

Members are reminded of the requirement that they give notice of conflict of interest prior to consideration of any matter on the Board open and closed session agendas

**BOARD OF GOVERNORS MEETING**

**1:00 p.m., Thursday, April 26, 2018  
Room 4155 Stevenson Hall**

*The Land Acknowledgement Statement will be read at the beginning of the meeting.*

1. Adoption of Agenda - Open Session
2. **Report of the President** (Amit Chakma)
3. Unanimous Consent Agenda - **Appendix I**
  - Includes **Open Session Minutes of the Meeting of January 25, 2018**
4. Business Arising from the Minutes
5. Reports of Committees:
  - Property & Finance Committee - **Appendix II** (Sylvia Chrominska)
  - Governance & By-Laws Committee - **Appendix III** (Matthew Wilson)
  - Senior Policy & Operations Committee - **Appendix IV** (Paul Jenkins)
  - Fund Raising and Donor Relations Committee - **Appendix V** (Carol Stephenson)
6. Items Referred by Senate - **Appendix VI** (Amit Chakma)
7. Questions from Members
8. Other Business
9. Adjournment to Confidential Session

***Meetings of the Board beginning at 1:00 p.m. will normally end by 4:30 p.m. unless extended by a majority vote of those present.***

## **SUMMARY OF AGENDA ITEMS – April 26, 2018 - OPEN SESSION**

|   |             |
|---|-------------|
| Adoption of Agenda                                      | ACTION      |
| Report of the President                                 | INFORMATION |
| Unanimous Consent Agenda – <b>Appendix I</b>            | ACTION      |
| Minutes of the Open Session Meeting of January 25, 2018 | ACTION      |

### **Report of the Property & Finance Committee- Appendix II**

|   |             |
|---|-------------|
| Budgets and Fees  | ACTION      |
| Annual Report and Recommendations of the Student Services Committee | ACTION      |
| New MAPP Policy and Procedures on Intellectual Property             | ACTION      |
| Open Space Strategy   | ACTION      |
| Investment Committee Report   | INFORMATION |
| Credit Rating Review: February 21, 2019                             | INFORMATION |
| Quarterly Financial Report (Operating Budgets)                      | INFORMATION |
| New Scholarships and Awards   | INFORMATION |

### **Report of the Governance & By-Laws Committee- Appendix III**

|  |             |
|--|-------------|
| Amendment to the Terms of Reference of Special Resolution No. 1.C – Fund Raising and Donor Relations Committee | ACTION      |
| Question from Senate   | INFORMATION |
| Governance Review Task Force Implementation – Progress Report  | INFORMATION |

### **Senior Policy & Operations Committee – Appendix IV**

|                                |        |
|--------------------------------|--------|
| Code of Student Conduct Review | ACTION |
|--------------------------------|--------|

### **Fundraising & Donor Relations Committee – Appendix V**

|  |             |
|--|-------------|
| Fund Raising Activity Quarterly Report to January 31, 2018 | INFORMATION |
|--|-------------|

### **Items Referred by Senate - Appendix VI**

|  |             |
|--|-------------|
| Western's Student Mental Health and Wellness Strategic Plan – Final Report   | ACTION      |
| Faculty of Engineering – Establishment of New Academic Units – School of Biomedical Engineering and Centre of Engineering Leadership and Innovation (CELI) | ACTION      |
| 2018-19 University Operating and Capital Budgets   | INFORMATION |
| 2018 Entrance standards for Undergraduate First-Year Admissions  | INFORMATION |
| Five-Year Enrolment Projections  | INFORMATION |
| Report on Year One Class and Entering Averages   | INFORMATION |
| National Survey of Student Engagement (NSSE)   | INFORMATION |
| Vice-President (Research) 2017 Annual Report   | INFORMATION |
| Reports of the Academic Colleague  | INFORMATION |
| Academic Administrative Appointments   | INFORMATION |
| Teaching Award Recipients 2017-18  | INFORMATION |
| Spring Convocations 2018 – Honorary Degree Recipients  | INFORMATION |

|                        |  |
|------------------------|--|
| Questions from Members |  |
|------------------------|--|

## REPORT OF THE PRESIDENT

To: Board of Governors  
From: Amit Chakma  
Date: April 18, 2018  
Re: President's Report to the Board

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For the April 26, 2018 Board of Governors meeting, I'm pleased to provide the following update on important developments and achievements since the last meeting of the Board on January 25, 2018.

**Ribbon cut on Western Interdisciplinary Building:** The official grand opening of the newly constructed Western Interdisciplinary Research Building (WIRB) was held April 13. The \$47M, seven-storey research facility will house Western's **Brain and Mind Institute**, **BrainsCAN** and the **Rotman Institute of Philosophy**, as well as dry laboratories, teaching and research space, and a public plaza. Provost Deakin and I were delighted to be joined for the formal ribbon-cutting by renowned researchers and principal tenants of the new building, **Mel Goodale** (BMI), **Lisa Saksida** and **Ravi Menon** (BrainsCAN), and **Chris Smeenk** (Rotman Institute of Philosophy), as well as local Members of Parliament, **Kate Young** (London West) and **Peter Fragiskatos** (London North Centre).

Western recognizes that many of the significant problems facing humanity today are enormously complex, and that the greatest advances made in solving them often emerge at the boundaries and intersection of traditional disciplines. Our response to this reality has been to promote collaboration and to build operational capacity for interdisciplinary research through a series of strategic investments in selective areas of excellence. By adding 118,000 sq.ft. of new state-of-the-art space to campus, WIRB will generate an extraordinary return on those investments by providing the infrastructure we need to conduct truly world-class research and scholarship across multiple disciplines. A significant percentage of the building costs for WIRB (\$22.5M) was supported by the Federal Post-Secondary Institutions Strategic Investment Fund (SIF). With the SIF program support, WIRB was upgraded from LEED (Leadership in Energy and Environmental Design) silver designation to LEED gold. LEED is a rating system recognized as the international mark of excellence for green building in 160 countries.

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**Provincial grant helps Western reduce greenhouse emissions:** Western is taking an important step towards transitioning the campus away from fossil fuels and reducing greenhouse gas emissions below mandated levels with the help of a \$11.6M grant from the Ministry of Advanced Education and Skills Development's (MAESD) "Greenhouse Gas Reduction Program." The funds will allow Western to recover waste heat from its power plant and use it in other buildings, while shifting from steam to low-temperature heating systems in two buildings: Spencer Engineering and the Claudette MacKay-Lassonde Pavilion. Buildings at Western are more efficient than ever, but proposed upgrades have the potential to reduce the amount of steam required for heating and improve efficiencies in Western's central power plant, reducing the amount of natural gas used for generating steam and chilled water. A total of \$85.2M was available to Ontario universities and administered by MAESD through a competitive application process, and Western was one of eight funded projects. Construction at the Spencer Engineering Building will start in July 2018 and will be completed in March 2019.

**Provincial budget highlights:** The Ontario provincial budget included three major elements of particular importance to the postsecondary sector:

- a \$3B investment to renew and modernize campus infrastructure over the next 10 years;
- proposed changes to current OSAP eligibility and spousal rules to increase the number of students who will qualify for free tuition; and
- increased support for experiential learning opportunities in the STEM disciplines, including a \$132M investment over three years to develop PSE programs that respond to the changing needs of students and employers, and another \$935M over three years through "Good Jobs and Growth Plan" to support Ontario businesses, students and graduates.

**Federal budget invests in fundamental research:** On February 27, the federal government delivered its 2018 budget which included a \$3.8B commitment (over five years) in support of innovation and scientific discovery at Canadian universities. Details include a total of \$1.22B in new funding to the Tri-Councils — \$354.7M to each of the Canadian Institutes of Health Research (CIHR) and the Natural Sciences and Engineering Research Council (NSERC), and \$215M to the Social Sciences and Humanities Research Council (SSHRC). Titled "*Equality + Growth: A Strong Middle Class*," the budget also includes \$275M for a new fund aimed at research described as "international, multidisciplinary and fast-breaking," as well as another \$21M allocated to increasing diversity in science. Western and other research-intensive universities welcome these new investments and acknowledge the government's continued support for scientific research infrastructure with an expected \$763M coming to the Canada Foundation for Innovation (CFI) and \$210M earmarked for the Canada Research Chair (CRC) program, which will create significant funding and renewal for the country's top academic scientists.



**Superclusters Initiative presents opportunity for Western:** Western hopes to leverage its expertise in advanced manufacturing through industry partnerships vying for a share of \$950M in new funding announced February 15 as part of the federal government's [Innovation Superclusters Initiative](#). The industry-driven initiative will fund businesses of all sizes that take the lead to partner with academic institutions and not-for-profit organizations to collaborate on research and innovation projects. Western played a key role in developing the proposal for Ontario's Advanced Manufacturing Supercluster (OAMS) and will welcome invitations to partner with companies seeking our expertise in new process, technology or materials development. For example, if an industrial firm in southwestern Ontario were seeking help to design and test a new lightweight material, it could approach Western Engineering and the [Fraunhofer Project Centre for Composites Research](#) to develop a proposal. Led by Next Generation Manufacturing Canada, the OAMS has qualified for as much as \$230M of the total \$950M fund — which is projected to create upwards of 13,500 jobs over 10 years and \$13.5B in economic activity.

**Mental Health Strategic Plan:** The latest draft of [Western's Mental Health & Wellness Strategic Plan](#) was posted online January 28 through February 9 to invite further input from all campus members. The plan is founded on a literature review and environmental scan of provincial, national, and international policies and services, as well as processes related to mental health promotion and wellness at other university campuses. For the previous 18 months, the plan's development had been further informed through a [community engagement process](#) that included in-person consultations with more than 500 Western faculty, staff, students and senior university leaders, as well as input from another 1,500 individuals who responded to a campus-wide email survey. The plan articulates a vision to cultivate a culture of resilience and caring at Western, where students receive support as needed, where talking and learning about mental health reduces and eliminates stigma, and where all members of the campus community contribute to the creation of an inclusive and supportive environment. A final draft of the plan was presented to Senate at its March 16 meeting.

**Times Higher Education Summit:** On February 7, I represented Western as a panel speaker at the *THE's Asia Universities Summit* held in Shenzhen, China. Our panel discussion was promoted under the banner theme of "Bridging Divides" and explored the increasingly important roles research universities play in the global knowledge economy through collaboration with one another and other institutional partners. I was privileged to participate on the panel with distinguished colleagues including Menahem Ben-Sasson (Chancellor, Hebrew University of Jerusalem), Jeffrey Lehman (Vice-Chancellor, New York University Shanghai), and C. Raj Kumar (Vice-Chancellor, O.P. Jindal Global University).

**Western leadership update:** On March 14, Provost Deakin announced that **Dr. Matt Davison** has been appointed Dean-Elect to the Faculty of Science, commencing July 1. Matt has been a faculty member at

Western since July 1999 and has held several leadership roles in the Faculty since 2014, including Acting Associate Dean and Chair of the Department of Statistical & Actuarial Sciences. Currently, Matt serves as the founding director of the School of Mathematical & Statistical Sciences — an entity that combines the three departments of Applied Mathematics, Mathematics and Statistical & Actuarial Sciences. On March 26, the Provost announced that **Glen Tigert** has been renewed for another five-year term as University Registrar. Glen has served in his current role since March of 2014, prior to which he served as Associate Registrar and Director of Student Financial Services dating back to 2000 when he joined Western.

Meanwhile, at the time of writing this report, leadership review and selection committees remain active for the positions of President & Vice-Chancellor, Associate Vice-President (Student Experience), and the Deans of the Faculty of Information & Media Studies, and Ivey Business School. As well, Western's Senate is currently in the process of finalizing the membership of new leadership review and selection committees for the positions of the Dean of Engineering, Vice-Provost (Academic Programs), Vice-Provost (Graduate & Postdoctoral Studies), and the Vice-Provost & Chief Librarian.

**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.*

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

**Minutes**

|   |        |
|---|--------|
| 1. Open Session Minutes of the January 25, 2018 | ACTION |
|---|--------|

**Report of the Property & Finance Committee – Appendix II**

|   |             |
|---|-------------|
| 2. Investment Committee Report                    | INFORMATION |
| 3. Credit Rating Review: February 21, 2018        | INFORMATION |
| 4. Quarterly Financial Report (Operating Budgets) | INFORMATION |
| 5. New Scholarships and Awards                    | INFORMATION |

**Report of the Governance & By-Laws Committee – Appendix III**

|  |        |
|--|--------|
| 6. Amendments to the Terms of Reference of Special Resolution No. 1-C – Fund Raising and Donor Relations Committee | ACTION |
|--|--------|

**Report of the Senior Policy & Operations Committee – Appendix IV**

|                                      |  |
|--------------------------------------|--|
| 7. Code of Student Conduct Revisions |  |
|--------------------------------------|--|

**Report of the Fund Raising and Donor Relations Committee – Appendix V**

|   |             |
|---|-------------|
| 8. Fund Raising Activity Quarterly Report to January 31, 2018 | INFORMATION |
|---|-------------|

**Items Referred by Senate – Appendix VI**

|   |             |
|---|-------------|
| 9. Faculty of Engineering – Establishment of New Academic Units – School of Biomedical Engineering and Centre of Engineering Leadership and Innovation (CELI) | ACTION      |
| 10. 2018-19 University Operating and Capital Budgets  | INFORMATION |
| 11. 2018 Entrance Standards for Undergraduate First-Year Admissions   | INFORMATION |
| 12. Five-Year Enrolment Projections   | INFORMATION |
| 13. Report on Year One Class and Entering Averages  | INFORMATION |
| 14. Report of the Academic Colleague  | INFORMATION |
| 15. Academic Administrative Appointments  | INFORMATION |
| 16. Teaching Award Recipients 2017-18   | INFORMATION |
| 17. Spring Convocations 2018 – Honorary Degree Recipients   | 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 non-controversial and on which there are likely to be no questions.

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

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 noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their 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.



**MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS**

**JANUARY 25, 2018**

The meeting was held at 1:00 p.m. in Room 4155 Stevenson Hall.

PRESENT: Mr. P. Jenkins, Chair  
Ms. K. Kwan, Secretary

Ms. S. Bennett  
Dr. P. Bishop  
Ms. W. Boye  
Dr. A. Chakma  
Ms. S. Chrominska ☎  
Ms. K. Cole  
Mr. D. Cornhill  
Dr. J. Deakin  
Mr. K. Gibbons ☎  
Dr. R. Giffin  
Mr. H. Hassan  
Mr. M. Helfand

Mr. D. Keddy  
Mr. R. Konrad  
Mr. M. Lerner  
Ms. L. Logan  
Dr. K. Mequanint  
Ms. N. Noonan  
Mr. V. Pirone  
Ms. S. Shortreed  
Ms. C. Stephenson ☎  
Dr. J. Toswell  
Mr. M. Wilson

By Invitation: R. Chelladurai, E. Krische, P. Kulig, M. McLean, J. Meister, J. O'Brien

**Land Acknowledgement**

D. Keddy read the Land Acknowledgement.

BG.18-01 **Welcome to New Members**

On behalf of the Board, the Chair welcomed three new members to their first meeting: Susan Bennett, recently appointed by the Lieutenant Governor-in-Council, David Cornhill, recently appointed by the Board, and Sarah Shortreed, recently appointed by the Alumni Association.

BG.18-02 **REPORT OF THE PRESIDENT**

The President's report, distributed with the agenda, consisted of the following topics:

- SMA2 approved by MAESD
- Ontario government cabinet shuffle
- Federal Ministers' visits to campus
- Western's 23<sup>rd</sup> Rhodes Scholar named
- Major donation supports Management & Organizational Studies
- Western launches new hub for community-based Indigenous health training
- MacLean's rankings recognize Western's high graduates rates
- Western leadership update

In addition to his written report, the President added the following: He thanked the many individuals for their efforts in organizing the Prime Minister's Town Hall meeting held on

Thursday, January 11, 2018, including staff from Campus Police, Facilities Management, Ceremonies Office and the Office of Government Relations. He touched on the Federal Ministers' visits to campus noting that Lisa Saksida co-hosted, along with Revi Menon, the tour of the Centre for Functional & Metabolic Mapping at Robarts Research Centre.

BG.18-03 **UNANIMOUS CONSENT AGENDA** [Appendix I]

Prior to considering the Unanimous Consent Agenda, the Committee Chairs each provided a high level overview of their respective Committee report.

It was moved by P. Bishop, seconded by M. Wilson,

That the 19 items listed in Appendix I, Unanimous Consent Agenda, excluding item 9. Annual Report of the Code of Student Conduct Cases 2016-17 and item 10. Office of the Ombudsperson Annual Review 2016-17, be approved or received for information by the Board of Governors by unanimous consent.

CARRIED

BG.18-04 **MINUTES FROM THE PREVIOUS MEETING**

The open session minutes of the meeting of November 23, 2017 were approved as circulated. A member voiced an objection, though, stating that the concern would be raised with the University Secretary following the meeting.

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

BG.18-05 **Open Space, Landscape, Mobility Strategy Update**

An update on the Open Space, Landscape and Mobility Strategy Plan at Western, detailed in Appendix II, Annex 1, was received for information. L. Logan, Vice-President (Operations & Finance) and P. Kulig (Perkins + Will), provided an overview of the plan referencing slides contained in the Appendix II, Annex 1. They touched on the project timeline, purpose, issues and opportunities, vision and principles, highlights from the 42 actions, implementation and consultation plan. The proposed plan establishes a broad vision that allows for immediate and on-going incremental implementation. A series of short-term 'quick wins' can be implemented immediately, while other projects can be tested and evaluated through a pilot-project process. Medium and long-term capital projects will be incorporated into the development program. An ongoing monitoring program will be established to ensure compliance.

Discussion included:

- Concerns that the drop off points and turnarounds could cause traffic congestion.
- Concerns about the need for continued provision of parking spaces for patients with mobility issues who have appointments at the Fowler Kennedy Clinic.
- Concerns about the impact on Western's community relations given that private vehicles will no longer have the option of passing through campus.
- Western's communications team is developing a strategy to put a positive outlook on the roll out for this plan.
- The consultation plan is available on the Institutional Planning and Budgeting website.
- The London Bus Rapid Transit route through campus has been identified but it is possible this initiative will become an issue in the up-coming election.
- Projects within the Plan would follow the capital planning approval process.

L. Logan said that in terms of timing, the goal is to bring the Plan's Vision, which would most likely include a draft agreement with the City of London, to the Property & Finance Committee in March then to the Board in April.

**Secretary's Note:** Subsequent to the meeting, this initiative was renamed:  
Open Space Strategy

BG.18-06 **Information Items Reported by the Property & Finance Committee**

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

- Jaggaer Contract Renewal
- J.C. Kennedy Chair in Orthopaedic Surgery – Revised Terms of Reference
- Salamander Chair in Environmental Engineering – Revised Terms of Reference
- Ancillary Financial Report
- Quarterly Ratio Report on Non-Endowed Funds
- Investment Committee Membership
- Investment Committee Report
- Revenues, Expenditures and Tuition: by Faculty
- Annual Report on Trademark Licensees doing Business with the Western Book Store
- Key Financial Indicators Report as at April 30, 2017
- New Scholarships, Awards and Prizes

**REPORT OF THE SENIOR POLICY & OPERATIONS COMMITTEE** [Appendix III]

BG.18-07 **Information Item Reported by the Senior Policy & Operations Committee**

The Report of the Senior Policy & Operations Committee, detailed in Appendix III, contained the following item that was received for information:

- Annual Report of the Code of Student Conduct Cases

A member asked how sanctions are determined when an incident involves drugs or an assault. J. Deakin, Provost, responded in the absence of the Associate Vice-Provost (Academic Programs), saying that specifics regarding individual cases are confidential. Processes are followed, including receiving input from the parties involved, before sanctions are determined. She added that the Associate Vice-Provost (Academic Programs) could contact the Board member to provide a summary of the process.

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

BG.18-08 **Information Item Reported by the Audit Committee**

The Report of the Audit Committee, detailed in Appendix IV, contained the following item that was received for information:

- Office of the Ombudsperson Annual Review 2016-17

A member asked how the Ombudsperson deals with non-academic concerns. J. Meister, Ombudsperson, said that individuals often contact her after the appeal process concludes and when the individual is not satisfied with the result. She said that she reviews Western's policies and processes and contacts units to determine if anything further can be done regarding the appeal.

