the tie shall be broken by a lottery conducted by the Secretary of the Board in the presence of the tied candidates or their agents.
13. An election shall not be invalidated by any irregularity which does not affect the outcome of such an election. Notification of any irregularity must be received by the Secretary of the Board within five days of the closing of the polls.
14. The results of the election shall be announced as soon as possible after the closing of balloting. The number of votes received by each candidate will be made public.
15. A list of voting results, validated by the Secretary of the Board, shall be retained for a period of at least two years.

**Faculty-at-Large Constituency** (2 members)

1. To be eligible for election, a candidate must be a full-time member of the Faculty of the University, or a Clinical Academic appointed under *Conditions of Appointment: Physicians Appointed in Clinical Departments and Clinical Divisions of Basic Science Departments*, at the rank of Assistant Professor or higher who has held academic appointments at the University for at least four academic years.
2. The following members of Faculty are eligible to vote:
  - (a) all full-time members of the academic staff of the University at the rank of Assistant Professor, Associate Professor, or Professor; and
  - (b) all Clinical Academics appointed under *Conditions of Appointment: Physicians Appointed in Clinical Departments and Clinical Divisions of Basic Science Departments*, at the rank of Assistant Professor, Associate Professor, or Professor, and
  - (c) all part-time members of the academic staff of the University at the rank of Assistant Professor or higher

who are listed as such in the Records section of the Division of Human Resources.

3. Procedure:

The Secretary of the Board shall, within the first three weeks of ~~September~~ **January** in those years when a vacancy will occur in the Faculty-at-Large constituency, call for nominations of candidates to represent the Faculty.

Completed nomination forms must be submitted to the Secretary of the Board not less than seven but not more than fourteen consecutive days from the official date of call for nominations. The Secretary of the Board shall then publish an official list of the valid nominations in Western News as soon as possible thereafter. The official list shall be by name alphabetically, showing the rank and academic unit of each nominee,. The nominee may submit a biographical statement or other comment up to a limit of 75 words. The Secretary shall have discretion in restricting the published statement to 75 words should that submitted be in excess of this limit. This statement (if submitted) and a digital photograph of the candidate (if he or she agrees to having it taken by the University Secretariat) will be posted on the Election Website and linked to the ballot.

Balloting will be conducted during a designated period at an election site linked to Western's Homepage on the Internet: <http://www.uwo.ca> .

The Secretary of the Board shall publish the name(s) of the successful candidate(s) in an official notice of the Board to be posted at the Office of the Secretary of the Board of Governors and offered for publication, within forty-eight hours of the closing of the poll.

4. **Note:** No member of the Board of Governors whose salary is paid under a collective agreement or Memorandum of Agreement between the University and a union or employee association may serve as a member of any team negotiating matters related to the remuneration or benefits, terms of employment, rights or privileges available to employees in a class or group of employees of the University.

#### **Administrative Staff Constituency** (2 members)

1. To be eligible for election, a candidate must be a member of the full-time administrative staff of the University and be listed as such in the Records section of the Division of Human Resources. A member of the full-time administrative staff of the University who is a member of Faculty is not eligible for election or to vote in the administrative staff constituency.
2. All members of the full-time administrative staff of the University, except those who are members of Faculty, are eligible to vote in the administrative staff constituency.
3. Procedure:  
The Secretary of the Board shall, within the first three weeks of ~~September~~ **January** in those years when a vacancy will occur in the administrative staff constituency, call for nominations of candidates to represent the administrative staff.

Completed nomination forms must be submitted to the Secretary of the Board not less than seven but not more than fourteen consecutive days from the official date of call for nominations. The Secretary of the Board shall then publish an official list of the valid nominations in Western News as soon as possible thereafter. The official list shall be by name alphabetically, showing the title and administrative unit of each nominee. The nominee may submit a biographical statement or other comment up to a limit of 75 words. The Secretary shall have discretion in restricting the published statement to 75 words should that submitted be in excess of this limit. This statement (if submitted) and a digital photograph of the candidate (if he or she agrees to having it taken by the University Secretariat) will be posted on the Election Website and linked to the ballot.

Balloting will be conducted during a designated period at an election site linked to Western's Homepage on the Internet: <http://www.uwo.ca>.

The Secretary of the Board shall publish the name(s) of the successful candidate(s) in an official notice of the Board to be posted at the Office of the Secretary of the Board of Governors and offered for publication, within forty-eight hours of the closing of the poll.

4. **Note:** No member of the Board of Governors whose salary is paid under a collective agreement or Memorandum of Agreement between the University and a union or employee association may serve as a member of any team negotiating matters related to the remuneration or benefits, terms of employment, rights or privileges available to employees in a class or group of employees of the University.

#### **Undergraduate Student Constituency** (2 members)

1. To be eligible for election, a candidate must be an undergraduate student in the Constituent University who has completed one academic year as a full-time student or the equivalent as a part-time student, as may be verified by the official student records of the University. Full-time and part-time undergraduate students of the Constituent University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the undergraduate student constituency.
2. The Secretary of the Board may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the Secretary of the Board by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC ByLaw 2 and those of the Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the Secretary of the Board.

3. Procedure:

Each year when a vacancy shall occur in the undergraduate student constituency, the Secretary of the Board shall, during the second week of classes in January, call for nominations for candidates to represent the undergraduate student constituency.

Completed nomination forms must be submitted to the Secretary of the Board not less than seven but not more than fourteen consecutive days from the official date of call for nominations. A Mandatory All Candidates Meeting will be scheduled for student candidates during the week following the close of nominations. Student nominees who do not attend or have not made arrangements to send an alternate will be automatically disqualified from candidacy. The Secretary of the Board shall then publish an official list of the valid nominations in Western News as soon as possible thereafter. The official list shall be by name alphabetically, showing for each nominee the academic program and year of registration as recorded in the official student records of the University. The nominee may submit a biographical statement or other comment up to a limit of 75 words. The Secretary shall have discretion in restricting the published statement to 75 words should that submitted be in excess of this limit. This statement (if submitted) and a digital photograph of the candidate (if he or she agrees to having it taken by the University Secretariat) will be posted on the Election Website and linked to the ballot.

Balloting will be conducted during a designated period at an election site linked to Western's Homepage on the Internet: <http://www.uwo.ca>

The Secretary of the Board shall publish the name(s) of the successful candidate(s) in an official notice of the Board to be posted at the Office of the Secretary of the Board of Governors and offered for publication, within forty-eight hours of the closing of the poll.

**Graduate Student Constituency** (1 member)

1. To be eligible for election, a candidate must be a graduate student in the University as may be verified by the official student records of the University. Full-time and part-time graduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the graduate student constituency.

2. The Secretary of the Board may employ the USC Election Committee to supervise campaigning by candidates but the final authority for resolving all disputes shall rest with the Secretary of the Board.

3. Procedure:

The procedures for election of a graduate student to the Board shall be the same as for those for undergraduate students, *mutatis mutandis*.

4. **Note:** No member of the Board of Governors whose salary is paid under a collective agreement or Memorandum of Agreement between the University and a union or employee association may serve as a member of any team negotiating matters related to the remuneration or benefits, terms of employment, rights or privileges available to employees in a class or group of employees of the University.

**Faculty Elected by Senate** (2 members)

1. To be eligible for election by the Senate, the candidate must be a member of Faculty and a member of the Senate at the time elected.

2. The election of members to the Board by the Senate shall be the responsibility of the Senate and by such procedure as the Senate shall determine.

3. **Note:** No member of the Board of Governors whose salary is paid under a collective agreement or Memorandum of Agreement between the University and a union or employee association may serve as a member of any team negotiating matters related to the remuneration or benefits, terms of employment, rights or privileges available to employees in a class or group of employees of the University.

**Members Elected by the Alumni Association** (4 members)

The election of members to the Board by the Alumni Association shall be the responsibility of the Association except that the cost of such elections may be borne by the Board, subject to the approval of the Board.

**Members Elected by the Board** (4 members)

1. The election of members by the Board under Section 9.(1) of the Act, clause (h) [4 members] shall be by a majority of those members of the Board entitled to vote in such election present at the meeting at which the election takes place, provided that a quorum of fourteen such eligible members are present.
2. The Senior Operations Committee shall be responsible for the identification of candidates as vacancies occur and shall make nominations to the Board.
3. Voting shall be by show of hands or by ballot as may be determined by the Board.

**FILLING OF VACANCIES - Elected and Appointed Members**

1. When a vacancy occurs prior to the expiration of the membership term of a member elected by the Faculty-at-large, the administrative staff, or students, action in respect to the filling of the vacancy shall be as follows:
  - (a) If the time remaining in the term of office is six months or less, e.g., occurring between September and January, the seat shall remain vacant until the next regular election. For student constituencies, if the time remaining in the term of office is six months or less and occurs after the February elections and prior to the commencement of new terms in July, the member-elect will be invited by the Secretary of the Board to assume the vacant seat.
  - (b) If the time remaining in the term of office is more than six months but less than two years, the vacancy shall be filled from among the eligible candidates of the constituency concerned who were unsuccessful in the last election, in a priority determined by their plurality in that election, and provided that to be thus eligible a candidate must have polled at least 20% of the votes cast in that election, or failing such, by a by-election.
  - (c) If the time remaining in the term of office is more than two years, the vacancy shall be filled by a by-election.

The conduct of a by-election shall be the same as that of a regular election.

2. When a vacancy occurs prior to the expiration of the membership term of a member elected or appointed by the Council of the City of London, the Lieutenant Governor in Council, the Alumni Association, the Senate, or the Board, the body responsible for electing or appointing such member shall be requested to appoint a person to fill the vacancy for the time remaining in the membership term except that if the time remaining in the term of office is six months or less, the Board may declare by resolution that the seat remain vacant until the next regular appointment period.

FOR INFORMATION

**2007 Board of Governors Election Schedule**

Elections will be held for one representative from each of the faculty, graduate and undergraduate student constituencies this Fall. The election schedule is outlined below:

<b>2007 Board of Governors Election Schedule</b> Faculty Constituency	
Call for Nominations [WWW, Western News]	September 6
Nominations Open	8:30 a.m., Friday, September 7
Nominations Close	4:00 p.m., Thursday, September 27
Posting of Nominations	Friday, September 28 [Room 290 SLB]
Balloting on the Web - Polls Open	12:01 a.m., Wednesday, October 10
Balloting on the Web - Polls Close	11:59 p.m., Thursday, October 11
Posting of Results	Friday, October 12 [Room 290 SLB]
Publication of Official Results	October 18 (Western News)

<b>2007 Board of Governors Election Schedule</b> Graduate and Undergraduate Student Constituencies	
Call for Nominations [WWW, Gazette, Western News]	September 6
Nominations Open	8:30 a.m., Friday, September 7
Nominations Close	4:00 p.m., Thursday, September 27
Mandatory Candidates' Advisory Meeting	5:00 p.m., September 27 [USC Council Chambers, 3 <sup>rd</sup> Floor, UCC]
Posting of Nominations	September 28 [Room 290 SLB]
Campaign Period begins	12:01 a.m. Monday, October 1
Campaign Period ends	11:59 p.m., Tuesday, October 16
Balloting on the Web - Polls Open	12:01 a.m., Wednesday, October 17
Balloting on the Web - Polls Close	8:00 p.m., Thursday, October 18
Posting of Results	Friday, October 19
Publication of Official Results	October 25 (Western News)

**REPORT OF THE SENIOR OPERATIONS COMMITTEE**

Contents		Consent Agenda
	<b>President's Priorities, 2007-2008</b>	No
	<b>Appointments</b>	Yes
	<b>Definition of a Registered Student for Purposes of Board Service</b>	Yes

FOR APPROVAL

1. **President's Priorities, 2007-2008**

**Recommended:** That the Board of Governors approve the President's Priorities for 2007-2008 as outlined in **Annex 1**.

FOR INFORMATION

2. **Appointments**

The Committee approved the following appointments:

- Mr. J. Low, Member, Development & Fund Raising Committee for a term to February 1, 2009
- Mr. B. D. Jameson, Board of Governors representative on the Ontario Museum of Archaeology Board of Directors for a term to June 30, 2008.

Subject to approval at its meeting on June 22<sup>nd</sup>, the Committee will also be providing the names of recently-appointed members of the University Discipline Appeals Committee (UDAC). Material will be distributed at the meeting.

3. **Definition of a Registered Student for Purposes of Board Service**

The Committee approved the following to guide the University Secretariat in administering Board membership regulations:

That for purposes of eligibility to continue to serve as a member of the Board:

For students who are still in program, "registered" means having registered and paid fees for fall and winter semesters.

Students who have completed their degree requirements are considered "registered" until the last day of the month in which they are eligible to graduate.

There is a gap of several months between the time students complete their degree requirements and the date of the convocation at which the degree is conferred. This interpretation makes clear that student governors who complete their degree requirements may continue to serve as Board members until degree conferral. It also covers the case of student governors who do not choose to enrol in summer courses.





To: Senior Operations Committee  
From: Dr. Paul Davenport  
Date: May 30, 2007  
Subject: **President's Priorities for 2007-2008**

Each year I submit for approval to the Board my priorities for the coming year, which are considered by the Board and then discussed with Senate. My priorities for the coming year will be derived primarily from the new Strategic Plan, *Engaging the Future*, approved by the Senate and Board last fall. Two other important sources will be the *2007-08 Operating and Capital Budgets*, approved by the Board in May, and the revised *Campus Master Plan*, approved by the Senate in May and going to the Board in June.

One central priority, set out in the Strategic Plan and referred to in the Budget and the Campus Master Plan, is the expansion of graduate programs, funding from which plays a key role in providing additional budgetary revenues to recruit new faculty and staff. Our plans for full-time enrolment, as set in the Budget, are:

	Actual 2006-07	Forecast 2007-08	Forecast 2008-09	% increase 06-07 to 08-09
Master's	2,295	2,526	2,712	18.2%
PhD	1,422	1,550	1,668	17.3%

While the two-year increase is significant for both Master's and PhD enrolments, I believe we will meet these targets and indeed I hope we can exceed them, so that we can access our full share of Provincial graduate funding. The Provost will continue to work with Deans on issues of operating budget, faculty and staff complement, space, and student support so that we can ensure a good experience for the new students of 2007-08 and build momentum for the higher targets of 2008-09.

Another central priority will be continuing to improve the *quality* of our teaching and service to both graduate and undergraduate students. We need to maintain our top ranking in

student satisfaction in external surveys, while using NSSE and other additional data to find areas requiring improvement which may not show up clearly in the satisfaction surveys. Finally, we will continue to work toward improving our performance in research, in line with our mission of *the best student experience among the research universities of Canada*.

The Priorities are set out in four broad categories as in previous years: Setting Directions; Keeping Academic Priorities First; Ensuring Open Administration and Effective Communication; and Strengthening Ties with the External Community. Ours is a decentralized, collegial institution, and accomplishing the Priorities will require effort by all in our campus community, as well as determined leadership by Vice-Presidents, Deans, Chairs, and Directors.

### **1. Setting Directions**

- implementing the new Strategic Plan and the decisions supporting the Plan set out in the 2007-08 Budget
- keeping our Long-Range Space Plan on budget and on time. When the 2007-08 Budget was tabled, we had 16 construction projects over \$1 million underway, with a total value of \$237 million, the highest such figure in decades.
- maintaining a sense of common purpose and solidarity among faculty, staff, students, alumni, and our friends in the community

### **2. Putting Academic Priorities First: Supporting Excellence in Teaching and Research**

- achieving our targets for graduate student enrolment, in order to access Provincial funding and thereby expand our faculty and staff complements
- finalizing the integration of the Robarts Research Institute into the Western family, recruiting an outstanding new Scientific Director, and achieving a strong successful year for Robarts science
- working with faculty and staff leaders to ensure a positive and respectful working environment for all Western employees, and helping those leaders deal effectively with behavior that threatens such an environment
- improving the scope and quality of career services for students
- increasing the recruitment and retention of aboriginal students
- effectively managing the \$190 million from the debenture of May, 2007 in a manner which supports our space plan and minimizes our overall borrowing costs
- maintaining strong relations with faculty, staff, and student associations, and with the Affiliated University Colleges, Fanshawe College, and our partners in health research in London
- providing support to faculty to maintain our ranking as one of Canada's leading research universities, and tracking our ranking in funding and grants per faculty member from the three major federal councils

- creating a single technology transfer office which would bring together all major research partners in London

### **3. Ensuring Open Administration and Effective Communication**

- continuing to build the Public Accountability page on our website, so that students, parents, and the public have easy access to essential data on Western and to comparisons with other universities
- In response to suggestions from Board members, working with the Board Chair, University Secretary, and the Senior Operations Committee to promote and encourage discussion on those issues which Board members have identified as especially important
- making an explicit link between the priorities in the Strategic Plan and decisions on the allocation of resources, including those in our annual operating and capital budgets
- working with the Higher Education Quality Council of Ontario (HEQCO) to create an accountability framework which encourages diversity and autonomy among Ontario's universities
- addressing key issues in the President's Report at Senate and the Board of Governors, and being available to answer questions in those and other forums, such as the Campus Council
- using the Leaders Forum as a central vehicle for encouraging discussion and communication on key University issues, and in determining those issues on which better communication is essential
- celebrating the successes of our faculty, staff, and students and visiting them where they work and study

### **4. Strengthening Ties with the External Community**

- setting priorities and recruiting volunteers for our next major fundraising campaign, with a possible launch date of fall, 2009
- working with COU to ensure that support for universities is an issue in the Provincial election of fall 2007, while encouraging all parties to commit to funding which will allow significant quality improvement
- continuing our efforts to secure greater support for research and graduate fellowships from the federal government
- effectively working with our neighbors and the City on the major neighborhood issues set out in our Strategic Plan, including promoting the appropriate balance of student and residential housing in areas adjoining the campus, the enforcement of by-laws to prevent substandard and unsafe conditions in student housing, and encouraging respectful student behaviour in residential neighborhoods
- securing support from the federal and provincial governments for a major regional research initiative involving key partners in southwestern Ontario
- working with the City and London business, in such areas as service learning and internships, to help our graduates find jobs in the City, so that more of them will settle in the London area and contribute to the local economy

**REPORT OF THE DEVELOPMENT AND FUND RAISING COMMITTEE**

Contents	Consent Agenda
<b>Fund Raising Activity Summary to April 30, 2007</b>	Yes
<b>Fund Raising Progress for the Period Ending April 30, 2007</b>	Yes

FOR INFORMATION

1. **Fund Raising Activity Summary to April 30, 2007**

Attached as **Annex 1** is the Fund Raising Activity Summary for the period ending April 30, 2007.

2. **Fund Raising Progress for the Period Ending April 30, 2007**

Attached as **Annex 2** is the report on Fund Raising Progress for the period ending April 30, 2007.





**Fund Raising Activity Summary**  
**For the period ending April 30, 2007**

	For the month: Apr 07	For the Year 2006/2007			Endowed Giving:	Expendable Giving:
	Gifts & Pledges	Gifts & Pledges to Date*	Annual Goal	% of Goal	May 1/06 - April 30/07	May 1/06 - April 30/07
<b>Faculties:</b>						
Arts and Humanities	11,166	1,594,231	1,000,000	159.42%	1,389,096	205,135
Richard Ivey School of Business	4,460,453	19,285,296	12,000,000	160.71%	7,150,484	12,134,812
Education	10,835	1,676,205	1,275,000	131.47%	472,850	1,203,355
Engineering	6,002,382	7,678,990	1,500,000	511.93%	66,472	7,612,518
Graduate Studies	221,504	451,542	0	0.00%	120,000	331,542
Health Sciences	96,734	924,106	1,500,000	61.61%	247,045	677,060
Information & Media Studies	160	1,973,974	1,000,000	197.40%	2,269	1,971,705
Law	56,646	1,138,413	2,000,000	56.92%	248,319	890,094
Libraries	1,675	488,742	600,000	81.46%	212,269	276,473
Schulich School of Medicine & Dentistry	642,412	4,162,580	5,000,000	83.25%	2,679,391	1,483,189
Don Wright Faculty of Music	26,453	106,377	500,000	21.28%	14,614	91,763
Science	1,210,801	4,685,300	7,000,000	66.93%	15,686	4,669,614
Social Science	216,489	1,765,711	2,000,000	88.29%	166,497	1,599,214
Sports & Recreation Services	49,000	1,023,527	1,000,000	102.35%	273,981	749,547
<b>Sub Total by Faculty</b>	<b>13,006,709</b>	<b>46,954,995</b>	<b>36,375,000</b>	<b>129.09%</b>	<b>13,058,974</b>	<b>33,896,021</b>
<b>Special Projects:</b>						
McIntosh Gallery	470	442,949	225,000	196.87%	5,250	437,699
Student Awards - University Wide	464,934	1,254,417	1,000,000	125.44%	791,678	462,739
Western Fund	98,811	1,006,388	1,000,000	100.64%	69,640	936,748
Other Initiatives	-1,559	1,498,879	6,400,000	23.42%	105,333	1,393,545
<b>Sub Total by Special Projects</b>	<b>562,656</b>	<b>4,202,633</b>	<b>8,625,000</b>	<b>48.73%</b>	<b>971,902</b>	<b>3,230,731</b>
<b>GRAND TOTAL</b>	<b>13,569,365</b>	<b>51,157,628</b>	<b>45,000,000</b>	<b>113.68%</b>	<b>14,030,875</b>	<b>37,126,752</b>

**Footnotes:**

\* Adjustments to the Accumulative Pledges may reflect redirection of initial designation.

Gift Planning Progress**	Apr-07	Value	Goal	% of Goal
Expectancies	1,914,994	11,839,468	11,000,000	108%
Realizations	150,000	2,153,315	2,000,000	108%

\*\*Expectancies represents future commitments such as bequests or life insurance, realizations counted in the current/prior campaign activity by faculty.



**Fund Raising Progress**  
**For the period ending April 30, 2007**

	May 1, 2004 to April 30, 2007	May 1, 2004 - April 30, 2007	
	Gifts & Pledges to Date*	Goal	% of Goal
<b>Faculties:</b>			
Arts and Humanities	2,065,071	3,345,000	61.74%
Richard Ivey School of Business	30,394,369	30,000,000	101.31%
Education	2,280,241	3,790,000	60.16%
Engineering	10,129,653	10,600,000	95.56%
Graduate Studies	1,545,877	2,017,500	76.62%
Health Sciences	5,892,738	6,530,000	90.24%
Information & Media Studies	3,785,456	2,935,000	128.98%
Law	3,293,797	4,480,000	73.52%
Libraries	1,891,086	3,380,000	55.95%
Schulich School of Medicine & Dentistry	26,333,199	20,321,432	129.58%
Don Wright Faculty of Music	527,359	1,436,000	36.72%
Science	11,737,367	19,424,222	60.43%
Social Science	9,470,775	8,671,114	109.22%
Sports & Recreation Services	4,442,105	2,250,000	197.43%
Sub Total by Faculty	113,789,093	119,180,268	95.48%
<b>Special Projects:</b>			
McIntosh Gallery	983,937	750,000	131.19%
Centre for Women's Studies & Feminist Research	36,918	14,000	263.70%
Student Awards - University Wide	4,847,257	2,550,000	190.09%
Other/Student Donations	4,531,906		
Western Fund	2,708,141	5,000,000	54.16%
Sub Total by Special Projects	13,108,159	8,314,000	157.66%
<b>GRAND TOTAL</b>	<b>126,897,252</b>	<b>127,494,268</b>	<b>99.53%</b>

**REPORT OF THE AUDIT COMMITTEE**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Amendment to Policy 1.29 - Electronic Commerce Policy and Change of Name to “Bank Card Policy”</b>	<b>No</b>
<b>Occupational Health and Safety and Rehabilitation Services 2006 Annual Report</b>	<b>Yes</b>

**FOR APPROVAL**

1. **Amendment to Policy 1.29 - Electronic Commerce Policy and Change of Name to “Bank Card Policy”**

**Recommended:** That the Board of Governors approve the amendments to Policy 1.29, Electronic Commerce Policy including the change of name to “Bank Card Policy”.

**Background:**

The proposed revised policy is attached as **Annex 1**; the existing policy is **Annex 2**.

Over the past year, the payment card industry has experienced many security breaches which has caused it to increase security standards. In June 2006, Visa, MasterCard, American Express and other credit card vendors passed the first Payment Card Industry (PCI) Data Security Standard which is designed to help protect merchants, service providers and the overall payment system against data compromises. The PCI Data Security Standard covers both electronic commerce and paper-based bank card transactions.

All merchants in Canada must be compliant with the PCI Data Security Standard in accordance with their obligations to the Visa and MasterCard Card Associations. Merchants that do not implement and demonstrate compliance with the PCI Data Security Standard could face financial penalties and/or lose their card processing services.

Western is viewed as one merchant by the payment card industry, although there are many units on campus that accept bank card payments, and is evaluated as one entity. This means that non-compliance with the PCI Data Security Standard or a security breach relating to bank cards has an impact on the entire University, not just the unit where the incident occurred. It is expected that Western will need to prove PCI compliance by 2010. Compliance is proved by using a third-party assessor to conduct certification testing. Compliance with the PCI Data Security Standard means that Western reduces the risk of fines associated with non-compliance and reduces the risk of a security breach.

Western is responding by amending the existing Electronic Commerce Policy in the following areas:

- All types of bank cards (credit card, debit card, etc.) are covered.
- All bank card payments (in-person, mail, electronic, etc.) are covered, not just electronic commerce. The policy name has been changed to Bank Card Policy to reflect the scope expansion.
- A Bank Card Committee is being established. The Electronic Commerce Policy indicated that Information Technology Services, Financial Services and Internal Audit would meet to review



ecommerce applications. The Bank Card Committee is a more formal group and expands the membership to include a member from the Western Information Systems Group and individuals from departments that process bank card transactions.

- The Bank Card Committee covers all transactions involving bank cards, which is consistent with the policy's scope. The Committee also approves the Bank Card Procedures, which are new and outline each functional area's responsibilities and processes that support the Policy.
- Sections relating to Security Incidents, Enforcement and Review & Update Process are new.
- Statements 2.0 through 7.03 were also included in the Electronic Commerce Policy.

FOR INFORMATION

2. **Occupational Health and Safety and Rehabilitation Services 2006 Annual Report**

The message from the director, which provides a summary of the Annual Report is shown in **Annex 3**. The full report may be viewed in the University Secretariat or at [http://www.uwo.ca/humanresources/docandform/docs/ohs/OHS\\_annual\\_report.pdf](http://www.uwo.ca/humanresources/docandform/docs/ohs/OHS_annual_report.pdf)



## 1.29 BANK CARD POLICY

Classification: General

Effective Date: 26JUN07

Supersedes: 28JUN01

### PURPOSE

The acceptance of Bank Cards provides a convenient way to handle the sale of goods and services at The University of Western Ontario. While University departments are encouraged to use technology, there is a need to understand the information security risks associated with the transaction. In particular, electronic commerce transactions introduce a high level of risk with respect to the security and privacy of the personal information of purchasers. Departments must meet the University's requirements for security and for integrating transaction information into the University's application systems.

By permitting the use of Bank Cards for commercial transactions, The University of Western Ontario becomes subject not only to federal and provincial legislation relating to privacy, but also rules and regulations relating to the handling of Bank Cards and Cardholder Information imposed by Banks and other third parties. This Policy provides mandatory security measures and procedures for University departments accepting Bank Cards for payment.

### DEFINITION

Bank Card

Bank Card means credit cards, debit cards, ATM cards, and any other card or device, other than cash or cheques, issued by a bank or credit union, which is normally presented by a person for the purpose of making a payment.

PCI Standards

The Payment Card Industry (PCI) Data Security Standard was created by major credit card companies to safeguard customer information. Visa, MasterCard, American Express, and other credit card associations mandate that merchants and service providers meet certain minimum standards of security when they store, process and transmit cardholder data.

### POLICY

1.00 The Bank Card Committee advises and makes recommendations on all matters associated with transactions involving Bank Cards, including electronic commerce activity, at the University.

1.01 Membership of the Bank Card Committee is:

Associate Vice-President of Financial Services - Chair  
Information Technology Services – Client Support Associate Director, Information Security Officer  
Financial Services – Supervisor, General Accounting  
Internal Audit – Director, Internal Audit  
Western Information Systems Group – Corporate Data Security Officer  
Three members from departments that accept Bank Card payments appointed by the Chair, for individual terms of up to 3 years, renewable.

2.00 The *Bank Card Procedures* developed and approved by the Bank Card Committee govern the approval, installation, operation and management of Bank Card activity at the University. It shall be the responsibility of all members of the University community to comply with the Bank Card Procedures.

- 3.00 The *Bank Card Procedures* shall be reviewed on an annual basis by the Bank Card Committee in order to accommodate developments in the interpretation of the PCI Standards, legislation, developments in the technology involved in Bank Cards, and developments in the use of such technologies, and to ensure that it complies with all applicable laws and University policies, including laws and policies relating to privacy and access to information.
- 4.00 The development of web sites which propose the electronic payment of goods and services must be reviewed with the Bank Card Committee and approved by the Vice-President (Resources & Operations).
- 5.00 Departments that provide electronic commerce sites may be subject to an external security audit, at the expense of the department, prior to the implementation of the electronic commerce site and/or in accordance with the *Bank Card Procedures*.
- 6.00 An agreement to securely accept credit card payments has been negotiated between the University, an authorized electronic commerce provider and a financial institution. Departments must not enter into separate banking arrangements.
- 7.00 Departments are responsible for safeguarding the confidentiality of sensitive data and personal information relating to the sale or purchase of goods and services and for ensuring compliance with information privacy legislation and with University policies on information privacy. Safeguards include, but are not limited to the following:
  - 7.01 Electronic commerce sites must have mechanisms to ensure information collected, transmitted and stored electronically is protected from unauthorized access and that access is restricted to individuals who have a valid reason to know.
  - 7.02 Customers must be informed of the purpose(s) to which the information will be put and personal information gathered about customers must only be used for those stated collection purposes.
  - 7.03 Information collected about purchasers must be maintained in a secure manner and disposed of in a secure manner once no longer needed for the purpose(s) for which it was collected.
- 8.00 Information gathered about customers must only be used for the purpose for which the information was given.

### **SECURITY INCIDENTS**

Any release or exposure of Cardholder Information to an unauthorized third party, or unauthorized access to a Bank Card System must be reported to a member of the Bank Card Committee and Legal Counsel. An emergency response plan will be implemented as necessary.

### **ENFORCEMENT**

Ecommerce servers not in compliance with this policy may be removed from service. Departments involved with non-compliant ecommerce sites may be precluded from taking part in further commercial activity involving the use of Bank Cards.

### **REVIEW AND UPDATE PROCESS**

- 1.00 The Associate Vice-President Financial Services shall, in consultation with the Bank Card Committee, review this Bank Card Policy no less frequently than every three years.
- 2.00 The Bank Card Committee shall review the *Bank Card Procedures* and the PCI Data Standards annually to ensure they result in effective and efficient protection against current risks.
- 3.00 A review shall be conducted if a significant loss occurs due to a risk that has not been adequately addressed in either Policy or Standards.

**The UNIVERSITY of WESTERN ONTARIO**  
**POLICIES and PROCEDURES**

**1.29 UWO ELECTRONIC COMMERCE POLICY**

Classification: General

Effective Date: 28JUN01

Supersedes: (NEW)

**PREAMBLE**

Electronic commerce provides a convenient way to handle external business transactions such as course/conference registration or the purchase/sale of goods and services. However, the electronic transmission and storage of information must be secure to protect the privacy and personal information of purchasers. Departments must meet the University's requirements for security and for integrating transaction information into the University's application systems.

**DEFINITION**

Electronic commerce is defined as the electronic transmission and storage of financial transactions. Financial transactions include sales, purchasing, payment acceptance and settlement.

**POLICY**

- 1.00 The development of web sites which propose the electronic payment of goods and services must be reviewed by the departments of Information Technology Services (ITS), Financial Services and Internal Audit prior to the implementation of the electronic commerce site and approved by the Vice-President (Resources & Operations).
- 2.00 Electronic commerce sites must have mechanisms to ensure information transmitted electronically and stored on the server is protected from unauthorized access.
- 3.00 Departments that provide electronic commerce sites may be subject to an external security audit, at the expense of the department.
- 4.00 An agreement to securely accept credit card payments has been negotiated between the University, an authorized electronic commerce provider and a financial institution. Separate banking arrangements must not be entered into by Departments.
- 5.00 Credit card information must be securely transmitted, stored and managed. Credit card information must travel in an encrypted format rather than in clear text format like e-mail and simple html forms.
- 6.00 Departments are responsible for retaining transaction records for audit purposes for a period of seven years.
- 7.00 Departments are responsible for safeguarding the confidentiality of sensitive data relating to the sale or purchase of goods and services. Information gathered about purchasers must be maintained in a secure manner and restricted to individuals who have a valid reason to know. Departments must comply with information privacy legislation and with University policies on information privacy.
- 8.00 Information gathered about customers must only be used for the purpose for which the information was given.

**PROCEDURE**

- 9.00 Departments interested in developing electronic commerce sites must contact [UWOecommerce@uwo.ca](mailto:UWOecommerce@uwo.ca). This will initiate contact with Information Technology Services, Internal Audit and Financial Services. These units have responsibilities to provide technical and financial consulting to aid in the secure implementation of electronic commerce sites.

# Occupational Health and Safety and Rehabilitation Services

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## 2006 Annual Report

### Message from the Director

The focus for 2006 in Occupational Health & Safety and Rehabilitation Services was to prepare Western for a successful Workwell audit. The Workwell audit evaluated Western on the following 12 areas of health and safety:

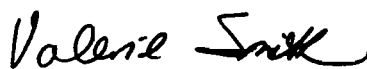
1. Health and Safety Policy Statement
2. Health and Safety Responsibilities
3. Posted Health and Safety materials
4. Health and Safety Standards and Procedures
5. Health and Safety Committee
6. Health and Safety Education and Training
7. First Aid Requirements
8. Health and Safety Inspections
9. Preventative Maintenance
10. Injury/Incident Investigations
11. Senior Management
12. Early and Safe Return to Work

The resulting increase in awareness and accountability of individuals for their own safety as well as their obligations to others, created an enhanced culture of safety across campus. A substantial decrease in lost time days was seen in both Physical Plant and Hospitality Services who experienced a reduction in lost time days of 66% and 80% respectively from 2005 to 2006. These gains will offset, in the coming years, our WSIB costs which had a surcharge of \$942,318 for September, 2006.

Overall, there continues to be an increased demand for Rehabilitation Services with the largest growth in mental health cases. The Biosafety program will be expanding with the opening of the Biotron facility which offers a unique operational research structure.

The Joint Occupational Health and Safety Committee (JOHSC) has been focusing their efforts from not only being efficient but to also being more effective by engaging leaders and staff to utilize local knowledge and creativity to solve health and safety issues.

In the upcoming year maintaining the gains achieved in preparing for the Workwell audit and sustaining the focus on health and safety culture will be a priority for Occupational Health & Safety and Rehabilitation Services.



Valerie Smith  
Director, Human Resources (Planning)

**ITEMS REFERRED BY SENATE**

Contents	Consent Agenda
<b>Report of the Provost's Review Committee</b>	Yes
<b>Summaries of Faculty Academic Plans</b>	Yes
<b>Report on Performance Indicators</b>	No
<b>Report on Recruitment and Retention of Faculty</b>	No
<b>Annual Report - Information Technology</b>	Yes
<b>2006-2007 Academic Development Fund</b>	Yes
<b>Honorary Degree Recipients - Trois-Pistoles French Immersion School</b>	Yes
<b>Annual Report on Promotion and Tenure Cases Considered under the Collective Agreement</b>	Yes
<b>Report of the Academic Colleague</b>	Yes
<b>Academic Administrative Appointments</b>	Yes

**FOR INFORMATION**

1. **Report of the Provost's Review Committee**

See **Annex 1**.

2. **Summaries of Faculty Academic Plans**

The report may be viewed in its entirety at:  
<http://www.uwo.ca/pvp/vpacademic/SummariesofFAP2007.pdf>

3. **Report on Performance Indicators**

The Report on Performance Indicators is found at the following website:  
[http://www.ipb.uwo.ca/documents/2007\\_performance\\_indicator.pdf](http://www.ipb.uwo.ca/documents/2007_performance_indicator.pdf)

4. **Report on Recruitment and Retention of Faculty**

The report may be viewed in its entirety at  
<http://www.uwo.ca/pvp/facultyrelations/index-vppf.html>

5. **Annual Report - Information Technology**

See **Annex 5**.

6. **2006-2007 Academic Development Fund**

The results of the 2006-2007 Academic Development Fund New Research and Scholarly Initiative Award Major Grants Competition are attached as **Annex 6** (Successful Grants by Group).



7. **Honorary Degree Recipients - Trois-Pistoles French Immersion School**

The Honorary Degrees Committee of the Senate announces that Dr. David Suzuki (D.Sc.) and Dr. Jean-Pierre Proulx (LL.D.) will be honored by conferment of degrees honoris causa at the Trois-Pistoles French Immersion School's 75<sup>th</sup> Anniversary Convocation to be held on Friday, August 10, 2007.

8. **Annual Report on Promotion and Tenure Cases Considered under the Collective Agreement**

The report on promotion and tenure cases considered under the collective agreement during 2005-06 is attached as [Annex 7](#).

9. **Report of the Academic Colleague**

The Report of the Academic Colleague on the 283<sup>rd</sup> meeting of the Council of Ontario Universities is attached as [Annex 8](#).

10. **Academic Administrative Appointments**

**Faculty of Arts and Humanities**

R. Poole, Acting Chair, Department of English, July 1, 2007 - June 30, 2008

**Faculty of Education**

J. O'Sullivan, Dean, August 1, 2007 - July 31, 2012

**Faculty of Engineering**

G. Knopf, Acting Dean, Faculty of Engineering, May 1 - July 31, 2007

**Faculty of Health Sciences**

J.B. Orange, Director of Communication Sciences and Disorders, July 1, 2007 - June 30, 2012

**Faculty of Information and Media Studies**

T. Carmichael, Dean, July 1, 2007 - June 30, 2012

P. Desbarats, 2007 CanWest Fellow, September 1, 2007 - December 31, 2007

**Faculty of Law**

J.T. Cross, of the Louis D. Brandeis School of Law, University of Louisville, appointed as the Torys LLP Faculty Fellow in Business Law, January 1, 2008 - January 31, 2008

H.K. Josephs, of Syracuse University College of Law, appointed the Hicks, Morley January Term Faculty Fellow, January 1, 2008 - January 31, 2008

B. Barton, Stephen Dattels Fellow in Mining and Finance Law, January 1, 2008 - January 31, 2008

**Faculty of Social Science**

J. McMullin, Acting Dean, Faculty of Social Science, July 1 - December 31, 2007

J. Finegan, Acting Director, Management & Organizational Studies (MOS), July 1, 2007 - June 30, 2008



## **FOR INFORMATION**

### **Report of the Provost's Undergraduate Program Review Committee**

This is the seventh and last report of the Provost's Undergraduate Program Review Committee (PRC), the first having been brought forward to Senate and the Board of Governors in June 2000 with subsequent reports in April 2001, March 2002, November 2002, November 2003 and December 2004. Established in 1998 to oversee the review process at Western, as required by the Ontario Council of Academic Vice-Presidents, PRC was disbanded in January 2007 with the creation of the Senate Subcommittee on Undergraduate Program Review (SUUPR) which assumed responsibility for reviewing proposals for new programs, as well as reviews of existing ones.

The departmental/program review summaries which follow were prepared by individual committee members who reviewed documentation provided by the units and the reports of the external reviewers and then consulted with the departments to determine specific actions occasioned by the consultants' reports. Finally, the PRC summary was reviewed by the Chairs and Deans in the units, and their comments incorporated into a final report on the review process. Deans and Chairs were free to request a meeting with the Chair of the PRC and the designated reviewer to resolve any outstanding issues.