**REPORT OF THE FUND RAISING AND DONOR RELATIONS COMMITTEE** [Appendix V]

BG.18-09 **Information Item Reported by the Fund Raising and Donor Relations Committee**

The Report of the Fund Raising and Donor Relations Committee, detailed in Appendix V, contained the following item that was received for information by unanimous consent:

- Fund raising Activity Quarterly Report to October 31, 2017

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

BG.18-10 **Information Items Referred by Senate**

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

- Report on Faculty Recruitment and Retention
- Report of the Academic Colleague
- Announcements

**QUESTIONS FROM MEMBERS**

BG.18-11 **November 2018 Board Meeting**

The Chair advised that the Secretary will poll the members to find out if there are any objections to moving the November board meeting to one week later – from November 22 to November 29, 2018.

BG.18-12 **Governance Review Task Force Report Recommendations**

The Secretary reported that she received the following question from a Senator:

*I would like to ask the Board of Governors, through its Senate representatives, if it is able to update Senate on the progress that has been made towards implementing the recommendations from the Report of the Governance Review Task Force to the Board of Governors from November of 2015? Is there a timeline for the implementation of such recommendations as remain unaddressed by the Board?*

Under SPOC's terms of reference, access to Board requests can be dealt with in a number of ways including referring back to administration, to a Committee, etc. In this case, given the subject matter, it has been passed to the Governance & Bylaws Committee for their consideration.

The meeting adjourned to the confidential session 2:30 p.m.

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P. Jenkins  
Chair

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K. Kwan  
Secretary



**REPORT OF THE PROPERTY AND FINANCE COMMITTEE**

| Contents  | Consent Agenda |
|---|----------------|
| <p><b>Budgets and Fees</b></p> <ul style="list-style-type: none"> <li>• 2018-19 University Operating and Capital Budgets and Tuition Fees</li> <li>• Student Fee-Funded Units and Academic Supports</li> <li>• Student Organization Fees 2018-19</li> </ul> | No             |
| <p><b>Annual Report and Recommendations of the Student Services Committee</b></p>   | No             |
| <p><b>New MAPP Policy and Procedures on Intellectual Property</b></p>   | No             |
| <p><b>Open Space Strategy</b></p>   | No             |
| <p><b>Investment Committee Report</b></p>   | Yes            |
| <p><b>Credit Rating Review: February 21, 2018</b></p>   | Yes            |
| <p><b>Quarterly Financial Report (Operating Budgets)</b></p>  | Yes            |
| <p><b>New Scholarships and Awards</b></p>   | Yes            |

**FOR APPROVAL**

1. **2018-19 University Operating and Capital Budgets**

**Recommended:** That the Board of Governors approve the 2018-19 University Operating and Capital Budgets and the proposed Program Specific Fees and Other Supplemental Fees for 2018-19.

Background:

The 2018-19 Operating and Capital Budgets are attached ([Annex 1](#)). Supplemental Fees and Other Charges, shown on Table 3 of the Program Specific Fees and Supplemental Fees report ([Annex 2](#)) are approved by the President throughout the year, as authorized under the Student Fee Policy (Policy 2.4). These are provided for information.

2. **Student Fee-Funded Units, Ancillaries and Academic Supports**

**Recommended:** That the Board of Governors approve the 2018-19 budgets for Student Fee-Funded Units, Ancillaries, and Academic Units summarized in the report entitled “Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies”.

See [Annex 3](#).

3. **Student Organization Fee Proposals for 2018-19**

The tables referenced in the motion below are in the report entitled “Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies” ([Annex 3](#)).

**Recommended:** That the organization fees for the University Students’ Council for 2018-19 shown in Table 2 (full-time undergraduates) and Table 3 (part-time undergraduates) be approved, as requested by the USC.

That the organization fees for the Society of Graduate Students shown in Table 2 (full-time graduate Students – three terms) and Table 3 (part-time graduate students) be approved as requested by SOGS.

That the organization fees for the Honors Business Administration Association for 2018-19 shown in Table 2, note (b) be approved, as requested by the HBAA, contingent on Property and Finance receiving the Review of Engagement Report and final Financial Statements no later than May 25, 2018.

That the organization fees for the Master of Business Administration Association for 2018-19 shown in Table 2, note (c) be approved, as requested by the MBAA, contingent on Property and Finance receiving the Review of Engagement Report and final Financial Statements no later than May 25, 2018.

4. **Annual Report and Recommendations of the Student Services Committee**

**Recommended:** That the ancillary fees collected by the University be those detailed in [Annex 4](#), as recommended by the Student Services Committee.

Background:

See [Annex 4](#).

5. **New MAPP Policy and Procedures on Intellectual Property**

**Recommended:** That the new MAPP Policy 7.XX, Policies on Intellectual Property be approved.

Background:

See [Annex 5](#).

6. **Open Space Strategy**

**Recommended:** That the Open Space Strategy be approved.

Background:

See [Annex 6](#).

**FOR INFORMATION**

7. **Report of the Investment Committee**

See [Annex 7](#).

8. **Credit Rating Review: February 21, 2018**

In May 2007 Western issued its first debenture, for \$190 million, and a second debenture of \$100 million in December 2017. In both instances, the University received a credit rating of AA from Standard & Poor's.

Annually, Western undergoes a credit rating review by Standard & Poor's. The eighth annual review was undertaken in February 2018 and resulted in the affirmation of Western's AA Stable rating. The rationale provided in the Research Update reflects Western's very strong enterprise and financial profiles as the main reasons for maintaining the AA rating. Western's rating is two notches above the Province of Ontario.

The Research Update issued by Standard & Poor's is attached for information in [Annex 8](#).

9. **Quarterly Financial Report (Operating Budgets)**

See [Annex 9](#).

10. **New Scholarships and Awards**

See [Annex 10](#).

## Student Service Committee Report 2017-2018

### **Introduction:**

The Student Services Committee (SSC) and the SSC Ancillary Fee Working Group met throughout the year to review the various fee funded units and to determine the 2018-2019 funding for each. During the second half of the academic year, SSC has put a focus on improving the inner workings of the committee, and enclosed are recommendations to that effect along with the Fee Table for 2018-2019.

### **Recommendation:**

The Student Services Committee recommends that the attached fee schedule be approved for the 2018-2019 academic year. All units received 2% inflationary increases as outlined by the inflationary increase protocol that a previous SSC agreed to. Although, at the end of the SSC's term it was decided to change the inflation mechanism to the greater of the five year average of inflation (using the December yearly Consumer Price Index averaged for the last five years) or the previous year's inflation as calculated in December as the new inflation mechanism moving forward. To clarify for next year, the committee will consider "last years" rate as the posted rate by the Bank of Canada from December 2018 for the budgets being decided for the 2019-2020 academic year. Each year units are encouraged to request more than this new inflationary mechanism and include justification as to why greater than inflation will be needed. As well, the committee is aware that the recent increases to minimum wage and the other items included in Bill 148 will have an impact on many ancillary fee funded units, and the committee is open to requests that will reduce the effects of Bill 148.

**The two approved recommendations regarding the ancillary fee funded units are as follows;**

1. For the 2018-2019 academic year that the attached fee table is approved including a 2% inflationary increase for each unit
2. Starting for the 2019-2020 academic year that the SSC amend the ancillary fee agreement to the following. "The SSC will grant as an inflationary mechanism whichever is great of the inflation rate as posted by the Bank of Canada in December of the previous year or the average of the last five years of inflation again as calculated using the December rate."

This change stems from the ambiguous use of 2% as the previous SSC Ancillary Mechanism agreement, and student politicians are responding to an increased push by the general student population regarding the ongoing issues with the affordability of postsecondary education. The committee feels that all students are under financial strain and any work that can be completed to alleviate that is warranted.

**Committee Orientation:**

With a committee that turns over its entire membership each year, it is crucial that proper education and knowledge transfer is completed each year. A significant amount of the discussion at the working group focused on how to better onboard and prepare the voting members of the committee. Through those discussions, it was clear that a more formal orientation must be completed each year before students depart for the summer, which will allow the committee to firm up its meeting schedule earlier in the year and beginning meeting regularly during September. Previously September would be the start of this process, meaning that the committee wouldn't understand its role until well after Christmas. With this new orientation timeline, the hope is that by September the committee will be trained and can bring to conduct the business of the committee.

**As well, the committee approved two recommendations regarding the future orientation process of the committee. These are as follows;**

1. Each year in April each ancillary fee funded unit will provide a tour and presentation regarding their unit and their budget to the entire incoming SSC.
2. That by July 1st each year draft financial statements for each ancillary fee funded unit will be provided to the SSC.

*Western University*  
**2018-19 Proposed Full-Time Student Activity Fee Rates**

|    | Full-Time Undergrad              |                               |                                 |                 |                             | Full-Time Graduate - Three Terms |                               |                                 |                 |                             |
|----|----------------------------------|-------------------------------|---------------------------------|-----------------|-----------------------------|----------------------------------|-------------------------------|---------------------------------|-----------------|-----------------------------|
|    | Approved<br>2017-18              | Inflation<br>Adjustment<br>2% | Incremental<br>Fee<br>Proposals | Total<br>Change | Proposed<br>2018-19<br>Fees | Approved<br>2017-18              | Inflation<br>Adjustment<br>2% | Incremental<br>Fee<br>Proposals | Total<br>Change | Proposed<br>2018-19<br>Fees |
| 1  |                                  |                               |                                 |                 |                             |                                  |                               |                                 |                 |                             |
| 2  | 101.25                           | 2.03                          |                                 | 2.03            | 103.28                      | 128.91                           | 2.58                          |                                 | 2.58            | 131.49                      |
| 3  | 89.36                            | 1.79                          |                                 | 1.79            | 91.15                       | 89.36                            | 1.79                          |                                 | 1.79            | 91.15                       |
| 4  | 19.58                            | 0.39                          |                                 | 0.39            | 19.97                       | 19.58                            | 0.39                          |                                 | 0.39            | 19.97                       |
| 5  | 38.65                            | 0.77                          |                                 | 0.77            | 39.42                       | 38.65                            | 0.77                          |                                 | 0.77            | 39.42                       |
| 6  | 14.17                            | 0.28                          |                                 | 0.28            | 14.45                       | 14.17                            | 0.28                          |                                 | 0.28            | 14.45                       |
| 7  | 12.15                            | 0.24                          |                                 | 0.24            | 12.39                       | 12.15                            | 0.24                          |                                 | 0.24            | 12.39                       |
| 8  | 13.38                            | 0.27                          |                                 | 0.27            | 13.65                       | 13.38                            | 0.27                          |                                 | 0.27            | 13.65                       |
| 9  | 79.94                            | 1.60                          |                                 | 1.60            | 81.54                       | 79.94                            | 1.60                          |                                 | 1.60            | 81.54                       |
| 10 | 48.78                            | 0.98                          |                                 | 0.98            | 49.76                       | 31.60                            | 0.63                          |                                 | 0.63            | 32.23                       |
| 11 | 50.77                            | 1.02                          |                                 | 1.02            | 51.79                       | 50.77                            | 1.02                          |                                 | 1.02            | 51.79                       |
| 12 | 9.00                             | 0.18                          |                                 | 0.18            | 9.18                        | 9.00                             | 0.18                          |                                 | 0.18            | 9.18                        |
| 13 | 4.75                             | 0.10                          |                                 | 0.10            | 4.85                        | 4.75                             | 0.10                          |                                 | 0.10            | 4.85                        |
| 14 | <b>481.78</b>                    | <b>9.65</b>                   | <b>0.00</b>                     | <b>9.65</b>     | <b>491.43</b>               | <b>492.26</b>                    | <b>9.85</b>                   | <b>0.00</b>                     | <b>9.85</b>     | <b>502.11</b>               |
|    |                                  |                               |                                 | <b>2.00%</b>    |                             |                                  |                               |                                 | <b>2.00%</b>    |                             |
|    | <b>Total Percentage Increase</b> |                               |                                 |                 |                             |                                  |                               |                                 |                 |                             |

## NEW MAPP POLICY AND PROCEDURES ON INTELLECTUAL PROPERTY

### FOR APPROVAL

**Recommended:** That the Board of Governors approve new MAPP 7.XX, Policies on Intellectual Property attached as [Appendix 1](#).

### **Background:**

Attached is the proposed updated MAPP Policy and corresponding Procedure ([Appendix 2](#)) related to Intellectual Property created by a faculty, staff or students of the University in the course of their employment, academic studies, or when using institutional resources. Revised MAPP Policy and Procedures on Intellectual Property were initially considered by the Property and Finance Committee at its meeting on June 6, 2017, but the approval process was suspended pending further consultation with the University of Western Ontario Faculty Association. To provide some background and context, a summary of the current situation, rationale for updating the policy and the process to date is outlined below.

### Current Situation:

Intellectual Property at Western is currently governed by Western MAPP Policy 7.3, which speaks to copyright material, and 7.4, which speaks to patentable material. In addition to this, the terms of any collective agreement take precedence and supersede these policies. The current UWOFA collective agreement, for example, outlines a very detailed process for the commercialization of patentable material, including software that is specific for its faculty members. Copyright material is also addressed in UWOFA collective agreement, though to a much lesser extent.

### Rationale:

The current policies fall under the responsibility of the Vice-President (Research) and WORLDdiscoveries (the technology transfer office for Western) implements the policies regularly and in line with its responsibilities. The policies were last updated in August 2003 (copyright) and April 1983 (patents) and are no longer consistent with the operations of the University or the terms of the UWOFA collective agreement. Specifically, the rationale behind the attached proposed policy and corresponding procedures is the following:

- 1) Not all forms of intellectual property are covered by the current two MAPP policies or the UWOFA collective agreement. For example, trademarks, plant breeders rights, trade secrets etc. This can cause confusion regarding ownership of and revenue sharing for these forms of intellectual property.  
**The two policies have been combined and now encompass a much broader definition of intellectual property.**
- 2) Agreements between the University and third parties, such as funding agencies or corporate partners may contain publication limitations or restrictions or confidentiality obligations.  
**Including a reporting obligation under the policy will assist in ensuring compliance with these agreements.**
- 3) Requiring faculty, staff and students to report their intended commercialization of intellectual property provides benefits to both the University and the creator.  
**Support is offered to the creator to assist in commercialization and the University can study, report on and promote the various creations and successes.**
- 4) The revenue sharing percentages in MAPP Policy 7.4 is in direct conflict with the UWOFA collective agreement and have not been followed for many years (before 2014).

**The proposed procedures has been updated to reflect the percentages in UWOFA and our standard practice for all Western member groups.**

- 5) Not all Western members are currently covered by the MAPP policies (i.e. librarians, archivists, post-doctoral fellows) or the UWOFA collective agreement (i.e. faculty in administrative roles, such as associate deans, do not fall under this agreement while in their administrative roles).  
**The proposed policy now encompasses and includes a detailed procedure for all Western faculty, staff and students.**
- 6) Policy and procedure are in one MAPP document which creates a significant consultation and approval process for minor adjustments for procedural elements.  
**In line with all recently updated MAPP policies, policy and procedure matters have been separated.**
- 7) Staff have ownership of patentable material (including software) (7.4). MAPP policy 7.3 is silent in terms of copyright and there is no clarity regarding any other form of intellectual property. Staff having ownership of their intellectual property has created a significant legal issue for Western in the past.  
**As staff enter an employer employee relationship with Western and are hired to perform specific tasks (i.e. design websites, draft agreements, write programming code etc.), the update policy has ownership of staff generated intellectual property being owned by Western.**

Process to Date:

In close consultation with the Vice-President (Research) and Western's legal counsel, a draft updated policy was prepared. To date, the updated policy was shared with President and Vice Presidents, Deans, University Research Board, Campus Council (which includes representatives from various employee groups) and Senate. After multiple meetings, a revised draft policy was prepared which is now being presented to the Property and Finance Committee for review and approval. Many of the suggestions and requested modifications that were received during the consultation process have been incorporated. Not every request, however, led to a modification to the policy and procedures for a variety of reasons including:

- 1) The requested modification poses a significant legal or financial risk to Western.
- 2) Opposing views were received and a balance was sought in the best interest of Western and all its member groups.
- 3) As a policy, the goal is to provide an overarching framework and as such it is impossible to capture or every possible situation that may arise.

The issues raised in UWOFA's letter to the Board dated April 2<sup>nd</sup>, 2018 ([Appendix 3](#)) were raised by UWOFA during consultation and were addressed at that time. The substantive issues that have been raised in this letter are as follows:

1. UWOFA requests the removal of a reporting requirement for copyright materials or, alternatively, the inclusion of a threshold materiality component. We advised UWOFA that we could not agree for the following reasons:
  - One of the overriding principles behind this policy is that there needs to be complete transparency with respect to the use of University facilities and public funds to generate private income – it is a matter of principle rather than amount;
  - The duty to report comes before commercialization actually takes place. It is impossible to determine an appropriate threshold for reporting when, at the time of reporting, the value of the intellectual property to be commercialized is not known;



- the University would be unable to ensure compliance with third party agreements to which the University is a party and which may impose restrictions or limitations on publication;
- it would diminish the University's ability to study, report on and promote the creations of its members;
- if UWOFAs feels strongly about this issue, it can be negotiated as part of the collective bargaining process, which administration feels is the appropriate forum in which to deal with this issue. Any agreement reached through that process would take precedence over the Policy.

It should be noted that this issue was raised in Senate, resulting in the motion ([Appendix 4](#)) referred to in the UWOFAs letter. The administration feels strongly that, whatever the merits of UWOFAs's request might be, Senate is not the appropriate vehicle by which that request should be dealt with. This is not a matter of academic policy.

2. UWOFAs requests clarification on the interplay between clauses IV.3(a), IV.3(e) and IV.5 as it believes that this creates confusion on the ownership of intellectual property that is created through the efforts of both faculty and staff. It is intended that joint ownership of the IP will result from the collaboration between faculty and staff, such that the University and faculty are the owner of the IP. Administration intends to provide clarification on this point in a FAQ to be posted to WORLDdiscoveries website and does not feel that an amendment is necessary.
3. UWOFAs requests that before any changes to the procedures, the Vice-President (Research) consult with those who would be affected by the changes. Administration believes that this change is unnecessary. First, this change would be inconsistent with general processes related to updating procedures. Second, any change to the procedures has to be consistent with the principles of the overarching policy. Third, any change that is in conflict with the UWOFAs collective agreement would not be operational. Fourth, procedures are intended to be easily modified so that timely updates can be made when and if necessary. We note that the consultation process on the policy alone has taken over a year.
4. UWOFAs suggests that the word "reasonable" be added before "steps". Administration believes that this change is unnecessary. The provision is intended to simply inform the Member that they, and not the University, are responsible to take steps to protect their IP. The provision does not impose an obligation on the Member to take any steps to protect their IP.



|                                     |   |
|-------------------------------------|---|
| <b>Policy Category:</b>             | Research  |
| <b>Subject:</b>                     | Intellectual Property   |
| <b>Approving Authority:</b>         | Board of Governors  |
| <b>Responsible Officer:</b>         | Vice-President (Research)   |
| <b>Responsible Office:</b>          | Research Services   |
| <b>Related Procedures:</b>          | <a href="#">Procedures for Commercialization of Intellectual Property</a> |
| <b>Related University Policies:</b> |   |
| <b>Effective Date:</b>              |   |
| <b>Supersedes:</b>                  | Policy 7.3 Copyrights and 7.4 Patents                                     |

---

## I PURPOSE

1. The University recognizes as a fundamental principle that it should maintain complete freedom of research and unrestricted dissemination of information. Research done solely in anticipation of profit is incompatible with the aims of the University.

Nevertheless, the University recognizes that in the course of its research activities, ideas or processes may be developed on which, in the public interest, dissemination may best be achieved through the protection of Intellectual Property rights and the commercial development of those rights. The University and the Creator have a responsibility to promote the effective development and utilization of such discoveries, and to ensure that they will not be restricted in their use in a way that is detrimental to the public interest.

The University recognizes that the payment to the Creator of revenue from Intellectual Property is a desirable incentive towards discovery. It also recognizes that the effective development of Intellectual Property based on its research activities can be a source of revenue that makes possible the encouragement of further research, both in the field in which the invention was developed and in the University as a whole.