The information below has been collected since the last report to Senate in 2004. The PRC did not meet regularly in the last few years. The Reports are on the following Departments/Faculties/Programs: 1) Anatomy & Cell Biology, 2) Biochemistry, 3) Chemistry, 4) Engineering, 5) Geography, 6) BHSc, 7) History, 8) Kinesiology, 9) Law, 10) Music Theory and Composition, 11) Philosophy and 12) Education.

#### 1. **Department of Anatomy & Cell Biology**

##### **Preamble**

The Department of Anatomy & Cell Biology (A&CB), part of the Faculty of Medicine & Dentistry, plays an essential role in teaching anatomy and cell biology to students in a variety of undergraduate and professional programs including Medicine, Dentistry, Science and the Health Sciences. The undergraduate program offers a major and a minor in Anatomy & Cell Biology, a new program that will have its first students in 2005 and is expected to reach full enrolment in three years. An Honors Specialization with Biochemistry has recently received Senate approval. Pending approval by the Board of Governors, the program will start enrolment in the fall of 2005 and expects to reach 30 students in both departments when full. In addition, the Department participates in the new Bachelor of Medical Sciences program, which is expected to have 300 students within three years. Prior to all these new programs, the Department had no direct undergraduate program but it did offer two full laboratory courses (Anatomy & Cell Biology 309 and 319) to students in the Faculty of Science for many years.

##### **Basis of the Report**

The review is based on the report prepared for the chair Selection Committee in February 2004 by Dr. Brian Flumerfelt, the current chair of the Department; the external reviewers' report prepared in May 2004; the Department's five-year plan prepared in the summer of 2004, and a meeting with Dr. Flumerfelt on November 3, 2004.

The external reviewers were Dr. John Bergeron, Chair of the Department of Anatomy and Cell Biology of McGill University, and Dr. Michael Wiley, Chair of the Division of Anatomy, Department of Surgery of University of Toronto.

##### **Summary of Reviewers' Comments**

The reviewers acknowledged the Department's high profile in teaching within UWO, noting in particular the teaching awards received by faculty members and the high student evaluations. The reviewers also



praised the mentorship program to help young faculty with teaching skills. However, the reviewers noted that the high profile in teaching is derived mostly from the work of a relatively small cohort of dedicated and talented faculty members within the Division of Clinical Anatomy. These faculty members undertake heavy teaching loads without a mandate for research. The reviewers see this “teaching only” arrangement as a weakness in education as scholarship can inform and enrich teaching. The reviewers recommend that the Department review all teaching with a view to ensuring that a majority of members in the Department have sufficient protected time to pursue research. They specifically recommended the measure of cutting or consolidating courses or course hours. They also recommended that the department have a plan to ensure continued delivery of histology and neuroanatomy teaching.

### **Response of the Chair of the Department**

The Chair shares reviewers concern about the lack of research activity by some faculty members and agrees with the reviewers’ recommendations to correct the problem. In fact, the Department as a whole is in general agreement with reviewers’ assessment. The Department discussed all issues raised by the reviewers in a day-long faculty retreat in June 2004. A special task force was struck to develop a five-year plan for the Department. The Plan, completed and endorsed by all faculty members, sets a clear goal of protecting sufficient time for enhanced research or scholarly activity. The Plan lists specific measures to cut course hours using innovative teaching strategies including (1) collaborating with the Department of Radiology to incorporate imaging into the teaching of gross anatomy; (2) enhancing activity in interactive web-based anatomy teaching; (3) recruiting Residents to teach gross anatomy to reduce core clinical anatomist teaching loads. The Plan also ensures the continued service teaching in neuroanatomy as recommended by the reviewers. Overall, the Plan aims to build a more research-intensive culture within the Department while preserving the current strength in teaching.

### **Reflections on the Review Process**

The review was thorough and detailed. The external reviewers’ comments and recommendations are very frank and helpful. The department chair’s report was used in the review process instead of the usual department self-study report. The unique nature of the Department (e.g. no direct enrolment of undergraduate students at the time of the report) makes it difficult to prepare a report in the self-study format. More faculty input and feedback in the preparation of the report would be beneficial and is recommended.

PRC Reviewer: Liwen Vaughan, Faculty of Information and Media Studies

January 2005

## **2. Department of Biochemistry**

### **Basis of Review:**

Self-evaluation report of department dated September 2004 (40 pages and seven appendices); report of external reviewers after site visit March 10-11, 2005 (Reinhart Reithmeier, University of Toronto; David Evans, University of Alberta); discussion with Chris Brandl (Acting Chair) and Ted Lo (Chair, on leave) on 17 January 2006; Ted Lo’s response to the external reviewers’ report dated 14 April 2005; and copies of two further documents (Biochemistry departmental retreat agenda for February 22, 2005, and spring surveys of 4<sup>th</sup>-year students) provided by Chris Brandl.

### **Highlights of the self-study and the external examiners’ report:**

According to the self-study, the number of undergraduate registrations in courses offered by Biochemistry has nearly doubled in the past five years (from 1361 in 2000 to 2477 in 2004), and the department has developed three new Honors Specialization modules in the past two years (including the first Canadian program in clinical biochemistry). The department also played a significant role in the development and establishment of the Bachelor of Medical Sciences programs. It does not offer a first-year course, since biochemistry requires some quantity of background knowledge, but an introductory

course at the second-year level is going quite well (having increased in registration from 865 in 1995 to 1448 in 2004). The department offers several programs requiring third- and fourth-year courses, and also offers required courses in the medicine and dentistry programs. The focus in the undergraduate program is on the array of fourth-year courses and options including especially the research project courses. The department also encourages joint programs with other disciplines, including chemistry, microbiology and immunology, bioinformatics (with the Department of Computer Science), and possibly with cell biology. In order to attract students into biochemistry, the department has outreach modules in local high schools introducing senior biology students to biochemistry and also provides an online research entitled the "Outreach Science Ontario Project." Members of the department have also been exploring links with high school curriculum development and biotechnology companies. At the graduate level, enrolment has increased by one-third in the last ten years, and the 2003 OCGS review was very positive. The department currently has forty-three full-time faculty members, of whom seventeen were recruited in the last ten years; their success in attracting external salary awards and research funding has meant that the department has been able to establish several new core facilities in the last five years. The department's members are divided into two groups, the core department and the clinical division; in addition, the department has seventeen cross-appointments who play a significant role in department decision-making and in both the undergraduate and graduate programs. The most significant problems the department faces, according to the self-study and direct comments, are a major space issue, some questions of health & safety in the labs, and the problem of coordinating a department when the geographic reach of the research groups stretches all over London.

The external reviewers expressed some concern with the rapid growth of the department and considered that the future chair would have to be very careful not to spread resources too thinly. The collegiality of the department culture meant that occasionally new and junior faculty did not know or fully comprehend current initiatives and directions of the programs and the department (e.g. who would be serving as Acting Chair in 2005-2006). They also felt that the great increase in undergraduate students might point towards the hiring of lecturers since the undergraduate program tends to be very labour-intensive. The department's strength in structural biology could be complemented by greater strength in systems biology approaches such as functional genomics and proteomics. The reviewers were particularly impressed by the Advanced Biotechnology Research Centre, the Protein Identification Facility, and the Protein Crystallography Facility, and strongly recommended widespread campus access for these and other facilities in the department to encourage more collaborative research. The improved research space now available in the Medical Sciences Building is also a very good sign, and renovation of the Molecular Biology Laboratories should proceed very shortly. The department is understaffed for its size, and running its array of programs and facilities has meant that the current chair gave up his research program; the reviewers propose that research assistance and staff assistance for the future chair should preclude this rather drastic option. The reviewers also raised some concerns about clinical biochemistry's proper place in the university structure, and about the joint program in biochemistry and chemistry, which has few takers. The response by Ted Lo clarified the critical role the clinical biochemists and molecular geneticists play in the department's programs, and noted that meetings were planned with respect to investigating the biochemistry and chemistry program.

### **Conclusions and Reflections on the Reviewing Process:**

This is a department handling a great deal of change very well. The influx of the medical sciences students has been dealt with, a new lecturer hired to replace a retiring one responsible for much of the introductory biochemistry course at the 200-level, and retreats are regularly held and well planned and coordinated. Two small concerns arise: the department's search for a new chair clearly began in 2004-2005, yet the files were not provided to the PRC until the fall of 2005. Also, a new chair has still not been appointed, which means that broad-ranging department which has been at the forefront of change in the School of Medicine and Dentistry has the potential to lose its focus. This is an important juncture for biochemistry, with new programs coming online and a need to prune unsuccessful courses and rework some undergraduate research projects. New faculty also require a great deal of clear mentoring and aid with developing their research programs and facilities. In addition, the lecture theatre in the North Campus Building does not seem to fulfil the needs of the department. On the other hand, since

completing the review the department has produced two more honours' specializations, in genetics and biochemistry, and in the biochemistry of infection and immunity: this is a department taking its ground and taking advantage of the opportunities offered by the New Academic Choices system at Western.

PRC Reviewer: Jane Toswell, Department of English, Faculty of Arts & Humanities      February 2006

3. **Department of Chemistry**

**Basis of Review:**

Self-assessment documentation in four volumes provided by the department for chair appraisal; three separate reports (for convenience) by external reviewers Ian Butler (McGill), Kelvin Ogilvie (Acadia), Mary-Anne White (Dalhousie); conversations with current chair Rob Lipson, and with future chair Kim Baines.

**Departmental Self-Study:**

In the last five years the department has had a series of retirements (5), resignations (2) and new hires (7 plus one in the current year, and a new director of Surface Science Western); its full-time faculty complement was 28 in 2000-2001 and 32.5 plus the hire in the current year (including one joint appointment with the Biochemistry department) in 2004-2005. 19 staff members support the teaching and research programs, and are a minimum number. The department offers full programs in organic chemistry, inorganic chemistry, and especially in physical/analytical chemistry. It manages to earn some money by selling custom course materials to first- and second-year students at a profit, and by applying service charges to purchases made through ChemStores. The teaching infrastructure, aided by the Science Student Levy Fund, is very good for many of the laboratories, but the analytical chemistry labs need new equipment. The department is housed in its own buildings, with one wing attached to the Biological and Geological Building; its use of space is perhaps unduly efficient, for some of the 28 or so research groups have been obliged to double up or share space. Library and computer support appear to be sufficient.

**Highlights of the External Reviewers' Reports:**

The three individual reports all praise the department as the strongest or among the strongest in the Faculty of Science and as holding a very high place among Chemistry departments within Canada. All considered the research contributions of department members to be very impressive, and all were concerned about faculty renewal issues as the department has lost or will be losing very senior members to retirement and to posts elsewhere. Concerns the reviewers raised included the lost position of the Director of Laboratories and staff stress, the desperate need for a new solvent dispensing area, the need for faculty mentors for young faculty and for resolving the problems of laboratory space, some uncertainty about the recruiting potential of the first-year Chemistry course, a lower proportion of upper-year Chemistry students than would be advisable in the faculty, a lack of interest in interdisciplinary programs, the failure to pursue commercialization opportunities, and a sense that the department needs to develop a clear vision. These problems, the reviewers agreed, were already known by department members and plans were in development to resolve or address them.

The reviewers met with senior undergraduate students during their time on campus, and they concluded that the department takes its teaching responsibilities very seriously. A mixed blessing is that so many of the students enjoy their fourth-year projects that they stay on for Masters' and even doctoral studies at Western.

**Comments from the Current and Incoming Chairs:**

Rob Lipson spoke very enthusiastically of the planning the department is doing with respect to future appointments and the effects these will have on the department's balance. The solvent facility was

scheduled to be developed in May, and the undergraduate lab space is being renovated gradually. The department certainly needs additional space, and is eyeing appropriate directions. An *ad hoc* committee to consider changes to the first-year course, especially the addition of organic chemistry, is being developed. Students unfortunately do not come to university to do Chemistry, and they have to learn to discover it; the course needs flexibility to handle different levels of knowledge in the entering students and excitement to attract them. The department is evolving naturally in an interdisciplinary direction, and plans to continue to be a superb integrated teaching and research department. There are some problems with respect to service teaching for other programs, but these can be worked out. Similarly, curriculum changes will be made as new faculty come on board. Nonetheless, graduate study in Chemistry requires specialized knowledge and to some extent this fits uneasily into the new module system.

Kim Baines noted that the department is also accredited by the Canadian Society for Chemistry, and that the next accreditation is just coming up (a Biochemistry requirement may have to be added). She confirmed the renovation of the undergraduate labs, and noted that some courses are almost beyond capacity with the labs running every morning, afternoon, and now also evening. The department has an excellent outreach program, and also takes part in the London District Science Olympics. Some thought will be given to interdisciplinary programs, including the Materials Science program which is now available, a possible program with Biology, and the Chemistry and Economics program which is also available. To attract a wider range of graduate students (which will help to provide tutorial assistants for the undergraduate courses as well), she is thinking of targeting the northeast United States and of broadening the international profile as well. The department attracts graduate students from Western, from other Canadian universities, and from China, and is getting its first European exchange student this year. Undergraduate counselling is very good but it may be possible to develop a staff position or to reorganize the system.

#### **Conclusions of the Reviewers:**

The undergraduate program was considered extensively by the department in its self-study (including an entire volume of course descriptions and final examinations), and by the reviewers. It was a major concern for members of the department. The students were consulted (though the ones consulted, being the senior Chemistry students, were the ones most likely to have been bored by the first-year Chemistry course and therefore might not have generally applicable views), and the department clearly works hard at its undergraduate program. Space is a major concern, since the department barely has enough fume hoods for its graduate students and negotiations are intense when fourth-year undergraduates need to complete their projects. New faculty will also need laboratory space and a chance to develop their research, which will occasion curriculum change.

The reviewers find the requirements of the Provost's Review Committee for Undergraduate Studies were wholly met in this review process.

PRC Reviewers: Fred Ellett, Faculty of Education; Jane Toswell, Faculty of Arts & Humanities

October 2005

#### 4. **Faculty of Engineering (Canadian Engineering Accreditation Board)**

We reviewed two of the submissions prepared by the Faculty of Engineering for the Canadian Engineering Accreditation Board (CEAB): Faculty of Engineering Part 1 and Electrical Engineering Part 2. These are extensive, containing a detailed account of how the University is organized, how the programs are structured, plus the progress made by the unit since the last review, and plans for the future. Extensive statistical and other information is included on the Faculty, the courses they teach, and support services, down to such detail as the type and make of each oscilloscope available in the Electronics Workshop.

The Undergraduate Program Review Audit Committee (UPRAC) requires that the review process contain three components: a self-reflection, an external review, and a follow-up mechanism to track that

recommendations are implemented. The examples cited above support our contention that the review carried out by the CEAB exceeds the requirements of the Undergraduate Program Review Audit Committee.

We met with the CEAB committee for twenty minutes on Monday, November 20, 2006, to explore whether their review could be used for this purpose. CEAB agreed that their detailed report on each program, which is a confidential document given to the Dean, could, with his permission, be shared with the members of the PRC.

UPRAC Guidelines explicitly encourage Universities to use professional accreditation evaluations such as this one for UPRAC purposes.

PRC Reviewers: Patrick Whippey, Faculty of Science; Paris Meilleur, USC Vice-President Education  
December 2006

5. **Department of Geography**

The Department of Geography was reviewed by Dr. John Holmes, Department of Geography, Queen's University, on October 14 - 15 2004, and by Dr. Robin Davidson-Arnott, University of Guelph, on November 11 - 12 2004. The current Chair, Dr Roger King completed his second term as Chair on 30 June 2005, and was replaced by Dr Daniel Shrubsole. The writer met with Dr. King on 27 June 2005. Both reviewers evaluated the Undergraduate programs and made detailed recommendations. Neither reviewer made mention of meeting with Undergraduates.

The Department of Geography was established as a joint department with Geology in 1938, becoming a separate department in 1948. It is one of Canada's oldest departments, at one point having the largest undergraduate enrolment in North America. Currently, there are 21 Full Time Faculty members. The Department offers both BA and BSc degrees. In 2003-2004 there were 4044 registrants in undergraduate geography courses, with 153 students registered in the four-year honors program.

The Self-Study was compiled in July and August 2004 by an ad hoc committee comprising the Department Chair (Roger King), plus the Undergraduate (James Voogt) and Graduate (Jeff Hopkins) Chairs. Contributions were sought from both Faculty and Staff.

The department offers six Honors Specialization modules in: Geography - BA; Geography - BSc; Geographic Information Science – BA; Geographic Information Science – BSc; Environment, Resources and Development – BA; Urban Development – BA. One Major module in Geography is also offered, along with six Minor modules.

The Department is in the midst of significant renewal. Six new Faculty have been hired between 2000 and 2004, plus three more in 2005. The department is usually successful in attracting its first choice candidate. This, together with the changes wrought by the New Academic Choices, led one reviewer to remark that "I found it difficult to get a firm handle on the current health of the undergraduate program. It is too early to accurately assess the success of these changes." The Faculty complement has changed since the introduction of NAC; new appointees are contributing to program revisions with a view towards adjusting departmental offerings.

Six undergraduate student representatives sit on the Undergraduate Affairs Committee, where they have:

- promoted geography at open house sessions.
- contributed to the design of new modules reflective of student interest.

Two undergraduates sit on the Departmental Council. There is an active geography club.

Key observations by the External Reviewers were:

- The overall quality of teaching is at a high standard.
- Declining enrolment is an issue, a problem shared with other departments of geography across the province - no increase was seen as a result of the double cohort. The total enrolment decreased during the period 1994-1998 from 5000 to 4000 students, but has been constant since.
- Some refining of the sequence of courses is needed to fine tune the Honors Specialization Modules, and to reflect the expertise of the newly appointed Faculty.
- The number of courses offered may be too large, and in some cases there lacks a well defined progression from year to year. There are 50 300-level 0.5 courses, but only 1.5 400-level courses. This looks unbalanced.
- Resources remain inadequate for the focus on Geographic Information Science in the undergraduate program. There is an urgent need for a full-time GISc technician.
- In spite of the recent hiring of Drs. Gilliland and Mok, the latter a joint appointment with the BACS program, the program in Urban Development remains at risk, pending the retirement of Dr. Code.
- The University Calendar lists 26 100-level 0.5 courses, the second largest number in the Faculty. In 2004-2005, 21 sections were offered that attracted a total of 1728 students. On average, 8 of these courses are taught by limited duties faculty, who provide specialized expertise, especially in the area of urban and regional planning. This large number of 100-level courses represents a significant commitment of resources for students who are not in a Geography program. The Department should consider reducing their number.
- The library support is excellent. The Serge A. Sauer Map Library is the third largest in Canada. Computing facilities are adequate. The undergraduate Geographic Information Systems and Spatial Data Analysis Laboratories are being upgraded to Pentium 4s, and the GIS industry standard software ArcGIS 9 will shortly be available to undergraduates.
- A program in Physical Geography that meets the academic requirements of the Professional Geoscientist program in Ontario would be beneficial. This could be a joint program with the Faculty of Science.
- The Physical Geography community would benefit from closer formal links with the Faculty of Science, a common issue for Geography Departments located outside Faculties of Science.
- The department is well run, and the atmosphere collegial. There is no hint of floccinaucinihilipilification.

In summary, the Department is offering an excellent undergraduate program that is facing the issues of enrolment, the fine tuning of the New Academic Choices, revision of courses, and the influx of new faculty, who in an ideal world will do less teaching than the retirees.

The reviewers did a detailed study of the program, and have met the requirements of the Provost's Undergraduate Review Committee.

PRC Reviewer: Patrick Whippley, Dept. of Physics & Astronomy, Faculty of Science. December 2005

## 6. Bachelor of Health Sciences Program

### **Preamble:**

The Bachelor of Health Science (BHSc) Program, based in the Faculty of Health Sciences, was established in 1997 and is a strictly undergraduate degree program. It offers three and four year bachelor degrees, an honours bachelor degree and a BHSc with Business Administration degree in collaboration with Ivey. At the time of the review the program offered a number of Honors Specialization modules (Health Sciences; Rural Health; Health Promotion; Health Information Management; Health Sciences with Biology), and a Specialization, Major and Minor module in Health Sciences. This academic year, there is a total four year enrolment of approximately 1250 students in the Specialization and Major modules and about 55 students enrolled in the Minor module. There are seven full-time faculty members

associated with the program, seven with shared responsibilities and 12 part-time faculty members. These are supported by four full-time staff members: an academic counselor, program secretary, academic counselor assistant and an administrative assistant. The program was last reviewed in 2003; this is the second review of the program that has involved the Provost's Undergraduate Program Review Committee.

### **Basis of Review:**

This review is based on information provided in the documents listed below and on face-to-face meetings of the reviewer with Steve Trujillo, Acting Director (February 6, 2006) and Jim Weese, Dean of FHS (February 15, 2006),

#### **Documents provided:**

- (1) Information provided to the External Reviewers:
  - An Overview of the BHSc Program (Self Study Document) by the Acting Director, Steve Trujillo
  - Faculty of Health Sciences Academic Plan Summary 2003-2007
  - BHSc Program Committees
  - FHS-Composition and Rules of Procedure (Revised 2005)
  - BHSc Program Enrolment Data (UWO Western Databook)
- (2) Itinerary for External Reviewer's Visit (October 18, 19 2005)
- (3) External Reviewer's Report (dated November 21, 2005)
  - The external reviewers were Professor Michael Sharratt, Ph.D. from the Faculty of Applied Health Sciences, University of Waterloo and Professor Raisa Deber, Ph.D., Faculty of Medicine, University of Toronto
- (4) Draft Response to the External Reviewer's Report from Acting Director, Steve Trujillo (Dated November 23, 2005)

### **Summary of Reviewer's Comments**

The external consultants identified that the popular and innovative BHSc program benefits from dedicated and expert faculty and staff, and a large group of talented and committed undergraduate students. However, many of the key recommendations about the program can be summarized as issues relating to its sustainability. The program remains a popular choice with students and is highlighted as a major strength by the Faculty. However, the consultants report that faculty members in the program do not share the same opportunities for research and other scholarly activities, as is available to their colleagues in other schools in the Faculty, because of an enormous time and resource commitment to teaching. This was especially troubling given that only one of the seven full-time faculty members are tenured. At the same time, the consultants report that there is a feeling with the shareholders that the BHSc program, because of its success in attracting and retaining a large student population, is a key contributor to the success and opportunities within the Faculty but that the program is an unequal beneficiary of this success with respect to resource allocation. There is a need for faculty renewal. The faculty members have the required breadth to teach to the current BHSc, but lack the depth that would exist from additional mid-career faculty and better integration across the schools in the Faculty. High teaching loads, a relatively small and young contingency of core faculty, and difficulty with collaborative input from other schools (who are also running their own programs) are identified as issues that could lead to problems in retention and recruitment of quality faculty.

The consultants commented, as did those in the last external report, that the program structure may be a major contributor to the inequities (real and perceived) in this program within the FHS. Most of the shareholders believe that elevating the status of the program to School will aid in addressing many of the issues above and allow a better integration of participating schools within the faculty. The Dean believes

that there are a number of other initiatives that should be implemented by the Faculty before further considering the realignment of the BHSc program as a School. Two of these are already being implemented. One is the introduction this coming fall of a new graduate degree, MSc(HSc), in Rehabilitation and Health Science, that will involve directly the faculty members within the BHSc program and provide the opportunity for full participation in all aspects of scholarly activities. The consultants encourage that adequate research space be identified for those appointed to the BHSc program, preferably in the South Valley Building so that a graduate student presence can be felt in the program's home location. A second initiative is the recent hiring of a number of new full-time faculty members who are appointed to both the BHSc program, as their home program, and another school with in the Faculty.

Another key recommendation of the consultants, and broadly supported from within the program and across the Faculty, is the need for a comprehensive curriculum review with a particular view to addressing core outcome competencies. Such curriculum reform is difficult to implement simply with the addition of new modules because the teaching faculty are already fully engaged, even with the recent cross-appointments. Their ability to maintain and modify the program to meet the objectives is a challenge. Within the full curriculum review, which is now in progress, attention should be paid to possible contraction of course offerings (including a self-analysis of what courses could be dropped because they are not critical to the program mission, and what courses could be better offered by other constituencies within the university). The review should also investigate realignment of resources to focus on these competency outcomes while ensuring that the pre-requisites are achievable to meet the desired destinations of the students in the program. The latter could be achieved by consideration of so-called exit surveys of graduating students, and the Dean reports that efforts to do this are being planned and will be linked to the curriculum review. It is also noted that the program has already introduced new modules in Rehabilitation Sciences (effective Sept. 2006) in response to the recommendations and more are being planned as part of the on-going internal curriculum review.

The consultants highlighted that students commented on the desire to have a greater number of traditional science courses within the core curriculum. This desire may be the result of the large percentage of current students that have a desire to enter medical school or other health professional programs requiring these core sciences for admission. With the recent introduction of the BMSc program in the Schulich School of Medicine and Dentistry/Faculty of Science, some of the needs of these students might already be met. This would allow the BHSc program to focus more on their intended social science focus of health care curriculum, which is the view of the Acting Director and Dean.

The consultants also report that because of the large student participation in the program more resources are required for academic counseling. A new undergraduate officer is suggested, although the duties of the former are not well defined. The Acting Director reports that an additional academic counselor has been created in response to the report.

### **Reflections of the Review Process**

Being a strictly undergraduate program, the review was a thorough and detailed report as required for the Provost's Undergraduate Program Review Committee. During the review an opportunity was provided, under the time constraints of the two day review, for all constituent shareholders (administrative faculty and staff, faculty and students) to provide information and meet with the external consultants. The consultants were provided with appropriate documents (with the possible exception of the last external reviewer report in 2003) to be able to complete their report. Given that this program is nearing ten years of maturity, the very recent introduction of the Bachelor of Medical Sciences program, the introduction of the MSc (Health Science) degree this year, and the recent hiring of a number of cross-appointed faculty, the reviewer is confident that the BHSc program is well positioned and is actively engaged to evolve and act on the key issues that were raised by the external consultants.



7. **Department of History**

**Preamble**

History has been taught at the Undergraduate level at UWO since the 1880's making it one of the oldest academic areas in the University. In the 2002-2003 academic year, the department had 27 full time faculty, including 3 joint appointments. In the last 4 years, undergraduate enrolment has increased by 75% and is projected to continue to increase from approximately 3300 in 2003-04 to an estimate of 3800 in 2006-07. The department offers an Honors Specialization, a Specialization, a Major and a Minor in History and makes a significant contribution to the Bachelor of Administration and Commercial Studies program.

The undergraduate History program has been recently redesigned, not only in response to University mandates for changes in the degree structures, but also in order to emphasize the department's strengths and thematic foci. Current geographical strengths are in the North Atlantic World and Europe, with new appointments meant to facilitate growth and concentration in Asian and Latin American Studies and the History of the Muslim world. Thematic strengths are organized around Culture and Society, International Relations and Conflict, and Business and Economy.

**Basis of the report**

Departmental self-study, the non-confidential external appraisal reports from consultants dated November 2003, and a meeting with Dr. Benjamin Forster, Chair of the department, on April 14, 2004. Correspondence from Dr. Margaret Kellow, Acting Chair, indicates that the self-study was the result of consultation within the department and circulation of a preliminary draft for comment prior to preparation of a final text.

**Summary of the review**

External consultants, Jane Errington of the Royal Military College and Queens University and Richard Rempel of McMaster University, reviewed the History department in October 2003. They met with University administrators, departmental faculty and doctoral students but did not have the opportunity to meet with undergraduate students, departmental staff, or representatives from the Affiliated Programs.

One of the reviewers had participated in a departmental review in 1999-2000 as part of the OCGS appraisal. This allowed the reviewers to note the significant changes in the last 4 years. The report stressed a strong sense of rejuvenation in the program, attributable by many faculty to the efforts of the chair. It was suggested that the renewed faculty resolve and leadership, along with recent appointments and good administrative support, had contributed to the department's high scholarly and teaching position among Canadian Universities. The reviewers applauded many of the changes in the last 4 years and noted an increase in energy in the program. This was obvious not only in the intellectual pursuits of the program, including seminars and speaker series, but also in the organizational aspects of the program. Undergraduate students now have representation on all major departmental committees including curriculum, appointments, and promotion and tenure. A new position of Undergraduate Chair was created to see to administration, counseling, recruitment, awards, and adjudications in the undergraduate program. This individual, appointed by the department chair in consultation with the advisory committee, also sits on all major departmental committees.

The primary issue still facing the department at the undergraduate level is an exponential increase in enrolment. The reviewers noted that while there has been a very recent increase in the full time faculty complement, it is still significantly below what it was 20 years ago and may still be insufficient to keep abreast of demands associated with enrolment increases. The department currently offers approximately 70 undergraduate courses, many of which are service courses in the BACS program. As well, the department continues to stress the smaller class sizes and the seminar and tutorial system that have been a strength of the program. The reviewers noted that the part time faculty teach approximately 30% of the

undergraduate courses, a significantly high percentage when compared to standards in other Ontario History Departments. This could place significant burdens on the History budget and therefore could limit the number of possible tenure track appointments. This was an issue that the reviewers suggested be addressed. Professor Forster noted that many of the part time faculty hold doctoral degrees and have active research programs in spite of their high teaching loads. Most would be eligible for full time faculty appointments if positions were available. However, the current structure does tend to make for a two-tiered system within the department. Professor Kellow, currently Acting Chair, indicates that recent conversion of Limited Duties faculty to full-time, limited term status will affect these ratios, depending on how these categories are construed..

The reviewers suggested the department should work to improve links with the Affiliated Colleges. They suggested that much of History is taught in isolation and that attempts, both formal and informal, to work cooperatively with historians in the affiliated colleges would be useful. Dr. Forster noted that the department and the colleges are attempting to improve interactions, largely through joint appointments and course sharing.

The reviewers also suggested the department continue to develop inter-departmental linkages, viewing those that are emerging as quite successful. These include a combined degree with the Faculty of Law and work with the Department of Political Science in developing an Honors degree in International Relations. Dr. Forster noted that preliminary work is also underway in the development of a joint program with Anthropology although this effort is moving fairly slowly.

Lastly, the reviewers recommended that the University increase investments into the department library. It was their feeling that current budget allocations for the library were insufficient. Dr. Forster agreed.

### **Reflections on the Reviewing Process**

It would appear from the review that the History program has improved considerably in the last 4 years. The recommendations made by the consultants appear to be well accepted by the chair and plans are underway to address areas of concern. The undergraduate program appears to be healthy and represents a true priority for the department.

PRC Reviewer: Prudence Allen, Faculty of Health Sciences

August 2004

## **8. School of Kinesiology- Faculty of Health Sciences**

### **Preamble:**

The School of Kinesiology (formerly Faculty) was brought into the Faculty of Health Sciences (FHS) when it was formed in 1997. The School offers a four year general BA degree and an honors BA degree with honors specialization, specialization and major modules in kinesiology and a three-year BA degree with the major module. They also offer an Honors BSc degree via an honors specialization in Kinesiology module. They also participate in a five-year Combined BA (Honors Kinesiology)/BA (Honors Business Administration) in Sport Management and a six year Concurrent Bachelor of Arts (Honors Kinesiology) with Bachelor of Laws (LLB). In terms of the total number of undergraduate students enrolled in these programs, the school ranks as one of the top three in Canada and has a stable enrolment as it is recognized as a preferred destination for Ontario high school graduates.

### **Basis of Review:**

This review is based on information provided in the documents listed below and on face-to-face meetings of the reviewer with Professor Alan Salmoni, Director (February 7, 2006) and Professor Jim Weese, Dean of FHS (February 15, 2006),

Documents provided:

- (1) Information that was also provided to the External Consultants:
  - Unit Self-Evaluation, dated October 2005
  - Faculty of Health Sciences Academic Plan Summary 2003-2007
  - FHS-Composition and Rules of Procedure (Revised 2005)
  - Undergraduate Class Sizes, Kinesiology Enrolment Data (UWO Western Databook)
  - Structure and Function Organization Summary of the School
  - Kinesiology Research Strategic Plan 2006-2010
  - Response of Program to Dean, FGS on the OCGS Review (dated July 18, 2005)
  - Reviewer's Report for Kinesiology from the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) Accreditation (dated August 10, 2005)
- (2) Itinerary for External Reviewer's Visit (November 3 and 4 2005)
- (3) Non-confidential External Consultant's Report (dated November 2005)
  - The external consultants were Professor H el ene Perrault, Ph.D. from the Department of Kinesiology and Physical Education, McGill University and Professor Ron Zernicke, Ph.D., Faculty of Kinesiology, University of Calgary

**Summary of Reviewer's Comments**

The consultants highlighted "the well-deserved reputation for its (the School's) strong undergraduate program" by commenting on the quality of the faculty members with expertise covering the major areas of kinesiology and excellent incoming undergraduate students who graduate with the appropriate training to enter career related professions or postgraduate studies. The faculty expertise is able to cover the breadth required to offer both the BA and BSc degrees. The ability to offer both degrees is described as a strong benefit because it offers a choice to the students. The School is congratulated for effective implementation of their undergraduate teaching mission with those of the FHS and University.

Primary among the consultants' comments was the lack of an Undergraduate Strategic Plan. The Director reports that instead of developing a long-term Undergraduate Strategic plan to initiate curriculum change, the efforts of the School are focussed on an immediate full curriculum review and that appropriate curriculum changes are being implemented as they are developed as part of this review. The consultants' strong encouragement to develop an Undergraduate Strategic Plan calls for a full examination of the current modules in view of the "evolving social needs for kinesiology graduates". To this end they suggest that the School develop more specializations to better reflect the changing roles of graduates. The Director noted that additional new modules are part of the on-going curriculum reform, which itself is critical if Western's programs in Kinesiology are to remain competitive with other programs across the country. The consultants singled out the area of biomechanics as one of weakness in terms of depth within the School. This area is considered to be a key component of top kinesiology programs, including Western's. A recent Canadian Research Chair appointment in the area of biomechanics will provide the needed foundation for future developments in course offerings. The consultants also suggest that the three-year degree option should be deleted as part of the strategic plan, although give no rationale.

The majority of the students are in a BA program (2:1, BA:BSc) and there is a strong feeling that the BSc program needs to be enhanced to meet the needs of the students. Currently, enrolment in the BSc program is limited mainly by access to compulsory courses, such as Anatomy 221, that has a dissection laboratory. This course is offered by the Faculty of Medicine and Dentistry and has significant laboratory space constraints. One possible resolution would be to add flexibility to this required and high demand structural anatomy course, by offering an alternative functional anatomy course within their Faculty. The FHS has appropriate faculty members who are experts in functional anatomy and has state-of-the-art laboratory facilities in the Arthur and Sonia Labatt Health Science Building. Additionally,

other laboratory courses in kinesiology need to be examined to see if capacity could be enhanced; the consultants point to a need to look to increasing and modernizing laboratory space to both maintain the quality of current BSc program and to better balance the two degree streams. Any modifications of laboratory courses must also meet the so-called Standard 4 of the Kinesiology accreditation by CCUPEKA. The Director and Dean both agree that creative solutions to the current capacity limitations in the BSc can be found and efforts to enhance the BSc program will be a part of the curriculum review.

The restricted enrolment in the BSc program may be part of the reason for the 20% attrition rate that the consultants presented as unusually large. The Director also pointed to the fact that second year enrolment is capped, but the School can not put stricter capacity limits on first year enrolment. This would have an effect on the attrition rate as students who cannot get admittance to their desired program of study after first year will look elsewhere. The size of the honors program also puts a strain on resources for offering honors research projects in the final year. Students point to this as an area of disappointment, and a reason for leaving the Kinesiology programs. Decreasing the large class sizes, updating the outdated and limited laboratory space and adding more undergraduate counselors are deemed as improvements by the consultants that should be addressed.

The consultants suggest a need for change in the physical activity modules. Traditionally, Western has had sports-based activities. The number of these activities is difficult to manage and timetable and there is a shift nationally to more exercise and fitness-based modules. The Director reported that changes in this regard are already being made within the curriculum by some realignment of the activity programs to include activities in dance, exercise and recreation by reducing the number of sport activities.

The consultants also echoed the report of the CCUPEKA Accreditation Committee that the programs in the School do not meet the accreditation standard because it lacked a defined curriculum discipline requirement for two 0.5 credit courses with a social sciences and/or humanities focus (required to meet Standard 2 for accreditation). The School acted immediately to rectify this after receiving the CCUPEKA report in August and modules have been modified to ensure that a list of appropriate courses is provided to students so that this requirement is met. They are awaiting accreditation pending review of this change, and this is anticipated this spring.

There are efforts by the Ontario Kinesiology Association (OKA) to make Certified Kinesiology a regulated health profession. If this is approved it will have an impact in all Kinesiology programs in Ontario as they try to meet the certification requirements. The Director reports that they are keeping abreast of the discussions of the OKA. It would be the intent of the School not to try to make all degree programs or modules in Kinesiology meet the certification standard but to create a specific module that would meet this certification (and the ultimate requirements) by having the appropriate courses required for certification.

### **Reflections of the Review Process**

The consultants' report was an extensive, thorough document covering all aspects related to the Appraisal of the School of Kinesiology including the academic health of the school covering the undergraduate and graduate programs, scholarly activities and the administration of the school. The consultants provided detailed comments on the structure, effectiveness and overall quality of the undergraduate program separate and distinct from comments on the graduate program and research aspects. Their comments on the undergraduate program were provided as answers to the specific questions asked in the "External Reviewers' Guidelines for the Appraisal of a Department/School/Center" provided to them by the Provost. It appears that the same excellent level of detail was paid to the review of the undergraduate program as to review of the graduate program, the School's research and scholarly activities and its administration. Overall, it is an excellent report and their comments are well structured and direct, making the report a useful tool for the School.

Included during the consultants' visit were meetings with Mr. Tony Church, Graduate Student Council President and Ms. Stacy Saltzman, Undergraduate Student Council President, and Professor Donna Petersen, Undergraduate Program Chair. The consultants were provided with the appropriate documents to be able to complete their review. Since the creation of the School of Kinesiology within the FHS there has been a strong and successful effort to develop the strategic plans for research and the related graduate program. Now that the New Academic Choices is established, attention is being directed more fully to the undergraduate programs. The Director and Dean indicate that the School is working within their vision of research in kinesiology and are already acting on the key issues raised by the consultants. The recent approval for the new Western Sports and Recreation Centre also makes this an exciting time for undergraduate curriculum renewal at the School of Kinesiology that will, no doubt, take advantage of this facility.

PRC Reviewer: Mark S. Workentin, Department of Chemistry, Faculty of Science

March 2006

9. **Faculty of Law**

The Faculty of Law was reviewed by Jamie Cassels QC, Vice-President Academic and Provost, University of Victoria, and Deborah A. DeMott, David A. Cavers Professor of Law at Duke University, on May 3-5, 2004. Mr. Justice Robert J. Sharpe, Court of Appeal for Ontario, visited on June 1-3, 2004. While the timing was not ideal, since the students were not readily available, Justice Sharpe did meet with the incoming and outgoing executive members of the undergraduate Legal Society at a dinner meeting in Toronto. The writer met with Dean Holloway on December 15, 2004.

"The Faculty of Law at Western was founded in 1959. Our founding Dean was the Honourable Ivan Cleveland Rand, one of the towering figures in Canadian legal history and, though we are now in our fifth decade, we consciously remain faithful to the Rand ideals of scholarship, collegiality, integrity and mutual respect." (Faculty web site)

The Faculty offers a three year degree leading to the Bachelor of Laws. In 1957, the president of the University, Dr. G. Edward Hall, entered into a covenant with the Law Society of Upper Canada to train the next generation of lawyers, so that the Faculty has a long tradition of focus on undergraduate affairs. The Faculty has been a leader in curriculum development for 25 years and possesses one of the highest placement rates in North America.

The Law School sees itself as "A National Law School with an International Outlook" Its goal is to become the leading law school in Canada focusing on "Business Law in the Global Environment".