This policy has the following objectives:

- (a) to encourage and provide an incentive for creativity and innovation among University Members;
- (b) to facilitate the translation of knowledge for the greatest possible public benefit, including by commercialization through development of Intellectual Property into commercial products or processes;
- (c) to provide the rights and obligations of the University and its Members in protecting and exploiting any newly created or discovered Intellectual Property;
- (d) to ensure the University meets its obligations to funding sponsors;

### II APPLICATION

1. This policy forms a broad, general basis for the conduct of all matters pertaining to Intellectual Property within The University of Western Ontario's (University) activities and functions. As such, it applies to all University faculty, librarians, archivists, staff, post-doctoral fellows and students (Members).

### III DEFINITIONS

1. **Creator** means a University Member who is the originator of Intellectual Property and includes artists, authors, designers, composers, inventors and other similar designations.
2. **Intellectual Property** means the actual, tangible or communicable result of any and all intellectual or creative undertaking, effort or endeavour and includes, but is not necessarily limited to, scientific, artistic, literary and/or any creative endeavor. It encompasses, in part, discoveries, inventions, designs, patents, copyright, trademarks, manuscripts, books, monographs, papers, esquisse, paintings, drawings sculptures, productions, software and presentations.
3. **Agreement to the Contrary** means any Agreement to which a Creator and the University are signatories, including an Agreement between the University and a third party sponsor, which has the effect of altering the ownership rights of Creators as set out in this Policy.

### IV POLICY

1. This Policy applies to all Intellectual Property created by a Member in the course of employment, academic studies, or using, other than incidentally, University resources.
2. Any applicable collective agreement between the University and its Members shall take priority over this Policy in the event of any conflict in terms and conditions or definitions.
3. Subject to any Agreement to the Contrary, ownership of Intellectual Property shall be determined in accordance with the following principles:
  - (a) Intellectual Property created by a faculty Member during the course of his or her academic duties shall be owned by the faculty Member.
  - (b) Intellectual Property created by a Librarian or Archivist Member during the course of his or her employment duties shall be owned by the librarian or archivist Member.
  - (c) Intellectual Property created by a student Member as part of his or her academic studies at the University, shall be owned by the student, subject to a non-exclusive license in favour of the University for the purposes of satisfying the academic requirements of any course or program to which the work relates.
  - (d) Intellectual Property created by a postdoctoral fellow Member in the course of his or her activities at the University shall be owned by the postdoctoral fellow Member.
  - (e) Intellectual Property created by a staff Member in the normal course of his or her employment duties at the University shall be owned by the University.
4. It is the responsibility of the Member who is the owner of Intellectual Property (unless assigned to the University in accordance with "Procedures for Commercialization of Intellectual Property") to take such steps as they deem appropriate to protect their interest in his or her Intellectual Property.
5. Those Members involved in collaborative work or research with other Members (whether

## POLICY 7.XX – Intellectual Property

student, faculty, librarian, archivist or staff) that may result in the creation of Intellectual Property should take reasonable steps to ensure that all parties to the collaboration are aware of and agree to a methodology for determining ownership.

6. Any owner of Intellectual Property to which this Policy applies who wishes to exploit his/her Intellectual Property for commercial gain shall make full and complete disclosure to the University by submitting a report of innovation to WORLDiscoveries without unreasonable delay. The forms for the report of innovation can be obtained from:  
<http://worlddiscoveries.ca/files/sites/roi-software-02m17y-v2.2.pdf>  
<http://worlddiscoveries.ca/files/sites/roi-innovation-02m17y-v3.10.pdf>
71. Commercialization of Intellectual Property to which this Policy applies shall take place in accordance with the Procedures for Commercialization approved from time to time by the Vice-President (Research).
8. If a dispute should arise between a University Member and the University with regard to University Intellectual Property matters, and this cannot be resolved through reference to the Vice-President (Research) then the question shall be referred for decision to a single arbitrator for final and binding arbitration conducted in accordance with the Arbitrations Act, 1991.
9. The Vice-President (Research) is responsible for administration of this Policy and is authorized to approve related guidelines and procedures.

**PROCEDURE FOR POLICY 7.XX – Intellectual Property****PROCEDURES FOR COMMERCIALIZATION OF INTELLECTUAL PROPERTY****I. BY UNIVERSITY**

1. Creator(s) may assign their rights in any Creator owned Intellectual Property to the University if the Creator(s) of said Intellectual Property wish for the University to take full responsibility for the legal protection and/or commercialization of said Intellectual Property and if the University desires assignment. The University reserves the right to conduct any prudent assessment, commercial or otherwise, of the Intellectual Property before deciding whether to accept assignment.
2. Where the University owns or has been assigned rights in Intellectual Property, it will consider assigning or reassigning those rights to the Creator(s), provided it is satisfied that doing so is in the best interests of the University and the Creator(s).
3. Net Revenue will be shared between the University and the Intellectual Property Creator(s) according to the following mechanism:
  - a) Any Net Revenue from licensing of non-copyright material (including software) will be shared equally between the University and the Intellectual Property Creator(s).
  - b) Any Net Revenue from licensing of copyright material (excluding software) will be shared as agreed upon between the University and the Intellectual Property Creator(s)
  - c) Any Net Revenue from equity in a spin-off company will be shared equally between the University and the Intellectual Property Creator(s).

**II. BY CREATOR**

1. Prior to assignment to the University or following reassignment from the University, a Creator may elect to proceed with commercialization of Creator owned Intellectual Property on their own at their own expense.
2. Net Revenue will be shared between the University and the Intellectual Property Creator(s) according to the following mechanism:
  - a) Any Net Revenue from licensing of non-copyright material or equity in a spin-off company will be shared 85% to the Intellectual Property Creator(s) and 15% to the University.
  - b) Any Net Revenue from licensing of software will be shared 93% to the Intellectual Property Creator(s) and 7% to the University, unless said software was not created with significant use of University resources in which case Net Revenue will be shared 97% to the Intellectual Property Creator(s) and 3% to the University.



Sent by e-mail

April 2, 2018

Members of the Board of Governors of Western University  
c/o Kathleen Kwan, University Secretary  
Room 4101, Stevenson Hall  
Western University  
London, Ontario  
N6A 5B8

Dear Members of the Board of Governors,

Re: Proposed Intellectual Property Policy and Procedures

UWOFA has concerns about the proposed Board of Governors policy and procedures on Intellectual Property, currently scheduled for decision in April 2018. We set out those concerns below. UWOFA urges the Board to make the suggested revisions before adopting a final version of the policy and procedures.

The Policy: Substantive Concerns

1. Clause IV.6 is not consistent with the Faculty Collective Agreement or the Librarians and Archivists Collective Agreement. There is no explicit requirement in those collective agreements to make the disclosure provided for in clause IV.6 in certain situations. In particular, there is no requirement to disclose the creation of Intellectual Property which, if commercialized by the Creator, would not result in any revenue sharing with the University (such as the publication of a book or book chapter which will earn royalties).

As drafted, clause IV.6 requires the “full and complete disclosure to the University” in all cases in which Intellectual Property will be used for “commercial gain”. This includes earning royalties, even when 100% of those royalties are to be retained by the Member. The effect of this provision is that Members must disclose the creation of every book or article which is contemplated to generate even a minimal amount of royalties.

In contrast, the collective agreements contain detailed provisions on the disclosure of Intellectual Property, arrived at through negotiations. They do not require such disclosure. The employer should not be permitted, through this policy, to impose conditions that were not negotiated in the collective agreements. This is an important point of principle.

- 2 -

The clause should be amended to be consistent with those collective agreements. Failing that, at a minimum, “for commercial gain” should be replaced with “for substantial commercial gain” or “for commercial gain (beyond a *de minimus* amount)” so that small amounts of royalties do not trigger this reporting obligation.

On March 16, 2018, the Senate passed the following motion: “Senate recommends that the disclosure requirements in the draft Intellectual Property Policy contain a value threshold to trigger the reporting requirement for copyright.” This advice from the Senate to the Board of Governors, approved by a near-unanimous vote, specifically indicates that Senate shares UWOPA’s concern on this important issue.

2. We are concerned about the interplay of clauses IV.3(a), IV.3(e) and IV.5. It is common for Intellectual Property to be created through collaboration between a faculty Member and a staff Member. The policy suggests that the default ownership in such a case is jointly between the University and the faculty Member. Is this the intended general rule in such a case? Are the collaborators free to agree that the resulting Intellectual Property is wholly owned by the faculty Member? Might there otherwise be a disincentive to involve staff Members in the creation of Intellectual Property?

3. Clause IV.9 gives significant latitude to the Vice-President (Research) to vary the proposed procedures and to adopt additional procedures. We understand the efficiencies in this process versus requiring Board approval of all changes. However, in light of the importance of these procedures, there should be explicit recognition of the importance of consultation. One approach would be to insert “, after appropriate consultations with those affected,” between “approve” and “related”.

4. In clause IV.4 we suggest that “reasonable” be added before “steps”.

#### The Policy: Minor Matters

1. We previously have suggested consistency in using the singular pronoun. On that basis, clause IV.4 should be revised to replace “as they deem appropriate to protect their interest” with “as he or she deems appropriate to protect his or her interest”. That wording would match that used in other clauses.

However, given the increased concern about the exclusionary effect of the use of binary pronouns, we now question whether Board of Governors policies should be drafted using non-binary pronouns so as to be more inclusive. This would require minor changes to several clauses.

2. For consistency, in clause IV.3(b) there should not be a leading capital on either “librarian” or “archivist”.

- 3 -

### The Procedures

1. Clause I.2 is unclear and too restrictive. It is unclear because it does not explain what would trigger the consideration contemplated. It is too restrictive because the University claims sole control over rights that have been assigned to it by the Creator(s). Creator(s) should be entitled to reassignment of rights if the University has not entered into arrangements which would preclude such a reassignment.

The clause should be reworded as “On the request of the Creator(s), the University will reassign to the Creator(s) rights in Intellectual Property which have been assigned to it by the Creator(s) unless arrangements have been made which preclude such a reassignment.”

Yours truly,



Stephen G.A. Pitel  
President, UWOFPA

cc Paul Eluchok, University Counsel  
Laurie Arnott, Director, Faculty Relations



**REPORT OF THE OPERATIONS/AGENDA COMMITTEE**

| Contents  | Consent Agenda |
|---|----------------|
| <a href="#">Senate Membership – Huron University College Constituency</a> | Yes            |
| <a href="#">Senate Membership – Vacancies filled by Appointments</a>      | Yes            |
| <a href="#">Notice of Motion regarding Intellectual Property Policy</a>   | No             |

FOR APPROVAL

1. **Senate Membership – Huron University College**

**Recommended:** That the seat held by Donna Kotsopoulos, representative of the Huron University College Constituency, be declared vacant as a result of her resignation and that Jim Crimmins be elected to fill this vacancy for the remainder of the term (February 1, 2018 – June 30, 2018).

**Background:**

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

2. **Senate Membership: Vacancies filled by appointment**

**Recommended:** That the Senate seats be filled for the July 1, 2018 – June 30, 2020 term by appointment at the recommendation of the units concerned as shown below:

- Faculty of Science: Tony Percival-Smith (Biology)  
Ken Yeung (Chemistry)
- Faculty of Social Science: Daniel Brou (Management & Organizational Studies)  
Caroline Dick (Political Science)
- King’s University College: Laura Beres (Social Work)
- School of Graduate and Postdoctoral Studies - Education: Brenton Faubert
- Faculty of Health Sciences: Victoria Smye (Nursing)

FOR INFORMATION

3. **Notice of Motion on Proposed Intellectual Property Policy**

Senate, at its meeting on February 16, 2018 received a Notice of Motion regarding the Proposed Intellectual Property Policy. The Notice of Motion read as follows:

**Motion:** Senate recommends that the disclosure requirements in the draft Intellectual Property Policy contain a value threshold to trigger the reporting requirement for copyright.

The motion recommends that the proposed MAPP Policy – Intellectual Property, Part IV, paragraph 6, contain a reference to a value threshold amount beyond which it should be reported to WorlDiscoveries. In addition, the motion seeks to recommend that intellectual property that is not expected to generate income beyond a minimal amount, and would not result in any revenue sharing (i.e. publications which are expected to generate minimal royalties) should not be reported.

At its meeting on March 8, the Operations/Agenda Committee considered the notice of motion and determined that it could proceed to Senate for discussion. As the motion is only providing a recommendation from Senate for the Board's consideration there were no issues relating to the Board's or Senate's jurisdiction.

From: Prof. Samuel E. Trosow  
To: Board of Governors,  
Date: April 16, 2018

Re: Revisions to UWO Intellectual Property Policies

Please accept this letter as a submission on the proposed revision to the University's Intellectual Policy currently contained in MAPP sections 7.3 and 7.4. I am an Associate Professor holding a joint appointment in the Faculty of Law and in the Faculty of Information & Media Studies. Since coming to Western in 2001, much of my teaching and research has focused on copyright issues, and I have spoken and written extensively in this area (including *Canadian Copyright: A Citizen's Guide*, 2<sup>nd</sup> ed, with Laura Murray, Between the Lines, 2013).

I am writing to follow up on the University Senate resolution approved at its March meeting:

**Motion:** Senate recommends that the disclosure requirements in the draft Intellectual Property Policy contain a value threshold to trigger the reporting requirement for copyright.

**Background:** It is recommended that in the proposed MAPP Policy – Intellectual Property, Part IV, paragraph 6, contain a reference to a value threshold beyond which it should be reported to WorldDiscoveries. Any intellectual property that is not expected to generate income beyond a minimal amount, and would not result in any revenue sharing (i.e. publications which are expected to generate minimal royalties) should not be reported.

As the author of the resolution, I wanted to add some additional thoughts about why the proposed reporting provisions should not apply to materials in which copyright subsists.

First, unlike the case of Patents, where an applicant must go through an extensive application and examination process, Copyright subsists in any original (literary, dramatic, musical and artistic) “work” at the moment of fixation in a tangible medium of expression. In addition to works, copyright also subsists in “performers’ performances” and “sound recordings.” This means that new works and other subject matter are constantly being created even if the author is unaware of its copyright status, and this is especially true in the information intensive University setting.

Second, the reporting requirement, as it has been proposed, does not distinguish between the important differences between patents and copyright. While it may be quite reasonable for the creator of a patentable invention who must already go through a complex process in order to perfect the patent, the same cannot be said about copyrights. The proposed requirement will impose an unreasonable burden on members of the university community who are engaged in the routine production of new intellectual goods on a routine basis and who are often unaware and uninterested in its copyright status.

Third, given that copyright will also attach to performers' performance and sound recordings, the proposed policy will have a disproportionate effect on faculties and departments that routinely engage in creating, presenting and recording creative works such as Music and Visual Arts.

Fourth, given the breadth and magnitude of copyright materials being generated in a university setting, it will be impossible to monitor and enforce these new obligations. Who will be responsible for ensuring compliance with the new requirements? And in any event, it is not clear why any such reporting should be made to a non-academic unit.

In order to address these and other problems, the Senate and others have expressed concerns that the threshold for triggering the policy must be stated with greater specificity. As it stands, the requirement is vague and it will generate much confusion and uncertainty. It is often the case that a creation may generate some incidental revenue, the best example being minimal royalties that may result from a published work. This is very different from the significant revenue opportunities that may result from patentable inventions.

There are several approaches that could be adopted to address these problems. I think the most obvious solution for now would be to drop the extension of the reporting requirement to copyright in general given the fluid nature of copyright creation. While there is not a general requirement for copyrights to be registered, there is an optional registration process that can be used in situations where the owner does clearly intend to commercially exploit the creation. Perhaps the requirement should apply to require notice of such a filing. Another approach would be to clarify that the requirement does not apply in specific instances (i.e., where a piece is deposited in an openly accessible system such as Scholarship@Western or otherwise placed under a Creative Commons license).

In any event, should the Board feel that the reporting requirement needs to be extended into the realm of copyright, much more consideration needs to be given to the purpose of the requirement and also to the criteria that will be applied.

Thank you for your consideration of these points.

Submitted on April 16, 2018 by Prof. Samuel E Trosow

## OPEN SPACE STRATEGY

### FOR APPROVAL

**Recommended:** That the Open Space Strategy be approved.

### **Background:**

The Campus Master Plan approved by the Board of Governors in June 2015 identified the need for an Open Space & Landscape Plan at Western. The final Open Space Strategy Report is provided in [Appendix 1](#).

A competitive process resulted in the selection of Perkins + Will (P+W) as the lead consultants for Western. A university-wide committee was formed and work has been ongoing since September 2016. The initial scope of the Open Space & Landscape Plan was expanded to include the evaluation of possible Bus Rapid Transit routes through Western's campus.

P+W's recommendations "provided that a rapid transit alignment through the campus could support multiple University objectives including the desire for a pedestrian-oriented campus largely protected from intrusion and threat by vehicular traffic. Transit service through the campus would provide most convenient access for students, faculty, and staff – and have the greatest probability of reducing private vehicle use over the medium-to-long-term."

As the work on the Open Space & Landscape Plan has evolved, this initiative was renamed the Open Space Strategy, given the long-term and evolving nature of the work that will be taking place on campus.

In January 2017, the Board approved the Lambton Drive routing of Bus Rapid Transit (BRT) through Western's campus, subject to a list of issues which are being dealt with outside the scope of the Open Space Strategy.

A presentation of the draft report was made to the Board of Governors in January 2018. Since the January meeting, significant consultation has taken place, both internally and externally. The following is a summary of the feedback to date:

#### Accessibility and Parking

- Addressing the need for accessible parking in the core
- Strategy needs to consider those that have mobility challenges
- Consider access for taxis, Uber, and other emerging ride-sharing companies and technologies
- Ensuring pedestrian routes and building access is made more accessible
- Consider inclusion and utilization of Western's tunnel infrastructure
- Addressing the need for adequate parking

#### Traffic

- General support for reducing cut-through traffic and creating a pedestrian priority core
- A few queries on access to buildings for performances, clinics and community outreach
- Concerns raised about what will happen with increased traffic on surrounding city streets
- Interest in understanding what will happen to the strategy if BRT does not proceed

#### Cycling

- Cyclists want to ensure that their needs are being considered in future plans

#### Landscape

- Support for maintaining and enhancing outdoor spaces and woodlots with more trees – especially native species
- Support for providing access to the river
- Support for maintaining natural trails

In addition to feedback provided through consultations the Open Space Strategy has been further updated to:

- Integrate the Indigenous Strategic Plan
- Integrate the Mental Health & Wellness Strategic Plan
- Identify locations for parking structures on campus and address transportation demand management strategies
- Champion accessibility
- Address winter conditions
- Identify funding strategies for implementation

At the Board meeting in January, administration was asked to provide a high-level costing of the Open Space Strategy. Estimates for the actions identified in the Open Space Strategy total nearly \$15 million for projects to be undertaken over a maximum 10-year period, as follows:

|                             |                                   |
|-----------------------------|-----------------------------------|
| Pilot + Short-term Projects | \$ 5,875,000 (next 3 years)       |
| Medium-term Projects        | \$ 7,990,000 (years 4 through 7)  |
| Long-term Projects          | \$ 1,050,000 (years 8 through 10) |
| TOTAL                       | \$14,915,000 <sup>1</sup>         |

A funding strategy that aligns with the implementation strategy will consider various funding sources including approved annual capital funds allocated for campus-wide pedestrian safety (funding set aside of \$4M to date), along with the approved annual capital Maintenance and Modernization of Infrastructure (MMI) funds identified for campus general road work, sidewalk work, roadway and pathway lighting, landscaping, signage and wayfinding. Additional funding will be realized through major capital building projects that will include budgets for landscape and open space enhancements. All projects will require detailed scopes, budgets and funding sources prior to being presented for approval to proceed.

The City of London BRT project is responsible for improvements to the public realm along the proposed BRT route including, but not limited to, boulevards, sidewalks, landscaping, gateways, lighting, wayfinding and signage. This will realize landscape and pedestrian safety enhancements along the entire lengths of University Drive and Lambton Drive. In addition, City road improvement projects along Western Road and Philip Aziz Ave will provide landscape and pedestrian safety improvements along Western properties.

It is important to note that planning for a pedestrian priority campus is independent of the City's BRT plan. However, planning will work to be in alignment with a possible BRT route through campus.