Key elements of the undergraduate program are: 1) the small group program, which ensures that each student has close contact with a Faculty member from the moment that they arrive, and 2) the Core Curriculum. Concentrations are available in Tax Law, Business Law, Criminal Law, and Intellectual Property, Information and Technology Law. The exchange program, measured by participation rate, is the largest in North America. The January Term provides the opportunity for students to participate in short courses (eight in 2004) offered by leading practitioners in their respective fields. Students have the opportunity to practise the practice of law through the Legal Aid clinic, the Dispute Resolution Centre, The Sports Solution and Pro Bono Students Canada.

The reviewers refer to several challenges in their reports.

- (a) The competition for the best students is intense so that the Open Houses on campus plus the three annual recruitment receptions, two in Toronto and one in Calgary, are important initiatives. Two-thirds of the students attending these events come to Western.
- (b) The underlying purposes of the Core Curriculum need to be rearticulated so that through the specific courses chosen these objectives can be met. The work of the Program Committee,

which includes four faculty members and two students, is focusing currently on this issue and changes are under development. This will lead to a Faculty Retreat followed by formal proposals. The program will evolve, but there is no intention of making substantial change.

- (c) The focus on Business Law may be somewhat narrow. The Faculty has debated this issue and concluded that, with the appropriate broad interpretation of Business Law, this is appropriate. The reputation of the faculty for business law is long standing, going back to the 1970's.
- (d) The tuition freeze will limit the ability of the Faculty to respond to some of these challenges.

While the self-evaluation was written by Dean Ian Holloway, his open style of collegial government ensured that it did reflect properly the journey of the Faculty of Law during the period since the last external review in 1995. The reviewers were unanimous in recommending that Dr Holloway be re-appointed Dean for a second term, and this appointment has been confirmed.

For the future, Dean Holloway intends to: 1) deepen the connections with the Ivey School of Business, 2) establish a series of dual degree programs with law schools in Singapore, the Netherlands and India and 3) improve the faculty/student ratio.

The reviewers did a thorough review of the undergraduate program, so that the requirements of the Undergraduate Program review Committee have been met.

PRC Reviewer: Patrick Whippey, Dept. of Physics & Astronomy, Faculty of Science                      January 2005

#### 10. Department of Music Theory & Composition

##### **Basis for the Report**

A detailed self-study was prepared by the chair, Professor Alan Heard in December 2003. In early February 2003, the Department was visited by two external reviewers, Drs. Stephen Chatman and David Beach from the University of B.C. and the University of Toronto, respectively, and their reviews were available shortly thereafter. I met Professor Heard on June 29, 2004 and discussed with him his departmental self-study and the reviewers' findings.

##### **Background**

The Department is one of four in the Faculty of Music (the others being Education, History and Performance) and its principal undergraduate function is to provide a 4-year honours degree program in Theory and Composition. While students tend to graduate as either "Composition Majors" or "Theory Majors", the BMus degree (Music Theory and Composition) is conferred upon both groups. This undergraduate degree normally leads to graduate work in theory or composition but can also help prepare students for careers in other sectors such as publishing, film, television and radio, librarianship, or journalism. The present full-time faculty complement is nine with four 'composers' and five 'theorists'. Undergraduate teaching is assisted considerably by six additional part-time faculty. The external review indicated that "the full-time faculty in particular is highly distinguished and visible...the level of research and scholarship is generally high in both quality and quantity...both nationally and internationally".

##### **Undergraduate Program Review**

Both external reviewers found education programs in the Department to be healthy and that the faculty were doing well as teachers and creative artists/scholars. Inevitably the reviewers commented on some undergraduate areas that might be examined/improved, for example: a) providing additional teaching / tutoring to address the musical skill disparity of naïve incoming students; b) how students stream into 'theory' and 'composition' majors and when this should happen; c) whether there might in fact be separate degrees for the two areas; d) more emphasis on 20<sup>th</sup> century music education; e) an earlier focus on composition for composition majors; and f) examination of the value / necessity for the present

requirement for acoustics ('The Physics of Music and Sound', Physics 132a/b). Overall, however, the reviewers felt that the Department's undergraduate program was functioning appropriately to meet educational objectives.

The comments of the reviewers were generally felt to be constructive by Professor Heard and many of the reviewers' points were part of ongoing discussions in the Department or would be addressed during the tenure of the new chair, Professor Catherine Nolan.

PRC Reviewer: Peter Flanagan, Schulich School of Medicine & Dentistry

July 2004

11. **Department of Philosophy**

**Basis of Review:**

Self-assessment documentation in five volumes prepared and provided by the department for the appraisers, meeting with and joint report by external evaluators Stephen Darwall, University of Michigan, and Andrew Wayne, University of Guelph; meeting with current and reappointed chair Samantha Brennan.

**Departmental Self-Study:**

The department of Philosophy at Western is fundamentally a department of analytic philosophy, with subspecializations in three areas: philosophy of science (its greatest strength), social and political philosophy (including ethics), and history of philosophy. It is the second-largest department in the Faculty of Arts and Humanities, with 28 full-time tenured and tenure-track faculty in 2005-2006 and 29 in 2006-2007. 17 faculty members are on limited duties appointments, of whom nine are doctoral students in the graduate program. The department's internal and external grants have increased quite remarkably over the current five-year cycle, and funds are also available from two donations. Faculty members are all very active in research, and the department is home to six research groups. The self-study does not provide numbers for students in department programs, but from the enrolments in department courses it appears that there is a significant group of about 22 large 100-level general courses, most of which are service courses (Philosophy of Law, Great Philosophers, Philosophy of Economics, Metaphysics/Epistemology of Witchcraft). The courses at the 200-level and above have average enrolments of about 30, and it looks as though 150-200 students are taking degrees in Philosophy, with about 50-60 graduating each year. In addition, the department offers a certificate and a diploma program in ethics, both of which are available to the wider student community. The work of administering the undergrad program is split between two department members: Lorne Falkenstein handles the curriculum and development of new courses and programs, while John Nicholas serves as the undergraduate academic counsellor and is responsible for letters of permission, scholarships, and adjudications. This division of labour has been in place for some years, and works very well, though it is a practical decision rather than an ideological one. The department offers five fields of graduate study at the doctoral level: Philosophy of Science; Moral, Political, and Legal Philosophy; History of Philosophy; Philosophy of Mind and Language; and Feminist Philosophy, and has a highly integrated process of training graduate students in teaching as well.

**Highlights of the External Reviewers' Report:**

The external reviewers focused on the graduate program for at least half of their report, having concluded very quickly at the beginning of the report that the last five years had been good ones for the department and there was general agreement that the current chair should be reappointed. The department has increased in size during the current cycle, and will also be hiring five faculty in philosophy of science over the next five years in advance of anticipated retirements. The reviewers find the strategy for further recruitment to be excellent, but also suggests some possibility of developing more strength in the area of language and mind. Detailed recommendations for attracting, training, and placing graduate students are the central focus of the report. The undergraduate program does garner some

attention late in the report, and the reviewers note that the students they met with were very enthusiastic, engaged, and positive about the quality of their teaching. Their club “School of Thought” and the Honours mentorship program particularly impressed the reviewers. The large portion of the department’s undergraduate enrolments in large lecture courses frequently taught by part-time faculty, advanced graduate students or recent graduates was a matter of some concern, but with the injection of new faculty and the proposed course renumbering there may be more involvement of regular faculty with undergraduate courses (especially, perhaps, at the 300- and 400-level). The reviewers also strongly recommended the establishment of a committee for undergraduate studies (not, as presently, a committee of the whole of the regular faculty of the department), including a relatively small number of faculty who could take more responsibility for the undergraduate program and could function as faculty advisors. The reviewers also strongly recommend that in order to complete an Honours Major, students should be required to take at least one seminar-sized advanced course.

**Comments from the Current and Reappointed Chair:**

Samantha Brennan noted that the reviewers had overestimated the use of part-time faculty for undergraduate teaching, indicating that the department has in place a very fine system for teaching graduate students and gradually giving them more responsibility for undergraduate courses. The few part-time faculty actually have full-time day jobs as professionals (lawyers, doctors) and teach for the joy of it. The thriving honours student community testifies to how well the department’s program is working. The department also explicitly keeps the Major for students who will not be proceeding to graduate school, and therefore should not have a seminar course. Brennan also discussed the certificate and diploma programs in Logic, which the reviewers did not mention, but which are drawing enrolments from across the campus and broadening the scope of the department’s activities in the university at large. She indicated that the department will discuss whether to change its committee structure, and reinstate an Undergraduate Affairs Committee. At the level of faculty recruitment, the department does hope to be opportunistic, and to hire in Eastern philosophy or aesthetics. The Department is well served in terms of classroom space, with all its rooms being SMART classrooms, though it certainly needs office space.

**Comments from the Reviewer:**

The department is of one mind about its strengths and weaknesses, and will be discussing the reviewers’ reports and its future plans. The department submission in five volumes was extensive and very well organized, although more statistical information about registrations in the programs offered would have been useful. The reviewers were well aware of the need to consider the undergraduate program, and they provided very thoughtful feedback.

The reviewer finds the requirements of the Provost’s Review Committee for Undergraduate Studies were wholly met in this review process.

PRC Reviewer: M.J. Toswell, Department of English, Faculty of Arts & Humanities

May 2007

12. **Faculty of Education**

**Basis of Review:**

Self-study documentation from the Faculty of Education including final report of the Ontario College of Teachers Accreditation Panel dated 27 March 2006; meeting with external reviewers on 9 June 2006, report by external reviewers Donald Fisher, University of British Columbia; Jane Gaskell, University of Toronto; and Celia Haig-Brown, York University (dated 14 July 2006); meeting with current Dean of Education, Allen Pearson, 28 February 2007.



### **Faculty Self-Study:**

The self-study was comprehensive and very well-organized, without being overwhelming in size; in fact, it was an exemplary model of its kind. The Faculty currently teaches 850 preservice students for its professional degree leading to accreditation by the Ontario College of Teachers and a Bachelor of Education; and has graduate programs at the masters' and, since 1999, doctoral level. The current full-time faculty in the tenured and probationary stream number about 40, and the Faculty also boasts a handful of Associate Teachers seconded from local schools who largely teach in the B.Ed., the Preservice Program as it is called. The Faculty is also lucky to have a large cadre of retired teachers who instruct in the Continuing Education program. The organizational structure of the Faculty is the Dean with one Associate Dean; together they supervise the chairs of the faculty's three programs: Graduate Education, Continuing Education, and the Preservice program. In 1998 the Faculty abolished a departmental structure in favour of the current governance system. The space dedicated to the Faculty is Althouse College, which houses the Education Library (part of the Western Libraries system) and an array of resources provided by the Media and Information Services department—including 5 computer labs, the AV system for the 645-seat auditorium, a media production centre and video production lab, and AV equipment for teaching. The Faculty has sufficient space, including classroom space, for its current purposes, and the space is being renovated and improved. Renovation is also taking place in the faculty complement as there have been some retirements to date, and fully eighteen faculty members will reach their normal retirement dates in the next ten years. The faculty have a broad range of research interests and members are heavily involved in two research centres: the Centre for Inclusive Education, and the Centre for Research and Education on Violence Against Women and Children. Faculty members also work closely with the local school boards, and advise the Ministry of Education on a variety of issues.

### **Highlights of the External Reviewers' Report:**

The reviewers noted that the departing dean, Allen Pearson, has brought great stability to the Faculty, first as its protector in the face of possible closure, and second as a community builder. The reviewers made detailed suggestions in seven areas: the need for a strategic vision given the very competitive environment for Faculties of Education in Canada and the shift in faculty from a focus on undergraduate education to one which includes the effort to be a leading research-intensive university; program renewal including an overhaul of course outlines in the preservice program and the establishment of further linkages with undergraduate students in arts and science fields; focusing the masters' program on teachers who wish to deepen their knowledge and reflect on their practice; developing policies and information materials for doctoral students and improving the profile of educational psychology in the doctoral program; appointing an Associate Dean of Research to pursue a range of initiatives in research; slightly altering the organizational structure of the Faculty and paying close attention to workload issues; hiring additional tenure-track faculty so that one-third of the preservice program is taught by tenured and tenure-stream faculty members; establishing opportunities to celebrate successes, to communicate internally more effectively and efficiently, and to produce more community space (and coffee); making always greater efforts for increased visibility on campus and for collaborative work in research and teaching; engaging more directly with local teachers, school boards, and community-based groups; and participating fully in the internationalization of the curriculum. In short, the reviewers conclude that the Faculty needs to continue to move away from a sense of isolation and alienation and towards revived scholarship and teaching.

More particularly, the reviewers did indeed consider very seriously the preservice program and recommend that the small joint program with Mathematics should be a model for developing further integrated undergraduate with preservice degrees. These could be particularly rewarding with the new array of interdisciplinary programs in development. The research of faculty members could also be incorporated more fully into the curriculum; in particular, the social foundations course (the manual for which was provided in the Faculty package) could include work on equity and diversity being done in the Faculty.

**Comments from the Current Dean:**

The Dean in writing indicated that he found the reviewers' report balanced and thoughtful, and a useful start for discussions in the Faculty. In conversation the Dean indicated that those discussions have already begun, and the Faculty has already decided to establish an Associate Dean of Research (and perhaps of Graduate Studies) and is pursuing new educational partners (working with Walpole Island on an M.Ed. in Educational Leadership; developing a program with the Lambton Kent District School Board; working with other school boards including the London Catholic Board on professional development programs for experienced teachers; and using outside funding to develop business studies courses and interactive computer-based learning for children. The percentage of preservice teaching done by tenured and tenure stream faculty had already risen to 21%, and the goal of the Faculty is indeed to move it to 33%. Plans are also afoot to develop the preservice curriculum, but there are always balances to be maintained since new faculty tend to want graduate teaching and supervision, as well as help with their research programs. At Western several concurrent programs are in development including Physics and Religious Education at King's University College. The Dean also reviewed the competitive environment, with public universities opening branch campuses and collaborative programs with colleges, American universities establishing programs for Canadian students, and private universities opening their doors as well. With regard to space, it would be preferable if the Faculty could use for its purposes all of Althouse College, particularly if it is to develop the space initiatives recommended by the reviewers.

**Summary Comments:**

The new Dean of the Faculty as of 1 August 2007 is Julia O'Sullivan, as announced on 27 March 2007. The self-study and the reviewers took very close account of undergraduate issues both in terms of policy and programs. It was not possible to consult directly with many students when the reviewers were on campus, but scheduling three reviewers to attend all at the same time is always a difficult proposition. The undergraduate program in the Faculty received full and fair consideration in the review.

**Office of the Provost & Vice-President (Academic)**  
**March 22, 2007**

**Summaries of Faculty Academic Plans**  
**Created in Support of the**  
**2007 - 2008 to 2010 - 2011**  
**Four-Year Budget Planning Period**



## **The Faculty of Arts and Humanities Academic Plan Summary**

The Faculty of Arts and Humanities, having met the goals it set for itself during the last planning period, will strive over the next five years to consolidate those gains, build graduate program enrolments, enhance the quality of the student experience for both undergraduate and graduate students, create new opportunities for faculty members, and promote its international reputation. To achieve these ends, the Faculty will:

- Increase graduate enrolments, especially through the introduction of new PhD and MA programs and through the provision of additional student support.
- Promote further internationalization by increasing support for exchange and study abroad programs as well as support for international research collaborations.
- Develop better models to facilitate interdisciplinary collaboration while maintaining strong disciplines.
- Compete effectively with other universities in North America and abroad for the best new faculty members while fostering a diverse and positive environment for the professoriate.
- Enhance research support for faculty members by increasing internal resources and providing additional support for external applications, while increasing the visibility of the Faculty's research excellence nationally and internationally.
- Create high-end entry scholarships and step up other recruitment efforts at the undergraduate level to increase modular and Faculty registrations.
- Develop new opportunities for undergraduate participation in the life of the Faculty as well as the larger community.
- Offer increased opportunities for staff development, enhance the working environment of staff members, and ensure that staff contributions are recognized.
- Take advantage of major space reassignment across the University to consolidate units, maximize collaboration, and create more "people space".
- Improve communication with alumni while increasing the Faculty's role and visibility in the larger London community.

The four themes that dominate the University's Strategic Plan, *Engaging the Future*, are graduate expansion, interdisciplinarity, internationalization, and student engagement. Plans by

the Faculty of Arts and Humanities to develop or participate in initiatives that fall under these four themes are briefly summarized below.

**Graduate Expansion** will be achieved largely through the introduction of new programs:

- Hispanic Studies PhD (in MLL): admitted its first students in September 2005 and plans to achieve a steady state of approximately 14 students by 2008/09.
- New Visual Arts PhD (Art and Visual Culture): plans to admit up to seven students in September 2007, growing to a steady state of approximately 14 students by 2009/10.
- New Classical Studies PhD: plans to admit four students in September 2008 and grow to a steady state of approximately six students in the following year.
- New Film Studies MA: plans to admit four students in September 2008 and thereafter maintain a steady state of approximately eight students in its two-year program.
- New Women's Studies MA and PhD: The MA will be a one-year program, starting with a small number of students in September 2007 and admitting approximately 10 students a year after that. The PhD program is expected to admit five students a year beginning in 2008-09, reaching a steady state of 20 students in 2011/12.
- A small Linguistics MA program will be introduced in September 2007. It will be interdisciplinary but administered by Arts and Humanities through French Studies. The 2007 class will be small—perhaps two students. Thereafter, five students a year will be admitted to the two-year program, resulting in a steady state of 10 by 2009-10.
- The PhD program in Comparative Literature will soon reach a steady state of 20 students.
- There will be modest growth in the English and Philosophy PhD programs.

**Interdisciplinarity** will be pursued through:

- Development and support of interdisciplinary Research Groups
- Large-scale participation in Women's Studies as well as Theory and Criticism
- Development of the Writing Program into a "pan-University" initiative
- Department-based interdisciplinary graduate programs, most notably Comparative Literature and the proposed MA in Linguistics
- Membership in graduate programs housed in other units
- Undergraduate modules that cross departmental and Faculty boundaries
- Joint appointments and cross appointments

**Internationalization** will be promoted by:

- Teaching of languages at all levels
- Curriculum reform where appropriate
- Active participation in study abroad and exchange programs
- Promotion of international research collaborations

**Student Engagement will be encouraged through:**

- Recognition of outstanding teaching
- Promotion of equity and an atmosphere that allows all to participate fully
- Creation of public space, shared by students across the Faculty
- Construction of a modest black box theatre
- Development of (a small number of) internship programs
- Support for study abroad and exchange programs

**Areas of Strategic Focus**

Departments within the Faculty of Arts and Humanities enjoy strong national and international profiles. The Faculty itself has strengths in a wide variety of areas. For planning purposes, however, the following have been selected as Faculty-wide Areas of Strategic Focus:

- Literary Criticism and Theory
- Philosophy of Science
- Comparative Literature
- Intellectual and Cultural History
- Theoretical and Applied Linguistics
- Feminist Theory and Sexuality Studies
- Visual Culture and Film
- Ethics
- Canadian Studies

The Faculty of Arts and Humanities is well-positioned to engage the future on the basis of a long tradition of scholarly excellence and a vital interest in what happens next.

## **Richard Ivey School of Business Academic Plan Summary**

### **Background – A Bold Strategy for the Future**

In fiscal 2006-07 Ivey embarked into year one of our bold, new ten year strategic plan. The centerpiece of the new strategy is a dramatically new approach to educating tomorrow's business leaders. Cross-Enterprise Leadership™ is the underpinning of everything we do. It builds on our history and strength as a general management school that excels at experiential learning through the case method. The five strategic initiatives supporting our Cross-Enterprise Leadership strategy include:

- Create intensive, cutting edge MBA and EMBA programs.
- Build the world's best undergraduate program and grow its size.
- Focus research to crack a handful of Cross-Enterprise Leadership issues.
- Launch the most ambitious fundraising campaign ever.
- Focus Executive Development around Cross-Enterprise Leadership

### **The Revolution has Begun – Progress to Date**

We are pleased to report that tremendous progress has been made during the first year of executing our plan. Most importantly, our students are responding positively to our new MBA program in addition to the external stakeholders such as corporate recruiters, business leaders, alumni, and others. If it is true that imitation is the sincerest form of flattery, then we seem to have hit a nerve with at least two of our competitors. Queen's Business School recently dropped its Science and Technology focus in favour of promoting its new "integrated cross-functional thinking, which enables participants to look at business issues from a comprehensive leadership perspective". As well, Yale School of Management recently announced a "radically new MBA curriculum" stating that instead of taking traditional courses in finance, marketing or accounting, Yale MBA students will take multi-disciplinary courses that cut across functional boundaries".

### **Achievements to Date**

- A detailed execution plan with performance metrics for the new strategy is in place.
- The restructured 12 month MBA program has been launched at Spencer Leadership Centre with two cohorts of outstanding students admitted in May/06 and October/06 respectively.
- HBA recruiting efforts have expanded to a national and international scope with a 40% increase in our Academic Excellence Opportunity applications this year.

- Four Cross-Enterprise Leadership Centres have been created with directors, budgets, and clear plans to increase Ivey's impact with academics and business leaders.
- Ivey's new Toronto campus has been secured in the Toronto Exchange Tower and renovations to create a state of the art facility with two amphitheatres, break-out rooms, and reception areas will be completed by the end of 2006.
- Plans for the most ambitious fundraising campaign are well underway, with a feasibility report completed, a campaign theme selected, and priorities identified. Our annual fund last year reached its highest level ever and we have several lead gifts which will be announced soon.

This is a short summary of our accomplishments to date but we are all very proud of the response to our strategy and the enormous teamwork of faculty and staff to accomplish so much in a short time.

### **Linkage to the University's Strategic Plan**

We believe our strategy compliments UWO's strategy.

#### **1) Best student experience**

Our growing HBA program continues to receive excellent feedback from our students. It is a highly interactive approach to learning which captures many of the criteria that the NSSE survey uses. Expanding recruitment beyond southern Ontario will enrich the diversity and student experience. Our revamped MBA program is also receiving excellent feedback. We measured student satisfaction after completion of the first module and it is very high.

#### **2) Internationalization**

Ivey has continued to build a distinctive capability in Asia that can significantly further the School's and the University's goal of internationalization. Ivey's investment in the Hong Kong campus, Asia-Pacific cases, a large faculty base with extensive on-the-ground experience in Asia and organized and active alumni chapters in Hong Kong and China provide Ivey with a competitive advantage. Students, recruiters and the international business community view Ivey as a business school that can foster an in-depth understanding of Asia-Pacific business opportunities in all of its degree and executive program graduates. Internationally, our reputation has been growing, both with our teaching and research. Ivey remains first in research in international business and is in the top 20 schools globally in most surveys. Our cases are widely used by schools around the world. Our new Cross-Enterprise Research Centre, Emerging Markets, also focuses activity and research on international emerging markets. We were successful in recruiting our first Mandarin speaking faculty member to the business school in London. Involvement in international case competitions also enhances our international reputation.



### **3) Interdisciplinary Activities**

Our 8 concurrent programs remain popular. This year we are adding a Health Stream to our MBA program in conjunction with the Schulich School of Medicine. This will replace the Biotechnology stream. The combined MBA and LLD degree was recently approved by OCGS which will make it Canada's most competitive combined program we believe, with the ability to complete it in one less year than other schools.

The Lawrence Centre continues to partner with other faculties in its initiatives. An example is the recent energy conference which included Engineering, Science, Social Science and Graduate Studies.

### **4) Grow Graduate Education**

We have a task team looking at growth in our MBA program. We will have a recommendation in early 2007. Our PhD program continues at around 80 students. Increased scholarships will be necessary to attract high quality students.

### **Key Challenges in the Next Four Years**

Our key challenges have not changed significantly from the previous year and they are:

- Faculty retention and strategic recruitment of top faculty to support our strategy in a highly competitive mobile market.
- Recruiting top students from around the world with the appropriate amount of financial aid, scholarships, and infrastructure support.
- Continuing to build a strong international reputation through brand awareness, teaching and publishing research that has an impact on managers, as well as innovative programs.
- Ensuring a stable, multi-year financial model.
- Maintaining facilities with state of the art technology to foster learning and promote interaction among students and participants.
- Keeping the momentum going and continued focus on a flawless execution of our strategy.

## **The Faculty of Education Academic Plan Summary**

### **Vision and Overall Priorities for 2006-2011**

The Faculty of Education's future is very strong. The Faculty has developed outstanding programs for its students, as demonstrated by three external reviews in the last few years. The research profile of the Faculty continues to grow with excellent results in national competitions and a very strong publication record when compared to similar universities. The Faculty is a vital partner in the public education system of Ontario and, in particular, the London area through its outreach to schools and its cooperative working relationships with our partners in education. The vibrant Centres in the Faculty bring recognition to us and afford us teaching and research collaborations. The Faculty increasingly looks beyond our borders to promote and study education internationally. The Faculty through its teaching and research and in collaboration with our Centres continues to make good on its commitment to insure that the lives and education of children are of the highest quality. As we move forward, we have identified a set of priorities to guide us in the fulfillment of this commitment.

- Gradually increase graduate enrolment, reduce preservice enrolment and recruit faculty and staff to insure high quality programs.
- Monitor the quality of the student experience in all programs and make needed changes to insure the experience is outstanding.
- Provide staff and financial support for research activities of faculty members.
- Support the Centres housed in the Faculty of Education and work with Development to insure funds are available for their activities and programs.
- Monitor and review programs to insure they meet the needs of the students and the educational community.
- Work with the educational community to promote high quality educational opportunities for all.

### **Teaching and Program**

The range of programs offered by the Faculty and the commitment to high quality teaching are central to the Faculty's Academic Plan. The Faculty offers programs at the undergraduate, preservice, in-service and graduate levels. We are committed to offering programs with strong academic rigour that integrate theory and practice in such a way as to develop reflective and critical professionals for all levels of the education system.

#### Program Goals:

- Pursue opportunities to provide Education courses within the New Academic Choices framework for undergraduate students.
- Review the B.Ed. program content.

- Reduce B.Ed. enrolment
- Increase the proportion of B.Ed. courses taught by tenured and probationary faculty members.
- Seek out opportunities for continuing teacher education programs and courses.
- Review the M.Ed. (Educational Studies) program.
- Evaluate the effectiveness of the use of on-line teaching in the various programs.

### **Research**

The areas of research strength in the Faculty are *social justice and equity in education, educational policy and leadership, language and literacy, and mathematic and science education*. Areas of emerging strength are *distance education, arts education and social science education*.

#### Research Goals:

- Enhance Faculty support for research endeavours
- Increase communications to the educational community about research accomplishments.
- Provide Faculty support and resources for research groups within the Faculty.

### **Serving Education**

As a professional faculty, Education is a part of the broader educational community. We work actively with boards of education, teachers' federations, the Ministry of Education and the College of Teachers, as well as with independent schools, to promote education in society.

#### Service Goals:

- Pursue partnerships with area district school boards to meet the educational goals of both.
- Establish partnerships with First Nations to enhance educational opportunities for children in these schools.
- Communicate the activities of the Faculty to the larger community.

### **International Collaboration**

The Faculty is committed to the internationalization of its teaching and research programs particularly through work in international and comparative education, with the following goals:

- Support and further develop research in comparative and international education.
- Support and facilitate research and teaching relationships with international educational colleagues, as well as overseas research and development activities.
- Make 'comparative and international education' a strength in the area of excellence in our graduate studies program with the aim to increase the number of graduate students who wish to pursue studies in this area.

## The Faculty of Engineering Academic Plan Summary

The 2002 Academic Plan for the Faculty of Engineering at The University of Western Ontario (Western Engineering) emphasized the desire to become a sustainable Faculty, through a focus on excellence partnered with a period of unprecedented growth in strategic areas. Fundraising and research expenditure successes, together with necessary budget adjustments in areas of priority, supported new and renovated infrastructure and enabled an expansion in faculty, staff and graduate student populations with a planned stabilization of undergraduate enrolment (following the historic “double-cohort year” of 2003/04). The foundation has been successfully laid for Western Engineering to take the next steps towards realistically fulfilling its aspirations:

*“To become one of the leading Canadian research-intensive Engineering schools, internationally recognized for the excellence and impact of its undergraduate and graduate education and research and for providing students with the best possible student experience, by focusing on:*

- *top quality and enriched undergraduate programs (Western Engineering Plus), and*
- *qualitative and quantitative expansion of graduate education and research activities”.*

The Renewed Academic Plan (October 2006), “*Western Engineering - Engaging the Future*” considers external factors, such as anticipated and evolving societal and political influences on the Faculty and on the profession of Engineering, as well as internal priorities as captured through “Engaging the Future”, the Draft Report of the Task Force on Strategic Planning at The University of Western Ontario (June 2006). Most importantly, through extensive consultation with stakeholders, it captures the ambitions of the people associated with Western Engineering.

Western Engineering sits adjacent to the most prominent Canadian engineering schools. There is a limited pool of qualified applicants to engineering emerging from Ontario’s secondary school system. Competing with such established programs would take enormous resources and given the market edge these established schools have, would meet, at best, with limited success. Instead, Western Engineering has decided to establish its own market niche. We want to be an engineering school recognized for educating the next generation of Canada’s most promising creative thinkers and societal leaders, and for producing high impact, internationally recognized research excellence in our chosen areas of priority.

To accomplish this, the Renewed Academic Plan outlines these areas of priority. In each section, our aspirations are described and goals are established. In this way, the Faculty commits to clearly identifying a variety of complementary quality indicators of performance and to continuously measure the progress towards our aspirations.

**Enhancing the Undergraduate Student Experience:** Western Engineering wishes to educate the new generation of engineering graduates that, in addition to becoming professional engineers and undertaking technical careers, will also have aspiration of becoming leaders in business and

in the community, managers, physicians, lawyers, bankers, researchers, scientists, politicians, economists, writers, architects and artists. We do this by cautiously capping enrolment, admitting only high quality students, and through the enhancement of existing, and development new, student initiatives, all designed to enhance student opportunity and experience through an initiative we call "Western Engineering Plus".

**Graduate Expansion and the Graduate Student Experience:** Student numbers represent a condition that is necessary but not sufficient. What is necessary is to ensure the best quality of students and programs. We believe an optimal graduate student to faculty member ratio for a research intensive engineering school is 6:1. We are at 5.66. Further growth is possible in selected areas with the addition of new faculty members. Undergraduate students may wish to take advantage of the opportunity to specialize with a one-year Masters degree, and efforts are underway to create high-demand signature MEng programs. With further faculty recruitment and maturity of our young faculty members, we also anticipate a proportional expansion in the research graduate student population.

**Building the Research Intensive Faculty of Engineering:** To validate the quality of our research and to generate essential resources for unconstrained, creative and visionary research, a critical aspect of the future success of the Faculty will be the ability to maximize the matching of industry funds with corresponding peer-reviewed government programs. Multi-disciplinary research groups will be preferentially supported, as we believe that they will carry the critical mass necessary to achieve international recognition. In addition to traditional measures of scholarly productivity, the Faculty plans to emphasize the importance of knowledge transfer through successes in technology transfer, contract research, and commercialization of research discoveries.

**Internationalization:** Western Engineering embraces efforts to develop international partnerships, realizing that such collaborations positively impact our ability to: a) deliver top graduate programs; b) offer undergraduate first-hand experiences applying engineering techniques to benefit developing countries, and; c) facilitate research expansion and scholarly advancement to the highest level.

**Faculty Recruitment and Retention:** Our minimum critical mass for a vibrant research-intensive Faculty of Engineering, offering the best student experience is represented by 100 excellent faculty members, 600 high quality graduate students and 1200 high quality undergraduate students. We are seeking a minimum of 8 new faculty positions over the next 4 years to build upon 11 identified areas of strength and strategic relevance. Faculties of Engineering have to become increasingly competitive to attract and retain the best. Massive recruitment efforts from Western Canada engineering schools will put a huge strain on the system; therefore Western Engineering will need to take proactive and aggressive measures in the area of recruitment and retention.

**Commitments to Staff and a Supportive Workplace:** Staff recruitment efforts will target the areas of priority for the Faculty, linked to enhancing student experience and enabling appropriate graduate expansion. Staff members most satisfied with their jobs are those who see their contributions linked to the academic mission. Therefore, a key initiative will be to ensure that all

staff members understand the importance of their role to the Faculty and University. Communications in general, both internal to Western Engineering and beyond, remain a high priority. We have defined our ambitions, now we need to communicate these in conjunction with our measures of success.

**Women in Engineering:** Women account for 11% of Western Engineering's faculty and approximately 16.4% and 20% of the undergraduate and graduate student populations, respectively. Western Engineering supports the targeted recruitment of women to the profession. We have had considerable success through the NSERC University Faculty Award (UFA) program and look to continue with such initiatives. Outreach targeting school age girls has met with much public support. It has been documented that women tend to favour careers where there are direct benefits to society and individuals in society. We have begun to market engineering as a caring profession, with several of our areas of priority fitting within this theme.

**Alumni Engagement and Institutional Advancement:** Several factors lead us to believe we will witness increasing support of our initiatives through alumni contributions. Western Engineering is a young Faculty that, in the past, had a fairly small student population. Furthermore, recent graduating student surveys are showing the increasing satisfaction of our students with their post-secondary education. Our students are now connecting with alumni, experiencing first-hand the benefits alumni engagement can bring to the educational mission. A culture of giving back is being established.

**Governance and Organizational Structure:** While the 2002 Academic Plan directed the Faculty's unprecedented growth and the current Plan proposes the means to aggressively develop a niche for Western Engineering in the market, business processes need to be continually monitored and modified to support ambitions in a workplace facing increased public accountability and legislated responsibility.

**Our Physical Infrastructure:** The Faculty of Engineering gratefully acknowledges The University, government and many donors who made the complement expansion and drive for excellence possible by providing facilities to support the growth. Further expansion at any level requires additional appropriate space and on-going updates of existing infrastructure. Space is again the limiting factor influencing our future growth and we are planning our next phase of space expansion.

**Information Technology:** Western Engineering is renewing its Information Technology strategy in order to offer enhancement to the educational experience and support the teaching, administrative and research efforts of faculty and staff. Successful undergraduate and graduate engineering programs require our full commitment to being responsive in utilizing progressive IT technologies, including distance education.

Embracing the University's efforts towards public investment and accountability, each of these areas of priority will be regularly reviewed and monitored. We will benchmark progress, providing full accountability for our actions. As required, strategies and directions will be modified and updated to provide greatest returns for the investment into Western Engineering.

The Renewed Academic Plan (October 2006), "*Western Engineering - Engaging the Future*" outlines the path to meet the collective goals of excellence in teaching, research and in overall Faculty operation. We are no longer satisfied of being a smaller version of other Canadian engineering schools. Through this document, we are proposing that Western Engineering will carve its own niche of recognized excellence in the market. We define that niche and outline measurable goals to achieve our vision by 2010.

## **Faculty of Health Sciences Academic Plan Summary**

**Priorities** - Our priorities are clearly outlined in our new Faculty of Health Sciences Strategic Plan. A few of our priorities are to:

- advance the Faculty along parallel tracks - disciplinary and interdisciplinary teaching and research excellence;
- attract the best students and provide an enriching/engaging experience;
- recruit and more effectively support higher numbers of graduate students;
- increase our research productivity and capacity;
- attract/retain high quality staff and faculty members, and;
- ensure a positive/productive workplace that supports sustained success

**Facilitating Collaboration** - We will continue to build collaboration and synergy in the Faculty and with other Faculties (e.g., celebrate successes and bring members together, develop collaborative research labs and grant programs, support our interdisciplinary academic programs (BHSc, H and RS), fund our FHS Distinguished Lecture Series and our FHS Research Series). Exciting joint initiatives are also developing with the Schulich School of Medicine and Dentistry (Interprofessional Education; Health Policy), the Faculty of Social Sciences (First Nations Program) and the Faculty of Arts and Humanities (Women's Health).

**Program Enrichment** - We will stabilize undergraduate enrollment and implement enrichment experiences for our students (e.g., curriculum design, increased career counselling, international exchange and experiential learning opportunities).

We align with the campus goal of growing graduate programs. Our new interdisciplinary Health and Rehabilitation Sciences Graduate Program has already paid handsome dividends. We exceeded our aggressive 2006-07 graduate student growth targets (up 46 students). We will grow by a further 23 Masters students in 2007-08 and we are exceeding targeted PhD levels. We will meet/exceed our goals.

**Ground-up Process for Renewing our FHS Strategic Plan** - Our plan is the result of extensive interaction with stakeholders - faculty/staff members, students, alumni, and campus and community partners. "Ignitor" documents started the process and generated a number of exciting ideas. Each FHS member was invited to sit on a FHS Task Force Committees (Creating and Sustaining a Positive and Productive Workplace Culture; Delivering the "Best Student Experience"; Enhancing/Advancing Research Activity; Identifying our Strategic Priorities, and; Planing the 2006 Faculty of Health Sciences Strategic Planning Retreat).

Committees met over the past year, engaged in outreach activities and then made formal presentations to the membership at the May 18, 2006 Faculty Retreat. Presentations were followed by small group and plenary discussions. Information collected was considered in



drafting the Faculty of Health Sciences Strategic Plan. Other information was recorded in a 2006 *Faculty of Health Sciences Improvement Book* and these ideas will be operationalized when time and resources allow. A draft Strategic Plan document was shared with our community partners and input was considered prior to formal approval of the document at Faculty Council (June 23, 2006). This process ensured a focused and progressive strategic blueprint for the Faculty.

**External Reviews** - We have participated in a number of external reviews and addressed all issues (mostly minor) identified by our reviewers.

**Integrating Teaching and Research Programs** - Our new interdisciplinary graduate program aligns the research interests of our members with pertinent topic areas in the Health Sciences. The new Rehabilitation courses in the BHSc program align with our professional graduate programs. The Compressed Time Frame program addresses a societal need for more nurses and is very popular with applicants. We're forming thematic research teams and competing favourably for high-level research grants. We have conceptually strong, integrated teaching and research programs.

**FHS International Initiatives** - The Faculty has a solid record of activity in international teaching, research and service and research, but we intend to do much more. A new Faculty of Health Sciences International Initiatives Coordinator will: increase student exchange opportunities; increase the number of participating institutions; actively promote exchange opportunities, host enrichment events for our visiting exchange students, and; promote international activities to faculty and staff.

**Student Engagement** - We've embarked on a comprehensive program designed to heighten student engagement and satisfaction. We have strategically marketed our programs to ensure the best students know about us; made experiential learning central to our programs; introduced a Clinical Education Travel Bursary program supporting students when on placement; added student counsellors to increase service to students, and; made strategic faculty appointments to bolster areas of growth, support graduate program expansion, and to reduce student-faculty ratios.

**Supporting University Priorities** - The FHS Strategic Plan dovetails perfectly with Western's Strategic Plan. We will also implement a First Nations Education Program (by 2010, ensure set-aside seats in our programs as per Health Canada's First Nations Health Human Resource Plan). We'll work with campus and government officials to ensure support services are in place to maximize program success. We will fill the approved joint position (with Social Science) in the First Nations Health Issues area. and we will secure appropriate administrative, counselling and TA support.

**Conclusion:** The Faculty is strong and vibrant, and in harmony with institutional priorities. Our programs are undeniable areas for prosperity. We are attracting excellent students in record numbers. Our Strategic Plan has mapped out a bright and exciting future for the Faculty of Health Sciences at The University of Western Ontario.

## **Faculty of Information And Media Studies Academic Plan Summary**

### **Mission Statement**

The Faculty of Information and Media Studies is dedicated to the advancement of knowledge about media, communications, information and their technologies. Through teaching and research, the Faculty examines the cultural industries, institutions, and practices that produce news, information and entertainment. It investigates the creation and operation of the technologies of communication and their interactions with individuals and society. The Faculty interweaves theory and practice in professional and scholarly contexts. Strong programs at the undergraduate and graduate levels are linked to the public and private sectors and to community organizations, in an academic environment characterized by interdisciplinarity, collaboration, creative inquiry, and critical thinking.