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<sup>1</sup> The cost summary is an indicative estimate that is not sufficiently accurate to warrant individual project approval. It provides a rough cost projection that may be used for budget planning purposes in the early stages of concept development of a project. It is based on a general statement of requirements and historical data from other projects. The costs are priced in 2018 dollars and escalation has not been included. They represent total project costs and are inclusive of the construction cost, as well as contingencies, taxes, permits, professional and design fees, project management fees, inspection and testing.

**Report of the Investment Committee**

**FOR INFORMATION**

This report outlines the performance of the Operating and Endowment portfolio and the recent activities of the Investment Committee.

**Performance**

The performance of the portfolio for the past four years was as follows:

| <b><u>Asset Class</u></b>         | Annual<br>December<br>2017 | Annual<br>December<br>2016 | Annual<br>December<br>2015 | Annual<br>December<br>2014 | Annualized<br>for<br>Four years<br>Ending<br>December<br>2017 |
|-----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---|
| <b>Equities:</b>                  |                            |                            |                            |                            |   |
| Canadian                          | 10.70%                     | 18.10%                     | -2.37%                     | 13.47%                     | 9.70%   |
| US                                | 13.29                      | 10.61                      | 10.46                      | 19.11                      | 13.32   |
| Non North American                | 18.92                      | 2.97                       | 11.04                      | 5.33                       | 9.40  |
| Private                           | 10.96                      | 7.81                       | 35.64                      | 28.17                      | 20.09   |
| <b>Fixed Income</b>               | 3.02                       | 2.11                       | 3.81                       | 8.53                       | 4.34  |
| <b>Real Estate</b>                | 8.28                       | 7.01                       | 7.67                       | 8.65                       | 7.9   |
| <b>Absolute Return Strategies</b> | 8.20                       | 9.07                       | 9.08                       | 8.11                       | 8.61  |
| <b>Infrastructure</b>             | 10.50                      | 14.49                      | 15.18                      | 10.09                      | 12.54   |
| <b><i>Total Fund Return</i></b>   | <u>11.80%</u>              | <u>8.47%</u>               | <u>7.36%</u>               | <u>11.64%</u>              | <u>9.80%</u>  |
| <b><i>Policy Return</i></b>       | <u>10.78%</u>              | <u>8.01%</u>               | <u>4.61%</u>               | <u>9.31%</u>               | <u>8.15%</u>  |

**Returns in relation to the real rate of return objective**

One of the Investment Committee's objectives is to earn a 4% real rate of return over the long term (i.e., to earn 4% over the rate of inflation, as measured by the Consumer Price Index). Inflation has averaged 1.6% per year for the four year period and 1.6% per year for the ten year period.

For the four years ending December 31, 2017, the annualized real rate of return was 8.2%. For ten years ending December 31, 2017, the annualized real rate of return for the portfolio was 5.6%.

**Value added by Active Management**

Another of the Investment Committee's objectives is to earn the return produced by the asset mix policy based on the returns of the market indices plus a premium to reflect the additional fees related to active management.

Over the four years ending December 31, 2017, the actual annualized return for the portfolio was 9.8% and the return generated by the market indices for the portfolio was 8.2% (the policy return). Over the ten years ending December 31, 2017, the actual annualized return for the portfolio was 7.2% and the return generated by the market indices for the portfolio was 6.2%. The objective was met for both of these periods.

Please refer to the attached pages for additional information related to total fund value added and the real returns for periods ending December 31, 2017.

The table below provides the classifications and market value of the assets held at December 31, 2017:

|  | Market               | Target Asset Mix |              |              | Actual Asset  |
|--|----------------------|------------------|--------------|--------------|---------------|
|  | Value                | Minimum          | Target       | Maximum      | Mix           |
| <b>Equities</b>  |                      |                  |              |              |               |
| <i>Canadian</i>  | 265,885,992          | 15.0%            | 20.0%        | 25.0%        | 20.1%         |
| <i>US</i>  | 202,512,112          | 15.0%            | 20.0%        | 25.0%        | 15.3%         |
| <i>EAFE</i>  | 319,541,078          | 15.0%            | 20.0%        | 25.0%        | 24.2%         |
| <i>Private</i>   | 66,770,977           | 0.0%             | 5.0%         | 10.0%        | 5.0%          |
| <b>Total Equities</b>  | <b>854,710,159</b>   | <b>60.0%</b>     | <b>65.0%</b> | <b>70.0%</b> | <b>64.6%</b>  |
| <b>Fixed Income</b>  |                      |                  |              |              |               |
| <i>Core Fixed Income</i>                                     | 124,743,009          | 5.0%             | 10.0%        | 30.0%        | 9.4%          |
| <i>Commercial Mortgages</i>                                  | 61,009,699           | 0.0%             | 5.0%         | 10.0%        | 4.6%          |
| <b>Total Fixed Income</b>                                    | <b>185,752,708</b>   | <b>10.0%</b>     | <b>15.0%</b> | <b>35.0%</b> | <b>14.0%</b>  |
| <b>Real Assets</b>   |                      |                  |              |              |               |
| <i>Real Estate</i>   | 64,165,038           | 0.0%             | 5.0%         | 10.0%        | 4.9%          |
| <i>Infrastructure</i>  | 134,287,509          | 5.0%             | 10.0%        | 15.0%        | 10.1%         |
| <b>Total Real Assets</b>                                     | <b>198,452,547</b>   | <b>5%</b>        | <b>15%</b>   | <b>20%</b>   | <b>15.0%</b>  |
| <b>Diversifiers</b>  |                      |                  |              |              |               |
| <i>Cash</i>  | 45,212,546           | 0.0%             | 0.0%         | 10.0%        | 3.4%          |
| <i>Absolute Return Strategies, Market Neutral Strategies</i> | 30,752,798           | 0.0%             | 5.0%         | 10.0%        | 2.3%          |
| <b>Total Diversifiers</b>                                    | <b>75,965,344</b>    | <b>0%</b>        | <b>5%</b>    | <b>15%</b>   | <b>5.7%</b>   |
| <b>SSgA Dynamic Strategic Hedging</b>                        | <b>8,808,208</b>     |                  |              |              | <b>0.7%</b>   |
| <b>Grand Total</b>   | <b>1,323,688,966</b> |                  |              |              | <b>100.0%</b> |

The following chart summarizes the total investments held at December 31, 2017:

| Investment Portfolio                           | Value Invested |
|--|----------------|
| <b>Short term</b>                              | <b>399.7</b>   |
| Operating:                                     |                |
| Obligations                                    | 261.3          |
| Surplus  | <u>326.9</u>   |
| Total Operating                                | <u>588.2</u>   |
| Endowed  | 735.5          |
| <b>Total Operating &amp; Endowed Portfolio</b> | <b>1,323.7</b> |
| <b>Segregated Investment</b>                   | <b>2.1</b>     |
| <b>Total Investments</b>                       | <b>1,725.5</b> |



**Update on Investment Committee Activities**

- The Working Group on Responsible has resumed its activities. The composition of the Working Group has changed following some personnel turnover at the University. The Working Group is initially composed of Investment Committee members and Financial Services staff. The purpose of the Working Group is to review the University's policies with respect to Environmental, Social and Governance (ESG) factors and ensure that they are consistent with industry best practices and the Operating & Endowment Fund's Statement of Investment Policies, Objectives and Governance (SIOP&G).
- The Committee provided input into the mandate for a Mid-Term Asset Portfolio. Up to \$200 million will be removed from the Short-Term Asset Portfolio and invested in a mid-term strategy as permitted in the SIOP&G.
- The Committee is closely monitoring developments in the capital markets, in light of the recent spike in market volatility, and has positioned the asset mix of the Operating & Endowment Fund to take advantage of the current market environment.

# UWO Operating - Combined

## Total Fund Real Returns – December 31, 2017

A Real Return of 8.2% over the last 4 years and well above the 4% Real Objective in all annualized time periods

|                               | 1 Year            | 2 Years           | 3 Years           | 4 Years           | 5 Years           | 6 Years           | 7 Years           | 8 Years           | 9 Years           | 10 Years          | 20 Years         |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| <b>UWO Annualized Returns</b> | <b>11.8</b>       | <b>10.1</b>       | <b>9.2</b>        | <b>9.8</b>        | <b>11.7</b>       | <b>11.7</b>       | <b>9.8</b>        | <b>9.8</b>        | <b>10.6</b>       | <b>7.2</b>        | <b>7.1</b>       |
| <b>CPI (Inflation)</b>        | <b>1.9</b>        | <b>1.7</b>        | <b>1.7</b>        | <b>1.6</b>        | <b>1.5</b>        | <b>1.4</b>        | <b>1.5</b>        | <b>1.6</b>        | <b>1.6</b>        | <b>1.6</b>        | <b>1.9</b>       |
| <b>Real Return</b>            | <b>9.9</b>        | <b>8.4</b>        | <b>7.5</b>        | <b>8.2</b>        | <b>10.2</b>       | <b>10.3</b>       | <b>8.2</b>        | <b>8.2</b>        | <b>9.0</b>        | <b>5.6</b>        | <b>5.3</b>       |
|                               | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b>  | <b>Yr Ending</b> |
|                               | <b>12/31/2017</b> | <b>12/31/2016</b> | <b>12/31/2015</b> | <b>12/31/2014</b> | <b>12/31/2013</b> | <b>12/31/2012</b> | <b>12/31/2011</b> | <b>12/31/2010</b> | <b>12/31/2009</b> | <b>12/31/2008</b> |                  |
| <b>UWO Annual Returns</b>     | <b>11.8</b>       | <b>8.5</b>        | <b>7.4</b>        | <b>11.6</b>       | <b>19.8</b>       | <b>11.4</b>       | <b>-1.0</b>       | <b>10.2</b>       | <b>16.7</b>       | <b>-18.9</b>      |                  |
| <b>CPI (Inflation)</b>        | <b>1.9</b>        | <b>1.5</b>        | <b>1.6</b>        | <b>1.5</b>        | <b>1.2</b>        | <b>0.8</b>        | <b>2.3</b>        | <b>2.4</b>        | <b>1.3</b>        | <b>1.2</b>        |                  |
| <b>Real Return</b>            | <b>9.9</b>        | <b>7.0</b>        | <b>5.8</b>        | <b>10.2</b>       | <b>18.6</b>       | <b>10.5</b>       | <b>-3.3</b>       | <b>7.9</b>        | <b>15.3</b>       | <b>-20.1</b>      |                  |

# UWO Operating - Combined

## Total Fund Value Added – December 31, 2017

Good value added from active management in all annualized time periods!

|                           | 1 Year<br>Annualized | 2 Years<br>Annualized | 3 Years<br>Annualized | 4 Years<br>Annualized | 5 Years<br>Annualized | 6 Years<br>Annualized | 7 Years<br>Annualized | 8 Years<br>Annualized | 9 Years<br>Annualized | 10 Years<br>Annualized |
|---------------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| UWO Annualized Return (1) | 11.8                 | 10.1                  | 9.2                   | 9.8                   | 11.7                  | 11.7                  | 9.8                   | 9.8                   | 10.6                  | 7.2                    |
| Policy Return (2)         | 10.8                 | 9.4                   | 7.8                   | 8.2                   | 9.9                   | 10.0                  | 8.4                   | 8.7                   | 9.6                   | 6.2                    |
| Value Added               | 1.0                  | 0.7                   | 1.4                   | 1.6                   | 1.9                   | 1.7                   | 1.4                   | 1.2                   | 1.0                   | 1.0                    |

|                       | Yr Ending<br>12/31/2017 | Yr Ending<br>12/31/2016 | Yr Ending<br>12/31/2015 | Yr Ending<br>12/31/2014 | Yr Ending<br>12/31/2013 | Yr Ending<br>12/31/2012 | Yr Ending<br>12/31/2011 | Yr Ending<br>12/31/2010 | Yr Ending<br>12/31/2009 | Yr Ending<br>12/31/2008 |
|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| UWO Annual Return (1) | 11.8                    | 8.5                     | 7.4                     | 11.6                    | 19.8                    | 11.4                    | -1.0                    | 10.2                    | 16.7                    | -18.9                   |
| Policy Return (2)     | 10.8                    | 8.0                     | 4.6                     | 9.3                     | 17.0                    | 10.4                    | -0.8                    | 10.8                    | 17.3                    | -19.6                   |
| Value Added           | 1.0                     | 0.5                     | 2.8                     | 2.3                     | 2.9                     | 0.9                     | -0.2                    | -0.6                    | -0.6                    | 0.8                     |

### Policy Mix as of December 31

|                               |     |     |     |     |     |     |     |     |     |     |
|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| S&P/TSX Composite             | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% |
| S&P 500                       | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  |
| S&P 500 Hedged Currency       | 6%  | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 10% |
| Russell 3000                  | 6%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  |
| S&P 400 Hedged Currency       | 4%  | 4%  | 4%  | 4%  | 4%  | 4%  | 4%  | 4%  | 4%  | 5%  |
| MSCI EAFE                     | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% |
| MSCI EAFE Hedged Currency     | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% |
| Total Equity                  | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| FTSE TMX Bond Universe (3)    | 18% | 18% | 18% | 18% | 25% | 25% | 25% | 40% | 40% | 40% |
| MSCI All Country World (ACWI) | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 0%  | 0%  | 0%  |
| 90-Day LIBOR                  | 3%  | 3%  | 3%  | 3%  | 5%  | 5%  | 5%  | 0%  | 0%  | 0%  |
| Infrastructure (CPI + 5)      | 10% | 10% | 10% | 10% | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  |
| Real Estate (4)               | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 5%  | 0%  | 0%  | 0%  |

### Notes:

(1) All returns are before deducting investment managers' fees.

(2) The UWO Policy Return is the return that would have been earned (before investment managers' fees) by investing the portfolio in index funds in proportion to the target or policy asset mix.

(3) Currently allocation is 10% FTSE TMX Bond Universe, 5% using a combination of (60% FTSE TMX ST / 40% FTSE TMX MT), and 2.5% FTSE TMX ST Bond Index. Includes hedge fund and private equity prior to July 2010

(4) Current 5% allocation consists of 2.5% REALpac / IPD Canada - All Property Index and 2.5% REALpac / IPD Canada - All Industrials Index

**S&P Global**  
Ratings

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## Research Update:

# University of Western Ontario 'AA' Ratings Affirmed; Outlook Remains Stable

### Primary Credit Analyst:

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## Table Of Contents

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Overview

Rating Action

Outlook

Rationale

Related Criteria

Related Research

Ratings List

## Research Update:

# University of Western Ontario 'AA' Ratings Affirmed; Outlook Remains Stable

## Overview

- We expect The University of Western Ontario to maintain robust unrestricted financial reserves levels and healthy liquidity, keeping the debt burden manageable in the next two years.
- We are affirming our 'AA' long-term issuer credit and senior unsecured debt ratings on Western.
- The ratings reflect, in part, the university's stand-alone credit profile, which reflects our combined assessment of the university's very strong enterprise and financial profiles.
- The stable outlook reflects our expectation that the university will maintain a healthy market position and demand profile, and available resources will remain superior.

## Rating Action

On Feb. 21, 2018, S&P Global Ratings affirmed its 'AA' long-term issuer credit and senior unsecured debt ratings on the University of Western Ontario, in London, Ont. The outlook is stable.

## Outlook

The stable outlook reflects our expectations that, within our two-year outlook horizon, Western will maintain very strong liquidity, with cash and investments greater than 3x its debt; a healthy enrollment and demand profile; and robust consolidated financial performance. The outlook also reflects our expectation that the university's relationship with the province will be stable.

## Downside scenario

We could take a negative rating action if, in the next two years, the ratio of cash and investments-to-debt were to decrease below 3x and available resources erode materially; or changes to ongoing funding (either operating grants or research funding) weakened Western's budgetary performance such that adjusted net margins deteriorated to less than 5%. Evidence of negative government intervention from the province, a strengthening of our assessment of the link between the university and province, or a significant reduction in our assessment of Western's resilience to an Ontario default scenario could also cause us to lower the ratings, potentially to on par with or below those on Ontario, depending on the severity.

### **Upside scenario**

A significantly improved enterprise profile, with a selectivity ratio below 50% and increased geographic diversification of the student body, with out-of-province students accounting for more than 30% of total FTEs, could result in a positive rating action, in the next two years.

### **Rationale**

The ratings on Western reflect the university's stand-alone credit profile (SACP), which S&P Global Ratings assesses at 'aa' based on the university's very strong enterprise and financial profiles. The enterprise profile reflects a healthy enrollment and demand profile, strong management and governance practices, low industry risk, and Ontario's extremely strong economic fundamentals. We base our assessment of the university's financial profile on Western's robust financial management policies, history of strong financial performance, and high levels of cash and available financial resources. In our opinion, the university's relatively limited geographic student draw; its moderate debt burden; and the leveling-off of provincially funded undergraduate spaces, which could affect operating grants in the medium term offset these strengths somewhat.

The ratings also reflect our opinion of a moderately high likelihood that the Ontario government would provide extraordinary support in the event of financial distress, based on our view of its important role and strong link with the province. Our ratings on Western are above those on the province, reflecting our estimate that, along with the university's independence with regard to ownership and operations, its financial assets are sufficient such that it would likely not default on its obligations under a provincial stress scenario in which all government funding was temporarily disrupted. Although we expect that operating grants from the province will evolve through changes to the funding formula, we do not expect a material decline in the overall level of support to the university in the next two years.

Founded in 1878, Western is a research-intense, doctoral university. It is in the southwestern Ontario city of London, which has a population of about 384,000. Western has about 33,051 full-time equivalent (FTE) students on its main campus (and close to 38,700 FTEs with its three affiliated colleges). The university has 12 faculties and schools, including a school of medicine and dentistry, law, engineering, and business. It also has affiliations with three research institutes, three university colleges, and two teaching hospitals.

We believe Western has a very strong enterprise profile. Supporting this view is our assessment of the higher education sector's low industry risk, with counter cyclical and low competitive risk and growth. In addition, the university benefits from excellent economic fundamentals, measured by the province's GDP per capita, which we estimate at over US\$49,000 in 2017; good income indicators; and moderate employment and population growth projections.

However, because a high proportion of students (77%) are from Ontario, Western's student draw has, we believe, limited geographic diversity relative to that of some peers.

We believe the university's credit profile benefits from a healthy and fairly stable demand and enrollment profile. Western benefits from solid student quality metrics; a robust selectivity rate below 60%; excellent first-year retention rates of over 90% in recent years; and exceptional faculty quality, with substantially all faculty members having PhDs or equivalent degrees. Headcount has increased modestly in the past several years. However, the university has budgeted for flat undergraduate FTE growth and will focus its enrollment growth efforts on attracting more international and graduate students, although competition for these students is high. The university is a member of the U15, a group of leading research-intensive universities in Canada. In fiscal 2017, it received C\$243 million in research-related grants and contracts, which have been slowly increasing in the past several years. Western has raised almost the entire C\$750 million under its current fundraising campaign, launched in 2007, demonstrating effective fundraising capacity.

The university's senior administration has been largely stable. In our view, it has sufficient depth and expertise, and has demonstrated consistent operational effectiveness, which we believe lends stability to the credit profile. Overall, we view Western's transparency and disclosure to be good, with policies and procedures in place to adequately mitigate risks. The university conducts its activities according to a four-year operating and capital plan that contains what we view as appropriate assumptions. It prepares externally audited financial statements, which have been unqualified; and it has formal policies for endowments, investments, debt (which includes benchmark targets), and reserves (including a minimum operating reserve balance of C\$7.5 million).

In our opinion, Western has a very strong financial profile, largely in line with the medians for 'AA' rated public colleges and universities. Its adjusted weighted average operating margin was 8.1% in the past three fiscal years because enrollment growth has been stronger than the university had forecast, resulting in higher tuition revenue. Western's operating fund budget, which looks out to fiscal 2019, forecasts that revenue growth will come mainly from tuition revenue while provincial operating grants will be flat. The budget anticipates deficits in fiscal years 2018 and 2019, largely due to between C\$57 million-C\$70 million in one-time strategic allocations, and Western plans to fund these deficits through its operating reserve, which has a balance of C\$64.2 million at the end of 2016-17. The operating reserve has a board-mandated floor of C\$7.5 million at the end of the four-year budget plan and we believe that the university would defer some of the one-time spending in order to maintain this minimum.