### **Faculty Priorities**

In the spirit of Western's goal to achieve "a place in the first rank of major Canadian universities and, in selected areas, be the leader," the Faculty of Information and Media Studies (FIMS) has identified three areas of particular strength that are priorities in planning:

- Interdisciplinary research and teaching.
- Attention to information and communication technologies (ICTs), including their social, cultural, and political contexts.
- Integration of theory and practice.

### **Academic Programs**

On June 27, 1996, the Senate and the Board of Governors approved the merger of three existing units into a new Faculty. When the new faculty was launched in July 1997, there were three well-established graduate programs: the MA in Journalism (MAJ) program, the Master in Library and Information Science (MLIS) program, and the doctoral program in Library and Information Science. The goal was to build on this strength by creating something new at Western—innovative academic programs at both the undergraduate and graduate level that examine information and media industries, cultures and technologies. While we are committed to the stewardship and enhancement of our long-established graduate programs in Journalism and Library and Information Science, a strong priority for the Faculty of Information and Media Studies has been the development of new programs in an area of interdisciplinary knowledge previously untapped at Western. In the fall of 1997, the undergraduate program in Media, Information and Technoculture (MIT) was launched, a program that within its first seven years had reached a steady-state enrolment of over 700 students and that has developed within it various options such as a new major in Media and the Public Interest. In the fall of 2002, two additional new programs were started: a Degree/ Diploma in Media Theory and Production (MTP) offered jointly with Fanshawe College and a Master's program in Media Studies that builds on and extends the undergraduate program. A new PhD program in Media Studies admitted its first cohort in fall 2005.

The Faculty's plan with respect to academic programs over the next four years is:

- to maintain and enhance the MIT program as a limited enrolment program of high quality, with heightened attention to collaboration with other academic units within Western and Fanshawe College; to expand the newly introduced Media and the Public Interest (MPI) program.
- to consolidate the success of the new MA/PhD programs in Media Studies so that the Media Studies graduate program at Western is recognized among the top two or three such programs in Canada. A related goal is the development and introduction over the next few years of a Master's Program in Popular Music, offered jointly by the Faculty of Information and Media Studies and the Faculty of Music.
- to maintain and enhance the quality of the three well-established programs: MAJ, MLIS, and PhD in Library and Information Science. (See Appendix 1 for complete summary)

### **Research**

In research as in teaching, the Faculty is characterized by interdisciplinarity and by the special attention given to information and communication technologies (ICTs), including their social, cultural, and political contexts. Faculty researchers are interested in ICTs from the perspective of the *industries* that produce information, news and entertainment; the *cultures* associated with them; and the *technologies* through which they are produced, distributed, and stored. To investigate questions in these areas, researchers in the Faculty use a range of research methodologies from the quantitative approaches of mathematical modeling, the laboratory experiment, and structured questionnaires to the qualitative approaches of ethnography, open-ended interviewing, discourse analysis, and the interpretation of texts and cultural artifacts.

The following are key areas of research within the Faculty:

- Cultural industries and institutions
- Communication, consumption, and culture
- The social construction and use of media and information
- Information and media policy
- The organization and management of information
- Computer-based systems and environments.

### **Key Principles**

As we established new undergraduate and graduate programs, significantly expanded the faculty complement, and moved into a new home for the Faculty in the North Campus Building, the Faculty has identified and embraced some key principles and characteristics that inform its teaching and research:

- **Interdisciplinarity**  
Recognizing that key questions at the intersection of information, media, technology, society and culture cannot be satisfactorily addressed through the perspective of a single discipline or single

research method, the Faculty of Information and Media Studies has made interdisciplinarity a cornerstone of its identity. Interdisciplinarity is a principle that informs Faculty decisions at many levels including: curriculum planning (e.g., teaching collaborations with Film, Music, and Fanshawe College); faculty recruitment (e.g., joint appointments with Computer Science, Film, Law, Music, Sociology, Visual Arts); the planning of physical facilities (e.g., the Interdisciplinary Media Centre).

- **Concern with technology**

In one way or another, every program in the Faculty is concerned with technology, both as a tool and as an object of critical investigation. Students are immersed in the technologies they study. The Faculty has strong ties to professional communities of librarians and journalists that have been early adopters of new information and communication technologies.

- **Commitment to the integration of theory and practice**

The Faculty of Information and Media Studies interweaves theory and practice in professional and scholarly contexts. In the professional graduate programs of Journalism and Library and Information Science and the undergraduate MIT program, this integration is achieved in various ways—through learning environments that emulate professional contexts such as the newsroom and radio and TV studios that provide hands-on experience for journalism students; the offering of elective courses that engage MIT and LIS students in production such as courses in digital imaging, web site design, digital music, database design, interactive learning applications, video production; and the co-operative Work/Study option in the MLIS program, the internship requirement in the Journalism program, and the internship option in the MIT program.

- **Critical approaches**

The Faculty views itself as having a mandate to foster an informed citizenry through the development of critical approaches to evaluating information and to assessing the role and impact of media. We encourage a critical examination of the claims made about new technologies, exploring the strengths of our society's technology and communication systems but also uncovering their crises, conflicts and structures of control.

- **Interest in interrelationships rather than in a single element**

As a Faculty, we tend to be more interested in examining contexts and the web of connections than we are in focussing on any single element considered autonomously. We study the constructions of frameworks within which the activity of interest occurs. Hence we examine the relationships between particular media industries, their consumers, and the culture of consumption. We study the transactions between readers/viewers and texts, between humans and computers, and between users and information systems. We are interested in mediators and intermediations of all kinds from graphical interfaces to the editing of the news to the force of ideologies.

- **Collaboration**

Collaboration is embraced at many levels: collaborative projects used as classroom assignments to foster the development of team skills; collaborative research projects that triangulate research methodologies and perspectives and result in jointly authored work; collaboration among FIMS and other units of Western in the delivery of courses at the graduate and undergraduate level; and collaboration with other institutions. A premier example of collaborative activity is the successful

partnership with Fanshawe College to offer the joint Degree/Diploma program in Media Theory and Production (MTP).

- **Orientation to the public sphere**

The founding disciplines of this Faculty have an orientation to the public sphere. In public libraries, there is the tradition of free access to information for all. Within journalism, the freedom of the press is seen as a public watchdog on the use of power. This orientation to the public sphere finds focused expression in the new undergraduate major in Media and the Public Interest, offered for the first time in 2004-05, which is concerned with issues of equity, justice, democracy and citizenship and leads to career opportunities in national government organizations, public service, non-profit and civil society organizations.

## **Faculty of Law Academic Plan Summary**

In the latest Strategic Plan of the Law School, we reiterated our goal of becoming one of the top three law schools in Canada. Our Four-Year Planning Submission for 2007-11 sets out the measures we plan to undertake to realize this ambitious goal, as well as the means we intend to employ to measure our progress.

One aspect of our goal is student experience. We believe that we already provide an experience that is as good as that at any other law school in Canada. The strengths of our LLB program are: (i) the small-group experience for our first-year students; (ii) the availability of four different areas of concentration for our upper-year students; (iii) the January term; and (iv) the core curriculum for our upper-year students. These core features of the LLB program are supplemented with a clinical legal education program that cuts across a wide range of areas and an extensive student exchange program, which allows our upper-year students to study abroad for a term. We realize, however, the need to constantly monitor and improve these elements of our LLB program. For example, we have revised the core curriculum to provide our students with more choice; we are endeavouring to strengthen the financial base for our January term in order to ensure that we attract the highest-quality foreign scholars as visiting instructors; and we are continually reviewing our exchange program to ensure that we have partner schools of the highest quality with course offerings that complement ours.

The intellectual environment for our LLB students, and hence their educational experience, is enhanced when we are able to attract students of the highest quality. In this respect, we will aggressively search for funds to enrich our student scholarships and bursaries. We also need to attract more female and aboriginal students to further diversify our student body. We plan to realize this goal through targeted recruiting that emphasizes the opportunities in the business law area.

Another point of emphasis in our Academic Plan is the enhancement of our research profile. Indeed, a dominant theme in our Four-Year Planning Submission is the need to provide more institutional support for faculty research. We believe, in fact, that the research profile of the Law School is at an important "tipping point" (to use the term of one of our external reviewers in his 2004 report). In particular, we have had a significant turnover in faculty composition, with junior faculty replacing senior faculty. Although this turnover has invigorated the Faculty in many ways, our research profile has suffered in the short term with the loss of well-regarded senior faculty. To become a top-ranked law school, our research output, both in terms of quantity and quality, must rank with that of the law school at the University of Toronto and Osgoode Hall Law School. We believe that we have the talent to realize this goal, but we must strive to ensure that the research potential of each faculty member is realized to its fullest extent.

We want to emphasize, however, that the broad nature of our research will not change. Consistent with all other law schools internationally and the concept of research articulated by the University, it will continue to be a mix of doctrinal, normative and empirical work, varying with the interests and talents of particular faculty. Much of the focus of the Academic Plan, as well as the Four-Year Planning Submission in support, is aimed at improving institutional support for the varied research agendas of our faculty members. For example, consistent with our emphasis on business law, we are in preliminary discussions with the Ivey School of Business, the Department of Economics and the Department of Applied Mathematics for the establishment of an institute for the study of law and financial innovation. We also intend to bring leading foreign scholars to the Faculty to workshop their research in progress in various formats. As well, we are seeking financial support for three faculty positions explicitly focused on interdisciplinary research methodologies.

## Schulich School of Medicine and Dentistry Academic Plan Summary

In July 2005, Dean Carol Herbert launched a strategic planning process to build on the foundation of the 2002 Strategic Plan, *Creating our Future*, and to determine the strategic directions and goals for the Schulich School of Medicine & Dentistry for the next four years.

The University of Western Ontario School of Medicine was established in 1881 and the School of Dentistry in 1964. The two schools merged to form one Faculty in 1997. In June 2005, Western's Faculty of Medicine & Dentistry was renamed the Schulich School of Medicine & Dentistry. Schulich Medicine & Dentistry offers undergraduate, postgraduate and graduate programs in medicine, dentistry and medical sciences and is engaged in research with more than \$120 million in research funding annually.

In confirming its priority strategic directions, Schulich Medicine & Dentistry has been influenced by a number of changing realities in the external and internal environment.

Canada's research environment is changing dramatically with a growing emphasis on translational research that crosses the four pillars of basic science, clinical science, population and health services research. Canada's focus on growing its knowledge economy is challenging universities to raise the bar in preparing world-class knowledge talent across multiple domains. Intensifying health human resource shortages are being addressed through increasing student enrolments across the province. New models of care delivery are driving educational programs to prepare future health professionals to work in inter-disciplinary teams and to support collaborative practice models. Provincial health care delivery systems have been reorganized into regional structures providing London and the Southwest Ontario region with further opportunities to build on an already existing and strong regional platform. All federal, provincial and local jurisdictions are calling on public and private institutions to be increasingly accountable, both to their communities for meeting community needs and to their funders for meeting agreed upon performance targets.

### Schulich School of Medicine & Dentistry (2005)

#### Vision

Shaping the future of health care

#### Mission

The Schulich School of Medicine & Dentistry provides outstanding education within a research intensive environment where tomorrow's physicians, dentists and health researchers learn to be socially responsible leaders in the advancement of human health.

#### Values

As leaders who are committed to exceptional results, we embrace the following core values:

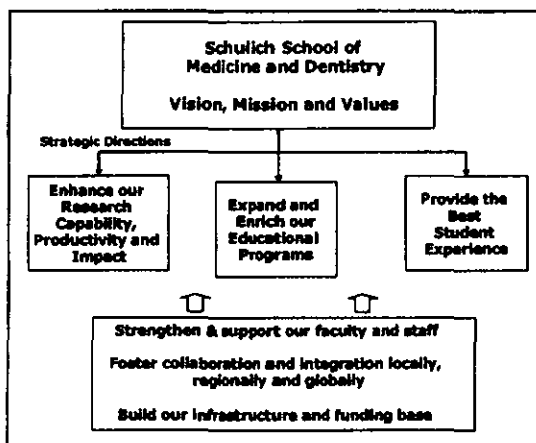
- Commitment to innovation, knowledge creation and scientific excellence
- Student-centred curricula which foster academic leadership, critical inquiry and a passion for lifelong learning
- Compassionate, patient-centred care
- Collaboration, inter-disciplinarity and outreach
- Respect for diversity in culture and perspectives
- Accountability to our community of scholars and to the public



Schulich Medicine & Dentistry is building on the substantial achievements of recent years, including major capital renewal, strategic recruitments, successful creation and implementation of the innovative programs and new core facilities and securing the transformational benefaction from Seymour Schulich in 2004. The time is ripe to reflect and where necessary, reposition as the School assumes an enhanced leadership role within the region, the country and increasingly, across the globe. The new vision, mission and values developed as part of this planning process reflect the School's profound commitment to excellence and innovation, balanced with a keen sense of social responsibility and accountability.

### Six Strategic Directions – Our Future Path

Six strategic directions were identified as essential for Schulich Medicine & Dentistry to achieve its new vision and fulfill its mandate. Several of these directions and corresponding goals reinforce the path and strategic initiatives that were undertaken in the 2002 strategic plan. However, what is new in this plan is a sharpened focus on the core business of the School, excellence in teaching and research and providing the best student experience – as well as deliberate attention to strengthening key facilitators: faculty and staff, infrastructure and strategic partnerships.



The six strategic directions and specific goals articulated below will provide a framework for focusing the School's resources and energies over the next four years. More specific implementation strategies and actions have been identified to advance each of these goals. These are outlined in the main text of the strategic plan.

Strategic Direction	Goals
Enhance our research capability, productivity and impact	<ol style="list-style-type: none"> <li>1. Build Schulich's capacity and reputation for translational research, facilitating interaction between the disciplines and across the four CIHR pillars of research.</li> <li>2. Strengthen clinician scientist capacity and productivity at all stages of the career path.</li> <li>3. Establish and maintain Core Platforms for transdisciplinary health research.</li> <li>4. Improve Schulich's and London's competitiveness for major external awards, moving Schulich within the top five schools in Canada for research funding.</li> <li>5. Advance Population Health and Outcomes Research and champion the Health Policy Initiative across Western.</li> <li>6. Confirm and establish research priority themes and update the Health Research Plan.</li> </ol>

<p><b>Expand and enrich our educational programs</b></p>	<ol style="list-style-type: none"> <li>1. Increase undergraduate medical school enrolment by a further 10% over the next two years, adding 14 new students. Develop a 4-year MD program at the Windsor campus with a planned start date of 2008.</li> <li>2. Evolve undergraduate professional curriculum, based on the patient-centered model, to reflect technology application and evidence based practice, linking curriculum objectives and evaluation.</li> <li>3. Contribute to addressing physician shortages in Southwest Ontario by increasing capacity for expanded postgraduate residency training aiming to match enrolment.</li> <li>4. Partner with other faculties to develop inter-professional education for collaborative patient-centred practice.</li> <li>5. Ensure that students in the Basic Medical Sciences Program are prepared for graduate programs as well as professional career choices.</li> <li>6. Focus growth in graduate programs to attract high quality students and to prepare students for successful research careers.</li> <li>7. Better integrate continuing medical education programs into the activities of Schulich Medicine &amp; Dentistry.</li> </ol>
<p><b>Provide the best student experience</b></p>	<ol style="list-style-type: none"> <li>1. Increase enrolment and promote medical science, medicine and dentistry to encourage applications from underrepresented populations in Southwestern Ontario and Aboriginal communities.</li> <li>2. Integrate student service and increase interaction and collaboration among students in all Schulich Medicine &amp; Dentistry programs and with the broader community locally, nationally and internationally.</li> <li>3. Increase summer internships; increase funded research and community/rural placements for students.</li> <li>4. Ensure effective mechanisms for communication between student, faculty and the School.</li> <li>5. Enhance mentorship across all programs.</li> </ol>
<p><b>Strengthen and support our faculty and staff</b></p>	<ol style="list-style-type: none"> <li>1. Develop robust role descriptions, incentive and recognition programs to reward excellence, and evaluation mechanisms aligned with role descriptions.</li> <li>2. Create a culture that attracts and retains women in graduate programs and academic roles; increase the number of female faculty in the School.</li> <li>3. Promote the integration and engagement of SWOMEN faculty into the collegium of Schulich Medicine &amp; Dentistry.</li> <li>4. Increase faculty complement and revise appointments processes to meet the academic needs of Departments for faculty numbers, as well as more balanced distribution of workload and responsibilities.</li> <li>5. Create strategies to provide developmental opportunities for staff.</li> </ol>
<p><b>Foster collaboration and integration locally, regionally and globally</b></p>	<ol style="list-style-type: none"> <li>1. Facilitate greater harmonization around the academic focus between Schulich, the teaching hospitals and the research institutes.</li> <li>2. Optimize the working environment and productivity of clinicians and scientists by leveraging Schulich's regional placement and strengthening the leadership commitment to collaboration in London and across SWO.</li> <li>3. Develop innovative and joint regional approaches to inform and influence all levels of government, particularly the newly created LHINs.</li> <li>4. Create and promote a focused strategy around building effective relationships with industry and municipalities.</li> <li>5. Increase international initiatives and partnerships.</li> </ol>

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<b>Build our infrastructure and funding base</b>	<ol style="list-style-type: none"><li>1. Work with University partners to develop an oversight and management structure for 'core facilities'.</li><li>2. Address the space allocation process and requirements for research and educational initiatives.</li><li>3. Enhance infrastructure supporting education including core educational facilities, city-wide teaching facilities, and educational technology for local and regional programs.</li><li>4. Improve Computer Information Services capacity across the academic health science centre.</li><li>5. Strengthen communications throughout Schulich Medicine &amp; Dentistry.</li><li>6. Optimize revenue generating opportunities and raise funds for current and future highest priority needs, through the Alumni Relations &amp; Development Office, in consultation with the Dean.</li></ol>
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## **Don Wright Faculty of Music Academic Plan Summary**

Western's Faculty of Music is recognized as one of the leading university schools of music in Canada. Of these, Western is the only program located away from a major city. Our profile is one of a comprehensive music institution which supports activities of music composition, music performance, and music scholarship. We express the latter in the creation, advancement, and dissemination of knowledge about music in all its aspects: aesthetic, technical, philosophical, historical, cultural, theoretical, pedagogical, and perceptual-cognitive. Consequently, we manifest *research and creativity* through composition and performance (commissioned and presented, including dissemination through broadcasts and recordings), and through scholarly publication on all aspects of the musical enterprise.

While it is possible to pursue only one of the aforementioned areas in isolation, to exclude composition and performance, for example, in favor of music scholarship (as is done in a number of small private colleges in the United States), it is not possible to do so and produce accomplished professional musicians and teachers. Nor would it be possible to sustain our standing and reputation as a major music institution. To nurture a comprehensive music school necessarily entails fostering all three areas, since each makes an essential contribution to education and professional training.

We are convinced that Western's prestige and recognition for excellence grows out of a traditional music curriculum base (characteristic of all great music schools) which reflects a balance of scholarship and practice and which encompasses the complete study of music. We are convinced that maintaining a "full service" Music program is critical to the wellbeing of each individual aspect of our programs. Sustaining and enhancing the comprehensive profile of Music at Western is the overarching objective in our four-year plan.

As would be expected of an enterprise of such high standing, Music's areas of strength are considerable. For example, Western enjoys a strong national reputation as a leader in the area of Music Education as well as for housing one of the largest, most comprehensive, well-balanced programs of this type in Canada. The Vocal Arts, embracing the performance, composition, and academic study of music related to solo singing, opera, choral ensembles, and vocal chamber music, is another area of excellence which has been sustained for many years. New Music, through its composition, performance, and study, engages a broad range of members of the Faculty of Music community in creative and scholarly activity. Composers and performers are directly involved in the artistic creation and performance of original musical works. Scholars, including music theorists and musicologists, investigate structural, aesthetic, historical, and cultural aspects of contemporary music composition and individual musical works of art. And as a final example, the study of Popular Music has recently emerged as an area in which Western has taken a leadership role, offering programs which integrate musical and cultural investigation of a wide and diverse range of styles and idioms.

### **Specific Goals and Objectives**

**Faculty renewal.** Throughout the 1990s and early 2000s, Music, like all other Faculties, suffered a serious depletion of full-time appointments owing to relentless budget reductions. Recently, there has been improvement in this situation. Nevertheless, the FT complement in the Faculty of Music requires further replenishing and expansion. The Faculty of Music is, therefore, committed to developing a plan of expansion and renewal in FT appointments over the course of a new multi-year planning cycle which will address recent trends in increasing enrolment resulting in work overloads and a reduction in course offerings and opportunities for students, as well as needs related to potential and immediate expansion and revision of our graduate programs.

**Graduate Programs.** We are looking to establish the following new graduate initiatives.

- i) A new PhD in Composition (approved).
- ii) A new DMA in Performance
- iii) Interdisciplinary MA and PhD programs in Popular Music and Culture.
- iv) A summer-timetabled MMus in Music Education.
- v) Part-time streams in the Music Theory and Music History MA programs
- vi) A new concentration in Musical Theatre in the MMus Literature and Performance

**Facilities.** Our current facilities are not well-configured for present-day use. Recent renovations have addressed a number of problems, but there is a shortage of large rehearsal space and classrooms designed to accommodate 20-25 students. We will also need new space for graduate students and new faculty. These needs, combined with concert hall and Music library expansion, will be an important focus for the Faculty.

**Recruitment.** Competition for the best students in Music has intensified significantly in recent years. Western receives the largest number of applications each year from the Ontario undergraduate pool, and our selection as first or second choice continues to climb. Nevertheless, other institutions have increased financial enticements, making it more difficult to admit top-rated students.

With the appointment of a full-time Recruitment Officer, we intend to expand our outreach efforts to include visits to institutions and Music events across Canada, development of an online course which students can use to prepare for a university music program, and a summer music camp for high school students to be held annually at Western.

**Internationalization.** We are anxious to establish collaborations with other music institutions for both faculty and students. Preliminary investigations with programs in the UK and Germany have been started.

**Courses for Non-Music majors.** We are keen to provide opportunities for students from other Faculties to participate in Music. We will be adding a new course in Music theory for non-music majors to an already extensive list of courses for students from other Faculties and will continue

to explore possibilities for additional courses that would be of interest to the university community (e.g., music in film; women in music).

**Evaluation (Benchmarking).** We intend to develop evaluation strategies using measures which allow for comparisons not only within Western but with other like-programs in Canada and elsewhere, particularly in the areas of application acceptance rates, programs, and instruction resources.

## Faculty of Science Academic Plan Summary

This Academic Plan (2007-11) is the second four-year plan created by the Faculty of Science. The previous Plan (2003-07) has been largely implemented and has guided the creation of a Faculty that is healthy, robust, and in a position to become one of the top Faculties of Science in the G13 group of Canadian universities.

The vision for the Faculty after the next four-year cycle is twofold:

- 1) The Faculty would be, or would be on threshold of becoming, the destination of choice for science education in Canada.
  
- 2) The Faculty would be the Canadian or world leader in selected research areas and would be emerging as a leader in other areas.

This vision is entirely consistent with, and supportive of, the University goal of providing the best student experience at a research intensive university in Canada. Student experience and research intensity are two themes that weigh heavily in the University's new Strategic Plan, "Engaging the Future"

The Faculty has identified seven primary objectives that are consistent with achieving the vision. These primary objectives are the lenses through which we focus our efforts to achieve the vision described above.

- (1) Establish national reputation as a learning intensive Faculty
- (2) Increase research intensity
- (3) Develop a robust research strategy that fosters discovery while enabling agile responses to needs of society
- (4) Graduates distinguished by differential training in communications skills, career skills, & appropriate technical skills
- (5) Proactive recruitment and career development strategies
- (6) Facilities & infrastructure that enhance research, learning, and recruitment
- (7) Enhanced external relations

The current four-year plan introduces a myriad of new initiatives and programs; establishes graduate enrolment growth as a priority; raises the level of stewardship over undergraduate education, research, and human resources; provides for reviews of selected programs; enhances existing programs that merit further investment; addresses deficiencies in modes of operation or delivery of services; and addresses the need for effective management of academic space for the Faculty. The remainder of the summary is presented in the context of major themes that strongly influenced the content of the Academic Plan and priorities over the next four years.

**Graduate expansion**

This is a key area for the 2007-11 four-year cycle. The focus is on accelerated growth of the domestic cohort in Years 1 and 2 with continued growth at a reduced rate and with a return to the normal mix of domestic and international students in Years 3 and 4. Research assistant and teaching assistant funding requests to support incremental growth of the domestic cohort are top priorities. Concomitantly, a suite of new project-based interdisciplinary Masters programs will be developed and accredited; several of these are expected to be available for the 2007-08 academic year.

**Improved counseling services for students**

Enhanced and expanded counseling will be available to undergraduate and graduate students. The academic counseling service provided by the Faculty of Science to undergraduates will undergo an external review, an additional Academic Counselor position will be created, and an additional Assistant Dean recruited to manage the delivery of this service in Year 1. The renewed counseling operation will focus on customer service and strive to provide the best counseling experience on campus. A Career Counselor position will be inaugurated in Year 2. This will be the first such position in Career Services unit in the Faculty of Science. The counselor will provide career consulting and training for both undergraduates and graduate students.

**Professional skills development for undergraduate and graduate students**

An intentional and systematic approach will be taken to skills development, replacing the current laissez-faire approach that yields highly variable student exposure to skills development opportunities and awareness of their importance. Professional skills includes specific technical skills, general scientific skills, the "soft" skills, and career skills. The first step is a thorough skills inventory of the undergraduate and graduate curricula at a departmental level and an assessment of students' perceptions and needs. The second step is deployment of a comprehensive skills development initiative that is a blend of Faculty-wide services and programs combined with integration of skills training across the curriculum and discipline-specific skills courses at the Departmental level.

**Stewardship of undergraduate science education**

The key element in the best student experience is a pedagogically-sound, progressive undergraduate curriculum that balances content delivery, intellectual development, experiential learning and skills training, and is delivered in manner that promotes learning through engagement. To achieve and maintain this requires ongoing, proactive stewardship. A cornerstone of the stewardship will be the Dean's Advisory Committee on Science Education which is to be formed before Year 1. It will have a broad mandate that is described in the Undergraduate Education Section of the Academic. An Interdisciplinary Curriculum Committee will be formed to provide governance and steering for modules and programs that involve more than one Department. In addition, the mandate and operation of the Educational Policy Committee will be reviewed.

**Teacher development**

A Teaching Development Coordinator will be hired (seconded) to the Faculty Office on a part-time basis. Initially the incumbent will focus on teaching & learning in large enrolment 1<sup>st</sup> and 2<sup>nd</sup> year courses, with duties later expanding to upper year courses and to enhanced teacher



training for Teaching Assistants. A new program to provide accelerated professional development for junior academic faculty (tenure-track & limited-term) will be created during the 2006-07 academic year with the intention of launching it in 2007-08. This program will focus on teaching skills and practice and on the scholarship in teaching & learning.

### **Stewardship of faculty and staff complements**

The most valuable component of the Faculty is the people who create, deliver, or support its educational and outreach programs, and who undertake or support the research enterprise. Stewardship of this resource is crucial for the success of the Faculty and the individual staff and faculty, yet has historically been ad hoc and often neglected. Various initiatives, program, and policies focusing on professional development, career progression, recruitment, and retention are described in Section C. An overall stewardship consideration is finding the right overall size of the Faculty complement and the right balance between faculty and staff positions. The number and distribution of requested base-budget faculty and staff positions reflects this aspect of stewardship.

### **Stewardship of research enterprise**

The way research is carried out and the way research activity is organized has evolved considerably in the last decade and this evolution is continuing unabated. Single principal investigator research remains foundational but as research intensity, capacity, and funding increase, a larger proportion of research is collaborative and/or targeted to a particular research theme or major project, many of which are interdisciplinary. There is growing number of research clusters (small informal groups), institutes, centres, and shared major facilities in the Faculty of Science. In addition, the Faculty has five overarching research themes that were introduced in the previous four-year plan. Cohesive management, long-term planning, and vision are required in order to steer such a collective research enterprise. Current organizational and governance structures were not designed to provide this stewardship and need to be revamped. As a first step, an external review of each of the five Faculty themes is being undertaken in 2006-07; the recommendations emanating from these reviews will guide the next steps.

### **Corporate/Industrial Relations**

Corporate and industrial relations are currently not at a level commensurate with a top tier Faculty of Science. Two major initiatives designed to deepen and broaden connections with industry in a relatively short timeframe will be undertaken in Year 1. First is the formation the Western Science Corporate Council which will consist primarily of ~ 20 leaders/decision makers from a broad range of corporate and industrial sectors aligned with academic programs and research within the Faculty of Science (see Sec. I). Second is the creation of new position to foster and assist technology transfer based on research in the Faculty of Science: A Technology Transfer Officer will be hired (contractual) in Year 1 and embedded at the departmental level. This is as a pilot project and a joint venture with Industry Liaison.

### **Space Management**

It appears that the Faculty will be in as much need for additional space at the end of the four-year cycle as it is now the beginning. Sound space management is essential to ensure the efficient and appropriate use of available space. This Academic Plan provides a set of space management principles (Sec. G) that will guide allocations to Departments and other recognized units.

Departments will be required to develop and approve their own space management principles and policy by the end of 2006-07.

## **Faculty of Social Science Academic Plan Summary**

The Faculty of Social Science is committed to Western's mission of providing the best student experience in a research intensive university. Our intention is to be the premier Social Science Faculty in Canada for both undergraduate and graduate education, and to have research leaders in every discipline represented in the Faculty.

With this in mind our Faculty will work to:

- provide a rich and challenging undergraduate education
- become a top destination for graduate students
- foster excellence in research
- recruit and retain outstanding faculty and staff members
- provide an environment in which faculty, staff and students can work in a mutually supportive environment

### **Faculty Background**

The Faculty of Social Science is widely recognized for the quality and diversity of its research programs, its excellence and innovation in undergraduate teaching, and, increasingly, as a preferred destination for graduate study. It is one of the largest and most diverse in Canada, housing departments and programs that elsewhere might reside in Faculties of Arts (History), Science (Psychology, Geography), or Business (BMOS). This diversity provides both unique challenges and great opportunities.

The breadth of interests in the Faculty of Social Science presents several unique challenges and opportunities that do not arise in other Faculties. The wide variety of different subject matters and approaches to research require quite different sources of funding and facilities, as does the variety of academic programs that are offered. In developing this Academic Plan, we are mindful that we must address the needs of a very diverse group of faculty and students, including:

- the opportunity to develop new and innovative undergraduate and graduate programs that transcend disciplinary boundaries and take advantage of the expertise available in the Faculty;
- the need to support and develop the BMOS program, which is the largest in the Faculty and draws from most of our departments to offer its unique mix of Social Science and Business training;

- the opportunity to consider research funding from each of the major federal agencies: CIHR, NSERC, and SSHRC, as well as other funding sources that are specific to Social Science, Humanities, Health Sciences and Life Sciences;
- the need to accommodate researchers whose needs range from the provision of simple office space, through traditional science labs, to major infrastructural resources.

Within The University of Western Ontario, Social Science is the largest Faculty, with a 2005/6 undergraduate enrollment of 6,098 and a graduate enrollment of 442. The largest program was BMOS with 1,960 students. There were 31,926 registrants in Social Science courses. In the same year, there were 242 full-time faculty members and 104 full-time staff. There were 482 active research grants in 2005/6, bringing in a total of \$8.9 M.

The strength of the Faculty lies in its capacity to offer a comprehensive undergraduate education in the Social Sciences combined with areas of internationally renowned excellence where we can provide high quality graduate programs. In addition, the Faculty is defined by a number of common research themes that cross disciplinary boundaries, transcend individual departmental contributions, and bridge research and teaching strengths. In acknowledging these themes we recognize also that they represent a balance between the basic research that is so fundamental to the scholarly health of an institution and the applied research that makes Social Science such an important part of our society.

The themes are:

- Government and Public Policy
- Health, Hazards, and the Quality of Life
- Human-Environment Interactions
- Business, Employment and Labour in Organizations
- Neural, Social, and Economic Foundations of Behaviour
- Social Change, International and Intercultural Relations

The Faculty is also characterized by its empirical approach to issues. Within every academic unit there is a strong emphasis on both the quantitative and qualitative analyses of disciplinary data. On the other side, there is considerable strength in theory which is reflected both within individual departments and in the Faculty's co-sponsorship of the Centre for Theory and Criticism.

While these themes provide a context for the planning process, and serve as a guide in making decisions about the allocation of resources, it is important to acknowledge that there are other factors that come into play, and the Faculty will continue to encourage the development of other areas of excellence.

### **Objectives of the Academic Plan**

The primary aim of this strategic plan is to outline the ways in which we will build on the areas of strength and develop emerging areas in the context of the larger themes, to reach our goal of becoming the top Social Science Faculty in the country. To that end, the objectives of this document are to:

- set the direction for undergraduate and graduate programming and set priorities for development, including strategic hiring initiatives;
- define the areas of research strength and priority within the Faculty that characterize the Faculty as a whole, without regard to disciplinary boundaries;
- set priorities for the development and maintenance of areas of research strength, and support initiatives in areas of emerging strength;
- establish priorities for recruitment of new faculty and staff;
- provide a space and capital plan that will address the needs for additional space brought about by expansions of programs and research within the Faculty.



*The University of Western Ontario*

**Performance and Activity Indicators**  
**Annual Report to the Board of Governors**

**May 2007**

## **President's Message**

Since 1995 I have presented the Board with an annual report describing Western's progress towards our strategic goals and giving members of our community a sense of our relative standing within the Province and the country on a variety of statistical measures. This is the third annual report to give the presentation a more formal structure. These annual reports will reproduce the same array of core performance and activity indicators on a consistent basis, so that we will have a set of benchmarks which can be measured over time.

The report is an important element of the administration's accountability to the Board. Increasingly the provincial government has been calling upon Ontario's universities for greater levels of accountability and transparency. At Western we are already well-positioned to respond to these calls, in the sense that our academic plans, budget plans, financial statements, and Board and Senate proceedings are already publicly available on a readily-accessible public accountability website.

In selecting a set of core indicators, we have attempted to produce a concise and focussed report. It is important to note that this is not intended as a promotional document. It contains not only indicators which suggest significant achievement by Western, but also ones that identify areas where improvement is necessary in order to achieve our strategic plans and aspirations.

Dr. Paul Davenport  
President and Vice-Chancellor  
May 28, 2007



## The Primary Data Sources

The Council of Ontario Universities has for many years collected a wide variety of information from its member institutions: applications and marks data, space inventory, faculty and staff counts, and an annual financial report. By agreement, the member institutions do not publish comparisons which might damage the reputation of another member institution. Therefore, Western's performance indicators compare us to the aggregate of the other seventeen member institutions.

In 1999 the executive heads of the G10, Canada's ten most research-intensive universities (Laval, Montreal, McGill, Queen's, Toronto, McMaster, Waterloo, Western, Alberta, and British Columbia) formed a data exchange consortium to facilitate comparative analysis and benchmarking. The G10 data exchange (G10DE) was modelled after a similar data exchange consortium of leading American research universities, and in a comparatively short period of time, the G10DE has produced a valuable set of comparative data. The scope of the G10DE continues to expand, and it holds promise for the development of additional benchmarking data in future. The G10 group was in 2006 expanded to include the University of Ottawa, the University of Calgary, and Dalhousie University: this year for the first time certain of the comparative indicators based upon G10 comparisons have been expanded to include the larger G13 group.

Western also participates in a number of American-based data exchange initiatives which can be used for comparison purposes:

- The Consortium for Student Retention Data Exchange
- The Association of Research Libraries
- The National Survey of Student Engagement

When considering comparisons to American universities, Western has chosen a peer group of five publicly-assisted research universities which most closely resemble Western in terms of program mix: Michigan State University, the University of Arizona, the Ohio State University, the University of Iowa, and the University of North Carolina at Chapel Hill.



### **The Format for the Indicators**

The indicators in this report will be presented in one of three formats, and the selection of a particular format is in large measure a function of data availability. Over time, with increased data availability, the format of a particular indicator may be modified and enhanced. Data will be presented as one of:

1. Western compared to peer institutions over time,
2. Western compared to peer institutions at a point in time (the most recently available year), or
3. Western's performance over a period of time with no peer comparator data.

### **Acknowledgements**

The analyses in this report have been prepared by James MacLean and Anna Bitel of the Office of Institutional Planning and Budgeting. They have been assisted by staff in all of the central administrative offices in the data collection effort. Ruban Chelladurai and Martin England are responsible for the integrity of the analyses presented here, as well as for the organization of the report.

## Secondary School Grades of Incoming Students

### Figures 1 and 2

**Data Source:** Ontario University Applications Centre (OUAC)

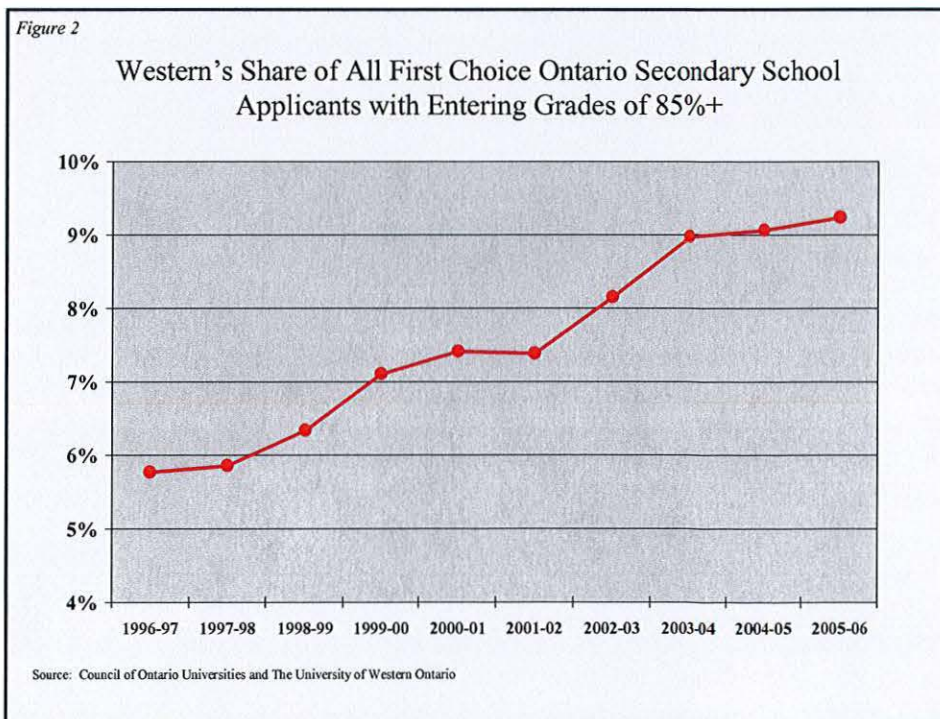
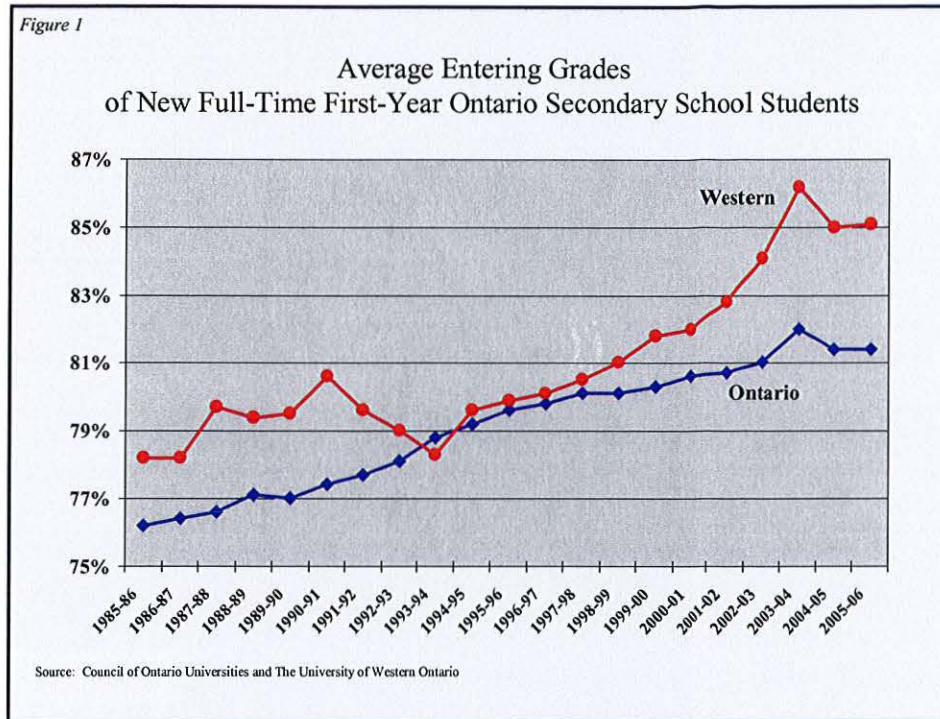
**Calculation of Indicator:** The analysis displays the final Ontario secondary school average grades for all first-time applicants who registered in the first year of study as full-time students at an Ontario university. Figure 1 shows the average for first-year registrants at Western as compared to the aggregate of all Ontario universities.

**Relation to Strategic Plan:** Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

**Commentary:** In the mid-1990s the average entering grade for Western students fell below the Ontario average. This trend has been reversed, and in spite of high levels of intake to accommodate the double cohort, the average entering grade of Western's first-year students is now considerably higher than the provincial average. In 2004-05 there was a decline in the entering average for Western and for all Ontario universities, reflecting the passage of the sharp increase in applicants in 2003-04 occasioned by the double cohort. In 2005-06 entering average grades for Western and for all Ontario universities remained stable, at 2004-05 levels.

The long-term trend is particularly pronounced at the highest end of the grade scale: Western's share of all Ontario secondary school applicants with averages of 85 percent or better has increased by approximately 50 percent, from just under 6 percent of the provincial total in 1996-97 to just over 9 percent in 2005-06.





## Out-of-Province and International Students

### Figures 3 and 4

**Data Source:** Ontario University Applications Centre (OUAC)

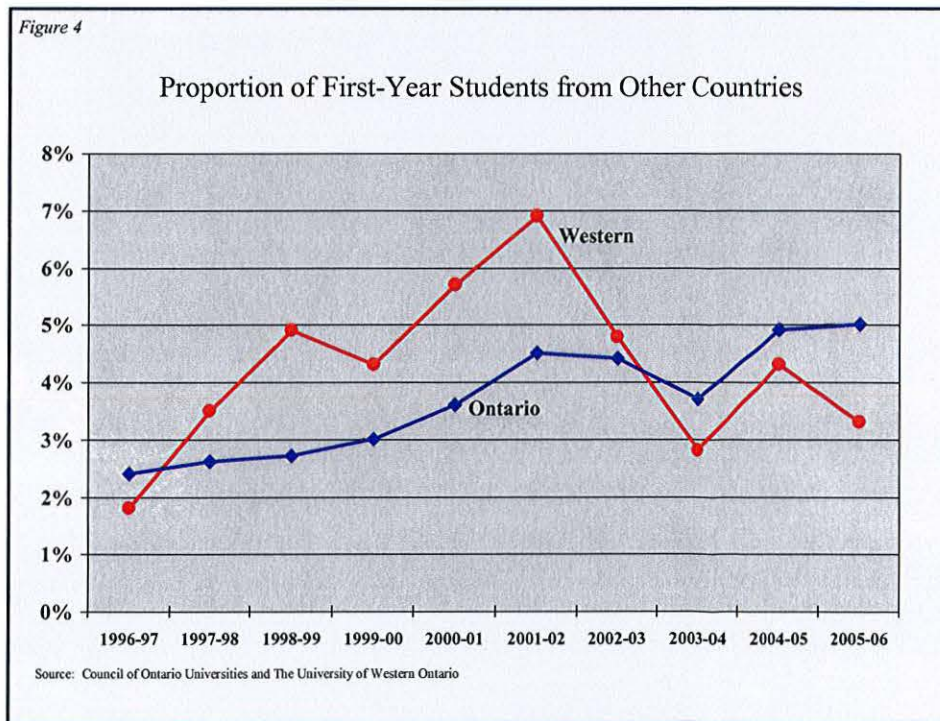
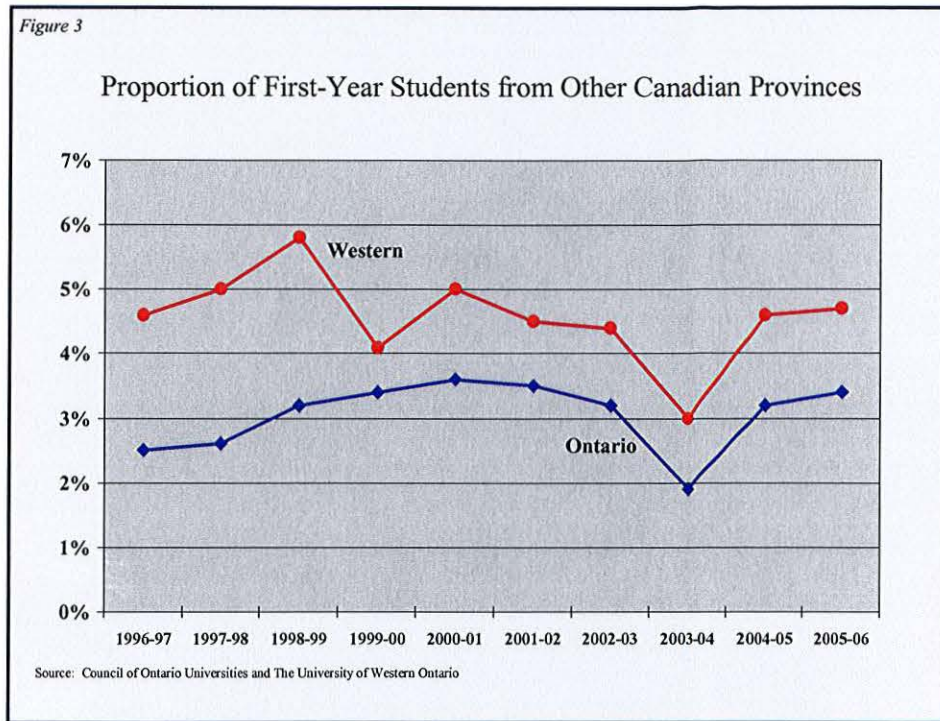
**Calculation of Indicator:** The proportion of Western's first time, first-year registrants in direct entry programs from out-of-Province and out-of-country are compared to the proportion of these first time registrants for the aggregate of all Ontario's universities.

**Relation to Strategic Plan:** Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

**Commentary:** In cooperation with the Ministry of Training, Colleges, and Universities, all of Ontario's universities, including Western, deliberately reduced the intake of out-of-Province and international students in 2002-03 and 2003-04 in order to create more first-year places for Ontario secondary school students who were graduating as part of the double cohort. This trend has been reversed in 2004-05 and 2005-06, and Western's proportion of out-of-province students is returning to its historical range of four to six percent of the first-year class.

However, Western's proportion of first-year students from other countries remains below the provincial average, and considerably below the recent historical peak of seven per cent of the incoming class.





## Undergraduate Student Retention Rates

### Figures 5 and 6

**Data Source:** Consortium for Student Retention Data Exchange (CSRDE)

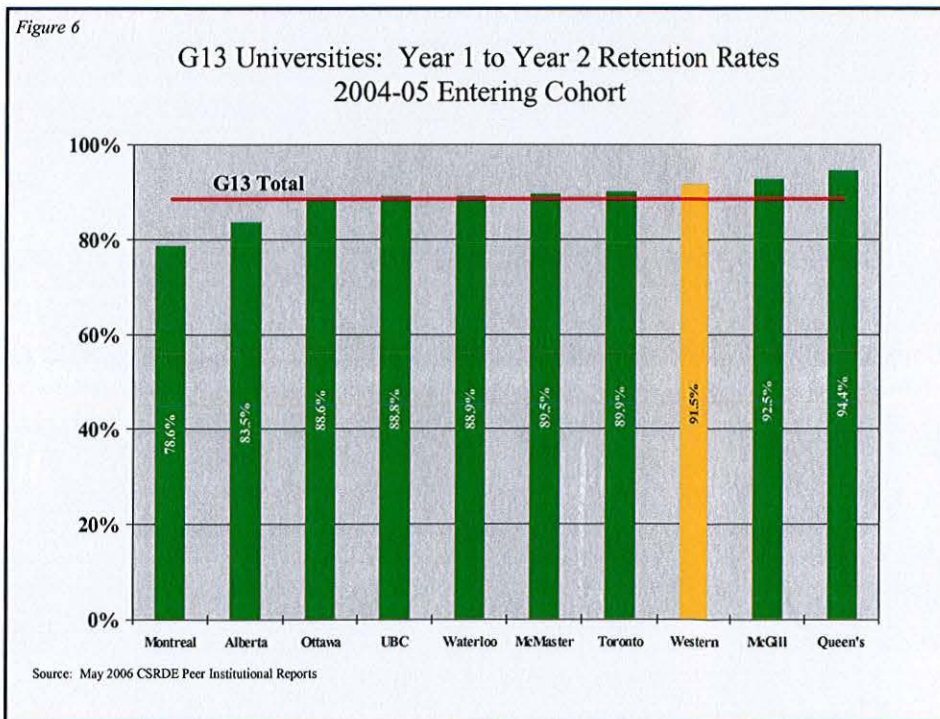
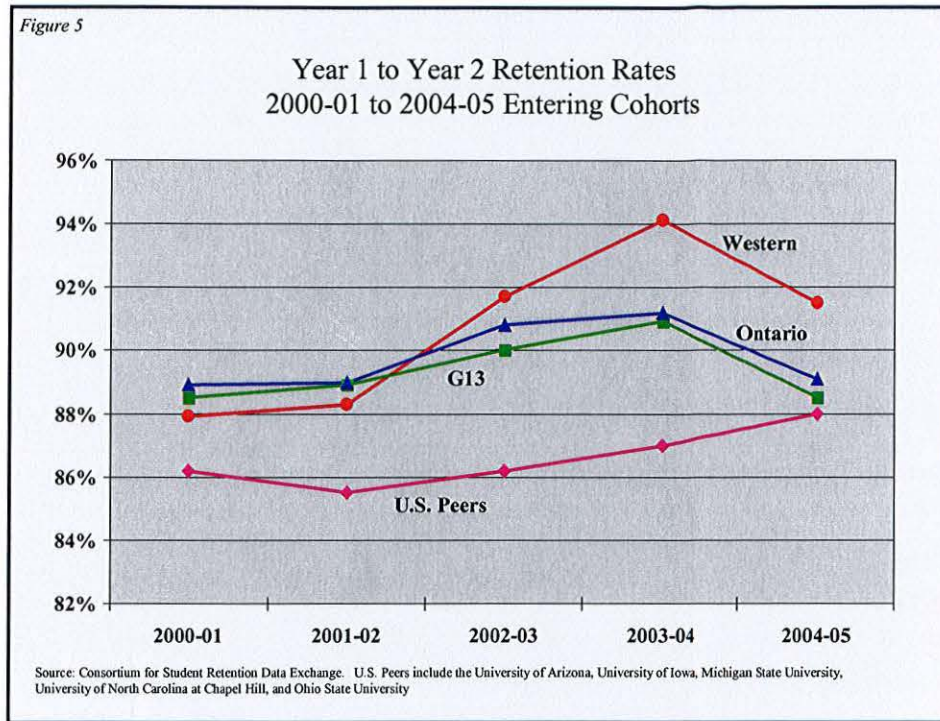
**Calculation of Indicator:** Each year the participants in the CSRDE submit data for the number of students who have successfully proceeded from year 1 to year 2 of study in direct-entry undergraduate programs.

**Relation to Strategic Plan:** Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including... the Consortium for Student Retention Data Exchange (CSRDE).

**Commentary:** In the 2006 reporting cycle all Ontario universities and ten of the G13 universities participated in the CSRDE, permitting for the first time a more meaningful comparison of retention rates across institutions.

The data suggest that, as the quality of Western's incoming class (as measured by entering averages) has steadily improved, so too have the retention rates of our students. Western and all Ontario universities (including the six Ontario members of the G13) experienced a downturn in year 1 to year 2 retention rates for the 2004-05 entering cohort. This is in all probability due to the fact that entering average grades for the 2003-04 double cohort were higher than normal, as displayed in Figure 1. Western compares favourably in year 1 retention rates with other Canadian institutions, and considerably exceeds the rates experienced by our American peer institutions. Within the G13 group, Only McGill and Queen's experience better year 1 to year 2 retention rates.





## Undergraduate Student Graduation Rates

### Figures 7 and 8

**Data Source:** Consortium for Student Retention Data Exchange (CSRDE)

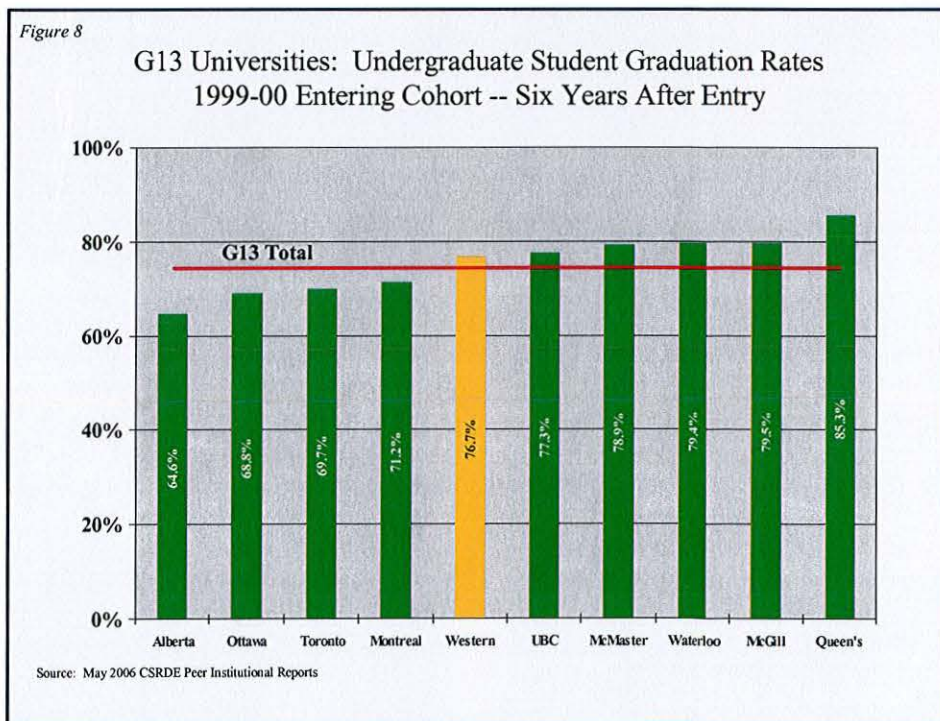
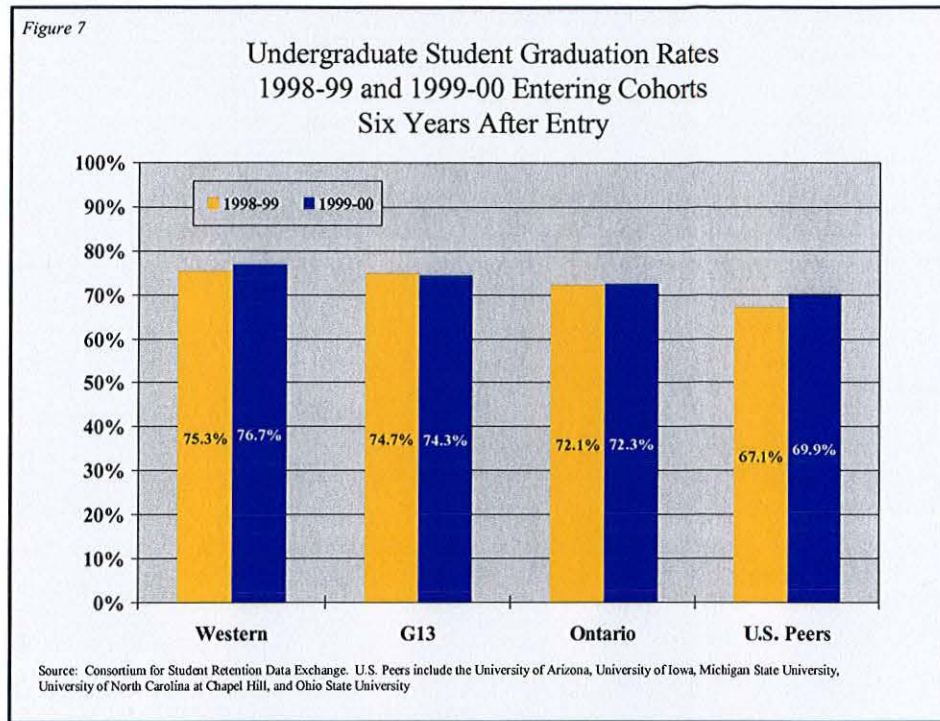
**Calculation of Indicator:** Each year the participants in the CSRDE submit data for the number of students who have successfully graduated from direct-entry undergraduate programs within six years of their entry into the program..

**Relation to Strategic Plan:** Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including... the Consortium for Student Retention Data Exchange (CSRDE).

**Commentary:** In the 2006 reporting cycle all Ontario universities and ten of the G13 universities participated in the CSRDE, permitting for the first time a more meaningful comparison of graduation rates across institutions.

Western's six-year graduation rates are higher than the G13 average, the Ontario average, and the average for U.S. peer institutions. However, within the G13 group, Western's rates are to be found in the mid-range, and notably lower than Queen's, McGill, and Waterloo. However, with the sustained improvement of the entering grades of Western's incoming class, as displayed in Figure 1, it is anticipated that there will be a commensurate improvement in graduation rates in future.





## Proportion of First-Year Students in Residence

### Figure 9

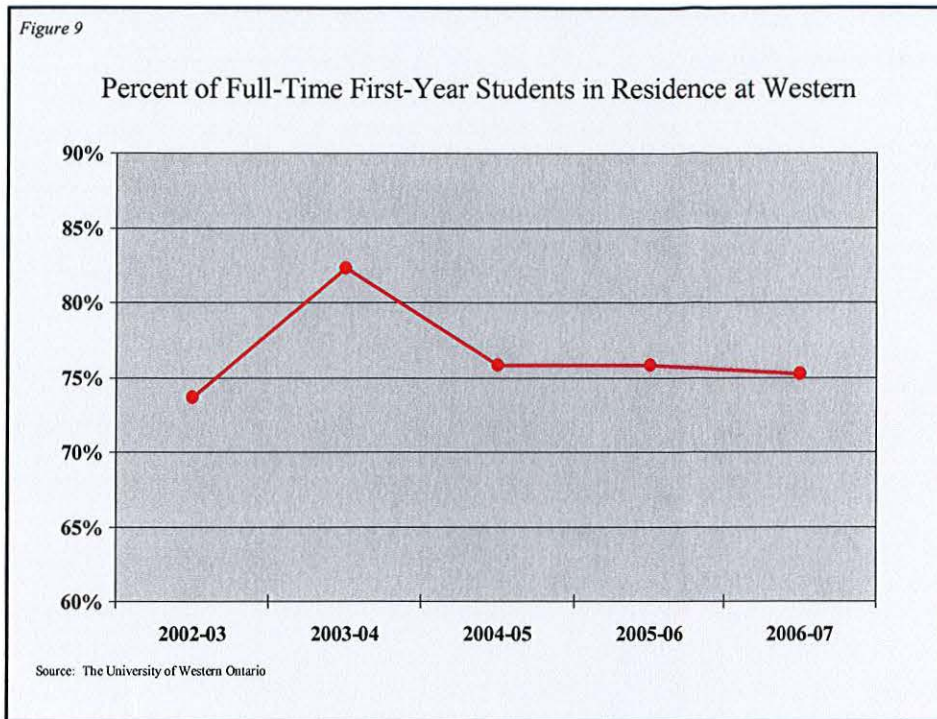
**Data Source:** The University of Western Ontario

**Calculation of Indicator:** The number of full-time, first-year students living in Western student residences expressed as a percentage of the full-time first-year student population.

**Relation to Strategic Plan:** Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

**Commentary:** One of the hallmarks of the Western undergraduate experience is the commitment to an offer of a residence place for all first-year students. This has become increasingly important to prospective students and their parents because of the compressed Ontario secondary school curriculum and the resulting younger postsecondary incoming class.

Through the construction of new residences and effective use of existing residences, Western increased the proportion of first-year students in residence through the double cohort period. With the passage of the increased demands of the double cohort, the proportion of first-year students in residence has stabilized at approximately 75 percent.





## **Student Satisfaction: Evaluation of Instructor Effectiveness and Overall Satisfaction with Education Received**

### **Figures 10 and 11**

**Data Source for Figure 10:** Instructor/Course Evaluation Survey at Western

**Calculation of Indicator:** Each year all Western undergraduate students are invited to submit a course evaluation. Students grade their course experience on a variety of measures, on a scale of 1 (poor) to 7 (outstanding). The indicator summarizes five years of these student evaluations of their course instructor's effectiveness.

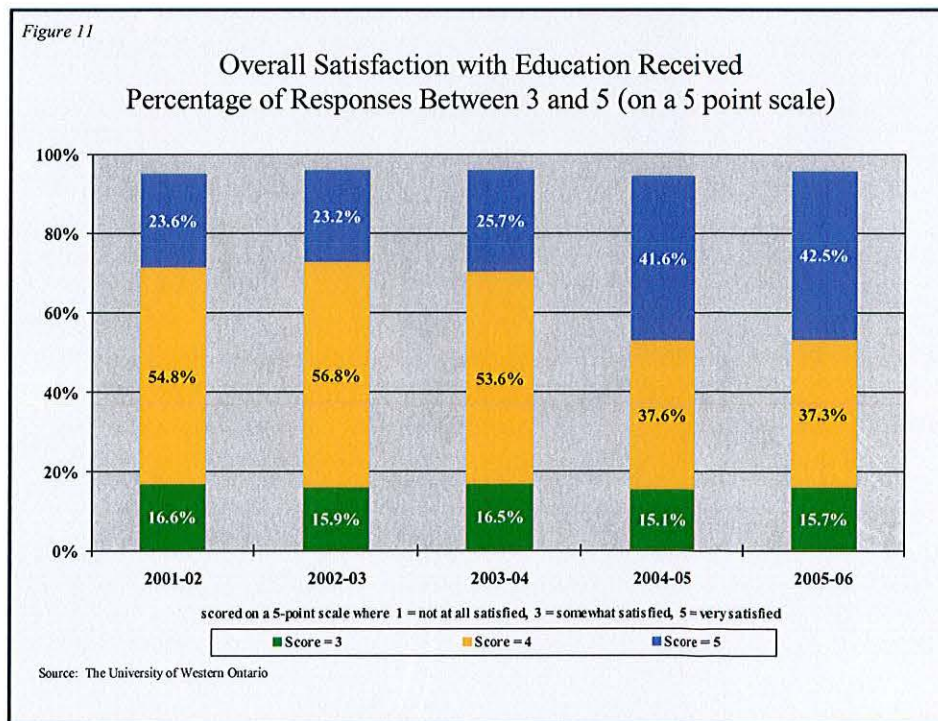
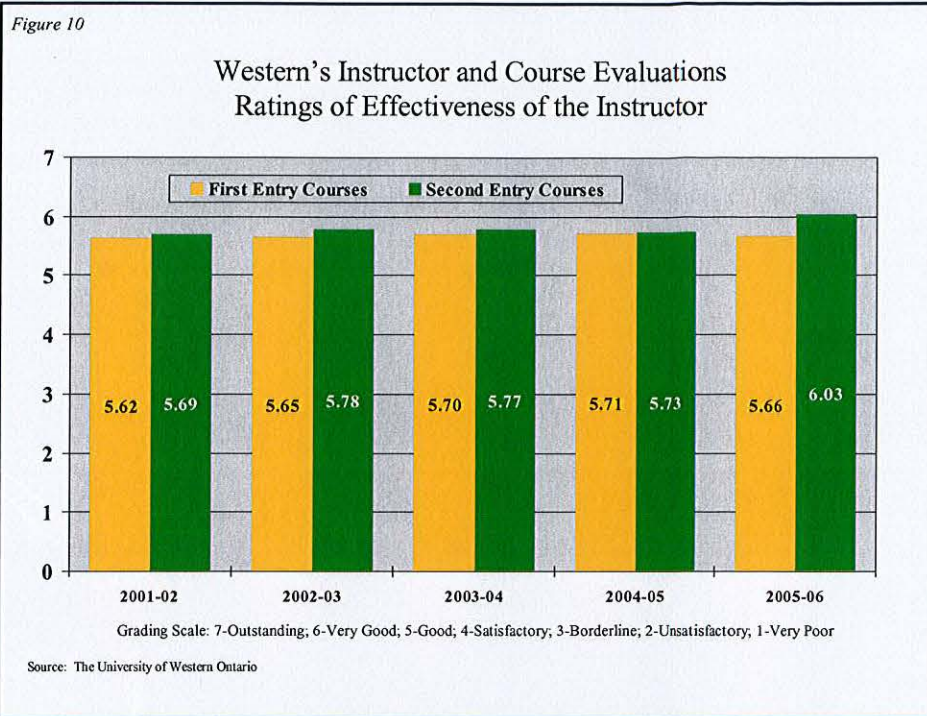
**Relation to Strategic Plan:** Chapter 2: Enhancing the Undergraduate Student Experience: A significant component of the high level of student and alumni satisfaction is the strong interaction among students, faculty, and staff and the feeling of students that faculty and staff take a personal interest in them. Maintaining that interaction will set limits on the future growth of the University at the undergraduate level.

**Commentary:** The survey results indicate a very high level of satisfaction on the part of students at both the direct-entry and second-entry level. The results also indicate modest but steady improvement over time in second-entry courses.

**Data Source for Figure 11:** Exit survey of all undergraduate students at time of graduation

**Calculation of Indicator:** Graduating students are invited to grade their overall undergraduate educational experience at Western on a scale of 1 (not at all satisfied) to 5 (very satisfied). The indicator presents a five-year history of students' satisfaction with the overall educational experience.

**Commentary:** The results indicate that, at the time of graduation, about 95 percent of Western's undergraduates were satisfied with the overall educational experience. This level of satisfaction has been consistent over the past five years, but there has been significant improvement in the proportion who were 'very satisfied' rather than 'satisfied'.





## Undergraduate Student Engagement

### Figures 12 through 17

**Data Source:** National Survey of Student Engagement (NSSE)

**Calculation of Indicator:** In the Spring of 2006, over 30 Canadian universities, including Western, elected to participate in the National Survey of Student Engagement (NSSE) administered through Indiana University. The NSSE survey, it must be emphasized, is not a student satisfaction survey, but rather an attempt to measure the extent to which students are involved in campus life and their academic program. Student responses are segregated between first-year and senior-year students in direct-entry undergraduate programs.

**Relation to Strategic Plan:** Commitment 2.12: Use ongoing involvement in NSSE to establish additional benchmarks for performance in student-related activities and services and measures of Western's success.

**Commentary:** The NSSE survey contains a very large and rich source of information about the student experience. The major challenge faced by universities in using the NSSE results is to focus upon the particular areas of student response that represent, for the individual institution itself, priorities for the maintenance and improvement of the student experience. Upon careful consideration, Western has elected to focus on student responses to seventeen questions, which in the lexicon of NSSE have to do with student opportunity for 'enriching educational experiences' and 'active and collaborative learning'.

The data presented here are the institutional aggregate of responses. Each Dean has been provided with the comparable set of data for their Faculty, and in the near future the Deans will be provided with comparative data for like programs at the G13 universities.

Figure 12

### 2006 NSSE Results Western – First Year Students

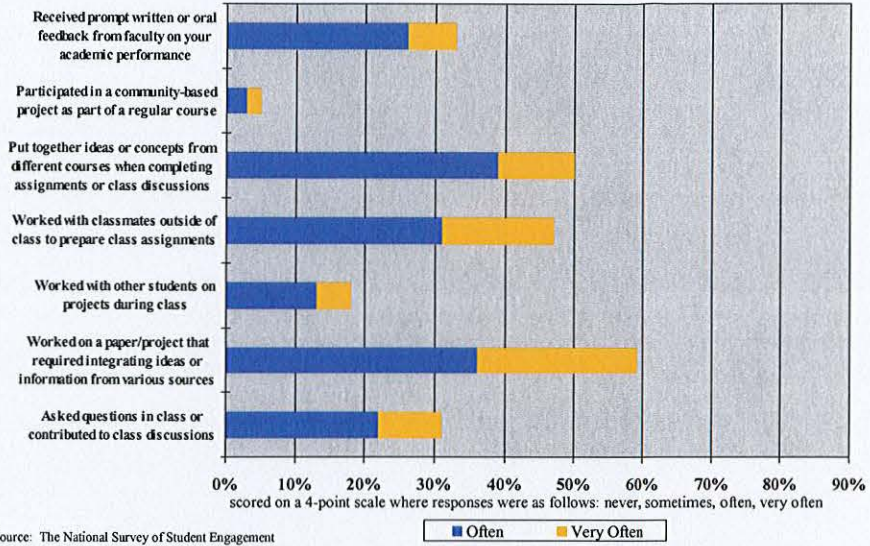
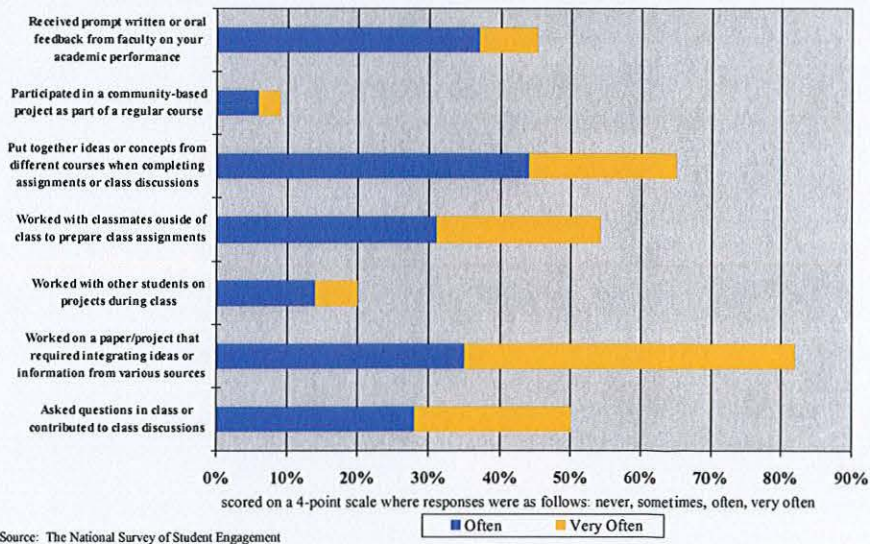


Figure 13

### 2006 NSSE Results Western – Seniors Students



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Figure 14

2006 NSSE Results  
Western – First Year Students

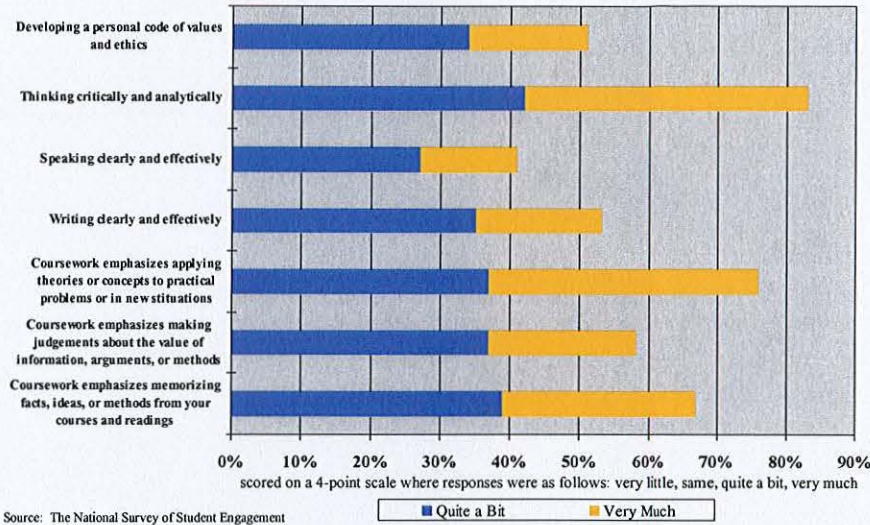
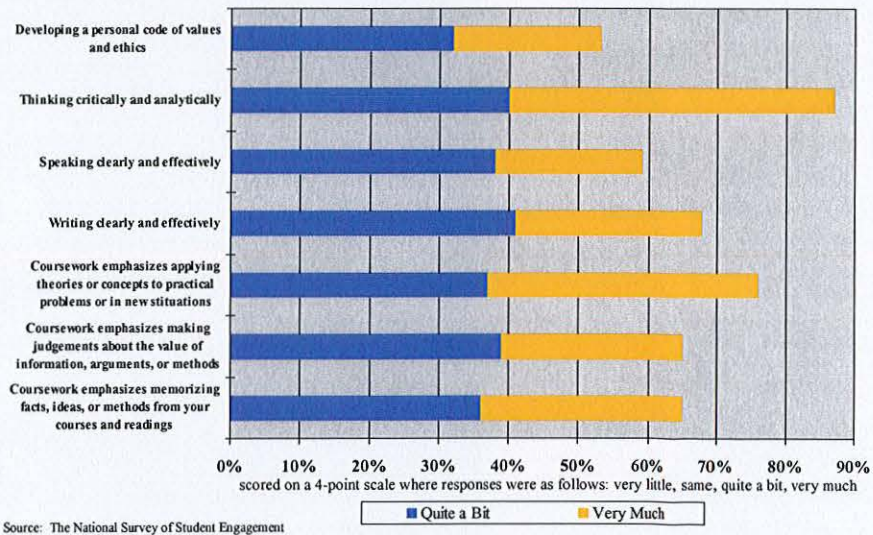
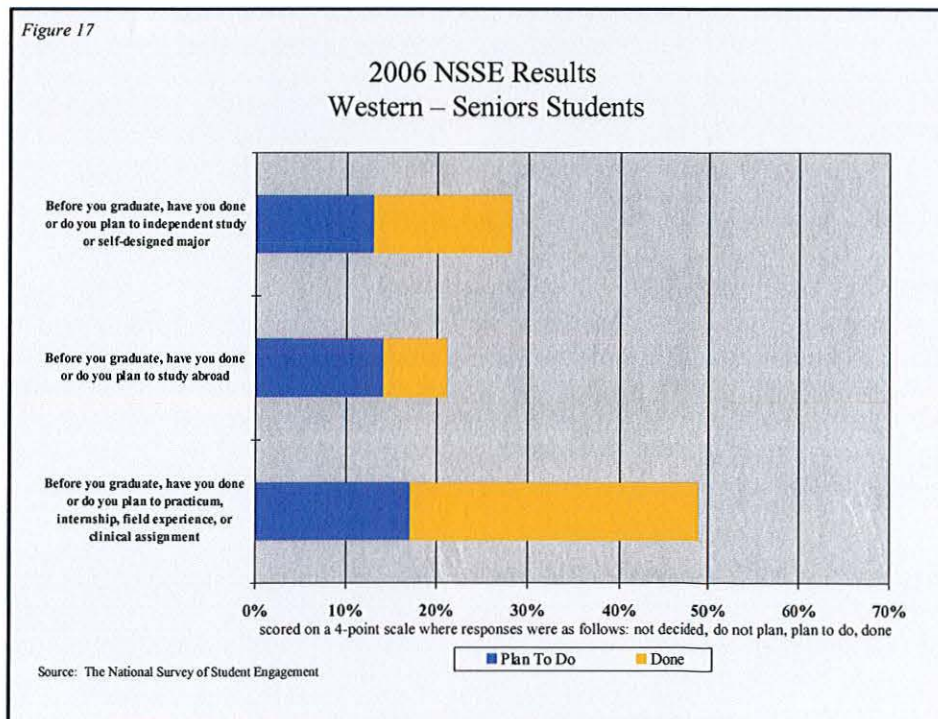
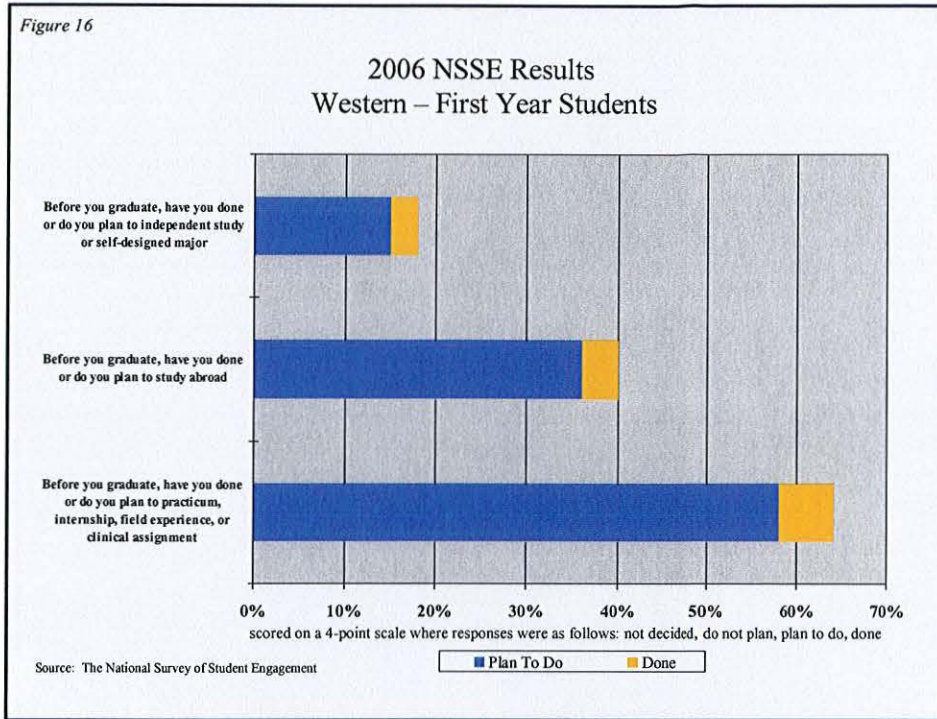


Figure 15

2006 NSSE Results  
Western – Seniors Students



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## Student Aid Funding at Western

### Figure 18

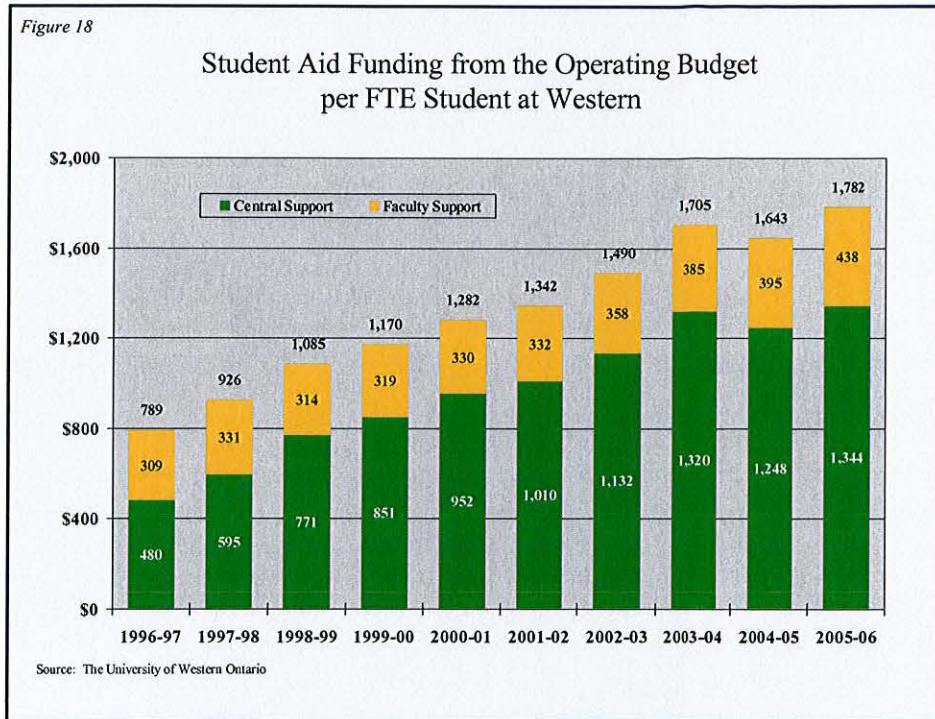
**Data Source:** The University of Western Ontario

**Calculation of Indicator:** Total operating budget expenditures for student aid divided by total full-time equivalent (FTE) enrolment, 1996-97 through 2005-06. Expenditures from the central budget are presented separately from expenditures from Faculty budgets.