Along with the potential for lower government grants, the university will face ongoing operating pressures primarily related to the tuition framework, and increasing employee-related expenditures. Similar to that of Canadian peers,

Western's limited flexibility to increase its student-generated revenues somewhat offsets its financial performance strength. This is primarily because Ontario monitors and guides domestic tuition rates and student aid (through the tuition framework), and enrollment expansion (through operating grants).

In our view, the university has a relatively moderate debt burden. At fiscal year-end 2017, its total gross debt outstanding stood at C\$288 million. The debt consists of C\$5.1 million in bank debt; a fixed-rate, C\$190 million, 40-year bullet debenture due 2047; C\$7.4 million in mortgages; C\$11.2 million related to Western's research park; and C\$75.1 million in amortizing banker's acceptances (outstanding from a C\$100 million non-revolving facility that matures in fiscal 2027). In addition, the university issued a C\$100 million, 40-year bullet debenture due 2057, in December 2017 for its capital requirements. We view Western's debt structure as aggressive as more than 50% of its total debt is non-amortizing; however, the bullet maturities are years away and the university's strong liquidity partially mitigates the associated risks. To help repay its bullet debentures, Western also plans to set aside C\$30 million in an internal sinking fund by end of fiscal 2018. Our estimate of Western's maximum annual debt service (which includes an estimated principal component for non-amortizing debt) equals 3.1% of our adjusted fiscal 2017 expenses. In our view, the university's debt burden is manageable given its good operating performance and the healthy level of available resources equal to 2x debt based on a three-year weighted average basis. It does not expect to borrow any additional external debt in the next several years and we believe that debt service coverage will remain more than adequate throughout our outlook horizon.

Among Canadian rated universities, Western is the only one to sponsor a pure defined contribution pension plan for current employees that shifts the plan's investment risks away from itself. This contrasts to some institutions that face the potential requirement to make special solvency payments on their pension plan deficits. The university has a legacy defined benefit plan that was in a very modest surplus position of C\$1.06 million at fiscal year-end 2017, and we do not consider the liabilities associated with this plan to be significant.

The majority of Western's postemployment liabilities relate to unfunded nonpension benefits such as medical and dental. At fiscal year-end 2017, these liabilities amounted to almost C\$473.5 million, down 10% from the previous year. Because there is no legislative requirement to maintain assets against these liabilities (unlike pensions), the university funds them on a pay-as-you-go basis, similar to what other universities do. It has implemented several cost-containment measures to moderate the liabilities' growth and expects that increased discount rates would curb, or even reverse, the liabilities' growth.

Based on public disclosures, we do not believe that Western has any additional contingent liabilities that could materially affect our view of its credit profile.



## Liquidity

At fiscal year-end 2017, total cash and investments increased to C\$1.7 billion from C\$1.4 billion in 2016, equal to over 4x our pro forma debt estimate and more than 2x our measure of available resources, indicating very robust liquidity. Western's available resources (internally restricted net assets plus internally restricted endowments) had increased to C\$697 million from C\$603.5 million the year before. We believe that available resources will remain more than sufficient to finance all debt service requirements and provide a sufficient buffer for any likely medium-term stress scenario. In addition, strong market returns in fiscal 2017 helped to boost the market value of the university's endowment to almost C\$679 million from C\$580.6 million at the end of fiscal 2016.

## Moderately high likelihood of extraordinary provincial government support

In accordance with our criteria for government-related entities, our view of Western's moderately high likelihood of extraordinary government support reflects our assessment of its important role in the province, given that postsecondary education is one of Ontario's priorities in both expenditure and mandate (after health care and school boards), and that there are no viable private alternatives. It also reflects our view of the university's solid reputation, which its niche and research profile reinforce. The province's oversight, program approval rights, and tuition regulation over Western suggest a strong link to it. Also supporting this view is that the province provides substantial operating grants, which account for about a quarter of the university's total revenue, and it appoints four of 28 board members.

The Ontario government achieved its target of returning to fiscal balance in its 2017-2018 budget. Although we believe that the province's overall support for universities will remain solid, we do not expect overall funding for the sector to increase materially in the medium term. Under the new grant funding formula, the provincial government is shifting focus toward measurable student outcomes and away from a more enrollment-based formula. It has committed to maintain stable the 2016-2017 funding level for all universities until 2019-2020. Moreover, in December 2016, the province announced it would extend its tuition framework for the next two years, maintaining the annual increases capped to an average of 3% for most undergraduate programs and 5% for professional and graduate programs.

## University of Western Ontario -- Financial Statistics

--Fiscal year ended April 30--

|                                | 2018   | 2017   | 2016   | 2015   | 2014   | Medians for 'AA' U.S. public colleges and universities, 2016† |
|--------------------------------|--------|--------|--------|--------|--------|---|
| <b>Enrollment and demand</b>   |        |        |        |        |        |   |
| Headcount                      | 32,519 | 31,922 | 31,062 | 31,305 | 31,081 | MNR   |
| Full-time equivalent           | 33,051 | 32,528 | 31,772 | 31,765 | 31,448 | 32,506  |
| First year acceptance rate (%) | 51.5   | 58.1   | 56.1   | 53.6   | 51.4   | 69.3  |

**University of Western Ontario -- Financial Statistics (cont.)**

--Fiscal year ended April 30--

|   | 2018 | 2017      | 2016      | 2015      | 2014      | Medians for 'AA' U.S. public colleges and universities, 2016† |
|---|------|-----------|-----------|-----------|-----------|---|
| First year matriculation rate (%)             | 20.2 | 20.0      | 20.8      | 21.8      | 21.4      | MNR   |
| Undergraduates as a % of total enrollment (%) | 80.5 | 81.5      | 81.6      | 82.0      | 82.0      | 77.7  |
| First year retention (%)                      | N.A. | N.A.      | 93.2      | 93.3      | 92.5      | 86.0  |
| Graduation rates (six years) (%)*             | N.A. | 83.4      | 83.6      | 82.3      | 82.2      | MNR   |
| <b>Income statement</b>                       |      |           |           |           |           |   |
| Adjusted operating revenue (C\$000s)          | N.A. | 1,204,786 | 1,198,232 | 1,109,031 | 1,098,666 | MNR   |
| Adjusted operating expense (C\$000s)          | N.A. | 1,120,003 | 1,081,586 | 1,061,661 | 1,044,229 | MNR   |
| Net adjusted operating income (C\$000s)       | N.A. | 84,783    | 116,646   | 47,370    | 54,437    | MNR   |
| Net adjusted operating margin (%)             | N.A. | 7.6       | 10.8      | 4.5       | 5.2       | 1.46  |
| Provincial grants to revenue (%)§             | N.A. | 23.0      | 22.7      | 24.5      | 25.1      | 19.4  |
| Student dependence (%)                        | N.A. | 33.8      | 31.8      | 32.1      | 30.3      | 41.8  |
| Investment income dependence (%)              | N.A. | 10.2      | 2.3       | 7.3       | 8.2       | 0.8   |
| <b>Debt</b>                                   |      |           |           |           |           |   |
| Debt outstanding (C\$000s)                    | N.A. | 288,042   | 294,057   | 303,576   | 310,290   | 698,540   |
| Current debt service burden (%)               | N.A. | 1.83      | 1.99      | 2.32      | 1.85      | MNR   |
| Current MADS burden (%)                       | N.A. | 3.09      | 3.59      | 3.42      | 2.88      | 3.60  |
| <b>Financial resource ratios</b>              |      |           |           |           |           |   |
| Endowment market value (C\$000s)              | N.A. | 678,960   | 580,615   | 585,779   | 509,659   | 748,837   |
| Cash and investments (C\$000s)                | N.A. | 1,661,799 | 1,416,635 | 1,372,329 | 1,199,212 | MNR   |
| Adjusted UFR (C\$000s)                        | N.A. | 697,138   | 603,537   | 560,906   | 498,898   | MNR   |
| Cash and investments to operations (%)        | N.A. | 148.4     | 131.0     | 129.3     | 114.8     | 54.7  |
| Cash and investments to debt (%)              | N.A. | 576.9     | 481.8     | 452.1     | 386.5     | 159.6   |
| Adjusted UFR to operations (%)                | N.A. | 62.2      | 55.8      | 52.8      | 47.8      | 31.9  |
| Adjusted UFR to debt (%)                      | N.A. | 242.0     | 205.2     | 184.8     | 160.8     | 89.7  |
| Average age of plant (years)                  | N.A. | 15.0      | 14.4      | 13.5      | 12.6      | 12.9  |
| OPEB liability to total liabilities (%)       | N.A. | 29.4      | 32.3      | 30.3      | 26.8      | MNR   |

Note: Average age of plant equals accumulated depreciation divided by depreciation and amortization expense. \*Median figure is five-year graduation rate. §Median figure is state appropriations to revenue. †U.S. median figures are in U.S. dollars. MNR--Median not reported. MADS--Maximum annual debt service. UFR--Unrestricted financial resources. N.A.--Not available.

## Related Criteria

- General Criteria: Methodology: Not-For-Profit Public And Private Colleges And Universities, Jan. 6, 2016
- General Criteria: Rating Government-Related Entities: Methodology And Assumptions, March 25, 2015
- General Criteria: Use Of CreditWatch And Outlooks, Sept. 14, 2009

## Related Research

- Fiscal Median Ratios Of Public Universities In Australia, Canada, Mexico, And The U.K.: Operating Margins Remain Mostly Solid Despite Lower Government Transfers, July 27, 2017
- U.S. Public College And University Fiscal 2016 Median Ratios: Lower Rated Entities Pressured In An Otherwise Relatively Stable Sector, July 20, 2017

## Ratings List

Ratings Affirmed

University of Western Ontario

|                      |              |
|----------------------|--------------|
| Issuer Credit Rating | AA/Stable/-- |
| Senior Unsecured     | AA           |

Certain terms used in this report, particularly certain adjectives used to express our view on rating relevant factors, have specific meanings ascribed to them in our criteria, and should therefore be read in conjunction with such criteria. Please see Ratings Criteria at [www.standardandpoors.com](http://www.standardandpoors.com) for further information. Complete ratings information is available to subscribers of RatingsDirect at [www.capitaliq.com](http://www.capitaliq.com). All ratings affected by this rating action can be found on the S&P Global Ratings' public website at [www.standardandpoors.com](http://www.standardandpoors.com). Use the Ratings search box located in the left column.

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Western University  
**2017-18 Operating Budget Update**

as at January 31, 2018

(\$000)

**<a> Summary**

|   |  | As Approved<br>by Board | Revised<br>Forecast | Increase/Decrease |        |
|---|--|-------------------------|---------------------|-------------------|--------|
|   |  |                         |                     | \$                | %      |
| 1 | Revenues <b>                           | 756,433                 | 763,730             | 7,297             | 0.96%  |
| 2 | Expenditures <c>                       | 759,161                 | 755,288             | (3,873)           | -0.51% |
| 3 | Surplus / (Deficit)                    | (2,728)                 | 8,442               | 11,170            |        |
| 4 | Operating Reserve -- Beginning of Year | 64,205                  | 67,656              | 3,451             |        |
| 5 | Surplus / (Deficit)                    | (2,728)                 | 8,442               | 11,170            |        |
| 6 | Operating Reserve -- End of Year       | 61,477                  | 76,098              | 14,621            |        |

**<b> Revenue Changes**

|    |  |  |  |       |  |
|----|--|--|--|-------|--|
| 7  | Tuition Revenue : Undergraduate                                      |  |  | 3,700 |  |
| 8  | Tuition Revenue : Graduate   |  |  | 3,000 |  |
| 9  | Other Revenue: Investment Income -Uncommitted Endowed Chairs Funding |  |  | 730   |  |
| 10 | All Other  |  |  | (133) |  |
| 11 | Total Revenue Changes  |  |  | 7,297 |  |

**<c> Expense Changes**

|    |  |  |  |         |  |
|----|--|--|--|---------|--|
| 12 | Revenue Sharing: Adjusted to Actual Enrolments |  |  | (3,680) |  |
| 13 | Vice-President Research: AVPR Appointments     |  |  | 458     |  |
| 14 | All Other                                      |  |  | (651)   |  |
| 15 | Total Expenditure Changes                      |  |  | (3,873) |  |

**SCHOLARSHIP/AWARDS/PRIZES**

**FOR INFORMATION**

*At its meeting on March 13, 2018 the Property and Finance Committee approved on behalf of the Board of Governors the following terms of reference for new scholarships, awards, bursaries and prizes.*

**Dr. Barry Davidson Global Opportunities Award (Medicine)**

Awarded annually to full-time undergraduate Doctor of Medicine (MD) students in the Schulich School of Medicine & Dentistry who are participating in an international medical experience. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load. Students may apply for this award in advance of being accepted into an international medical experience with receipt of the award contingent upon acceptance into the program. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available on the Global Opportunities website, Western International. Applications are due on November 15<sup>th</sup> (for decisions in mid-January) or, if there is no recipient selected in January, February 15<sup>th</sup> (for decisions in late March). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn that will contribute to their success in medicine, and how they will be an effective Ambassador for Western. This award was established by a generous gift from Dr. Barry Davidson (MD '74).

Value: 2 at \$2,000\*

Effective Date: 2017-2018 to 2020-2021 academic years inclusive

*\*\$2,000 from the Donor will be matched by \$2,000 through the University's Global Opportunities Award matching Program on an annual basis, for as long as the program exists.*

**Dr. Katherine Chorneyko Global Opportunities Award (Medicine)**

Awarded annually to a full-time undergraduate Doctor of Medicine student in the Schulich School of Medicine & Dentistry who is participating in an international medical internship program. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load. Students may apply for this award in advance of being accepted into an internship program with receipt of the award contingent upon acceptance into the program. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available on the Global Opportunities website, Western International. Applications are due on November 15 (for decisions in mid January) or, if there is no recipient selected in January, February 15 (for decisions in late March). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn that will contribute to their success in medicine, and how they will be an effective Ambassador for Western. This award was established by a generous gift from Dr. Katherine Chorneyko (MD '89).

Value: 2 at \$2,000\*

Effective Date: 2017-2018 to 2020-2021 academic years inclusive

*\*\$2,000 from the Donor will be matched by \$2,000 through the University's Global Opportunities Award matching Program on an annual basis, for as long as the program exists.*

**Edna Angela Liard Continuing Scholarship in Medicine (Medicine)**

Awarded to a student entering first year of the Doctor of Medicine (MD) program based on academic achievement and demonstrated financial need. This scholarship will continue for up to four years provided that the recipient progresses satisfactorily and continues to demonstrate financial need each year. Only one student may hold this scholarship at any one time. If the recipient fails to retain the award, another student who meets the criteria will be selected from the same year. Candidates must complete an admission bursary application form, which is available online through Student Center, by August 1. The Office of the Registrar will determine financial need and make the final selection of the recipient. In the event of a late offer, exceptions will be made on a case-by-case basis. This scholarship was established through a generous bequest from the Estate of Joseph Jacques Edouard Liard.

Value: 1 at \$20,000 per year

Effective Date: 2018-2019 academic year

Elizabeth Tepe Eudaemon Global Opportunities Award (Arts and Humanities)

Awarded to undergraduate students in the Faculty of Arts and Humanities, who are participating in the Classical Studies Study Tour to Rome and Italy. Students participating in this program who are registered at the constituent University may be considered (with the exception of Ivey students). Students may apply for this award in advance of being accepted into the Study Tour to Rome and Italy with receipt of the award contingent upon acceptance into the program. Preference will be given to full-time students who have not received funding from other sources. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available on the Global Opportunities website, Western International. Transcripts are required for undergraduate students who studied elsewhere in their previous academic year. Applications are due on February 15<sup>th</sup> (for decisions at the end of March). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their international experience and how they will be an effective Ambassador for Western. This award was established by a generous gift in memory of Elizabeth Tepe.

Value: 10 at \$2,000\*

Effective Date: 2017-2018 academic year only

*\*10,000 from the Donor's gift will be matched by \$10,000 through the University's Global Opportunities Award Matching Program for the 2017-2018 academic year.*

Gudaitis-Bluzas Health Scholarship (Ivey Business School)

Awarded to a full-time student in the Master of Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. The recipient will have a strong interest in pursuing a career in health care. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. This scholarship is made possible by a generous gift from Edward Gudaitis, MBA '93.

Value: 1 at \$10,000

Effective Date: May 2018

Jack Andrew Kwan International Award in Engineering (Engineering)

Awarded annually to an international full-time undergraduate student in Year 1 in the Faculty of Engineering based on academic achievement and volunteer and leadership ability, as demonstrated by participation in extracurricular activities or community involvement. Students must apply for this award and applications can be obtained from the Office of the Registrar and must be submitted by September 30 along with a one-page statement describing the applicant's extracurricular and community activities, by September 30. The Office of the Registrar will select the recipient. This award was made possible by a generous gift from Tim Kwan (BESc '73), Jane Kwan and Brian Kwan (LLB '04).

Value: 1 at \$2,500

Effective Date: 2018-2019 to 2032-2033 academic years inclusive

*This award was established in honour of Jack Kwan, grandson of Tim and Jane Kwan, who came to Canada from Hong Kong, established a successful business and is an active volunteer for a number of organizations in the Greater Toronto Area for more than twenty-five years.*

Jack Andrew Kwan International Award in Health Sciences (Health Sciences)

Awarded annually to an international full-time undergraduate student in Year 1 of any program in the Faculty of Health Sciences based on academic achievement and volunteer and leadership ability, as demonstrated by participation in extracurricular activities or community involvement. Students must apply for this award and applications can be obtained from the Office of the Registrar and must be submitted by September 30 along with a one-page statement describing the applicant's extracurricular and community activities, by September 30. The Office of the Registrar will select the recipient. This award was made possible by a generous gift from Tim Kwan (BESc '73), Jane Kwan and Brian Kwan (LLB '04).

Value: 1 at \$2,500  
Effective Date: 2018-2019 to 2032-2033 academic years inclusive

*This award was established in honour of Jack Kwan, grandson of Tim and Jane Kwan, who came to Canada from Hong Kong, established a successful business and is an active volunteer for a number of organizations in the Greater Toronto Area for more than twenty-five years.*

Kriplani MBA Scholarship (Ivey Business School)

Awarded annually to a full-time international student from India who is entering the Master of Business Administration program at the Ivey Business School who has demonstrated financial need and whose permanent residence is outside North America. Preference will be given to a student who has achieved a 700+ GMAT score. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award was established with a generous gift from Indru Kriplani, MBA '67.

Value: 1 at \$40,000  
Effective: May 2018 to April 2023

Law Class of 2007 Tim Edgar Memorial Award (Law)

Awarded annually to a full-time undergraduate student in Year 2 or 3 in the Faculty of Law, who has academic achievement and an interest in, and aptitude for, the advanced study of tax law. A one-page statement describing the candidate's interest in the advanced study of tax law must be submitted to the Dean's Office by March 30<sup>th</sup>. The Scholarship and Awards Committee in the Faculty of Law will select the recipient. This award was established by a generous gift from the Law Class of 2007 in memory of Dr. Timothy W. Edgar (BA '83 History, LLB '85).

Value: 1 at \$1,500  
Effective Date: 2017-2018 to 2021-2022 academic years inclusive

*Dr. Timothy Edgar was a brilliant Professor in Tax Law and taught in Western's Faculty of Law from 1989 to 2011. He also taught at Osgoode Hall Law School, York University, and was a member of the Sydney Law School at The University of Sydney. Dr. Edgar died in 2016 at the age of 56.*

Lorenzo Di Cecco Memorial Award in Criminal Law (Law)

Awarded annually to a full-time undergraduate student in their final year in the Faculty of Law, based on the highest academic average in advanced criminal law courses. The Scholarship and Awards Committee within the Faculty of Law will select the recipient and the award will be made at the Faculty of Law's award ceremony held during spring convocation. This award is made possible by a generous gift from Mrs. Anna Maria Braithwaite, in loving memory of her brother, Lorenzo Di Cecco (LLB'71).