**Relation to Strategic Plan:** Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

**Commentary:** Commencing in 1996-97 Ontario universities were compelled to reserve 30 percent of all revenues arising from tuition rate increases for needs-based student aid. This requirement was removed in 2006-07, but this has not diminished the resources Western devotes to student aid. Historically, Western has exceeded this requirement, and has adopted as policy the commitment that no qualified student shall be denied access to a program due to lack of financial resources. This policy further guarantees that no student shall have to withdraw from a program of study because of the lack of financial resources. Ontario's universities are currently working with the Provincial Government on the implementation of a Province-wide 'Student Access Guarantee' which will in future better integrate student aid from institutional and Provincial sources.

In satisfaction of the student aid policy, Western's per-student expenditure for student aid has more than doubled, from just under \$800 per FTE student in 1996-97 to nearly \$1,800 per FTE student in 2005-06. Efforts to further increase student aid continue through fundraising initiatives under the Ontario Trust for Student Support.



## Student Debt

### Figure 19

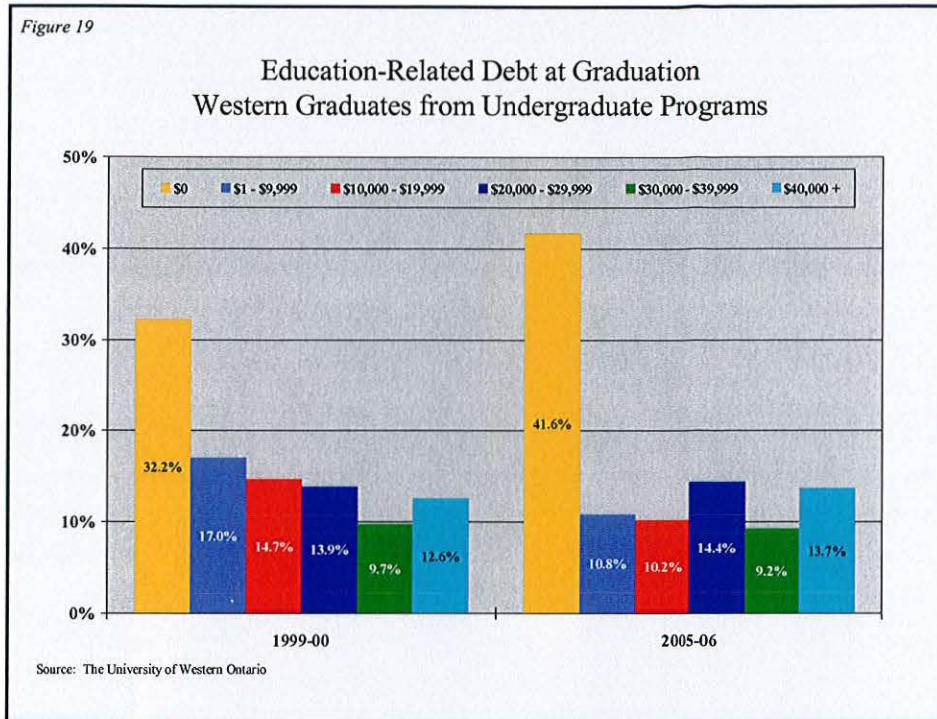
**Data Source:** Western's exit survey of all undergraduate students at time of graduation

**Calculation of Indicator:** All undergraduate students, including students in second-entry undergraduate programs, are asked to report on the level of education-related debt they have accumulated at the time of graduation. Reported debt is presented for the 1999-2000 and 2005-06 graduating classes.

**Relation to Strategic Plan:** Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

**Commentary:** The analysis indicates that the majority of Western's undergraduates continue to graduate with debt less than \$10,000, and the proportion who graduate with no reported debt has increased to over 40 percent of the total. However, there has been an increase in the number of graduates with debt in excess of \$40,000.







## Graduate Student Enrolment as a Proportion of Total Enrolment

### Figure 20

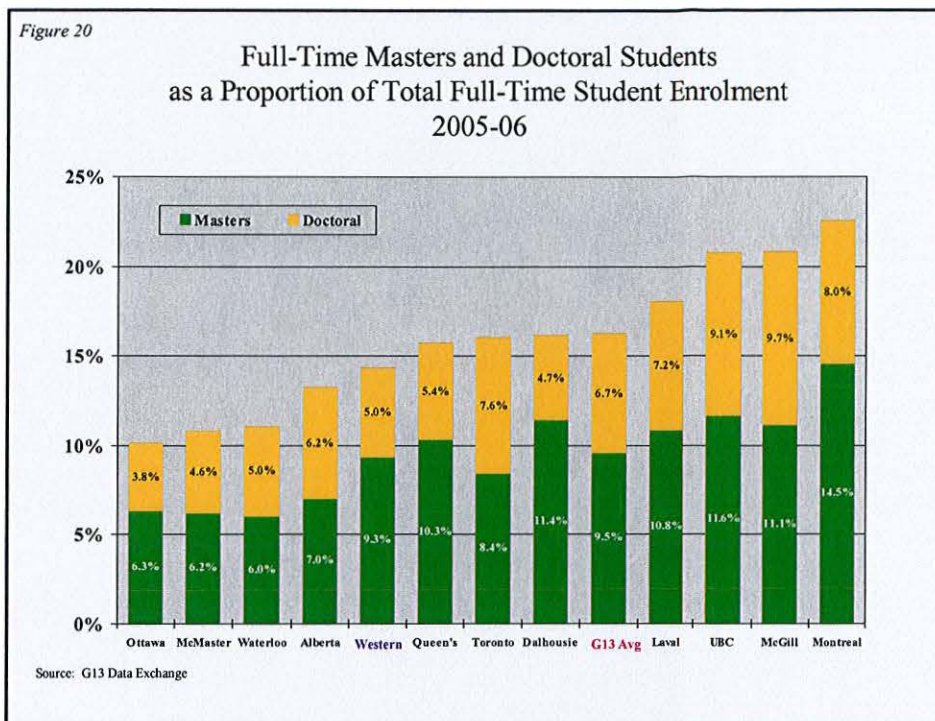
**Data Source:** G13 Data Exchange

**Calculation of Indicator:** For each of the G13 universities, fall full-time headcount enrolments for Masters and Doctoral students are expressed as a percentage of total fall full-time headcount enrolment.

**Relation to Strategic Plan:** Commitment 3.1: Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.

**Commentary:** Western has established the priority to double its doctoral enrolment over the ten-year period commencing in 2001. Western's doctoral enrolment currently stands at 5.0 percent of total enrolment, whereas UBC and McGill are in the nine percent range. This comparison puts the doubling objective into context: if Western attains this objective, we will enjoy an enrolment balance comparable to other leading research universities.

Ontario's universities are at present engaged in significant graduate expansion. The Provincial Budget has allocated substantial funds for this purpose.



## Doctoral Students: Completion Rates and Time-to-Completion

### Figures 21 and 22

**Data Source:** G13 Data Exchange

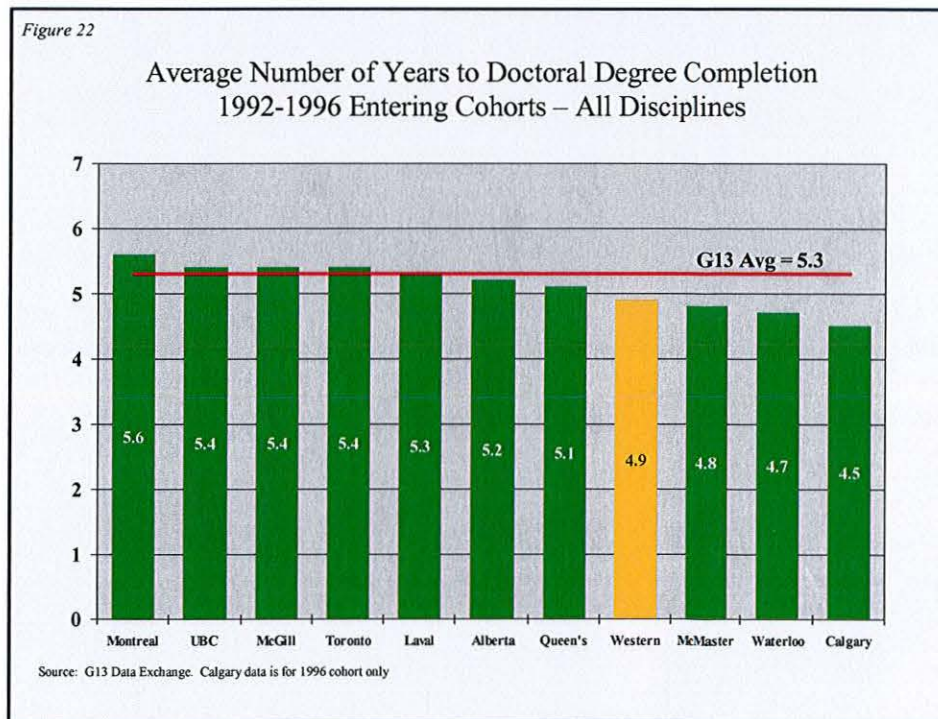
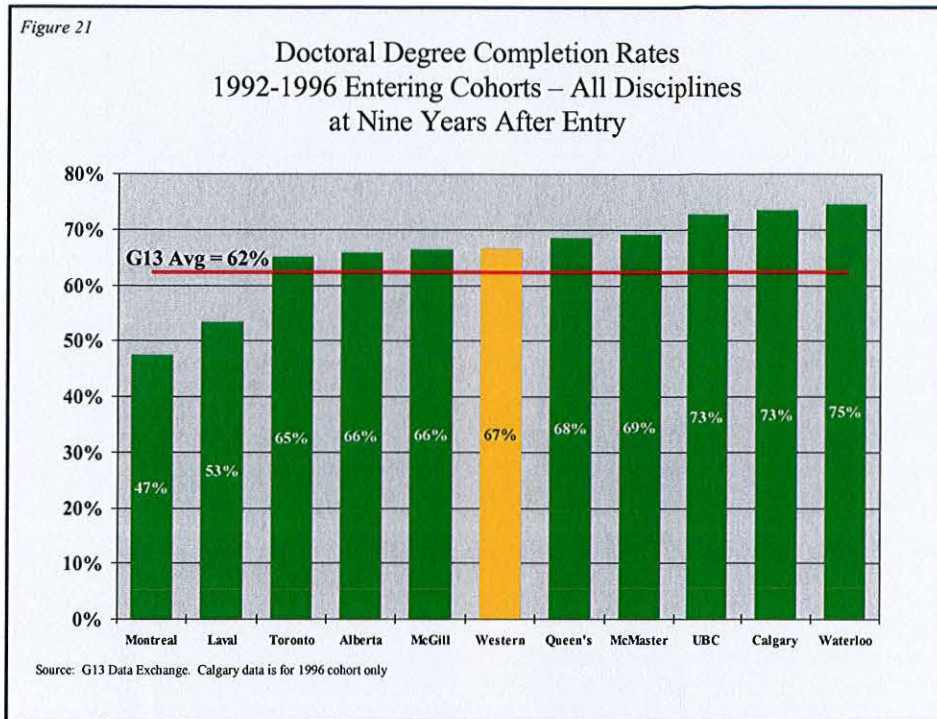
**Calculation of Indicator:** In order to accurately measure the completion rates and time-to-completion for students in doctoral programs, the G13 data exchange developed a detailed methodology which tracks each entering student on a term-by-term basis for nine years after first registration. This gives a precise reading on the percentage of each entering cohort who graduate, as well as the length of time involved to complete the program. The exchange has already gathered information on the 1992 through 1996 entering cohorts. There are no available data for Ottawa or Dalhousie at present.

**Relation to Strategic Plan:** Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

**Commentary:** About two-thirds of Western's doctoral students successfully complete the PhD, taking an average of just under five years to do so. Both indicators for Western are slightly better than the G13 average. As Western proceeds with expansion of doctoral enrolment, it will be important to monitor these two indicators.

A cautionary note about these two indicators: both the completion rate and the time-to-completion will vary significantly by disciplinary group, with lower completion rates and longer completion times, for example, in the humanities disciplines across all universities.





## Graduate Student Satisfaction

### Figures 23 and 24

**Data Source:** Graduate and Professional Student Survey

**Calculation of Indicator:** In January through April 2007 Western, along with twenty-seven other Canadian universities, administered the Graduate and Professional Student Survey to all graduate students, excluding those enrolled in the MBA program. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use. It assesses student satisfaction in all areas of the graduate student experience.

**Relation to Strategic Plan:** Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

**Commentary:** The survey results indicate a very high level of satisfaction on the part of graduate students with most aspects of the Western experience.

The G13 universities will be pooling their survey results in the near future, enabling comparative analysis which will be shared with Deans and Graduate Chairs to assist them in future graduate program planning and improvement.



## Average Financial Support per Masters and Doctoral Student

### Figures 25 and 26

**Data Source:** G13 Data Exchange

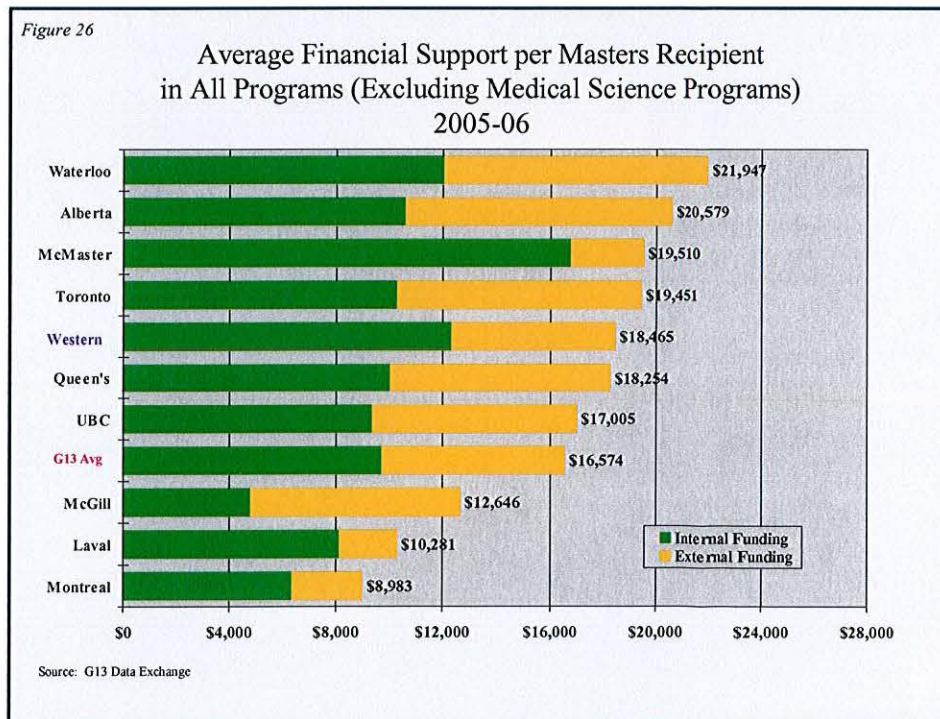
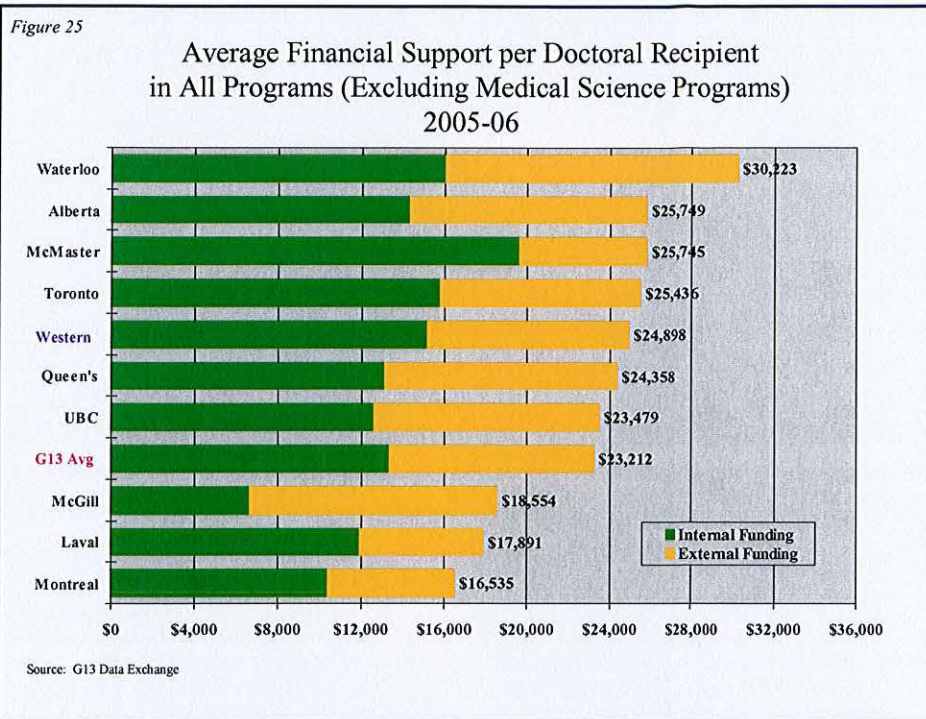
**Calculation of Indicator:** The G13 institutions have submitted a record-level file of all student support provided to its masters and doctoral students for the 2005-06 academic year. The data exchange has noted certain problems of data comparability in the medical sciences, and has thus excluded them from the analysis. The three new members of the G13 have not yet compiled the data for their institutions.

**Relation to Strategic Plan:** Commitment 3.3: Ensure competitive levels of graduate student financial support from internal and external sources.

**Commentary:** In order to realize its plans to significantly increase doctoral enrolment, Western must offer a competitive package of financial support to prospective students. The data indicate that Western's support, both from internal and external sources, is highly-competitive among the leading research universities.

Ontario's universities are currently engaged in discussions with the Provincial Government concerning the need to substantially expand the Ontario Graduate Scholarship program to assist the universities in meeting graduate expansion targets.

The data for McMaster University, while correct in total, are not comparable to other universities in terms of the internal/external split of funding. Certain external funds are categorized in McMaster's information systems as being internal.





## Graduate Student Support from Federal Granting Councils

### Figures 27 through 29

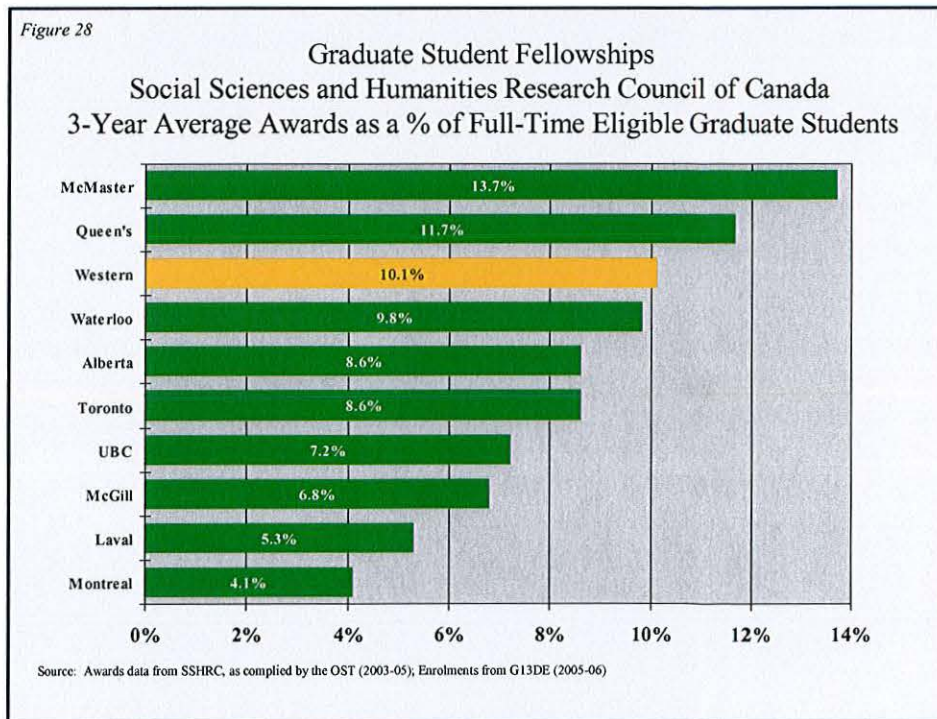
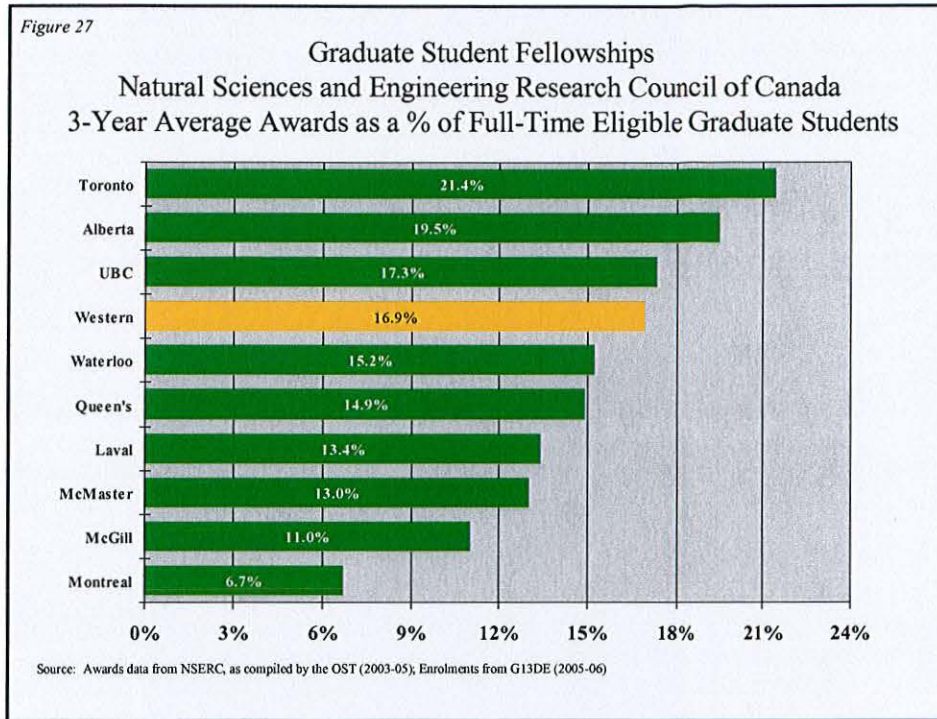
**Data Source:** Awards data from the three federal granting councils for the years 2003-04 through 2005-06 have been compiled for the G13 by the Observatoire des Sciences et des Technologies. Graduate enrolment data has been provided from the G13 data exchange for the academic year 2005-06. The three new members of the G13 have not yet compiled the data for their institutions.

**Calculation of Indicator:** The average number of fellowships from the three federal granting councils are expressed as a percentage of the total graduate student population (masters and doctoral) at each of the G13 institutions. The graduate enrolments for each institution have been subdivided into the three granting council categories for the analysis: engineering and physical sciences (NSERC); humanities and social sciences (SSHRC); and health sciences (CIHR).

**Relation to Strategic Plan:** Commitment 3.2: Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students, engaging and supporting faculty members to be the leaders of this process.

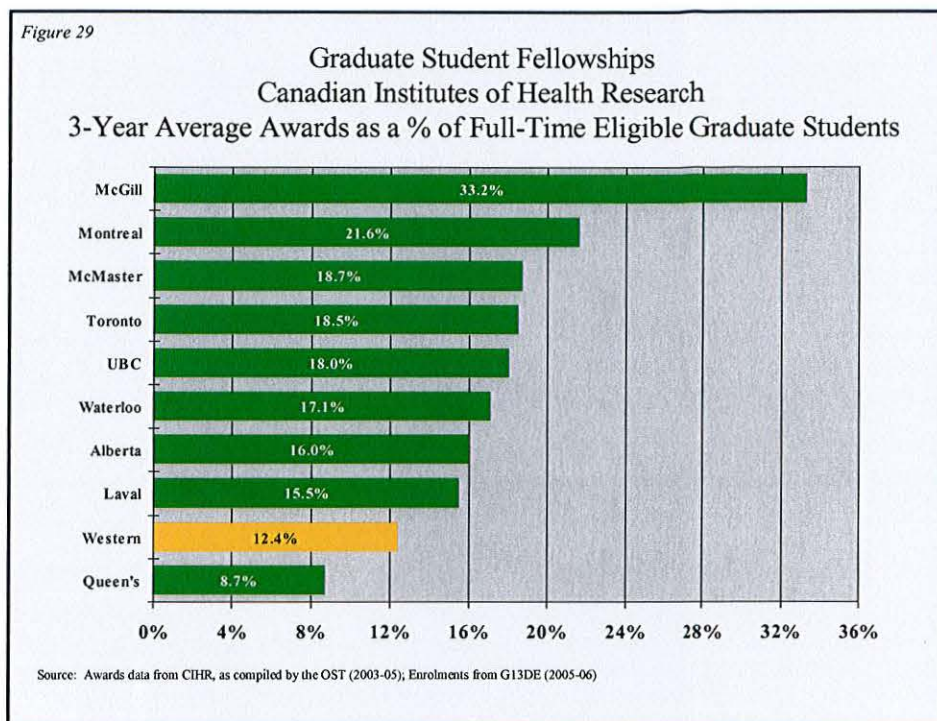
**Commentary:** The data suggest that Western compares very favourably with the other G13 institutions in competition for graduate student awards from NSERC and SSHRC, but not quite as well in the CIHR disciplines.

This is an important indicator to monitor as Western realizes its aspirations for growth in doctoral stream programs. The Association of Colleges and Universities of Canada is engaged in discussion with the Federal Government concerning increases to the fellowship programs, to assist universities in realizing their graduate growth aspirations.



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## Gender Balance of Tenure-Track Faculty Appointments

### Figures 30 and 31

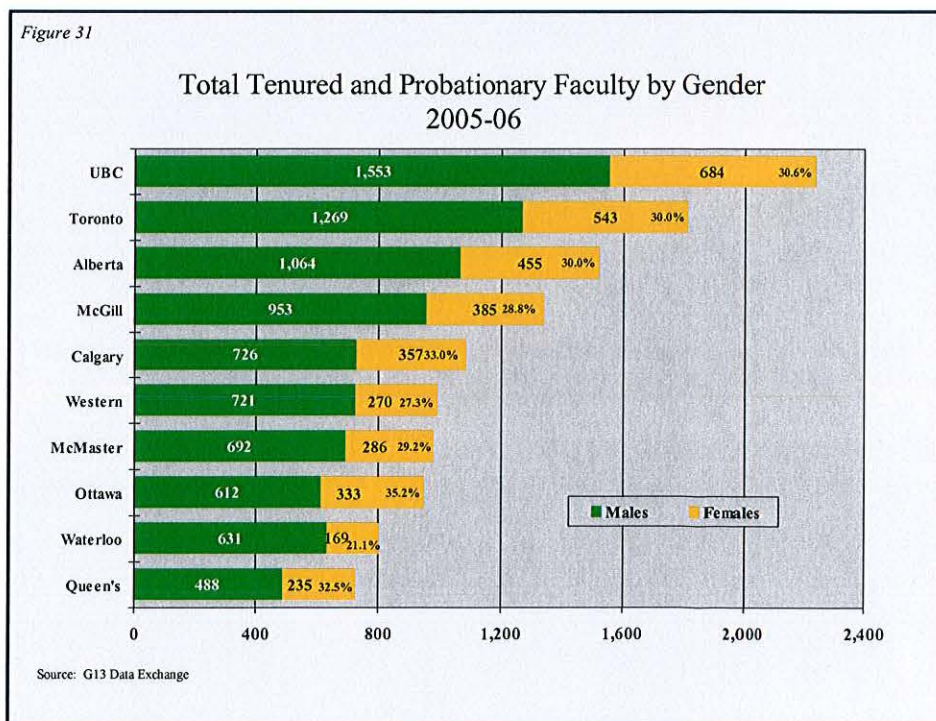
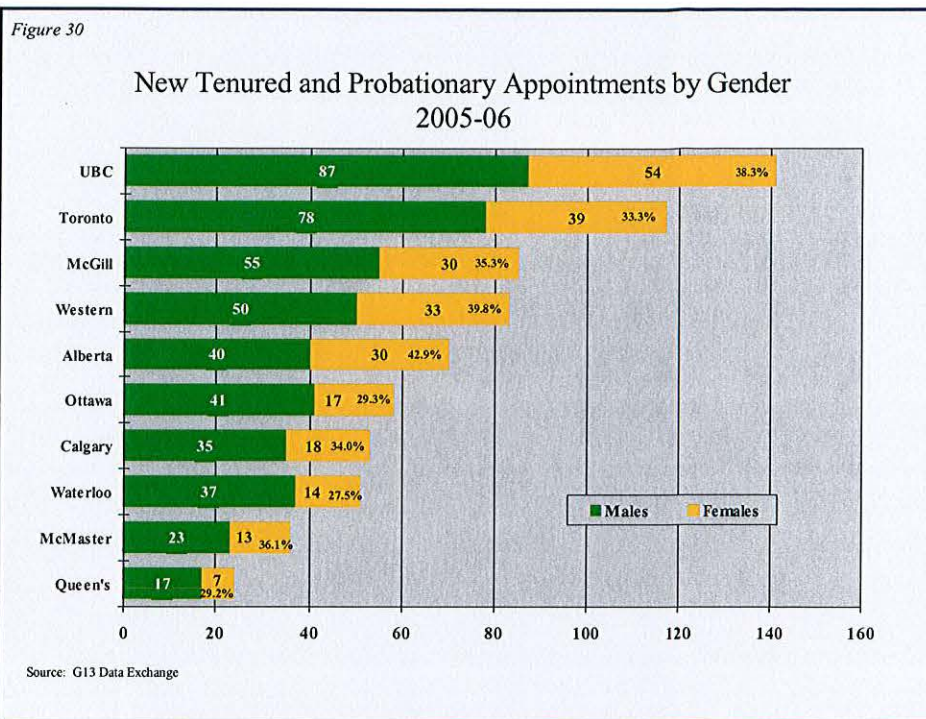
**Data Source:** G13 Data Exchange

**Calculation of Indicator:** All new tenure-track faculty appointments for 2005-06, as well as the total tenure-track complement, are shown by gender and by institution. Comparable data are not available for Laval, Montreal, and Dalhousie.

**Relation to Strategic Plan:** Commitment 6.2: Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are not greater than for men.

**Commentary:** For the 2005-06 academic year, the reporting institutions appointed 718 new tenure-track faculty, of whom 35.5 percent were women. For Western, approximately 40 percent of all new hires were women, the second-highest percentage among the G13 universities, behind only the University of Alberta.

However, in terms of total tenure-track faculty complement, Western is below the G13 average of 30 percent women. Correction of this imbalance will require continued emphasis on the hiring and retention of women faculty.





## Student-Faculty and Student-Staff Ratios

### Figures 32 and 33

**Data Source:** G13 Data Exchange and Western's Student and Human Resources databases

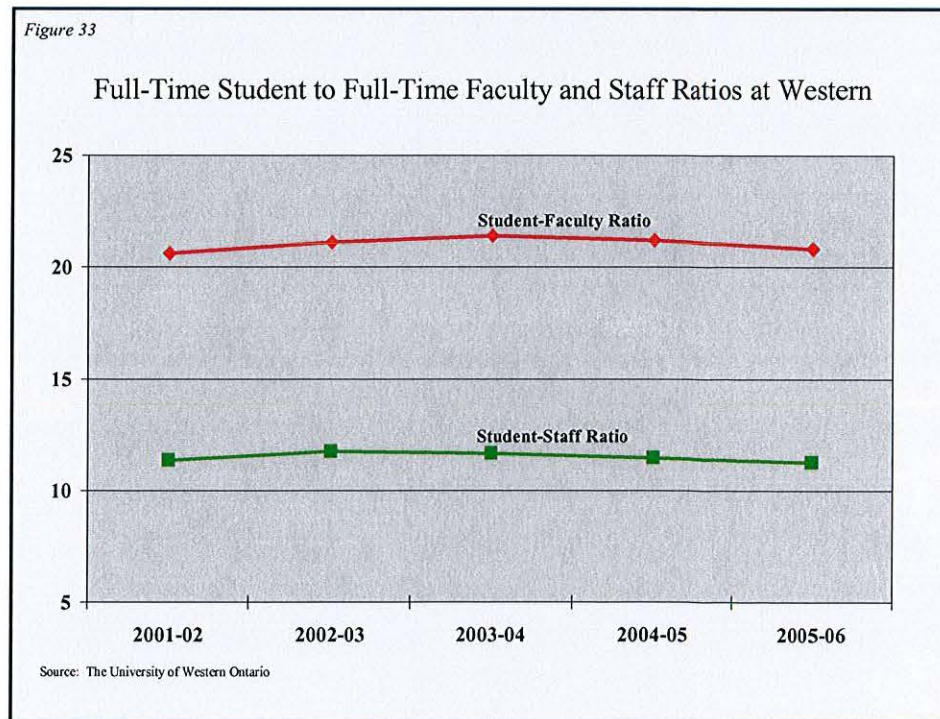
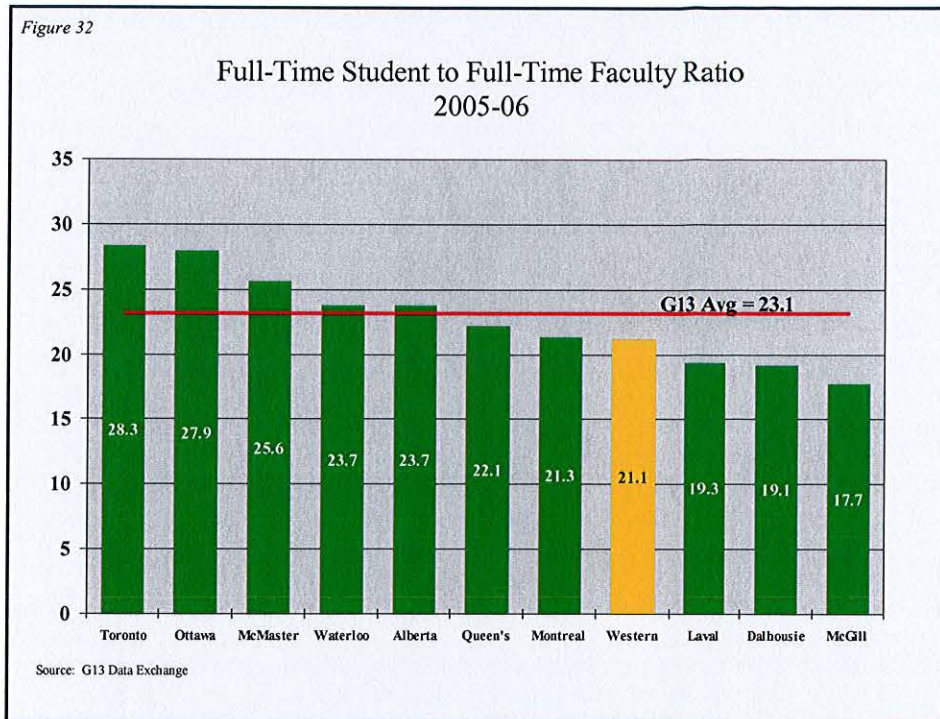
**Calculation of Indicator:** Two indicators are presented: the full-time student to full-time faculty ratio for the G13 universities for 2005-06; and a summary of the full-time student to full-time faculty and full-time student to full-time staff ratios at Western from 2001-02 through 2005-06. Comparative data are not available for UBC and Calgary.

**Relation to Strategic Plan:** Commitment 11.2: Plans have been guided by the concept of Making Choices, that is, investments in faculty, staff, and support resources are strategic and selective.

**Commentary:** The comparative analysis indicates that Western experiences a slightly lower student-faculty ratio than the G13 average.

The five-year trend for Western indicates recent improvement in both the student-faculty and student-staff ratio. With the stabilization of first-year intake following the double cohort, and improved Provincial funding, this trend should continue.





## Research Funding: SSHRC Awards per Eligible Faculty Member

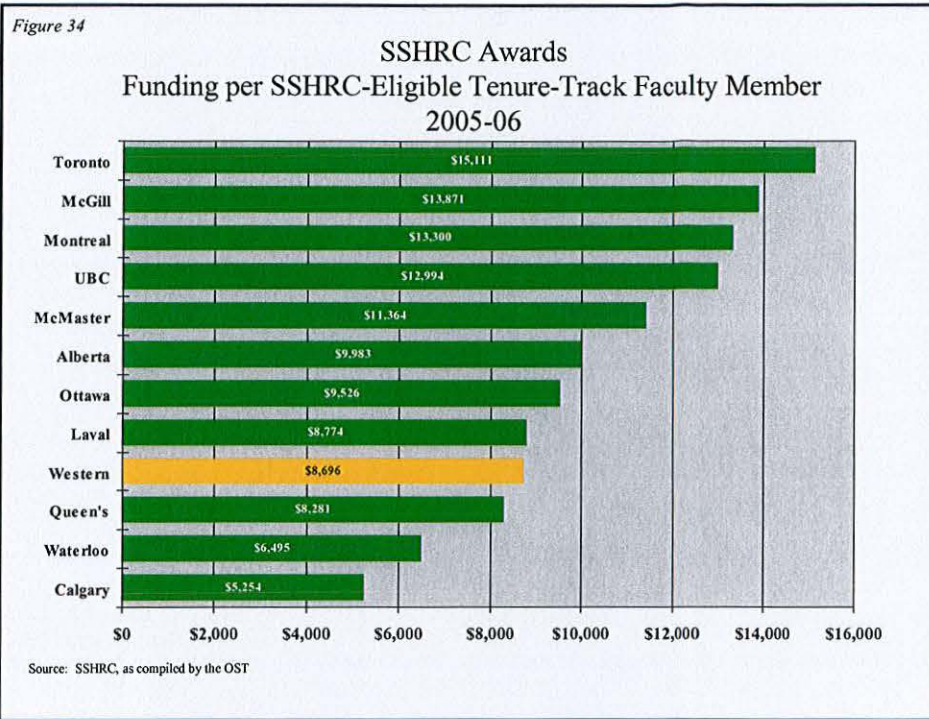
Figure 34

**Data Source:** Social Sciences and Humanities Research Council (SSHRC) grants as compiled by the Observatoire des Sciences et des Technologies; and G13 data exchange for faculty counts. Data are not available for Dalhousie.

**Calculation of Indicator:** The total value of peer-adjudicated research grants awarded by the SSHRC in 2005-06 divided by the number of tenure-track faculty members at each institution in SSHRC disciplines.

**Relation to Strategic Plan:** Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

**Commentary:** On a per-faculty-member basis, Western's success in competition for SSHRC grants is in the lower mid-range of the G13 universities, clustered with Laval, Queen's and Ottawa, but significantly lower than McGill, Toronto, Montreal, and UBC.





## Research Funding: NSERC Awards per Eligible Faculty Member

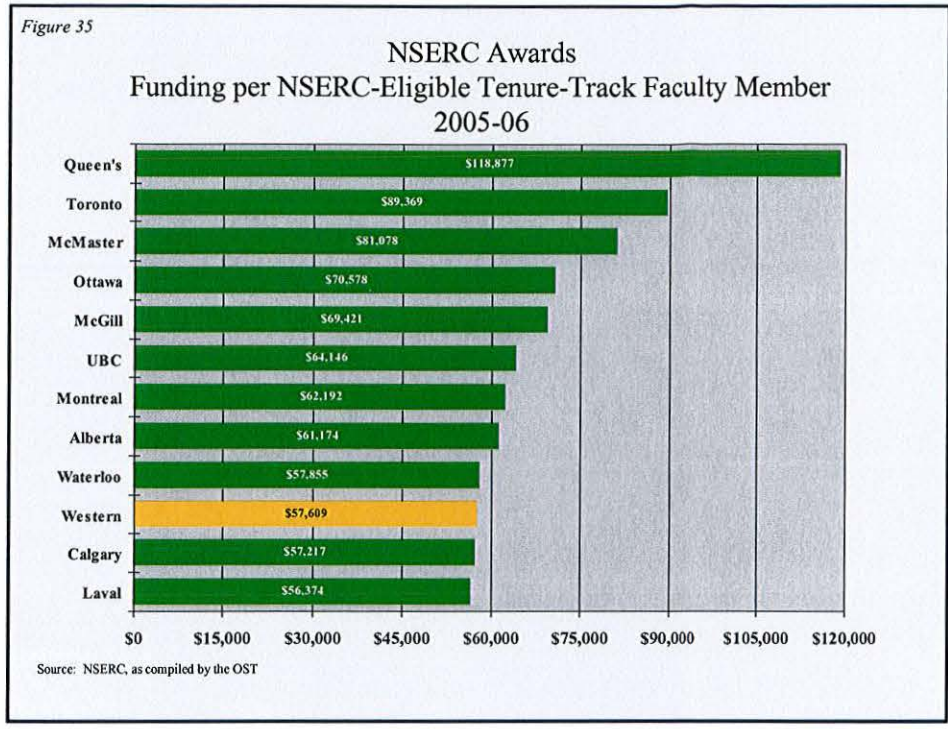
### Figure 35

**Data Source:** Natural Science and Engineering Research Council (NSERC) grants as compiled by the Observatoire des Sciences et des Technologies; and G13 data exchange for faculty counts. Data are not available for Dalhousie.

**Calculation of Indicator:** The total value of peer-adjudicated research grants awarded by the NSERC in 2005-06 divided by the number of tenure-track faculty members at each institution in NSERC disciplines.

**Relation to Strategic Plan:** Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

**Commentary:** On a per-faculty-member basis, Western's success in competition for NSERC grants is at the low end of the range of the G13 universities, clustered with Waterloo, Calgary, and Laval.



## Research Funding: CIHR Awards by Institution

Figure 36

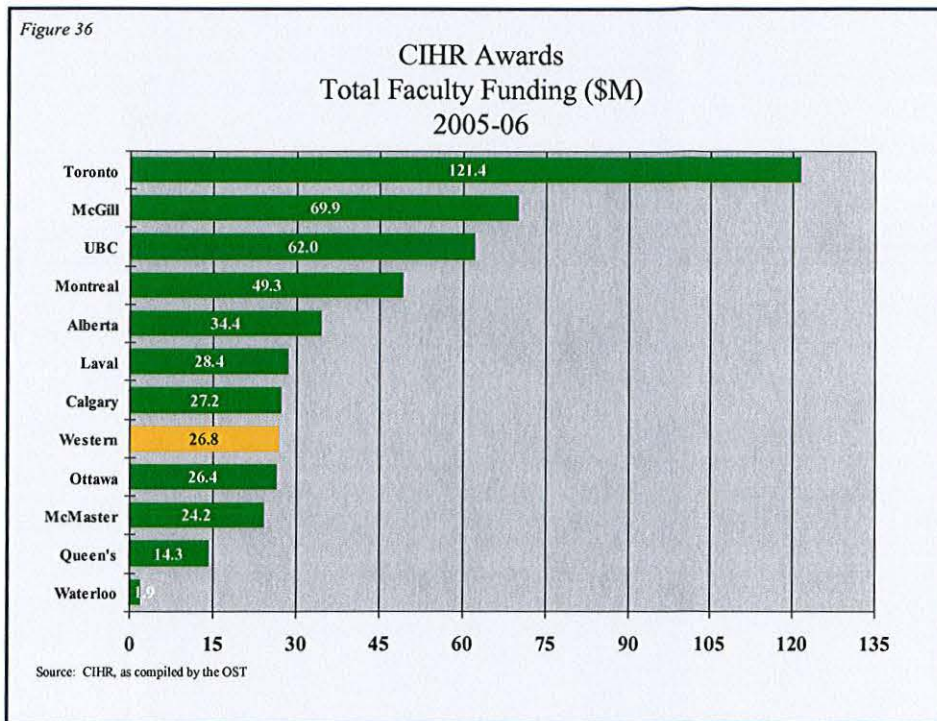
**Data Source:** Canadian Institutes for Health Research (CIHR) as compiled by the Observatoire des Sciences et des Technologies.

**Calculation of Indicator:** The total value of peer-adjudicated research grants awarded by the CIHR in 2005-06 as compiled by the Observatoire des Sciences et des Technologies, by institution. Data are not presented for Dalhousie.

**Relation to Strategic Plan:** Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

**Commentary:** This particular indicator, unlike the comparable indicators for SSHRC and NSERC, presents the dollar value of CIHR awards by institution in order to give an overall sense of scale of the health research enterprise at each of the G13 institutions. It is not possible to compute the grants on a per-faculty-member basis due to different practices from one institution to the next in counting clinical faculty members. Western is in the lower mid-range among the G13 institutions, clustered with Laval, Calgary, and Ottawa.





## Bibliometric Measures: Publications per Faculty Member

### Figure 37

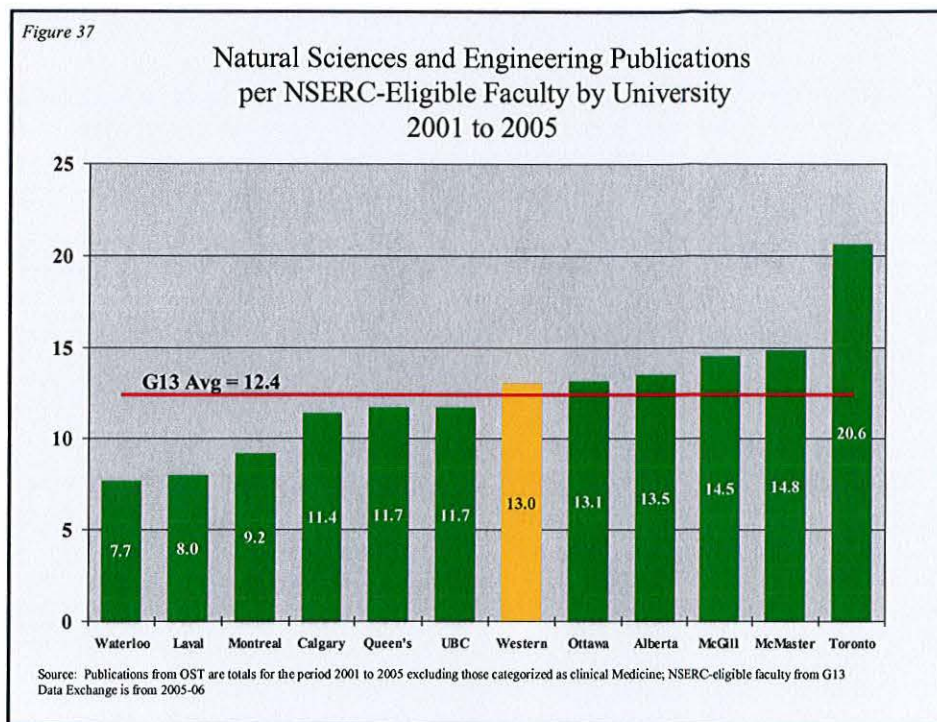
**Data Source:** Observatoire des Sciences et des Technologies (OST) for publication counts; and the G13 data exchange for NSERC-eligible faculty counts. Data are not available for Dalhousie.

**Calculation of Indicator:** The OST collects data on the publications of Canadian faculty members in refereed journals via the International Science Indicators (ISI). The number of publications by faculty members at the G13 institutions in NSERC disciplines are expressed on a per-faculty-member basis.

**Relation to Strategic Plan:** Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

**Commentary:** Western's faculty members in the NSERC disciplines publish in refereed journals at slightly above the average of the G13 group, about the same as the University of Alberta and UBC. Bibliometric output is commonly used as a proxy for research productivity.

Comparable analyses for the SSHRC and CIHR disciplines are not presented here. While the analysis is reliable for the NSERC disciplines, in the case of SSHRC the ISI does not capture the full spectrum of published faculty output. With respect to CIHR disciplines, the G13 has been unsuccessful in attempts to accurately and consistently report the clinical research population to which the clinical discipline publications could be normalized.





## Contract Research Revenue

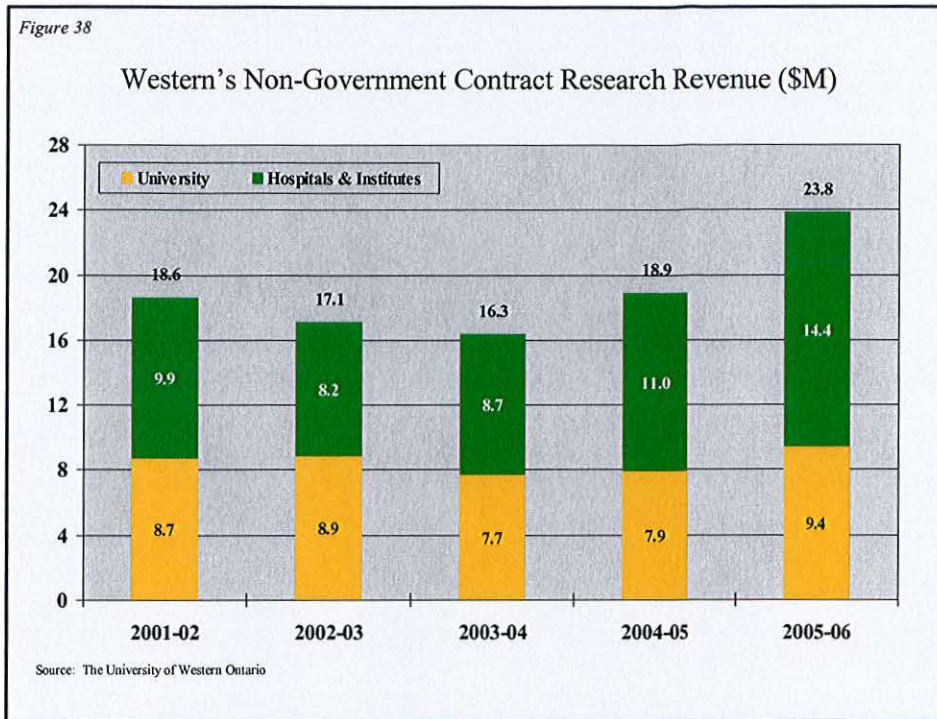
### Figure 38

**Data Source:** The University of Western Ontario

**Relation to Strategic Plan:** Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

**Calculation of Indicator:** This indicator is a five-year summary of Western's revenue from research contracts, excluding government research contracts. Research contracts administered through the hospitals and affiliated research institutes are included, but displayed separately.

**Commentary:** The volume of contract research is a limited measure of the university's research collaboration with industry. Over the past five years, the volume of contract research at Western has gradually increased to nearly \$24 million annually, with the majority of the growth occurring in the affiliated research institutes.



## Total Endowment Value

### Figure 39

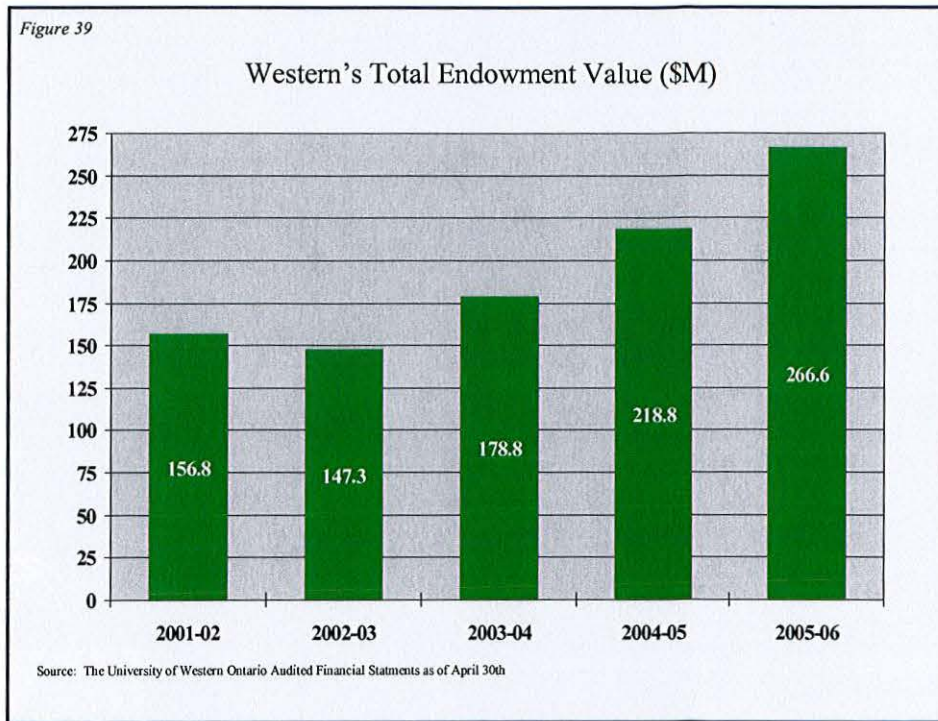
**Data Source:** The University of Western Ontario

**Calculation of Indicator:** This indicator is a five-year summary of the value of Western's endowment at the end of the fiscal year.

**Relation to Strategic Plan:** Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

**Commentary:** Western's endowment fund has been relatively stable until 2003-04, when the first large gifts were received in response to the Ontario Student Opportunity Trust Fund (now the Ontario Trust for Student Support), a provincial government matching program to encourage endowed gifts for student aid. Western's early success in attracting gifts and future pledges under this program will lead to an enhanced endowment fund in the coming years.





## Total Gifts to Western

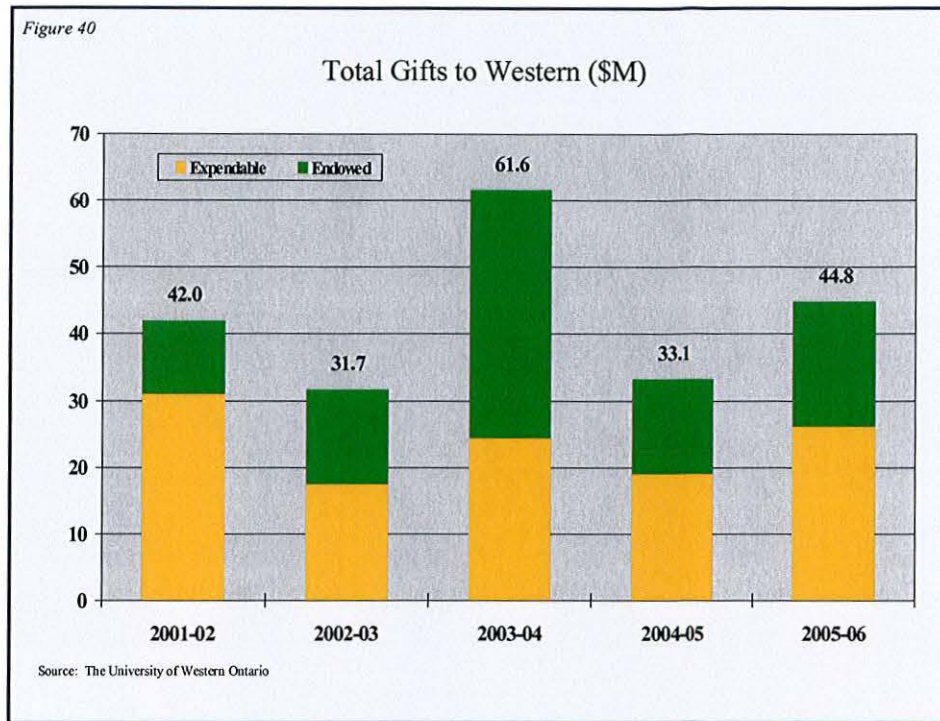
### Figure 40

**Data Source:** The University of Western Ontario

**Calculation of Indicator:** This indicator is a five-year history of gifts to Western, segregated between endowed and expendable purposes.

**Relation to Strategic Plan:** Commitment 9.1: Implement the next major institutional fundraising campaign from 2007-2013 based on approved academic and research priorities.

**Commentary:** The current annual target of \$40 million seems to be a realistic goal for the foreseeable future, and was exceeded in 2005-06. The large increase in 2003-04 was the direct result of a single large gift to the Schulich School of Medicine and Dentistry.



## Comparative Endowment Levels

### Figures 41 and 42

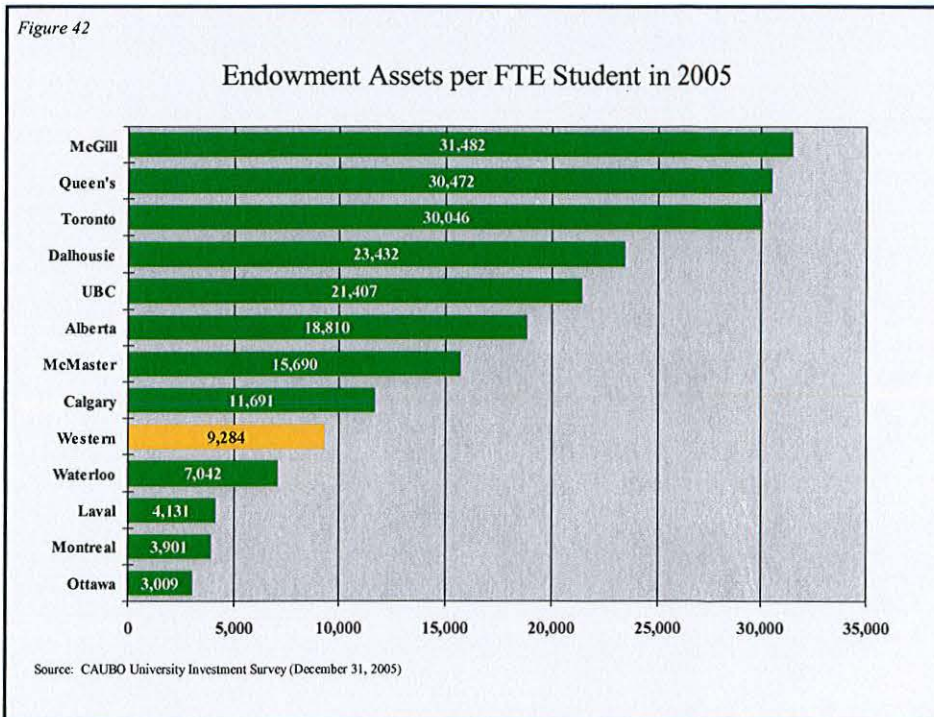
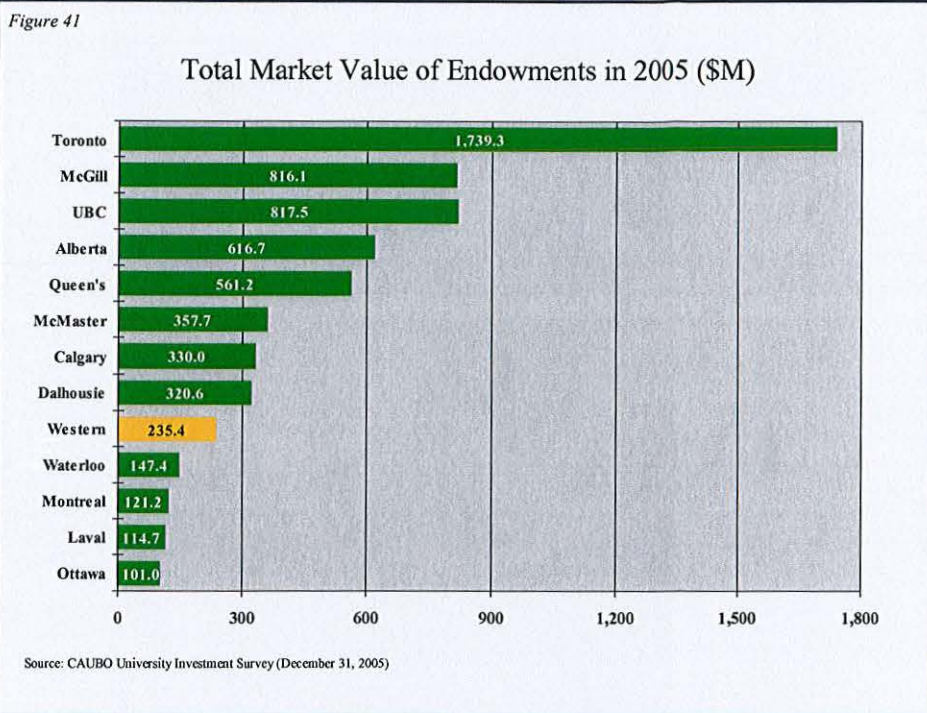
**Data Source:** Canadian Association of University Business Officers (CAUBO)

**Calculation of Indicator:** Data on the total market value of endowments as at December 31, 2005 for the G13 universities are displayed both in terms of the absolute value, and as a value per FTE student.

**Relation to Strategic Plan:** Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

**Commentary:** The analysis indicates that Western's endowment fund, as compared to other G13 institutions, is quite modest both in absolute terms and on a per-FTE-student basis.





## Physical Infrastructure: Actual Space vs. Required Space

### Figure 43

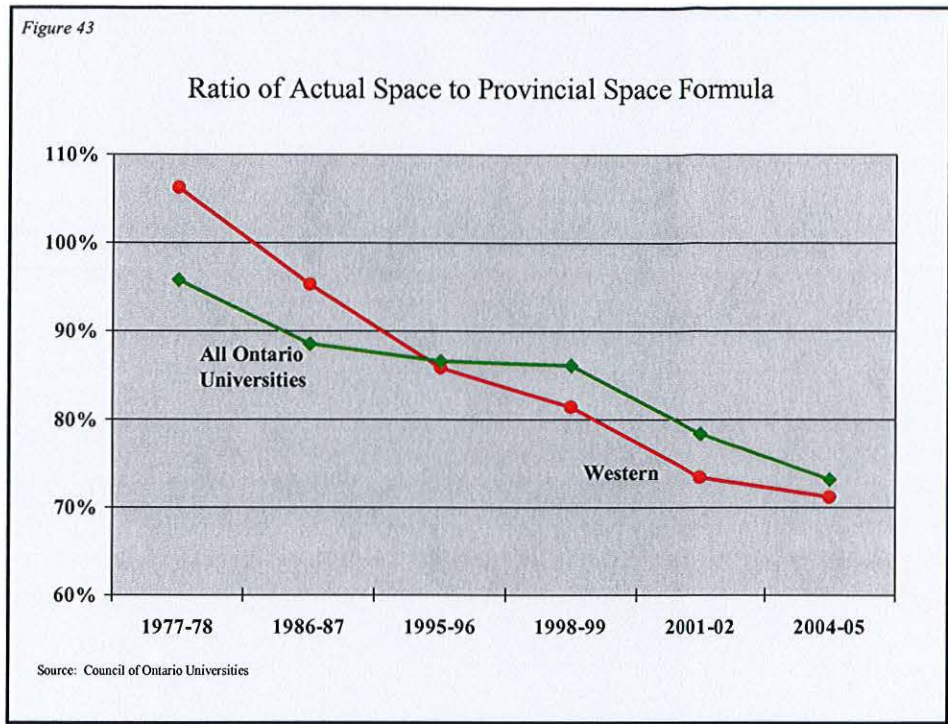
**Data Source:** Council of Ontario Universities (COU)

**Calculation of Indicator:** On a triennial cycle, each Ontario university reports to COU, quantifying space inventory in a number of categories such as research space, classrooms, faculty offices, student services. The COU then calculates the amount of space required by each university through the use of space standards formulae. The analysis then computes each university's actual space inventory as a percentage of the space requirement generated by the formula.

**Relation to Strategic Plan:** Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

**Commentary:** The analysis indicates that Western has fallen considerably below the provincial space standard, and slightly below Ontario's other universities. Ontario's universities have for a number of years absorbed significant enrolment and research growth without adequate expansion of capital facilities.





## Maintenance, Modernization, and Infrastructure Expenditures

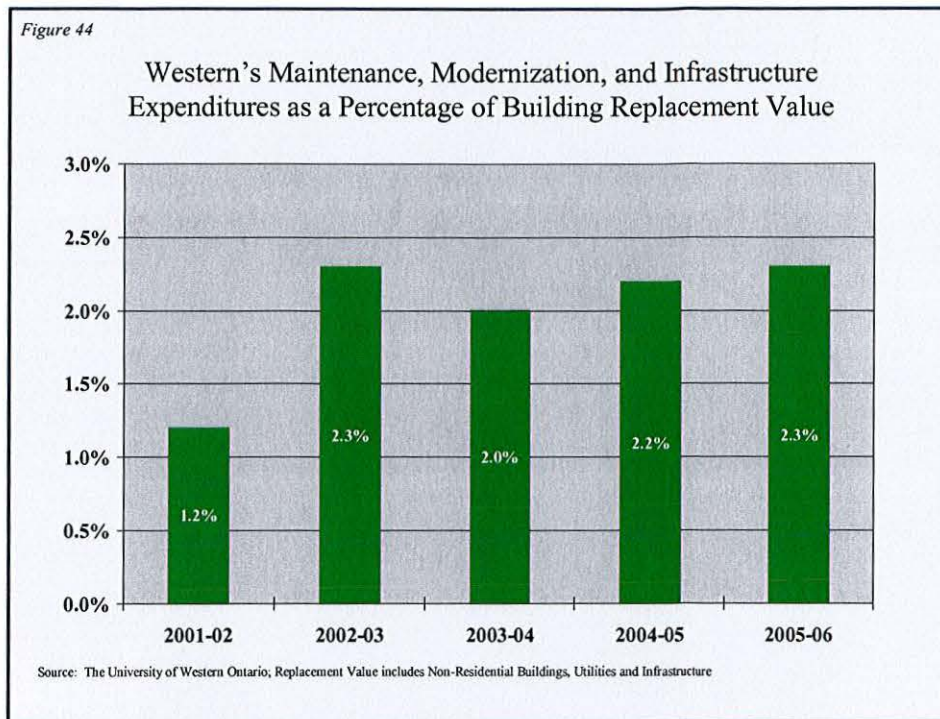
### Figure 44

**Data Source:** The University of Western Ontario

**Calculation of Indicator:** Annual expenditures for facilities maintenance, modernization, and infrastructure are expressed as a percentage of the estimated building replacement value, excluding the value of student residences.

**Relation to Strategic Plan:** Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

**Commentary:** Annual expenditures are now at just over two percent of the replacement value of campus buildings, which compares favourably to industrial standards.





# *The University of Western Ontario*

## **Report to Senate on Faculty Recruitment and Retention**

**Office of the Vice-Provost  
(Academic Policy, Planning and Faculty)**

**June 2007**

Available at <http://www.uwo.ca/pvp/facultyrelations/index-vppf.html>

# *The University of Western Ontario*

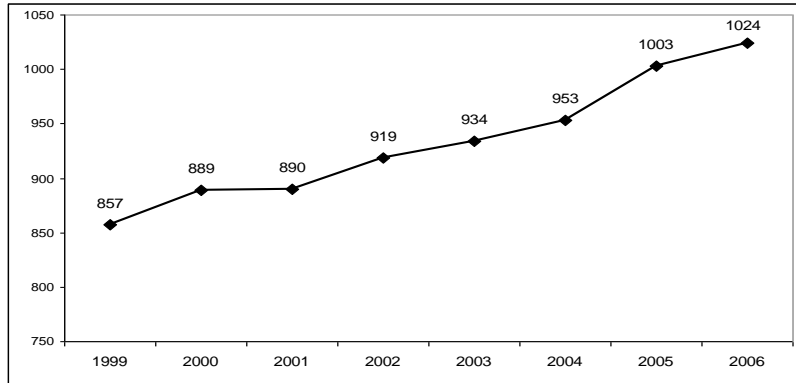
## Contents:

- Probationary and Tenured Faculty
- Part Time Faculty
- Limited Term Faculty
- Resignations
- Full Time Clinical Faculty



# The University of Western Ontario

## Probationary and Tenured Faculty at Western, 1999 to 2006



Source: Statistics Canada for 1999 – 2004 (October 1);  
Western Information Systems for 2005 - 2006 (October).

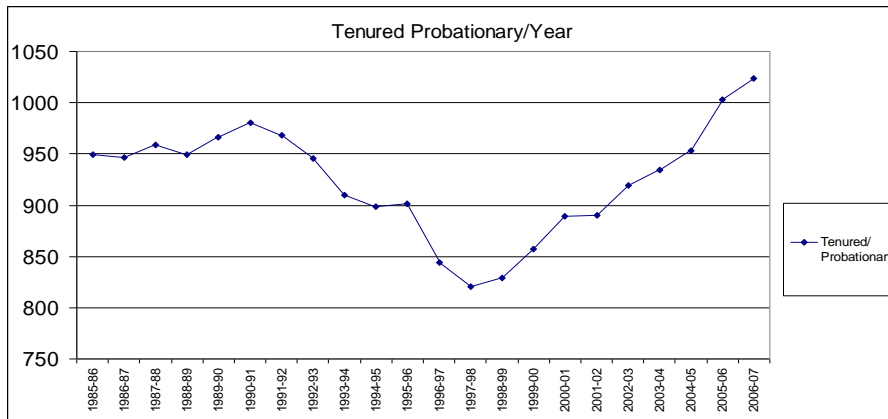
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Probationary and Tenured Faculty at Western 1985 - 2006



Source: Western Corporate Information 1985 – 1999  
Statistics Canada 1999 – 2004  
Western Information Systems 2005 - 2006

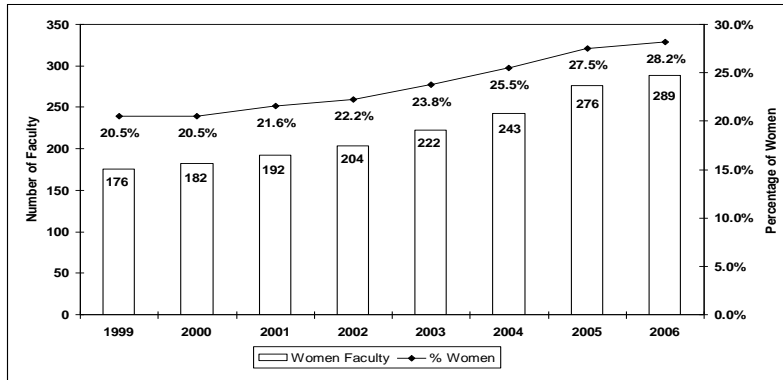
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# The University of Western Ontario

## Probationary and Tenured Women Faculty at Western, 1999 to 2006



Source: Statistics Canada for 1999 – 2004 (October 1);  
Western Information Systems for 2005 and 2006 (October).

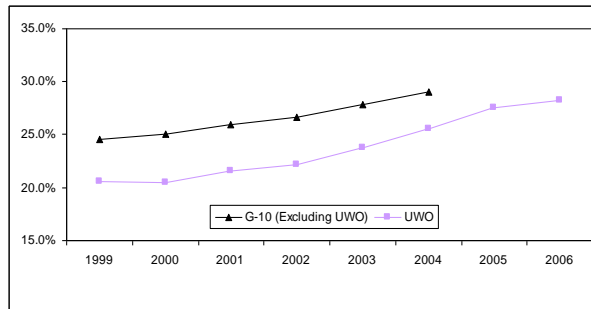
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# The University of Western Ontario

## Women as a Percentage of Tenured/Probationary Faculty: G-10 vs. UWO



Source: Statistics Canada  
Western Information Systems for 2005 (October) 2006 (October)

Faculty Recruitment and Retention

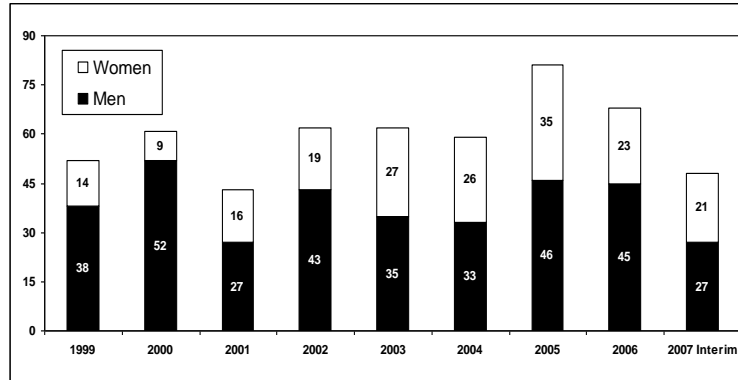
June 2007





# The University of Western Ontario

## New Tenured & Probationary Faculty at Western by Gender: 1999 – 2007 Cohorts



Source: Statistics Canada for 1999 – 2004 (October 1);  
Western Information Systems for 2005 (October) 2006 (October).  
Includes known contracts in process for 2007 (June).

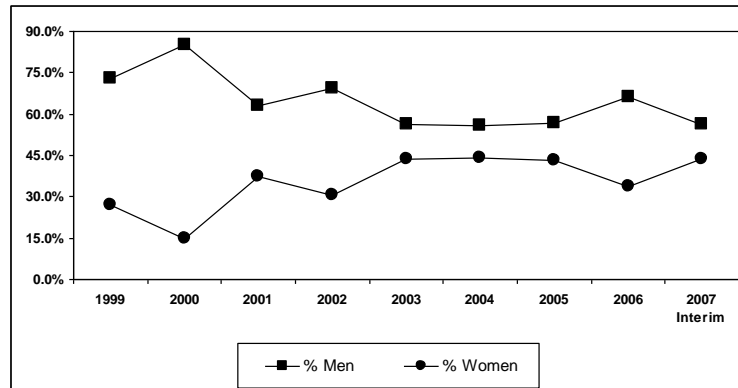
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Percentage of New Tenured & Probationary Faculty at Western by Gender: 1999 – 2007 (Interim)



Source: Statistics Canada for 1999 – 2004 (October 1);  
Western Information Systems for 2005 and 2006 (October);  
Includes known contracts in process for 2007 (June).  
Data for 2007 includes offers which have not yet been signed back.

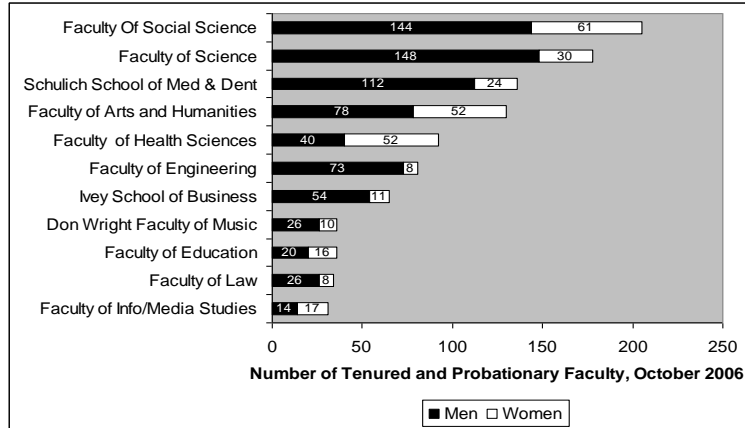
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# The University of Western Ontario

## Probationary and Tenured Faculty, by Faculty and Gender, October 2006



Source: Western Information Systems for 2006 (October)

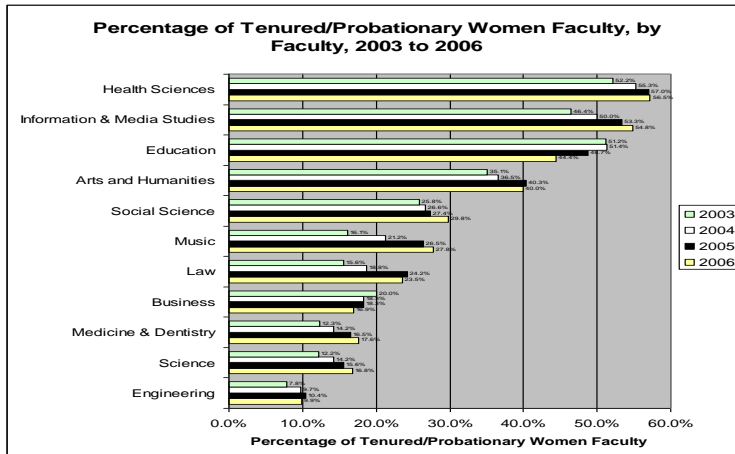
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June 2007



# The University of Western Ontario

## Percentage of Tenured/Probationary Women Faculty, by Faculty, 2003 to 2006



Source: UCASS data for 2003 and 2004; Corporate data for 2005 and 2006 (October).

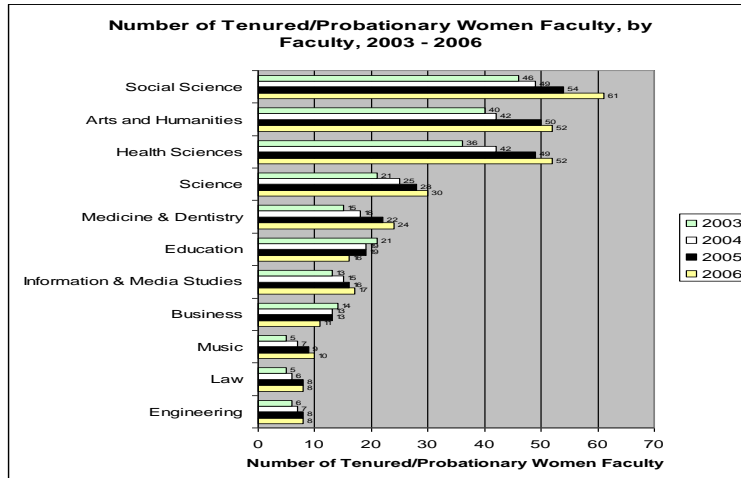
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# The University of Western Ontario

## Number of Tenured/Probationary Women Faculty, by Faculty, 2003-2006



Source: UCASS data for 2003 and 2004; Corporate data for 2005 and 2006 (October).

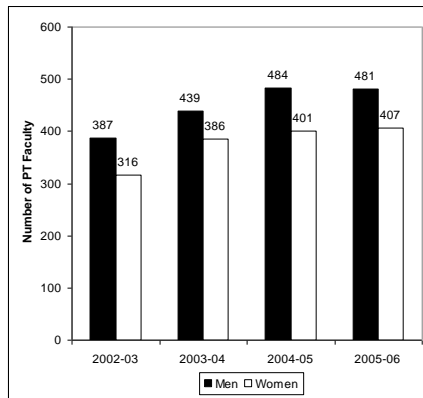
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June 2007



# The University of Western Ontario

## Number of Individuals with Part-Time Faculty Appointments: 2002-03 to 2005-06 (by Fiscal Year)



Source: Western Information Systems (appointment status and course data).

Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; and 0.8% in 2005-06.

Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc.