Value: 1 at \$2,000  
Effective Date: 2017-2018 academic year

*Lorenzo practiced law for several years, was appointed a Criminal Court Justice of the Ontario Court of Justice, and later served clients as a criminal defense lawyer. He was deeply principled, and always sought to advance the fundamental ideals of the administration of justice. Lorenzo was a voracious reader and avid student, continuing his legal education and obtaining a Masters of Law Degree in his retirement. He was a role model to us all and is deeply missed. Lorenzo died in 2017 at the age of 73.*

Mackie Cryderman Award for Excellence in Creative Writing or Theatre Studies (Arts and Humanities)

Awarded annually to a student enrolled in Year 2, 3 or 4 in the Honors Specialization in Creative Writing and English Language and Literature or Major in Theatre Studies program in the Faculty of Arts and Humanities, who demonstrates excellence and potential in either Creative Writing or Theatre Studies. Students must have a minimum 70% average, with plans to work in the creative writing or theatre arts field after graduation. A one-page statement outlining the candidate's creative accomplishments and plans for their future career in creative writing or theatre studies must be submitted to the Departmental Office, English & Writing Studies by September 30<sup>th</sup>. The Scholarship Committee of the Department of English & Writing Studies will select the



recipient. Students are eligible to apply in Year 2, 3 and 4 and may receive the award in each year should they be selected. If there are no students who meet the criteria, the award will not be given out. This award was established by a generous gift from the Hazel Cryderman-Wees Foundation in honour of Hazel's sister-in-law, Mackie.

Value: 1 at \$2,000

Effective Date: 2018-2019 academic year

*Mackie Cryderman studied at the Winnipeg School of Art and at the Ontario College of Art, with a number of members from the Group of Seven. She created the vocational art department at the H.B. Beal Technical School in London, Ontario (currently known as H.B. Beal Secondary School). She also taught at Western University and Fanshawe College. Mackie Cryderman was an accomplished artist in a variety of media, working in watercolour, oil, metal and leather as well as pursuits in jewelry making, graphic design and carving. Mackie died in 1969 at the age of 73.*

#### Mackie Cryderman Award for Excellence in Music Performance or Composition (Music)

Awarded annually to a student enrolled in Year 2, 3 or 4 in a Music Performance or Composition program in the Don Wright Faculty of Music, who demonstrates creative excellence and potential. Students must have a minimum 70% average, with plans to work in the music performance or composition field after graduation. A one-page statement outlining the candidate's accomplishments and plans for their future must be submitted to the Dean's Office in the Don Wright Faculty of Music by September 30<sup>th</sup>. The Scholarship Committee in the Don Wright Faculty of Music will select the recipient. Students are eligible to apply in Year 2, 3 and 4 and may receive the award in each year should they be selected. If there are no students who meet the criteria, the award will not be given out. This award was established by a generous gift from the Hazel Cryderman-Wees Foundation in honour of Hazel's sister-in-law, Mackie.

Value: 1 at \$2,000

Effective Date: 2018-2019 academic year

*Mackie Cryderman studied at the Winnipeg School of Art and at the Ontario College of Art, with a number of members from the Group of Seven. She created the vocational art department at the H.B. Beal Technical School in London, Ontario (currently known as H.B. Beal Secondary School). She also taught at Western University and Fanshawe College. Mackie Cryderman was an accomplished artist in a variety of media, working in watercolour, oil, metal and leather as well as pursuits in jewelry making, graphic design and carving. Mackie died in 1969 at the age of 73.*

#### Mackie Cryderman Award for Excellence in Visual Arts (Visual Arts)

Awarded annually to students enrolled in Year 2, 3 or 4 in a Bachelor of Fine Arts program in the Faculty of Arts and Humanities, who demonstrate creative excellence and potential in Visual Arts. Students must have a minimum 70% average, with plans to work in the visual arts field after graduation. A one-page statement outlining the candidate's creative accomplishments and plans for their future career in visual arts must be submitted to the Departmental Office, Visual Arts by September 30<sup>th</sup>. The Scholarship Committee of the Department of Visual Arts will select the recipients. Students are eligible to apply in Year 2, 3 and 4 and may receive the award in each year should they be selected. If there are no students who meet the criteria, the award will not be given out. This award was established by a generous gift from the Hazel Cryderman-Wees Foundation in honour of Hazel's sister-in-law, Mackie.

Value: 3 at \$2,000

Effective Date: 2018-2019 academic year

*Mackie Cryderman studied at the Winnipeg School of Art and at the Ontario College of Art, with a number of members from the Group of Seven. She created the vocational art department at the H.B. Beal Technical School in London, Ontario (currently known as H.B. Beal Secondary School). She also taught at Western University and Fanshawe College. Mackie Cryderman was an accomplished artist in a variety of media, working in watercolour, oil, metal and leather as well as pursuits in jewelry making, graphic design and carving. Mackie died in 1969 at the age of 73.*

Meds Class of 1991 (Medicine)

Awarded annually to a full-time undergraduate student completing Year 4 of the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, based on academic achievement as well as the qualities of honesty, humour and a generosity of spirit and time. Online nomination forms can be submitted by students and faculty to the Undergraduate Medical Education Office by March 31. The recipient will be selected by their peers with the approval of the Progression and Awards Committee. This award was established by a generous gift from the Meds Class of 1991 Alumni, on the occasion of their 25th Homecoming Reunion.

Value: 1 at \$2,000

Effective Date: 2017-2018 to 2020-2021 academic years inclusive

S.B. Family Award (Arts and Humanities)

Awarded annually to a full-time undergraduate student in Year 2, 3 or 4 in the Faculty of Arts and Humanities, based on academic achievement and demonstrated financial need. Preference will be given to students studying in a module offered by the Department of Modern Languages and Literatures. Online financial assistance applications are available through Student Center and must be submitted by September 30. The recipient will be selected by the Office of the Registrar. This award was made possible by a generous gift from the S.B. Family.

Value: 1 at \$1,250

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

**FUNDED BY OPERATING**

Robert Ninham Entrance Scholarship (Law)

Awarded annually to a full-time undergraduate student entering Year 1 in the Faculty of Law, based on academic promise. Preference will be given to an Indigenous student (First Nations, Metis, Inuit, Status, Non-Status and Self Identifying) who has demonstrated ties to his/her indigenous community. The Scholarship/Awards Committee in the Faculty of Law will select the recipient.

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

*Robert Ninham was wolf clan of the Oneida Nation. He was always expanding his horizons. He obtained his private and commercial pilot licences in 1996. He graduated in 1999 with an Honors Business Commerce degree. Robert worked for the Oneida Nation of the Thames band office and decided that he could make a greater impact for his community by pursuing a law degree. Robert attended Western Law and graduated in 2010. He saw that the only way for First Nations' people to address their issues was to take responsibility and make changes within the community. He enjoyed working with children as an agent of the Office of the Children's Lawyer. He also represented First Nations' people in family court and in child protection proceedings. Robert passed away in 2017 at the age of 47.*

CPA Ontario Graduate Diploma in Accounting Scholarship (DAN Department of Management & Organizational Studies)

Awarded to full-time graduate students entering the Graduate Diploma in Accounting program, with academic achievement (minimum 80% average). The recipients will be selected by the scholarship committee in the DAN Department of Management & Organizational Studies. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This scholarship is made possible by a gift from CPA Ontario.

Value: 2 at \$2,600

Effective Date: May 2018 to April 2019 only

Fern Davis Stevenson Scholarship (Medicine) Awarded to undergraduate students entering first year of the Doctor of Medicine (MD) program, based on academic achievement and demonstrated financial need. Preference will be given to female students. This scholarship will continue for up to four years provided that the recipient progresses satisfactorily and continues to demonstrate financial need each year. Candidates must complete an admission bursary application form, which is available online through Student Center. The

Office of the Registrar will select the recipients. Only two students may hold this scholarship at any one time. If a student fails to retain the scholarship, another student in first year will be selected as a replacement. This scholarship was established by a generous bequest from Dr. Fern Davis Stevenson (MD '45).

Value: 2 at \$19,000, continuing for 4 years (\$76,000 each)

Effective Date: 2018-2019 academic year

*Dr. Stevenson graduated from Western University in 1945 with her Medical degree. She served for many years as a Doctor for the Fairfax County Police and Fire departments in Fairfax Virginia. She spent much of her holiday time traveling to China, Europe and many other parts of the world. Dr. Stevenson died in 2015 at age 93.*

Mogenson Trust Physiology and Pharmacology Anne Ferguson Memorial Award (Physiology and Pharmacology)

Awarded annually to a full-time undergraduate student in Year 3 or 4 of an Honors Specialization in Physiology, Honors Specialization in Physiology and Pharmacology, or Honors Specialization in Pharmacology, based on academic achievement and financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. Financial need will be assessed by the Office of the Registrar. The Undergraduate Studies Committee in the Department of Physiology and Pharmacology will select the recipient. This award received matching funds through the Ontario Trust for Student Support program, and recipients must meet Ontario residency requirements. This award was established by many generous donations to the Mogenson Trust in honour of Anne Ferguson, and by members of the Departments of Physiology and Pharmacology.

Value: 1 at \$800

Effective Date: 2018-2018 academic year

Dr. Wm. Victor Johnston Award (Family Medicine)

Awarded annually to a Masters or Doctoral level in Family Medicine, based on academic achievement and research merit. The recipient will be selected by the Graduate Award Committee in Family Medicine, with at least one member of the committee holding membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous estate gift from Greta May Johnston in honour of her husband, Dr. Wm. Victor Johnston (LLD '66).

Value: 2 at \$4,500

Effective Date: May 2017

*Dr. Johnston completed his BA in 1920 and his MD in 1923 through the University of Toronto. He practiced medicine in Lucknow, Ontario from 1924 to 1954. He was the first Director of the College of General Practice of Canada. In 1965, the College struck the William Victor Johnston Medal of Honor and in recognition of his devotion and dedication to the ideals of family practice, awarded the first one to him. In 1966, he was awarded the Honorary Doctor of Laws Degree by Western University. Dr. Johnston died in 2003 at the age of 103.*

Robert & Linda Adams Scholarship in Engineering (Engineering)

Awarded annually to two full-time undergraduate female students in Year 2 in the Faculty of Engineering, based on academic achievement (minimum 80% average). One student will be in Chemical or Biochemical Engineering and one student will be in Computer or Software Engineering. The recipients will be selected by the Undergraduate Awards Committee in the Faculty of Engineering. This scholarship was established with a generous gift from Robert and Linda Adams (BEEd '84).

*Robert and Linda Adams have dedicated this scholarship to their parents, Jack and Edna Adams and Ken and Doris Shoultz. They feel fortunate to have parents who valued higher education and were able to assist them with their university costs. As an educator, Linda has long promoted engineering as a career launch point. Robert is a professional engineer and has practiced engineering for his entire career.*

Value: 2 at \$1,000

Effective Date: 2018-2019 academic year

Erika Gross Chamberlain Bursary in Law (Law)

Awarded annually to a full-time undergraduate student in any year in the Faculty of Law, who has demonstrated financial need. Preference will be given to a student who immigrated to Canada. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established by a generous gift from Professor Erika Chamberlain (LLB 01) in honour of her parents, Andreas and Irmgard Gross, in appreciation of the contributions that immigrants make to Canada and to the legal profession.

Value: 1 at \$5,000

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Dr. John S. Carruthers Bursary in Medicine (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, who has demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from the Estate of Dr. John S. Carruthers (MD '55).

Value: 1 at \$3,700

Effective Date: 2018-2019 academic year

*Dr. John S. Carruthers, affectionately known as "Jack", practiced as a Pathologist at the Princess Margaret Hospital in Toronto for most of his medical career. He loved curling, sailing and spending time at the cottage in Sarnia with his children and grandchildren. He had a passion for nature and loved to take his family camping throughout Canada and the United States. Dr. Carruthers died in 2017 at the age of 86.*

Randy Gillies Family Foundation Football Award (Any Undergraduate or Graduate Program)

Awarded to full-time undergraduate and graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as members of the Men's Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Randall Gillies (BA '81) through the Randy Gillies Family Foundation.

Value: 2 at \$4,500

Effective Date: 2018-2019 to 2020-2021 academic years inclusive

Dr. Tatiana Zdyb Award in Science or Engineering (Science and Engineering)

Awarded annually to an undergraduate student, in any year of any program, in Science or Engineering, with demonstrated financial need. Preference will be given to a female student who is a first generation Canadian. Online financial assistance applications are available through the Office of the Registrar's website and must be submitted by September 30<sup>th</sup>. The Office of the Registrar will select the recipient. This award was established by a generous gift from Dr. Tatiana Zdyb (PhD '14, BA '03).

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

*Dr. Tatiana Zdyb is a first generation Canadian who benefitted from the financial support she received during her undergraduate and graduate studies at Western University. Her wish is that other women in Science and Engineering will receive the financial support they need to excel in their chosen fields.*

Dr. James H. Purvis Bursary in Medicine (Schulich School of Medicine & Dentistry)

Awarded to full-time undergraduate students in any year of the Schulich School of Medicine & Dentistry, Doctor of Medicine (MD) Program, Windsor Campus, who have demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipients. This bursary was established by Dr. James H. Purvis.

Value: 5 at \$5,000  
Effective Date: 2018-2019 academic year inclusive

Teoh Family '3259' Award (Any Undergraduate Program)

Awarded to a full-time undergraduate student entering Year 3 or beyond who has achieved a minimum average of 70% and has been involved in contributing to the university community through participation in clubs and organizations on campus that benefit the university community. A one page statement, outlining how the applicant has been engaged with the university and helped connect peers from all walks of life is required to be submitted to the Office of the Registrar by September 30<sup>th</sup>. The recipient will be selected by the Office of the Registrar.

Value: 1 at \$1,000  
Effective Date: 2018-2019 academic year

*This award was made possible through a generous donation from Daniel Teoh, BESC. '10 who hopes to help future generations of connectors. "3259" in the name of this award represents a date of significance to the donor.*

Ron and Nancy Clark HBA Entrepreneurship Award (Ivey Business School)

Awarded annually to a student enrolled in HBA 2 at the Ivey Business School, based on academic achievement, a strong interest in entrepreneurship and demonstrated financial need. Preference will be given to students who have an interest in family or small business. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the financial selection of the recipient. This award was established through a generous gift from The Ron and Nancy Clark Foundation.

Value: 3 at \$10,400  
Effective Date: 2018-2019 to 2025-2026 academic year

Shelagh Donovan Memorial HBA Award (Ivey Business School)

Awarded annually to two female HBA 2 students who demonstrate a strong desire and ability to serve as coaches and mentors to their classmates, strong academic performance in the prior year, outstanding leadership qualities, a positive outlook in business and exceptional personal relationships. The HBA Scholarship Committee, with input from Ivey Faculty and members of the HBA Association, will select the recipients. The recipients will be announced at the HBA 2 "Welcome Back" event. The Committee will accept peer and self-nominations.

Value: 2 at \$10,000  
Effective Date: 2018-2019 academic year

*This award was generously established in memory of the late Shelagh Donovan, HBA '79, by her family, friends and colleagues in recognition of the exceptional interpersonal skills, dedication, initiative, compassion, inclusivity, kindness and collaboration that Shelagh demonstrated throughout her life and career and in her relationships with others.*

Rosemary Schauf Pahl MBA Award (Ivey Business School)

Awarded annually to a female student who is enrolled full-time in the Master of Business Administration program at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. The recipient will be a Canadian citizen. Preference will be given to a student who has six or more years of work experience or who is being admitted without an undergraduate degree. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award was generously established by Rosemary Schauf Pahl, MBA '84.

Value: 1 at \$8,000  
Effective Date: May 2018

HBA '77 Past Future Forward Award (Ivey Business School)

Awarded annually to a full-time student, who is a Canadian citizen, entering the Honors Business Administration program at the Ivey Business School, based on academic achievement, leadership (community and other) and demonstrated financial need. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the financial selection of the recipient. This award was made possible by gifts from the Class of HBA 1977.

Value: 1 at \$5,000

Effective Date: 2018-2019 academic year

Jordan International Experience Award (Any Undergraduate or Graduate Program)

Awarded annually to a graduate student or senior undergraduate student in year 3 or 4, based on the following selection preferences:

1. Awarded to a graduate or a senior undergraduate student in year 3 or 4 at the constituent university wishing to participate in a University sanctioned activity in Jordan, such as an exchange program, approved study abroad program, curriculum-based international field course, international study, or international community service, internship, or other University-led international credit or non-credit learning experiences for which academic credit or approval from their faculty will be obtained. Students must have completed their prescribed academic program the previous year and currently be registered as a full-time student.
2. Awarded to an international graduate student or senior undergraduate student from Jordan in year 3 or 4 at the constituent university, accepted to study at Western, or wishing to participate in a sanctioned activity with Western University (such as international exchange, study-abroad, service learning or research experience). International students from Jordan currently studying in Canada or abroad may be considered.

If an eligible student is not found in any given year, funds may be utilized to support more than one student in a subsequent year. Whenever possible, selections will alternate between preferences 1 and 2.

To apply, submit an online International Experience Award Application on the Global Opportunities website, Western International. Applications are due on November 15 and February 15. Students at the Ivey Business School are eligible to apply for the Jordan International Experience Award.

This generous award was established by the Islamic Centre of Southwest Ontario.

Value: 1 at \$5,000

Effective Date: 2017-2018 to 2026-2027 academic years or until funds are fully expended

*At its meeting on April 17, 2018 the Property and Finance Committee approved on behalf of the Board of Governors the following terms of reference for new scholarships, awards, bursaries and prizes.*

Cecilia Alleyne Award (Any Undergraduate Program)

Awarded annually to an undergraduate student enrolled in first year of any program, in any Faculty, who is residing in one of Western's main campus student residences, with demonstrated financial need. The candidate must also exhibit active participation in extra-curricular activities in the community. Online financial assistance applications are available from Student Center and must be submitted by September 30<sup>th</sup>. The Office of the Registrar will select the recipient. This award was established by Mr. Christopher Costello (BACS '02) and Mr. Christopher Alleyne (HBA '03) in honour of Cecilia Alleyne.

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

*This award honours the memory of the strong, supportive and loving women in the lives of Christopher Costello and Christopher Alleyne. It serves as a reminder of the impact and legacy they provided, and is a continued symbol of their never-ending presence and pride in their lives. The hope is that this award will assist with some of the costs of residence.*

Dr. Raphael Cheung Clinical Clerk Award (Schulich School of Medicine & Dentistry)

Awarded annually to an undergraduate Doctor of Medicine (MD) student at the Schulich School of Medicine & Dentistry - Windsor Campus, who as a third year Clinical Clerk demonstrates the most interest and initiative in the betterment and development of the Schulich School of Medicine & Dentistry - Windsor Campus, and who is identified as a future medical leader. Nominations from the Windsor Clinical Clerkship Rotation Departments, vis-à-vis the Academic Directors, will be collected and reviewed by the Windsor Campus Administrative Office. The recipient will be selected by the Progression and Awards Committee of the Schulich School of Medicine & Dentistry upon the recommendation of the Associate Dean, Windsor Campus. This award is open to clinical clerks who have spent their entire clinical clerkship at the Schulich School of Medicine & Dentistry - Windsor Campus.

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year

John M. Thompson Award in Engineering Leadership and Innovation (Engineering)

Awarded annually to undergraduate students in the fourth year of the BESC degree program who are registered in the Engineering Leadership and Innovation Certificate and have completed at least two of the required 3000- or 4000-level Certificate courses. A student registered in Options A or D of the Integrated Engineering Program who has completed at least two of the required 3000- or 4000-level Certificate Courses shall also be eligible for this award. The recipients shall be determined on academic achievement in the Certificate and BESC courses and on the demonstration of the integration of business and engineering perspectives through leadership and innovation extracurricular activities. Applications can be obtained online through the Engineering Undergraduate Services website and must be submitted with a one-page statement that describes the applicant's relevant extracurricular activities by January 15. The Undergraduate Awards Committee in the Faculty of Engineering, in consultation with the John M. Thompson Chair in Leadership and Innovation, will select the recipients. This award was established with a generous gift from John M. Thompson (BESC '66, LLD '94) and Melinda Thompson (BA '64 Huron).

Value: 5 at \$2,000

Effective Date: 2018-2019 academic year

John M. Thompson HBA/BESC Scholarship (Ivey Business and Engineering)

Awarded annually to undergraduate students entering the fourth year of the dual degree HBA/BESC program with the highest overall average of courses taken in HBA 1 and Engineering 1, plus Business 2257. The Undergraduate Awards Committee in the Faculty of Engineering, in consultation with the John M. Thompson Chair in Engineering Leadership and Innovation, will select the recipients. Students selected to receive another scholarship valued at \$5,000 or more annually that is specific to students in the dual degree HBA/BESC program, are not eligible for this scholarship. This scholarship was established with a generous gift from John M. Thompson (BESC '66, LLD '94) and Melinda Thompson (BA '64 Huron).