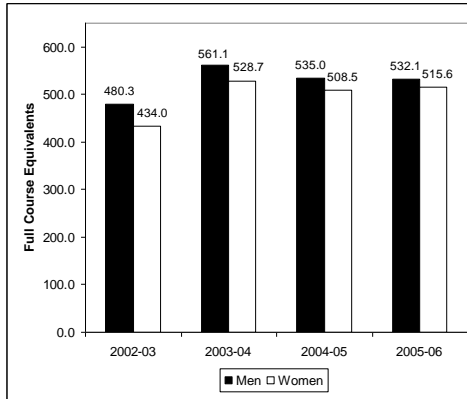
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June 2007



# The University of Western Ontario

## Degree Credit Course Teaching in FCEs by Part-time Faculty: 2002-03 to 2005-06 (by Fiscal Year and Gender)



Source: Western Information Systems  
(appointment status and course data).

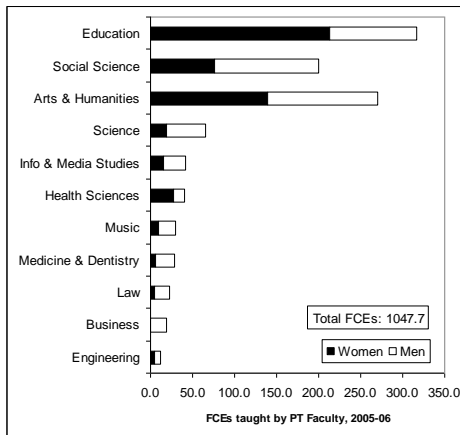
Note: Instructor data is unavailable for  
3.7% of courses in 2002-03; 1.1% in 2003-04;  
1.2% in 2004-05; and 0.8% in 2005-06.

Course data for undergraduate, graduate and  
professional degree credit course teaching are  
included, with the exception of independent  
studies, directed research, exams, theses, clinical  
courses, etc.



# The University of Western Ontario

## Degree Credit Courses taught by Part-time Faculty in FCEs, by Faculty and Gender: 2005-06 (Fiscal Year)



Source: Western Information Systems  
(appointment status and course data).

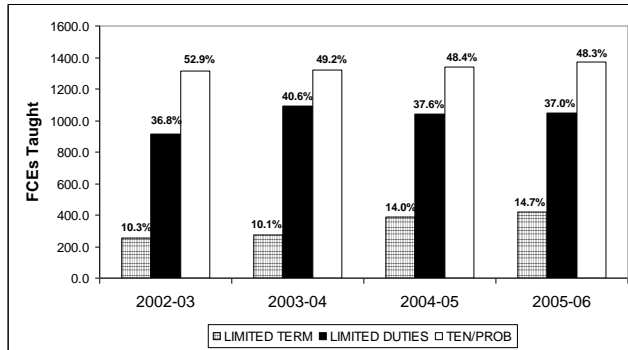
Note: Instructor data is unavailable for  
3.7% of courses in 2002-03; 1.1% in 2003-04;  
1.2% in 2004-05; and 0.8% in 2005-06.

Course data for undergraduate, graduate and  
professional degree credit course teaching are  
included, with the exception of independent  
studies, directed research, exams, theses, clinical  
courses, etc.



# The University of Western Ontario

## Degree Credit Courses Taught in FCEs, by Instructor Contract Type (by Fiscal Year)



Course data for undergraduate, graduate and professional credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc.

Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; and 0.8% in 2005-06.

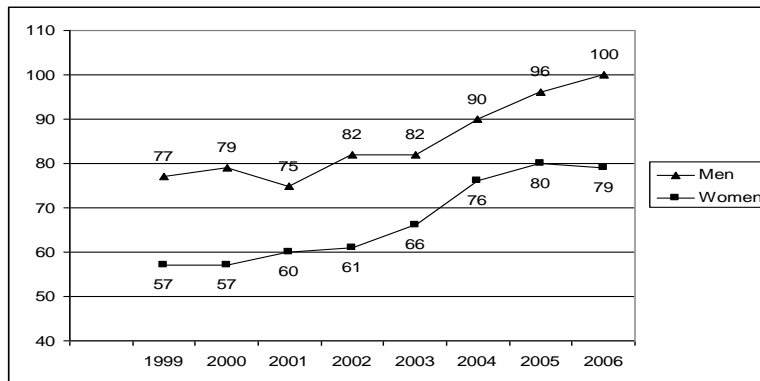
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Limited Term Appointments: 1999 to 2006



Source: Statistics Canada. Corporate Information 2005 and 2006 (October).  
Please note: a) Statistics Canada data includes faculty and appointment types that are outside of the UWOPA Collective Agreement; and b) the definition of limited term for Statistics Canada purposes has changed over time. Data may therefore not accurately reflect trends.

Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Recruitment Activities

- Creation of an Office for Recruitment & Retention in November 2003
  - Coordinator of Recruitment & Retention hired in fall 2004
  - Communication of best practices to units
  - Provision of information to candidates
  - Attention to spousal employment needs
  - Additional half position commenced spring 2006.
- Enhanced Access to Child Care and Health Care
  - Childcare facility opened in September 2004
  - On-campus family practice opened September 2004
- Additional Resources for Recruitment of Women Faculty commencing 2003
- Central Funding of Academic Appointments for Spouses and Partners commencing 2006

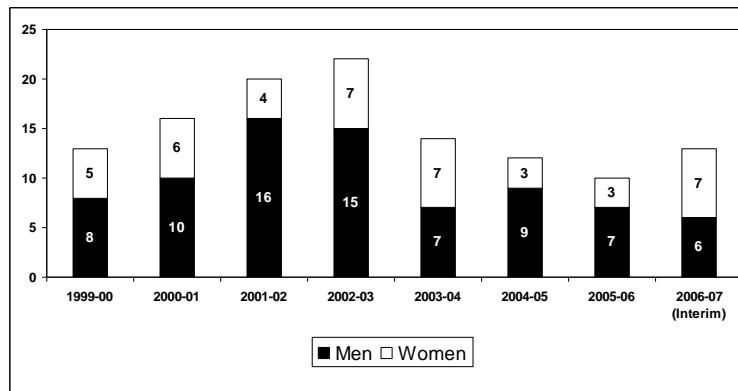
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Probationary & Tenured Faculty Resignations by Gender: 1999-2000 to 2006-07



Source: Western Information Systems as of May 2007  
Includes only faculty under age 55 at the time of resignation.

Faculty Recruitment and Retention

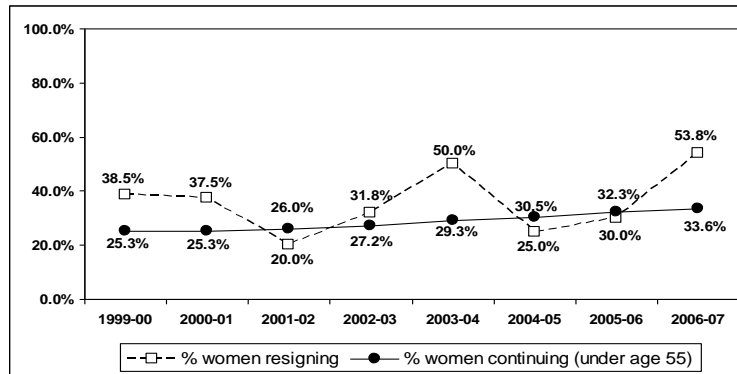
June 2007





# The University of Western Ontario

## Women as a Percentage of Probationary & Tenured Faculty Resignations and Women as a Percentage of Continuing Population: 1999-2000 to 2006-2007



Source: Western Information Systems (May 2007) for resignation data and Statistics Canada for 1999-2004 and Corporate Data sources (2005-2006, 2006-2007) for continuing population data.

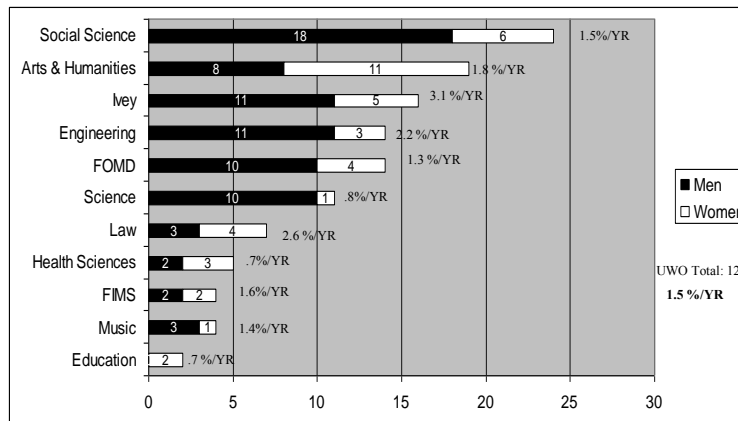
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Total Probationary & Tenured Resignations by Faculty: 1999-00 to 2006-2007



Source: Western Information Systems. Percentages based on Tenured/Probationary faculty as of October 2006.

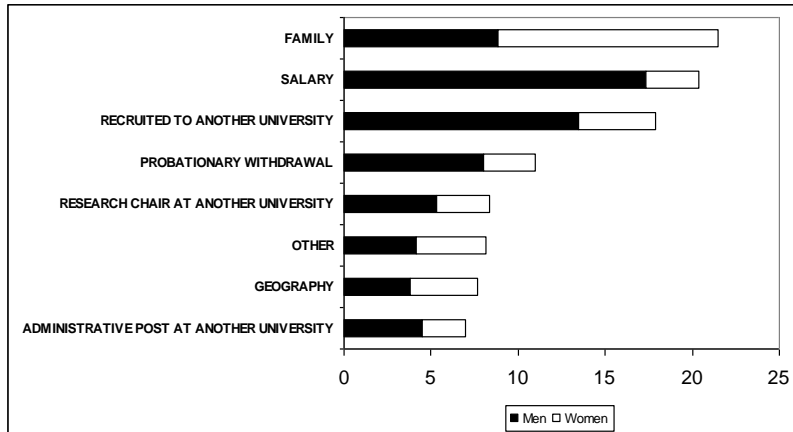
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Probationary and Tenured Faculty Reasons for Leaving: 1999-00 to 2006-2007



Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty Reasons pending for 2006-2007.

Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Retention Activities

- Recognition
  - Merit increments to salary
  - Market adjustments to salary
  - One-time adjustments to salary (exceptional teaching or research)
  - Internal and external awards (DUP, FS, Pleva, 3M, FRSC)
- Recruitment & Retention Office
  - Exit interviews with departing faculty and their chairs & deans
  - Focus groups with faculty
  - Attention to spousal employment needs
  - Central information source
  - Information on family care issues

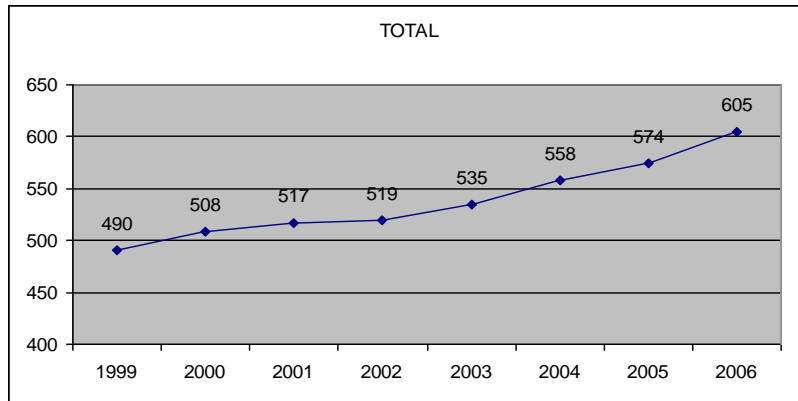
Faculty Recruitment and Retention

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# The University of Western Ontario

## Clinical Full Time Faculty at Western, 1999 - 2006



Source: Western Information Systems

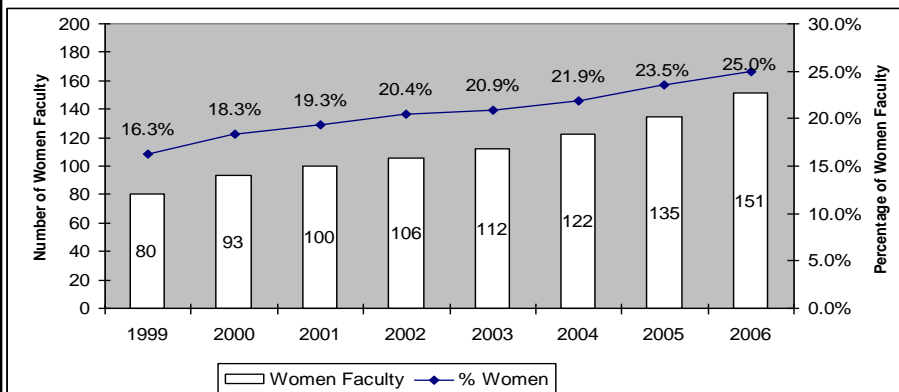
Faculty Recruitment and Retention

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# The University of Western Ontario

## Clinical Full Time Women Faculty at Western, 1999 - 2006



Source: Western Information Systems

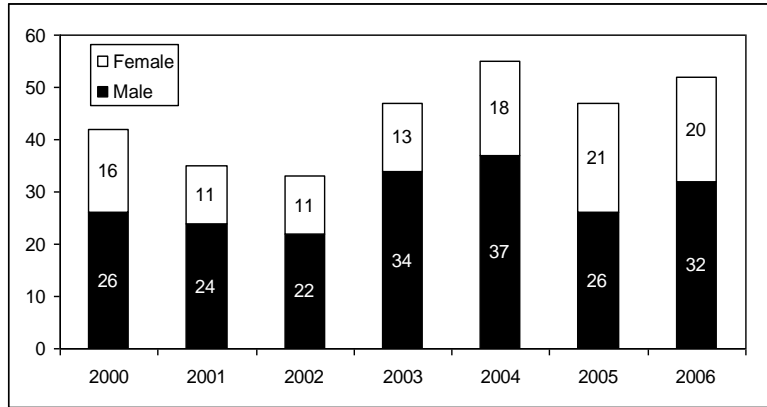
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## New Clinical Full Time Faculty at Western by Gender: 2000 - 2006



Source: Western Information Systems

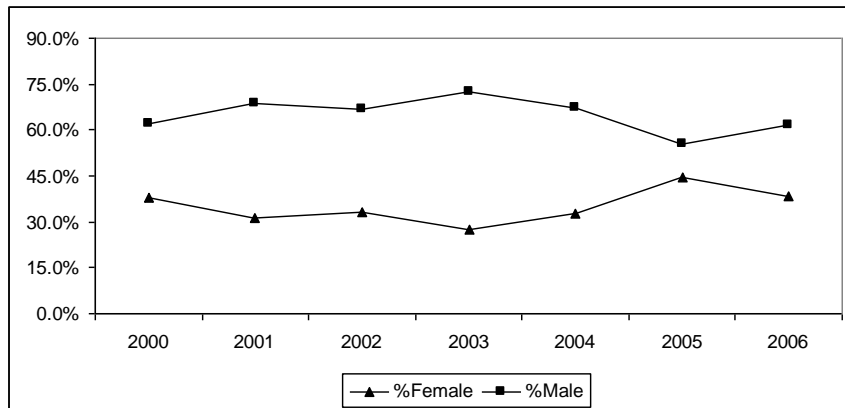
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Percentage of New Clinical Full time Faculty at Western by Gender: 1999 - 2006



Source: Western Information Systems

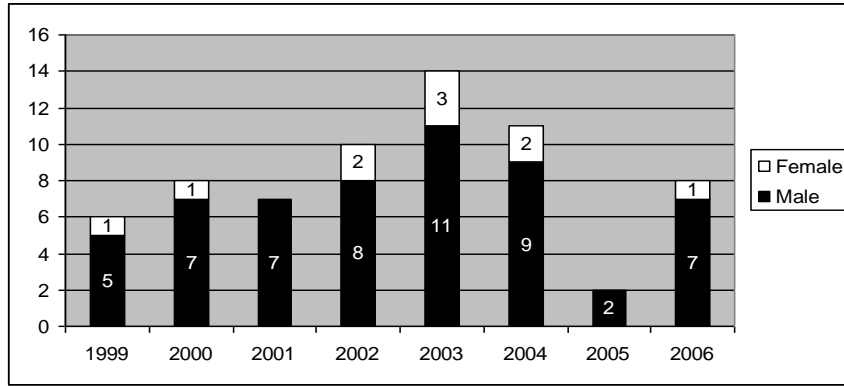
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Clinical Full Time Resignations by Gender, 1999 - 2006



Source: Western Information System

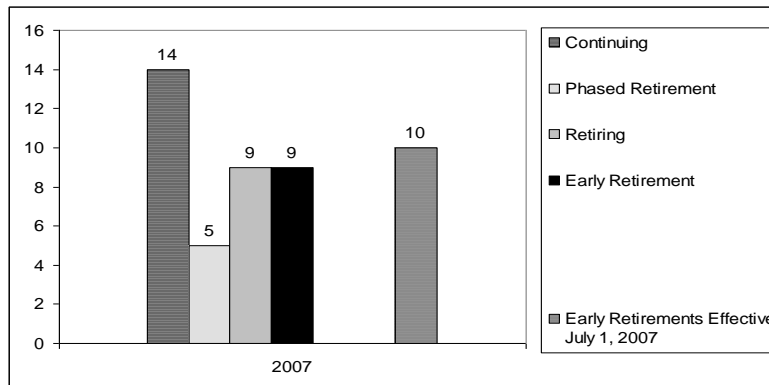
Faculty Recruitment and Retention

June 2007



# The University of Western Ontario

## Probationary and Tenured Faculty at Western: Cohort with Normal Retirement Date of July 1, 2007



Source: Western Information Systems

Faculty Recruitment and Retention

June 2007





# *The University of Western Ontario*

**Report to Senate  
on Faculty Recruitment and Retention**

**Office of the Vice-Provost  
(Academic Policy, Planning and Faculty)**

**June 2007**

**Available at** <http://www.uwo.ca/pvp/facultyrelations/index-vppf.html>



**Annual Report  
Working Group on Information Security (WGIS)  
September 2005 – December 2006**

The WGIS subcommittee consists of a multi-disciplinary team representing a broad cross-section of university leaders (list is shown on last page of this report). Recognizing that rapid changes in technology create challenges and opportunities, the WGIS group continued to pursue a strategy of proactive initiatives. Initiatives this past year consisted of the continued development of network protection measures including firewalls and authentication procedures. In addition, several new initiatives were created and successfully developed, as described below.

The variety of computer security threats is constantly changing and increasing daily. The Committee's primary objective was to predict vulnerabilities well in advance of problems and ensure protective measures for the university community are put in place. The secondary objective was to identify and successfully resolve new problems as soon as they were detected. Consistency in this strategy is a key factor to maintaining a secure computer environment for Western

**Summary of Sub-Committee Activities August 2005 to December 2006**

**Information Security Awareness**

- Computer Wellness Campaign - A well publicized 'Computer Wellness Campaign' was designed and marketed to improve university community knowledge in hardware and information vulnerabilities, and individual responsibilities toward improved security. The Computer Wellness Committee worked across campus to ensure computer users were up to date and aware of how to protect against the latest threats to their personal information. The campaign included posters, email, bulletins, presentations and substantial interaction.
  - The kick-off for this well accepted campaign was in October of 2005. The first focus was on computer phishing and an email was sent to university computer users which provided a link to the Computer Wellness website at <http://wellness.uwo.ca> for the latest information. "Phishing" is an email scam that falsely claims to be a legitimate business and attempts to scam individuals into surrendering their private information. Phishing remains one of the major threats on the Internet.
  - In November of 2005 a second campaign, 'Leave it, Lose it' reinforced the importance of physical security of computer equipment, locking unattended offices and ensuring that computer equipment is permanently identifiable. This campaign was in direct response to the laptop thefts from the Weldon Library in April of 2005.
  - In early February of 2006 a 'Be Smart and Update Your Computer Now' campaign was launched. This was designed to stress the importance of keeping operating system and software applications up-to-date and patched and of having current and up-to-date anti-virus software.
  - In April of 2006 the last campaign 'Is your password secure?' launched with a two poster theme of humour and underwear in an attempt to catch the attention of the Western Community and make them aware of the benefits of secure passwords.
  - In November/December 2006 engaged in a Wellness Poster Contest targeted at the entire Western community. This is still on going at the time of the report. It is hoped that the campaign will have three benefits.

- Further raise Computer Security Awareness across Campus
  - Generate ideas and topics for future campaigns
  - Involve the Western Students, Staff and Faculty in the Computer Wellness Campaign
- The Committee's research indicates that the Computer Wellness Campaign is unique for Canadian universities and, as such, a small group of WGIS volunteers developed a submission for the 2007 CAUBO Quality and Productivity Awards Program.
- Information Security Awareness Presentations - During March 2006 presentations about protecting personal information were made by Debbie Jones, Director, ITS and Arni Stinnison, Electronic Crime Section, OPP to the Leader's Forum and the Staff Conference. Presentations were also made by Debbie Jones to senior university leaders including chairs from Faculties including Social Science, Engineering and Arts & Humanities. The purpose of the presentations was to continue to raise awareness regarding vulnerabilities and how to protect information and digital equipment against daily attacks from a wide variety of threats such as phishing, theft and viruses. In addition to providing leaders with an overview of the Computer Wellness campaign, Western's leaders were informed of the need to protect the personal information they are responsible for and to keep up-to-date on computer wellness in general. They were encouraged to share what they had learned with their employees and students.
  - Research Community Awareness - An area identified and targeted for computer information security awareness during 2007 is the research community. This community places high demands on computer resources and is often involved in communications, transfer of information, online applications, and sharing of data through computer facilities. Individuals involved in research will often include, in addition to the primary investigator, co-investigators, collaborators, support personnel, and post-doctoral, graduate and undergraduate students. Projects may involve other institutional and international partners; thus it is imperative that the research community is knowledgeable about computer security and that appropriate protective measures are identified and implemented.

#### **Policies, Procedures, Best Practices**

- Video Monitoring Policy and Procedures - Between early 2005 and late 2006 a Video Monitoring Policy accompanied by a set of procedures was drafted. The purpose of the policy is to: (a) provide consistency of the purpose and location of an ever increasing number (200+) of video cameras on campus; (b) establish accountability for training, retrieving and viewing images; and (c) comply with the Freedom of Information and Protection of Privacy Act. Collaboration during the policy development has included those currently responsible for video cameras in their departments and faculties, technicians, WGIS, ITS, Freedom of Information and Privacy Advisory Committee, Housing, legal counsel, union members, Physical Plant Department, and representatives from the Affiliated University Colleges. The policy and procedures are now ready for further review by the University community, including the unions. This will be followed by routing the policy through the formal administrative approval process.
- Disposal of Computer Equipment Guidelines - In November 2005, a subcommittee was given the task of developing guidelines for the safe and effective disposal of computer equipment. The support of TUMS (TUMS = iT Users Managers and Support staff) members was sought at their November meeting and many good suggestions emerged from this group. Based on this feedback, on models found at other universities plus best practices adopted by Canadian and U.S. government agencies, an initial set of guidelines emerged in February 2006. These guidelines covered all types of storage devices, including portable devices, workstation and server hard drives, and communication devices that include storage capabilities. Initial feedback was

received from WGIS at the March 2006 meeting. Consultation continued with various individuals and groups on campus, including the University Archivist regarding the effective disposal of portable storage devices, and members of TUMS regarding the feasibility of the emerging guidelines. The subcommittee continued to incorporate the excellent feedback received, tested the specific technical processes recommended, and developed a communication strategy. The final set of guidelines and communication process was approved by WGIS at the May meeting. A communications and awareness plan will be put in place early in 2007.

- Portable Data Device Security – Best Practices - Portable Data Device Security Best Practices were developed during the reporting year. Two documents were drafted regarding the security issues surrounding portable data devices which include devices such as laptops, PDAs, cellular phones, and USB storage devices that are owned by the university or contain university information. The first document is a set of standards regarding which educate university users on their responsibilities relating to portable data devices to help ensure safe and secure usage. The second document is a collection of portable data device best practices, which provide practical information to support the standards provided in the first document. Both documents have been circulated and reviewed by WGIS, TUMS, ITS, and other members of the University community. A communications and awareness plan will be put in place early in 2007.

#### Other WGIS Projects

- Review of Electronic Commerce Policy - Electronic commerce is defined as the transmission and storage of financial transactions including sales, purchasing, payment acceptance and settlement. The transactions are considered to be high risk because credit card numbers and names are transmitted between the customer, the university and the financial institution. During the year Western's Electronic Commerce Policy was reviewed to ensure that it continues to meet the needs of the campus departments and to ensure that the policy remains relevant in terms of the technology that is being used.

There were two main conclusions of the review. The first is that there is an increasing demand from campus departments to purchase software packages that have ecommerce solutions. Most often these packages are not compatible with Western's credit card processor. Therefore products are being investigated that may allow flexibility in processing the credit card payment. The second conclusion is that security standards under which credit card payments are processed are becoming stricter. We are just beginning to understand the impact to Western although it is recognized that the standards apply to all credit card payments not just those processed through the internet.

It was determined that this will be an initiative that will continue in 2007 and the committee will continue to work in this area to understand the impact to Western and to develop recommendations.

#### ITS Security Initiatives

- Digital Boundary Security Audit, Office of the Registrar – In June, the Office of the Registrar (including the Student Development Centre) and ITS underwent an in-depth security audit of the machines registered to the OOR by an external Auditor. This review included “ethical hacking” from outside the University and internal to the University as well as “social engineering”. The final technical review will be in January and a management report will follow.
- Student Health Services security reviews were initiated following a computer breach. These reviews have initiated extensive changes in the network architecture, patching initiatives, and access controls in the SHS.

- Proactive Security Review, Schulich School of Medicine & Dentistry – These reviews were started at the request of the Systems Administrators at Schulich. An extensive plan has been formulated with Schulich and has begun.
- Private IP Space - Throughout the year considerable effort was made to provide and educate the IT community on the use of private IP space. Equipment provisioned with these “special” addresses is not visible outside the campus network. This inherently provides an additional layer of defensive isolation for assets within these address ranges. ITS will continue to communicate the benefits of this addressing scheme to the UWO community.
- Firewalls - Firewalls continue to be scrutinized and up-graded. While ITS encountered some challenges with the central firewalls associated with the Registered Services Project it is believed the situation is now corrected. The ITS workstations are integrated into this model and the intent is to schedule departmental meetings in the near term.

#### **List of Committee Members**

Elgin Austen <eausten@uwo.ca>  
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Krys Chelchowski <kchelcho@uwo.ca>  
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**ACADEMIC DEVELOPMENT FUND - NEW RESEARCH AND SCHOLARLY INITIATIVE AWARDS**  
**Major Grant 2007 - Successful Projects by Group**

<b>ADF No.</b>	<b>Project Title</b>	<b>Director / Academic Unit</b>	<b>Awarded</b>
<b>Biosciences</b>			
07-103	* A Novel Genomics Platform (NGP) for Assessing the Contributions of Gene(s) and Environment in Behaviours	Shiva Singh / Department of Biology	\$36,700
07-104	+ Nucleofector device for the efficient transfer of genetic material into hard-to-transfect mammalian cells	Laura Hertel / Department of Microbiology and Immunology	\$78,348
07-105	Equipment for quantitative real-time gene expression analysis	John McCormick / Department of Microbiology & Immunology	\$70,112
07-106	* Three-Dimensional Analyses of Human Movement	Matthew Heath / School of Kinesiology	\$70,560
07-110	A multiplex system for proteomic analyses of biological samples	Andrew Leask / Division of Oral Biology	\$55,000
07-111	Purification of Unstable Proteins	Gary Shaw / Department of Biochemistry	\$60,370
07-150	* Murine Modelling of Ocular Disease and Injury	Tim Newson / Department of Civil & Environmental Engineering	\$53,000
<b>Total for Biosciences:</b>			<b>\$424,090</b>

\* indicates that Ethics Approval is required and + indicates that External Application Outcome is required.

**ACADEMIC DEVELOPMENT FUND - NEW RESEARCH AND SCHOLARLY INITIATIVE AWARDS**  
**Major Grant 2007 - Successful Projects by Group**

<b>ADF No.</b>	<b>Project Title</b>	<b>Director / Academic Unit</b>	<b>Awarded</b>
<b>Physical and Mathematical Sciences and Engineering</b>			
07-202	+ Development of monitoring methods for pharmaceutical particulate operations	Lauren Briens / Department of Chemical and Biochemical Engineering	\$112,772
07-205	* + Single Molecule Kinetics of the Interaction between a4B1and VCAM-1 or Fibronectin	Jun Yang / Department of Mechanical and Materials Engineering	\$43,946
07-206	+ Size Exclusion Chromatography System	Elizabeth Gillies / Department of Chemistry	\$71,869
07-208	Synthesis of ultrathin molecular layers having tailor-made chemical and mechanical properties with hyperthermal hydrogen projectiles as reaction initiators for nanotechnology and biomedical applications	Leo Lau / Department of Chemistry	\$64,287
07-210	Western Space Project for International Space Station 2007	Rajiv Varma / Department of Electrical and Computer Engineering Bjarni Tryggvason / Department of Mechanical and Materials Engineering	\$126,000
07-211	Display of Pole to Pole Upper Atmospheric Meteor Winds and Temperatures	Wayne Hocking / Department of Physics and Astronomy	\$34,772
07-214	+ System to measure and quantify electronic properties of single walled carbon nanotube materials and metal oxide catalysts	Jose Herrera / Department of Chemical and Biochemical Engineering	\$95,200
07-215	+ Weighing soil lysimeter system for active layer - permafrost climate chamber experiments	Robert Schincariol / Department of Earth Sciences	\$94,000
07-217	+ Positron accelerator for high resolution defect profiling	Peter Simpson / Department of Physics and Astronomy	\$36,713
07-220	+ State-of-the-art O2/H2O Analyzers for New Nanomaterials Research	John Corrigan / Department of Chemistry	\$23,957
07-222	Continuous GPS installation for monitoring long-term geophysical processes	Kristy Tiampo / Department of Earth Sciences	\$71,024
07-251	* Image-Guided Small Animal Radiation Delivery System	Eugene Wong / Department of Physics and Astronomy	\$30,705

\* indicates that Ethics Approval is required and + indicates that External Application Outcome is required.



**ACADEMIC DEVELOPMENT FUND - NEW RESEARCH AND SCHOLARLY INITIATIVE AWARDS**

**Major Grant 2007 - Successful Projects by Group**

<b>ADF No.</b>	<b>Project Title</b>	<b>Director / Academic Unit</b>	<b>Awarded</b>
07-252	Three Dimensional Visualization of Star Formation	Shantanu Basu / Department of Physics and Astronomy	\$31,079
<b>Total for Physical and Mathematical Sciences and Engineering:</b>			<b>\$836,324</b>
<b>Social Sciences, Arts and Humanities</b>			
07-302	* The end state grammars of heritage speakers and adult second language learners	Elena Valenzuela / Department of Modern Languages and Literatures	\$22,754
07-304	+ Forging the Rule of Law: The Legal Reconstruction of Germany and Japan, 1945-52	Rande Kostal / Faculty of Law	\$55,510
07-308	The Viru Polity Research Project	Jean-Francois Millaire / Department of Anthropology	\$47,366
07-310	* Organizational Learning from Rare and Significant Operational Failures	Robert Klassen / Richard Ivey School of Business	\$28,600
07-313	"Entartete Musik": Reclaiming the Masterworks of Hans Gal	Annette-Barbara Vogel / Faculty of Music	\$90,000
07-350	* + Developmental Antecedents of Self-Esteem	Kali Trzesniewski / Department of Psychology	\$62,030
<b>Total for Social Sciences, Arts and Humanities:</b>			<b>\$306,260</b>
<b>Total:</b>			<b>\$1,566,674</b>

\* indicates that Ethics Approval is required and + indicates that External Application Outcome is required.



## Memorandum

**TO:** Irene Birrell, University Secretary

**CC:** Nancy Martinelli, Administrative Secretary

**FROM:** Office of Faculty Relations

**DATE:** June 11, 2007

**SUBJECT:** *P & T Report*

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Please find below a chart summarizing the information of the Promotion and/or Tenure cases for 2006 – 2007 on the designated group status of those individuals considered for Promotion and/or Tenure under the Collective Agreement for 2006/2007.

As in previous years, the data is provided with the following notes:

- The information is provided by Equity & Human Rights Services (excluding gender information) is in aggregate form only and was drawn from the Employment Equity database.
- All information in the database is obtained through self-identification surveys sent to employees; therefore, information is only available for those individuals who have completed surveys.
- Where the information is unknown, it is considered to be a “no” response (i.e. not a member of designated group).
- For reasons of confidentiality, information is suppressed in cases where there are less than 5 individuals in the group considered for Promotion and/or Tenure.

Nature of Promotion	Aboriginal Persons	Visible Minorities	Persons with a Disability
Promotion to Associate Professor and Granting of Tenure	0	8	<i>S</i>
Granting of Tenure	0	0	<i>S</i>
Promotion to Professor	0	3	<i>S</i>

**REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE COLLECTIVE AGREEMENT**

(As required under Clause 21 in the Article *Promotion and Tenure* )

**Total cases considered for Promotion and/or Tenure**

Male	35							
Female	22							
Aboriginal	0							
Visible Minority	11							
Person with Disability	2							

**Probationary/ Assistant Professors considered for Promotion and Tenure**

	Process initiated by Dean in the last year - Clause 15.1	Process initiated by Dean in any year before the last year - Clause 15.3	Process initiated by Member in March of 3rd year for consideration in the 4th year - Clause 15.4	Positive Committee recommendation Clause 17	Negative Committee recommendation 17	Positive Provost recommendation - Clause 18	Negative Provost recommendation - Clause 18.3	Cases Withdrawn - Clause 16.2.2
Male	14	9	0	20	3	20	3	1
Female	12	3	0	15	0	15	0	2
Aboriginal	0	0	0					
Visible Minority	5	3	0					
Person with Disability	1	1	0					

**Probationary Associate Professor considered for Promotion**

	Process initiated by the Dean in the last year of the appointment - Clause 15.2	Process initiated by Dean in any year before the last year - Clause 15.3		Positive Committee recommendation Clause 17	Negative Committee recommendation 17	Positive Provost recommendation - Clause 18	Negative Provost recommendation - Clause 18.3	Cases Withdrawn - Clause 16.2.1
Male	0	0		0	0	0	0	0
Female	0	0		0	0	0	0	0
Aboriginal	0	0						
Visible Minority	0	0						
Person with Disability	0	0						

**Externally Funded Basic Scientists Considered for Promotion**

	Process initiated by Dean	Process initiated by Member		Positive Committee recommendation Clause 17	Negative Committee recommendation 17	Positive Provost recommendation - Clause 18	Negative Provost recommendation - Clause 18.3	Cases Withdrawn - Clause 16.2
Male	s	0		s	0	s	0	0
Female	s	0		s	0	s	0	0
Aboriginal	s	0		s		s		
Visible Minority	s	0		s		s		
Person with Disability	s	0		s		s		

**Tenured Associate Professors considered for Promotion**

	Process initiated by Dean - Clause 15.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 15.6		Positive Committee recommendation Clause 17	Negative Committee recommendation 17	Positive Provost recommendation - Clause 18	Negative Provost recommendation - Clause 18.3	Cases Withdrawn - Clause 16.2
Male	7	4		11	0	11	0	0
Female	3	4		7	0	7	0	0
Aboriginal	0	0						
Visible Minority	0	3						
Person with Disability	0	0						

**Total cases considered for Promotion and/or Tenure**

The information related to the designated groups - with the exception of gender - was provided by Equity and Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed and returned the surveys. Employees in this database who have not completed a survey to indicate membership in a designated group, and who were considered for tenure and/or promotion, are counted as not being members of a designated group. For reasons of confidentiality data is suppressed ( s ) in cases where there were less than 5 individuals considered in a group.

## Report of the Academic Colleague

### 283<sup>rd</sup> Meeting of the Council of Ontario Universities

June 1, 2007

The June meeting of Council was the last one for outgoing COU President Ian Clark, and it marked another step in a significant transitional period for the organization. A revised governance structure for COU was adopted by Council, partly to define and formalize the status of the Ontario Universities' Application Centre in relation to the COU Holding Association Inc., and partly to reflect updated requirements of the *Corporations Act*. The new structure establishes a Board of Directors for COU consisting of six members: COU Chair; COU Vice-Chair; COU President; Chair of the Budget and Audit Committee; Academic Colleague; and a sixth member who is external to the COU. A number of recommendations from Phase II of the Van Loon Report were also implemented, including new terms of reference for some Standing Committees and the dissolution of others. On the whole, Van Loon proposes roles and reporting structures for committees and other affiliated groups that should make the COU more efficient and effective.

Senators may recall that the Colleagues were informed in August, 2006 that a decision had been taken to reduce the number of Council meetings for 2006/07 from five to two, a development that led Colleagues to reflect on their role in the COU. After a year of self-reflection, their role is not yet fully defined, but the reorganized governance structure of the COU maintains their Council membership. Going forward, Council will meet twice annually. Academic Colleagues and Executive Heads will each meet several times separately between meetings of Council. Among possible roles for Academic Colleagues is an increased participation in COU Task Forces, working groups and committees, and greater collaboration with COU affiliates. While advocacy is at the core of COU's function, Colleagues are keen to ensure that academic issues remain in focus as well. To that end, they are considering convening annual conferences on pressing academic issues. They continue to prepare working papers for Council's consideration.

The working paper presented to this meeting of Council, entitled "Academic Dishonesty: A Survey of Policies and Procedures at Ontario Universities," generated considerable debate. In their paper, James Dianda (Ryerson) and James Neufeld (Trent) review the various definitions of plagiarism provided by policies across Ontario universities, noting the need for user-friendly guides to supplement legally precise policy language. They also reveal differences between institutions regarding penalties, some of which would appear to create unfairness. This is especially the case with transcript notation: some universities require that an academic penalty remain on the transcript for up to eight years whereas others remove the notation after two years. The implications for undergraduate students applying for graduate or professional school, for instance, could vary widely. Dianda and Neufeld offer a series of recommendations that would bring greater consistency to the Ontario university system as well as provide students with effective guidance on academic integrity. The paper is being revised and will be available on the COU website in September.

Council also received various reports, including presentations from the Ontario Council of Academic Vice-Presidents (OCAV) and the AUCC. Reporting on behalf of OCAV, Sheila Embleton (York) noted that Academic Vice-Presidents are developing a website on academic integrity. She also reported that the Ministry has renewed support for student exchange programs, Baden-Baden among them, and has announced \$600,000 in new funding for exchanges with India. The AUCC report noted that federal transfers to the provinces include funds to be allocated to the post-secondary education sector (an additional \$800M this year, and 3% increases in subsequent years), but added that the federal government may not hold provinces accountable for their spending of the additional funds. With respect to research, the Prime Minister has made public statements about the importance of the private sector, knowledge transfer, and directed research, but the AUCC believes the government also understands the importance of basic science.

Jamie Mackay (COU) provided the Academic Colleagues with an update on current issues before the COU. Regarding admissions, Mackay reported that acceptances of admission offers to Ontario universities are up by 8.5% this year over last. This increase may place additional strain on the system, although it is offset somewhat by students from the “double-cohort” graduating this year. He also noted that the Ministry is being reorganized: where Ministry staff were once organized into “College” and “University” groups, they will now be organized along functional lines. As a result, the distinction between services for colleges on the one hand and universities on the other may be blurred.

Finally, COU’s new President was introduced: Dr. Paul Genest. The following is excerpted from the COU announcement:

Dr. Genest brings a wealth of experience in academia, government and business to the position, and has a proven track record with public policy and issues management at the highest levels with both the federal and provincial governments. His inclusive consensus-building approach and strong issues management skills will serve our institutions well in the challenging period that lays ahead.

Dr. Genest currently serves as Assistant Vice-President, Public Affairs and e-Services for Bell Canada, liaising with both governments on sector policy issues including R&D, e-health, productivity and taxation. He also served as Director of Policy and Research for then-Prime Minister Jean Chretien; Director General of Intergovernmental Affairs for Health Canada; and Senior Policy Advisor to the Minister of Health Canada.

John Doerksen