Value: 2 at \$5,000

Effective Date: 2018-2019 academic year

Harbour Grace Holdings, Inc. HBA Scholarship (Ivey Business School)

Awarded to full-time HBA students at the Ivey Business School who have applied for acceptance into the HBA/BESC dual degree program. The recipients will be Canadian Citizens who have graduated from a publicly-funded high school. This award will continue for Year 4 and Year 5 provided that the recipients maintain a 75% average, and remain in the HBA/BESC dual degree program. A shortlist of award recipients will be determined by the HBA Program Office based on applications to the HBA/BESC dual degree program (January 2019). The HBA Scholarship Review Committee will make the final selection of the recipients. If the recipient fails to retain, no replacement will be selected and a review of the funding will have to take place. These scholarships were established with a generous gift from Harbour Grace Holdings, Inc.

Value: 5 scholarships totaling \$37,500 each (for Year 3, continuing into Years 4 & 5)

Effective Date: 2018-2019 to 2020-2021

*Recipients will receive:*

*\$12,500 in Year 3 (HBA 1) 2018-2019*

\$12,500 in Year 4 (HBA/BESc Dual Degree Program) 2019-2020  
\$12,500 in Year 5 (HBA/BESc Dual Degree Program) 2020-2021

HBA '89 Award (Ivey Business School)

Awarded annually to a full-time student entering the Honors of Bachelor of Business Administration program at the Richard Ivey School of Business, based on academic achievement 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. The HBA Scholarship Committee at Ivey will make the final selection of the award recipient. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of the HBA Class of 1989.

Value: 1 at \$3,000  
Effective Date: 2018-2019 academic year

HBA 2000 Award (Ivey Business School)

Awarded annually to a full-time student entering the Honors Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Candidates may apply for this award at the time of applying for admission to the HBA program at Ivey. Final selection of the recipient will be made by the HBA Scholarship Review Committee. Recipients will be notified at the time of acceptance into the program. This award was established with a generous gift from the HBA Class of 2000.

Value: 1 at \$1,000  
Effective Date: 2018-2019 academic year

Lorna Cuthbert Bursary in Law (Law)

Awarded annually to a full-time undergraduate student in any year in the Faculty of Law, who has demonstrated financial need. Preference will be given to an Indigenous student (First Nations, Inuit or Metis). Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established by a generous gift from Lorna Cuthbert (LLB '90) and Heather Giffen.

Value: 2 at \$5,000  
Effective Date: 2018-2019 to 2020-2021 academic years inclusive

Pauline Brooks and Christopher Armitage Scholarship in English Literature (Arts and Humanities)

Awarded annually to a full-time undergraduate student in Year 3 or 4, who is pursuing an Honors Specialization in either English Language and Literature or Creative Writing and English Language and Literature, or a Specialization or Major in English Language and Literature, with academic achievement (minimum 80% average). Preference will be given to a student from Northern Ontario. The scholarship committee in the Faculty of Arts and Humanities will select the recipient. This scholarship was established with a generous gift from Professor Christopher Armitage (MA '64, English) in honour of his late wife Pauline Brooks Armitage (BA '52).

Value: 1 at \$1,000  
Effective Date: 2018-2019 academic year

*Christopher Armitage was born in England and studied at Oxford University where he met Pauline Brooks from Copper Cliff, Ontario, who was working in London, England at the time. They married and settled in London, Ontario and Christopher completed his Master's Degree in English at Western University. After teaching at Huron College and Guelph University, Christopher completed his PhD at Duke University in 1967. Professor Armitage taught Shakespeare for more than 50 years at the University of North Carolina and received the Board of Governor's Medal for his achievements. Pauline died in 1979.*

Rhodes Western Law Award (Law)

Awarded annually to undergraduate students enrolled in any year in the Faculty of Law, who have a 70% minimum and demonstrated financial need. Online financial assistance applications are available on Student Center and must be submitted by September 30<sup>th</sup>. The Office of the Registrar will select the recipients. This award was established by Mr. Holden J. Rhodes (LLB '95 University of Birmingham, BA '91, Political Science). Mr. Holden studied Law at Western in 1995-1996.



Value: 4 at \$5,000

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Vachon & Yi Environment and Sustainability Scholarship (Master of Environment and Sustainability Program)

Awarded annually to a graduate student entering the Master of Environment and Sustainability (MES) program, with academic achievement. The eligible student will be entering Western with a 4-year undergraduate degree (BA, BSc, B.Eng) from another accredited university. The Graduate Scholarship Committee in the Centre for Environment and Sustainability will select the recipient. At least one member of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This scholarship was established with a generous gift from Dr. Stephane Vachon (PhD, Business '03) and his wife Hye Chong Yi.

Value: 1 at \$1,500

Effective Date: May 2018 to April 2023 inclusive

*Dr. Vachon and his wife are strong advocates of graduate studies and want to encourage applicants from other universities in Ontario, that have received multiple offers for admission, to opt for the MES program at Western University.*

Wardens of Camp 11 Engineering Award (Engineering)

Awarded annually to a full-time undergraduate student who is graduating from any Engineering program and demonstrates the spirit and ideals of Western Engineering, has contributed to the faculty and the student body as a leader/mentor, and intends on practicing engineering. Online applications must be submitted through the Engineering Undergraduate Services website by April 30 and should include a statement explaining their contributions to the faculty, their leadership and their career goals. The recipient will be selected by the Faculty of Engineering. This award was established by the Wardens of Camp 11.

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year

**REPORT OF THE GOVERNANCE & BY-LAWS COMMITTEE**

| Contents   | Consent Agenda    |
|--|-------------------|
| <p><b>Amendments to the Terms of Reference of Special Resolution No 1.C – Fund Raising and Donor Relations Committee</b></p> | <p><b>Yes</b></p> |
| <p><b>Question from Senate</b></p>   | <p><b>No</b></p>  |
| <p><b>Governance Review Task Force Implementation – Progress Report</b></p>  | <p><b>No</b></p>  |

FOR APPROVAL

1. **Amendments to the Terms of Reference of Special Resolution No 1.C – Fund Raising and Donor Relations Committee**

**Recommended:** That the Membership and Procedures in the Terms of Reference of Special Resolution No. 1-C – Fund Raising and Donor Relations Committee be amended to change the Chair of the Ivey Development Committee (or designate) and the President of the Alumni Association (or designate) from non-voting to voting members.

**Background:**

The Chair of the Ivey Development Committee (or designate) and the President of the Alumni Association (or designate) are contributing members of the Funding Raising and Donor Relations Committee, representing the Ivey School and the University’s significant fundraising activities with alumni.

In keeping with the mandate of FRDRC for active involvement in:

- setting policy,
- providing strategic guidance, and
- directly supporting the ongoing generation of philanthropic dollars for the University,

as well as providing oversight and support to the relationship between the University and its donors, it is appropriate to give voting status to these two positions.

Note that with approval of the change in voting members, the quorum for the meetings (item 4 in Membership and Procedures) shall be 9 members, at least 5 of whom must be voting members.

FOR INFORMATION

2. **Question from Senate**

A Senator posed the following question to the Board of Governors which is noted below:

*I would like to ask the Board of Governors, through the Senate representatives, if it is able to update Senate on the progress that has been made towards implementing the recommendations from the Report of the Governance Review Task Force to the Board of Governors from November of 2015? Is there a timeline for the implementation of such recommendations as remain unaddressed by the Board?*

Following discussion at the March 13<sup>th</sup> 2018 Governance & Bylaws meeting, it was agreed by the Committee that a brief written update would be provided to the Operations/Agenda Committee of Senate at the earliest opportunity, with the intention that it be prepared for the May OAC meeting. The update will note those areas, which are completed, and those that are underway/ongoing. Most of the recommendations should be completed by the end of 2018 though some initiatives may require further time depending on the availability of external parties.

3. **Governance Review Task Force Implementation – Progress Report**

The Governance & Bylaws Committee discussed the outstanding recommendations from the Governance Task Force and proposes to progress these recommendations as follows:

- Relationships and Communications with the Community:
  - An annual meeting is to be arranged between the chair and vice chair of the Senate standing committees, with either of the Senior Policy & Operations Committee or the Governance & By-laws Committee. Topics of mutual interest are to be identified. Likely an autumn timing for the meeting.
  - Orientation materials could be developed and shared with Senate, with Senate asked to do similarly. The premise is to enable the Board/Senate to create materials to be shared with the other body that will provide each with an overview of the workings and responsibilities of each body. This suggestion is to be shared with the Operations/Agenda Committee of Senate for their consideration.
  - Informal meeting to be explored to encourage discussions between Board members and stakeholders within the Community.
  - An annual plan for education sessions has commenced with the introduction of a session before the April Board meeting. Further topics, frequency and format are to be discussed at the next Governance & Bylaws meeting. These sessions could also be the opportunity for the Board to review its relationship with, and place within, the London Community.
  - An annual report could be created after the June Board meeting, with the main and strategic decisions summarised. This could be posted on the Secretariat website.
  - The Committee will explore ways to engage with the London Community, one suggestion being for governance level communication with the Boards of Affiliates, Hospitals and the City Council.
- Structure of the Board:
  - Development of annual work plans has commenced for each of the Committees. The Board's annual plan will be developed once the Committees' plans are completed.
  - The Committee will explore how the Board agenda may be amended, however, Committee Chairs have begun to provide holistic oral reports on the workings of their Committees at the Board meetings. The Consent agenda is also being utilised to allow for more discussion on key strategic decisions.
- Role of the Board and Board Members
  - An external party undertook a Board assessment in 2017 and the University Secretary will be reviewing Board performance mechanisms over the next 6 months. The Committee will consider options and provide recommendations to the Board by the end of 2018.
  - All Board members completed the skills matrix and SPOC has reviewed the skills and gaps within the membership.
  - The 1997 statement on roles and responsibilities will be reviewed at an upcoming Committee meeting.
  - Orientation materials will be reviewed and for each Committee, orientations will be organised with the administrative lead and the Chair of the respective Committee responsible for providing an appropriate orientation at the start of each academic year.

**REPORT OF THE SENIOR POLICY & OPERATIONS COMMITTEE**

|  |         |
|--|---------|
| <b>Contents</b>                          | Consent |
| <b>Code of Student Conduct Revisions</b> | No      |

**FOR APPROVAL**

1. **Code of Student Conduct Revisions**

**Recommended:** That the Board of Governors approve the revisions to the Code of Student Conduct, as provided in [Annex 3a](#).

The Code of Student Conduct is a Board policy that deals with non-academic offences committed by students. In April, 2016 the Board of Governors established a review committee to conduct a formal review of the Code. The Report of the Code of Student Conduct Review Committee has been finalized and the recommended revisions are ready to be submitted to the Board for approval. Appendix 1 contains the cover note for the report, with Annexes 1, 2 and 3a and 3b containing the membership list, process and the clean and tracked copies of the Code of Student Conduct.

## REPORT OF THE CODE OF STUDENT CONDUCT REVIEW COMMITTEE

### **Introduction**

Western's Code of Student Conduct ("the Code") was approved by the Board of Governors on May 3, 2001. Section XI of the Code stipulates that the Board of Governors must review the Code every five years. The last review was completed in late 2009. In early 2014 a formal review was delayed until after the new position of Associate Vice-President (Student Experience) was filled and the new appointee had time to be familiarized with the Code and its operation. Ms. Jana Luker was appointed to the position in February, 2015. In April, 2016 the Board of Governors established a review committee ("the Committee") to conduct a formal review of the Code.

Iain Scott, former Dean of the Faculty of Law, was appointed Chair of the Committee. The composition of the Committee and the names of the other members are set out in [Annex 1](#). Both the President of the USC and the President of SOGS were members of the Committee and the other seven members had direct involvement with the operation of the Code by virtue of their office or University responsibilities.

The purpose of the review was to determine the appropriateness and the effectiveness of the current procedures outlined in the Code and also to recommend amendments to any sections that need to be revised or updated.

A critical part of the review process was to hear the views and concerns of members of the University community and residents in neighborhoods adjacent to the University. Both the University community and neighborhood associations were notified of the review and invited to submit written comments or meet in person with the Committee. [Annex 2](#) lists the steps taken by the Committee to publicize its review. The Committee received 10 written submissions and two requests to meet with the Committee. Of the 10 submissions, one was from a student and one was from a neighborhood association.

The Committee concluded its deliberations in the Spring of 2017 and finalized its recommended revisions to the Code in June, 2017.

### **Recommended Revisions**

The recommended revisions are summarized under the following headings:

#### a) Clarity

The Committee recommends numerous revisions to update the wording or increase the clarity of the document, including re-ordering some sections. [Annex 3](#) contains both a track changes version and a clean version of the Code with the recommended changes. Detailed comments are included in the clean version of the Code.

#### b) Online conduct

The Committee recommends that the Code include additional wording to emphasize that it may apply to online communications/postings. While the Code was amended in 2015 to add a reference to electronic communication in subsection I.5, the Committee recommends that this also be addressed under "Jurisdiction". New wording has been added in paragraphs C.1(b) and (d). This new wording does not change the current scope of the Code, but merely clarifies that online communications/postings may be subject to Code proceedings.

c) Decision Maker

The Committee recommends that the Code be revised to clearly centralize responsibility for the handling of complaints.

Under the current Code, the Associate Vice-President (Student Experience) or designate, is authorized to handle most complaints, although Deans have a limited jurisdiction to handle minor complaints involving undergraduate students within their Faculties provided that the complaints are not being investigated by Campus Police. However, because the Code has been reserved for serious allegations of misconduct which invariably involve Campus Police, Deans have handled only a handful of complaints under the Code over the last 8 years, and none in the two year period ending April 30, 2017 according to the annual reports issued by the Associate Vice-President (Student Experience).

The Committee recommends that the Code be revised to reflect current practice and centralize the complaint proceedings under the Associate Vice-President (Student Experience). Centralization will ensure continued consistency in the handling of similar complaints and consistency when imposing sanctions for similar types of misconduct. The office of the Associate Vice-President (Student Experience) is also equipped to track compliance and ensure follow-up and assistance to both complainants and respondents.

While the Committee views centralization as a key factor in ensuring fairness, it also recommends that Deans (or the Vice-Provost (Graduate and Postdoctoral Studies) in the case of graduate students) be given a formal role in the process. The new procedures in Section F allow the Associate Vice-President (Student Experience) to refer a complaint to the Dean of a student's Faculty of Registration or to the Vice-Provost (Graduate and Postdoctoral Studies) for informal resolution. This is currently done on an informal basis, and it is recommended that it be expressly set out in the Code. In addition, the Committee recommends that Deans be notified if formal Code proceedings are initiated and be consulted prior to the imposition of any sanction. It is recognized that Deans often have information that would be relevant in determining the appropriate sanction in a particular case.

**Off- Campus Conduct**

The Committee recommends that no changes be made to the Code relating to its jurisdiction over off-campus conduct. While the Committee received a submission from one community association requesting that the Code be extended to cover any off-campus conduct that has an adverse effect on neighbors, the Committee does not consider such an extension either enforceable or practicable.

Dated this 30<sup>th</sup> day of June, 2017.

Iain Scott, Chair  
Code of Student Conduct Review Committee

**MEMBERSHIP April 2016**

|   |                 |
|---|-----------------|
| A Dean or Associate Dean appointed by the President (Chair)           | Iain Scott      |
| Associate Vice-President Student Experience                           | Jana Luker      |
| Associate Vice-President, Housing and Ancillary Services or designate | Susan Grindrod  |
| Vice-Provost (Graduate & Postdoctoral Studies) or designate           | Linda Miller    |
| Chair, University Discipline Appeal Committee                         | Mark Workentin  |
| President of USC or designate   | Eddy Avila      |
| President of SOGS or designate  | Tamara Hinan    |
| University Legal Counsel  | Steve Jarrett   |
| Associate University Secretary  | Terry Morrissey |

### List of Steps Taken to Publicize the Code Review

Notification of the Code review, with a request for submissions, was sent to the following individuals/associations by Dean Scott in June, 2016:

- University Students' Council
- Society of Graduate Students
- MBA Association
- President, Vice-Presidents
- Vice-Provosts, Deans, University Librarian
- Associate Deans, Associate Vice-Presidents
- University Registrar
- Ombudsperson
- Director, Student Development Centre
- Director, Equity & Human Rights Services
- Director, Teaching and Learning Services
- Director, Campus Police
- Housing Mediation Officer, Housing & Ancillary Services
- Campus Student Case Manager, Housing & Ancillary Services
- Employee Unions/Associations
- Presidents of the Affiliated University Colleges
- Lower Medway Ratepayers Association
- St. George/Grosvenor Neighbourhood Association
- London North Neighbourhood Association
- London City Councillors, Wards 6, 7 & 13

Additional Notices:

- E-mail notification to all full-time and part-time students (September 12, 2016)
- Notice in *The Gazette*, September 13 and September 16, 2016
- Notice in *Western News*, September 8 and September 15, 2016
- Notice on Western's homepage, August 30 to September 7, 2016 , and on Western's Twitter account
- Notice on SOGS website, homepage
- Notice on USC website, homepage
- Notices posted in common areas of student residences and apartments
- Notification given to Residents' Council Presidents
- Notices on bulletin boards around campus
- Notices posted at Food Services Outlets



**WESTERN UNIVERSITY  
CODE OF STUDENT CONDUCT**

*XX, 2018*

**A. Introduction and Purpose**

1. The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the complaint procedures that the University will follow.
2. Western University is a community of students, faculty and staff involved in learning, teaching, research, and other activities. The University seeks to provide an environment of free and creative inquiry within which critical thinking, humane values, and practical skills are cultivated and sustained. It is committed to a mission and to principles that will foster excellence and create an environment where its students, faculty, and staff can grow and flourish.
3. Upon registration, students accept the rights and responsibilities associated with membership in the University's academic and social community. Students are responsible for observing a standard of conduct that will contribute to the University's mission and that will support an environment conducive to the intellectual and personal growth of all who study, work and live here. This responsibility includes respecting the rights, property, and well-being of other members of the University community and visitors to the campus and not engaging in conduct that could reasonably be seen to endanger or adversely affect the health, safety, rights, security or property of the University, its members and visitors. The academic and social privileges granted to each student are conditional upon the fulfillment of this responsibility and students must familiarize themselves with the University regulations and the conduct expected of them while registered at the University.
4. The University expects students to set for themselves the highest standards of behaviour off-campus, including behaviour conducive to the peaceful and safe enjoyment of housing by both students and neighbours. The University does not condone behaviour that infringes upon the rights of the University's neighbours or that brings the University's good name into disrepute.
5. Students are reminded that they are equally responsible for observing the standard of conduct set out in this Code when using any means of electronic or digital communication to send, share, or post messages, images, or other material, including the use of social media sites.

**B. Definitions**

In this Code:

1. "Dean" is the Dean of the student's Faculty of Registration or designate, or in the case of a graduate student, the Vice-Provost (Graduate and Postdoctoral Studies) or designate.
2. "Faculties" includes the School of Graduate and Postdoctoral Studies.
3. "Student" is an individual registered at the constituent University in a course or program of studies.
4. "Premises of the University or its Affiliated University Colleges" includes lands, buildings and grounds of the University and its Affiliated University Colleges and other places or facilities used for the provision of the University's courses, programs or services.
5. "University Program, Event or Activity" is a program, event or activity, whether on or off-campus, that is hosted, sanctioned, sponsored, or organized by the University and includes, but is not limited to, coursework, research, and other academic activities, placements, student exchange programs, study abroad, internships, co-ops, field trips, social events, and volunteer and community service activities.

## **C. Jurisdiction**

1. This Code applies to:
  - (a) conduct that occurs on the Premises of the University or its Affiliated University Colleges
  - (b) conduct that occurs during or in connection with a University Program, Event or Activity, including an on-line component of a University Program, Event or Activity.
  - (c) off-campus conduct,
    - (i) when the individual is acting as a designated representative of the University or a student organization or when the individual holds out that he or she is a representative of the University or a representative or member of a student group, team, or organization at the University; or
    - (ii) that has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University, its mission, the rights of a fellow student or other member of the University community to use and enjoy the University's learning and working environments, or that raises concerns for the health, safety or security of any individual who is on campus or participating in a University Program, Event or Activity.
  - (d) any other on-line conduct where such conduct has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University, its mission, the rights of a fellow student or other member of the University community to use and enjoy the University's learning and working environments, or that raises concerns for the health, safety or security of any individual who is on campus or participating in a University Program, Event or Activity.
2. Graduate students are subject to the provisions of this Code except when acting in their capacity as Graduate Teaching Assistants.
3. Subject to the provisions of the Affiliation Agreement between the University and its Affiliated University Colleges, students registered at the Affiliated University Colleges are expected to conform to the standards of this Code while on University property or while participating in a University Program, Event or Activity. Only the Affiliated University Colleges may discipline their students for conduct that would constitute a violation of this Code; however, where circumstances warrant, the University may also take measures to restrict such a student's entry onto University property, use of University facilities, or participation in a University Program, Event or Activity.
4. Any student found responsible for misconduct is subject to the disciplinary sanctions of this Code, regardless of the action or inaction of civil authorities. Nothing in this Code precludes the University from referring an individual matter to the appropriate law enforcement agency either before, during, or after disciplinary action is taken by the University under this Code. A student may be subject to criminal prosecution and/or civil proceedings notwithstanding, and in addition to, disciplinary action taken by the University against the student under this Code.

## **D. Relationship to Other University Policies and Codes**

1. If a student's conduct could be considered a breach of this Code and also a breach of the Policy on Scholastic Discipline, the University, in its discretion, may proceed under the Code or under the aforesaid Policy. A student may not be penalized under both the Code and the Policy on Scholastic Discipline for the same conduct.
2. Other than as set out in subsection D.1, no penalties or restrictions imposed under other University policies, rules, codes, or regulations (e.g., regulations relating to use of computing resources,

regulations established by various units of the University including Intercollegiate Athletics, Western Libraries, the Division of Housing and Ancillary Services [Residence Contract], and Western Campus Recreation) shall bar or prevent the University from also instituting disciplinary proceedings and imposing sanctions under this Code. In such event, the Associate Vice-President (Student Experience) or designate shall consult the relevant unit head before taking additional disciplinary action.

## **E. Examples of Prohibited Student Conduct**

The following list sets out examples of prohibited conduct. It is not intended to be exhaustive or exclusive. Any conduct that breaches the standard of conduct set out in subsection A.3 may be subject to discipline under this Code.

### **1. Disruption or Interference**

- (a) Disrupting or obstructing by action, threat or otherwise, any University or Affiliated University College activity, including a University Program, Event or Activity, or other authorized activities on Premises of the University or its Affiliated University Colleges, or the right of another person to carry on his/her legitimate activities, or to speak or to associate with others. University or Affiliated University College activities include, but are not limited to, teaching, research, studying, sports and recreation, administration and meetings.
- (b) Interfering with, obstructing, disrupting, misleading, or failing to comply with the directions of, any University official or emergency personnel (e.g. Campus Community Police Service, fire, ambulance response) acting in the performance of their duties.

Note: Nothing in this Code should be interpreted as prohibiting peaceful assemblies, demonstrations, lawful picketing, or inhibiting lawful freedom of expression.

### **2. Misconduct Against Persons and Dangerous Activity**

- (a) Any assault, harassment, intimidation, threats or coercion.
- (b) Conduct that threatens or endangers the health or safety of any person.
- (c) Contravention of the University's *Non-Discrimination/Harassment Policy*.
- (d) Contravention of the University's *Policy on Sexual Violence*.
- (e) Knowingly (which includes when one should reasonably have known) creating a condition that endangers the health, safety, or well-being of any person regardless of consent.
- (f) Engaging in conduct that is, or is reasonably seen to be, humiliating or demeaning to another person, or coercing, enticing or inciting a person to commit an act that is, or is reasonably seen to be, humiliating or demeaning to that person or to others (e.g. hazing) regardless of consent.

### **3. Misconduct Involving Property**

- (a) Unauthorized entry and/or presence on any Premises of the University or its Affiliated University Colleges, or any premises used for University Programs, Events or Activities.
- (b) Misappropriation, damage, unauthorized possession, defacement, vandalism, and/or destruction of premises or property of the University or its Affiliated University Colleges, or the property of others.
- (c) Use of University or Affiliated University College facilities, equipment or services contrary to express instruction or without proper authority or permission, as required.
- (d) Misuse of University or Affiliated University College supplies and documents, including equipment, library and computer resources, keys, records, transcripts and permits.
- (e) Interfering with, obstructing, or tampering with emergency telephones, fire protection equipment or emergency equipment or facilities (e.g., fire doors, fire bells, fire extinguishers, fire hoses); disconnecting or blocking fire alarms; setting unauthorized fires; raising a false fire alarm; blocking or wedging open fire and smoke doors on corridors or stairways.

### **4. Misrepresentation or False Information**

- (a) Furnishing false information.

- (b) Forging, altering or misusing any document, record, card or instrument of identification. This applies to any identification or information, including Western ONECard, access cards, key cards, transcripts.
- 5. **Alcohol and Drug Use**
  - (a) Illegal use, possession or distribution of a controlled or restricted substance.
  - (b) Contravention of provincial liquor laws or the policies of the University or Affiliated University Colleges governing the possession, distribution and/or consumption of alcoholic beverages on the premises of the University or its Affiliated University Colleges.
- 6. **Improper Use of Dangerous Objects and Substances**

Storage, possession or use of firearms, explosives, or other weapons (including any item that can reasonably be perceived to be a weapon by others, e.g. replica guns, airsoft guns), flammable solvents, biohazardous, volatile or poisonous materials, except in areas formally designated for that purpose by authorized University personnel.
- 7. **Contravention of University Regulations**

Violation of any published or posted University policy, rule or regulation.
- 8. **Contravention of Other Laws**

Contravention of any provision of the Criminal Code or any other federal or provincial statute or municipal by-law.
- 9. **Aiding in the Commission of a Prohibited Act or Attempting to Commit a Prohibited Act**

Aiding or encouraging others in the commission of an act prohibited under this Code or attempting to commit an act prohibited under this Code.
- 10. **Failure to Comply**

Failure to comply with any sanction imposed by the University under this Code.

## **F. Complaint Procedures**

### **Overview:**

Allegations that a student's conduct may be a violation of this Code should be submitted to the Associate Vice-President (Student Experience) ("AVP-SE") as soon as possible following the discovery of the alleged violation. The AVP-SE, or an individual designated by the AVP-SE, is authorized to respond to complaints/reports of possible misconduct, make final determinations as to whether there have been breaches of the Code, and impose sanctions. Students may appeal those decisions and sanctions in accordance with the appeal process set out in this Code.

Allegations of misconduct shall be reviewed, investigated, and decided in a timely manner. Where appropriate, informal measures shall be used to resolve minor incidents of misconduct. As part of the review process, the AVP-SE or designate will meet with, seek assistance from, and/or consult with any member of the University community or individuals outside the University community with particular knowledge of the alleged incident or those involved, and may consult or seek assistance from appropriate University officials in resolving a complaint.

Unless the Dean has been designated by the AVP-SE to deal with the complaint, the Dean shall be notified of formal Code proceedings and kept informed throughout the process. If the AVP-SE or designate concludes that there has been a breach of the Code, he or she shall consult with the Dean on possible sanctions.

**Procedures:**

1. Upon receipt of a complaint/report the AVP-SE or designate will review the allegations and, if they fall within the jurisdiction of the Code, may attempt to resolve the matter informally or may proceed to initiate formal Code proceedings.
2. The AVP-SE or designate may consult with the Dean in determining whether the matter should be dealt with informally, and may refer the matter to the Dean for informal resolution. In the event the matter cannot be resolved informally, the AVP-SE or designate may initiate formal Code proceedings.
3. If the AVP-SE or designate initiates formal Code proceedings, the student against whom a complaint/report has been filed shall be informed in writing of the nature of the allegations and the facts alleged against him/her. The Dean shall be informed of the decision to initiate formal Code proceedings.
4. The student shall be given a reasonable opportunity to respond to the allegations and to submit relevant information. The student shall also be given a reasonable opportunity to meet personally with the AVP-SE or designate to discuss the matter. It is the responsibility of the student to provide all materials and information that will support his/her position.
5. If the AVP-SE or designate concludes that there has been a breach of this Code, he/she may, after consultation with the Dean, impose an appropriate sanction or sanctions.
6. If the student does not respond to the allegation or does not meet with the AVP-SE or designate after having been given a reasonable opportunity to do so, the AVP-SE or designate may proceed to make a final decision and impose a sanction without such a response or meeting.
7. At all meetings with the AVP-SE or designate the student may be accompanied by support person of his or her choosing.
8. The AVP-SE or designate may request another staff member to be present at the meeting. In such cases, the student will be notified in advance of the meeting of who will be in attendance and the reason for their attendance.
9. The decision of the AVP-SE or designate, with reasons, shall be communicated in writing to the student. A copy of the decision will be kept in the Office of the AVP-SE and will be shared with other units/Faculties on a need-to-know basis (e.g. Office of the Registrar, Campus Community Police Service, Dean). In some circumstances the complainant or other person affected by the student's conduct may be advised of the outcome.
10. The AVP-SE is responsible for the implementation of any decision made under the Code.
11. The AVP-SE or designate may continue Code proceedings notwithstanding that a student withdraws from the University prior to a final decision. Where a student's conduct comes to light after a student has left the University, the AVP-SE may decide to proceed with the review and disposition of a complaint, if the seriousness of the allegation warrants such action.

**G. Sanctions**

The University may impose one or more sanctions for a breach of this Code, of which those listed below are examples. Sanctions imposed shall be proportional to the type of misconduct. The most serious types of misconduct will merit the most serious sanctions: suspension and expulsion. Prior breaches of the Code may be taken into account in determining an appropriate sanction.

In considering an appropriate sanction, the University's primary focus must be to ensure the safety

and security of the University, its members, and visitors. However, where possible and appropriate, the University will consider educational sanctions in addition to or instead of other sanctions. Such sanctions are designed to help a student understand why his or her behaviour was inappropriate and to appreciate the impact of that behaviour on others.

Sanctions include:

1. **Written Warning or Reprimand.**
2. **Educational Sanctions.** Such sanctions include apologies, educational programs, activities and assignments, University or community service, restorative justice, individual assessment and counselling.
3. **Behavioural Contract.** A set of behavioural expectations, terms, and conditions that is developed with and signed by the student. With their signature, the student agrees to the expectations, terms, and conditions and acknowledges that any breach of the contract may result in more serious sanctions.
4. **Exclusion from a class, examination room, or other area.** (Note: In this context, “class” refers to a period of instruction such as a lecture, seminar, tutorial, laboratory session, recital, concert or exhibition of visual arts or sports event.)
5. **Removal**, either temporarily or permanently, from a course in which the student is registered.
6. **Restriction or Denial of University Services or Privileges.** The lost privileges may include, but are not limited to, parking privileges, unrestricted access to the library, access to athletic facilities, and access to and participation in extra-curricular activities.
7. **No Contact Order.** Requirement that a Student have no direct or indirect contact with a specific individual or group.
8. **Prohibition** or limitation of employment at the University.
9. **Prohibition** or limitation on entering University premises or specific parts thereof including academic/research facilities and laboratories.
10. **Restitution.** Requirement that restitution be made to another individual or the University for any loss or damage to personal or University property.
11. **Forfeiture** of University awards or financial assistance.
12. **Disciplinary Probation.** A designated period of time during which the student is required to adhere to the terms of the probation which may include restrictions of student privileges and/or set behavioural expectations, violation of which will result in the imposition of further sanctions.
13. **Suspension** from the University for a specified time period. Conditions for readmission may be specified.
14. **Expulsion** from the University.

## **H. Disruption of Instructional or Administrative Activities: Short Term Removals**

1. Disruption of instructional activities, including examinations, initially may be dealt with by the appropriate instructor or proctor as a matter of classroom discipline. The instructor or proctor may require the student to leave the area for the remainder of the particular class or examination and shall report the incident immediately to the relevant Chair/Dean.
2. Academic or administrative unit heads (or designates) may require a student to leave an office or other facility if the unit head (or designate) believes on reasonable grounds that the student's continued presence in that area will be detrimental to good order or will constitute a threat to the safety of others. The incident shall be reported immediately to the AVP-SE or to Campus Community Police Service.

## **I. Interim Measures**

### **1. Notice of Trespass**

Campus Community Police Service, in circumstances in which they reasonably believe that there are grounds to make an interim prohibition order as set out in subsection 2 below, may temporarily exclude a student from campus for up to 10 days by delivering a Notice of Trespass under the *Trespass to Property Act*.

### **2. Interim Prohibition**

The AVP-SE or designate may impose an interim prohibition pending an investigation and disposition of a complaint/report of misconduct. Interim prohibition may be imposed only: (a) if needed to ensure the safety and well-being of members of the University community or preservation of University property; (b) if needed to ensure the student's own physical or emotional safety and well-being; or (c) if there is a reasonable apprehension that the student poses a threat of disruption or of interference with the normal operations of the University.

During a period of interim prohibition, a student may be denied access to the campus or to specified campus facilities (including classes) and/or any other University activities or privileges for which the student might otherwise be eligible, as the AVP-SE or designate may determine to be appropriate. Within two working days following the imposition of interim prohibition, the student shall be informed in writing of the reasons for the prohibition. The student shall be afforded the opportunity to respond to the allegations being made against him or her. If the student responds, the AVP-SE or designate will reassess the prohibition and either revoke or continue it pending formal disposition of the matter.

## **J. Notices**

Notices and other written communications under this Code may be delivered in-person, by email or by mail (campus, regular priority, courier, or registered). Mail service will be deemed effective on the fifth day after mailing for regular mail, and on the fourth day for campus mail. Emails shall be sent to the student's Western email account. Documents sent or delivered off-campus will be sent to the student's home address recorded in the student's electronic record at the University unless the student expressly requests that the documents be sent to another address.

## **K. Transcripts and Registration**

1. Suspension and expulsion are recorded on the official transcript. The suspension notation will be removed when the student graduates or five years after the last registration. The expulsion notation is permanent unless the President grants a petition for its removal. Any such petition may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript

does not overturn the expulsion decision; the expulsion remains in effect.

2. While under investigation for serious misconduct that may result in suspension or expulsion, the student will not be issued transcripts directly, but, at the student's request, transcripts will be sent to institutions or potential employers. If the student is subsequently suspended or expelled, the recipients of the transcript will be issued a revised transcript. This restriction also applies in situations where the student is no longer enrolled at the University during the investigation.

## **L. Appeals**

1. A student may appeal a finding of misconduct to the University Discipline Appeal Committee (UDAC) on one or more of the following grounds:
  - (a) that there was a serious procedural error in the hearing of the complaint which was prejudicial to the appellant;
  - (b) that new evidence, not available at the time of the earlier decision, has been discovered, which casts doubt on the correctness of the decision;
  - (c) that the AVP-SE or designate did not have the authority under this Code to reach the decision or impose the sanctions he/she did.
2. In addition to the grounds set out in subsection L.1, if the sanction is forfeiture of University awards or financial assistance, suspension, or expulsion, a student may appeal the finding of misconduct and/or the sanction(s) to UDAC on the ground that the decision and/or sanction was unreasonable or unsupportable on the evidence before the AVP-SE or designate.
3. Filing an Appeal Application will not stay the implementation of any sanctions imposed except where the Chair of UDAC otherwise orders upon application of the appellant.
4. UDAC may:
  - (a) Deny the appeal.
  - (b) In the case of an appeal under paragraph L.1(a) or (b), grant the appeal and direct the previous decision maker to re-hear the matter or reconsider some pertinent aspect of its decision, and may include recommendations relating to the conduct of any re-hearing.
  - (c) In the case of an appeal under paragraph L.1(c), grant the appeal and quash the original decision.
  - (d) In the case of an appeal under subsection L.2, grant the appeal and quash or vary the original decision or grant the appeal and vary the sanction.
5. The right to be represented by counsel will be accorded to the principal parties to the appeal at this level. UDAC also reserves the right to retain and be represented by counsel.
6. The parties must bear all their own legal expenses, if any. UDAC will not order the University to pay all or part of the appellant's costs nor will it order the appellant to pay all or part of the University's costs.

### **Composition of UDAC**

7. The Board of Governors shall appoint a Chair and 15 members of UDAC: 7 members of faculty and 8 students (5 undergraduates and 3 graduate students).
  - (a) No more than two of the faculty members shall be from the same Faculty. Undergraduate



- students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same Faculty.
- (b) The Chair shall be appointed annually by the Board of Governors.
  - (c) The terms of appointment shall be: faculty, three years; students, one year. Members are eligible for reappointment to a maximum of six continuous years (excluding therefrom a partial term served under (d) below), but shall be eligible for reappointment after a lapse of two years.
  - (d) Members may be appointed for shorter terms in order to fill vacated positions.
  - (e) An appeal will be heard by a panel of UDAC. The size and composition of the panel shall be determined by the Chair provided that a panel always includes at least one student, at least one faculty member, and the Chair.
  - (f) In instances where the Chair is unable to act, he or she may designate a member to act as Chair. In the event that the Chair is unable to appoint a designate, the Senior Policy and Operations Committee of the Board of Governors shall appoint a Chair *pro tem*.
  - (g) When a duly constituted panel of UDAC commences to hear a matter, the membership terms of those members present at the commencement of the hearing are automatically extended until UDAC renders its final decision in the case in question.

### **Procedures**

8. An Appeal Application must be filed with the Secretary of the Board of Governors within two weeks after a decision has been issued by the AVP-SE or designate. The Application must contain a copy of the decision, the grounds for the appeal, the outcome sought, a full statement supporting the grounds for the appeal, the name of legal counsel or agent, if any, and any relevant documentation in support of the appeal. Where the basis of the appeal is new evidence, such new evidence shall be described clearly and the names of any witnesses shall be provided.
9. An Appeal Application will not be accepted by the Secretary of the Board of Governors if incomplete or not filed within the time period specified in section 8 above. Exceptions to the time limit for filing an appeal are at the discretion of the Chair of UDAC upon written application of the student. Appeal Application forms and further details on hearing procedures may be obtained from the University Secretariat.
10. Parties to an appeal are the student against whom the decision has been made (Appellant) and the AVP-SE or designate (Respondent).
11. The Secretary of the Board of Governors shall provide the Respondent with a copy of the Appeal Application and attachments. The Respondent shall file a concise written response to the Appeal Application with the University Secretariat within ten days of receiving the documents. A copy of the response shall be provided to the Appellant and the Appellant shall be given an opportunity to file a reply within ten days of receipt of the Respondent's response.
12. Upon receipt of an Appeal Application, the Secretary of the Board of Governors shall:
  - (a) notify the Chair of UDAC;
  - (b) constitute a Panel of at least 2 members and the Chair; and
  - (b) schedule the initial meeting of the Panel.
13. Subject to the requirements set out herein, the Panel shall determine its own procedures and practices in any appeal and the Chair may make such rules and orders as he or she deems necessary and proper to ensure a fair and expeditious proceeding. The Panel is bound by

neither strict legal procedures nor strict rules of evidence. It shall proceed fairly in its disposition of the appeal, ensuring that both parties are aware of the evidence to be considered, are given copies of all documents considered by the Panel, and are given an opportunity to be heard during the process.

14. The Panel may summarily dismiss an appeal if the Appeal Application does not, in the judgment of the Panel, raise a valid ground of appeal or does not assert evidence capable of supporting a valid ground.
15. The Panel may, in its discretion, hold an oral hearing or make its decision solely on the basis of written material filed by the parties, provided that it shall hold an oral hearing if a party satisfies it that there is good reason for doing so.
16. The Panel shall determine whether an oral hearing shall be open to the public or held *in camera*. At the discretion of the Chair, other members of UDAC may attend the *in camera* meetings as observers.
17. While an attempt shall be made to schedule an oral hearing at a time convenient to the Panel and the parties, a request by a party for a lengthy delay in the scheduling of the hearing, or a postponement of a scheduled hearing, will be granted by the Chair only in exceptional circumstances. Oral hearings will ordinarily be held within six weeks of filing of the Appeal Application.  
  
In the case of an oral hearing, if the Secretary of the Board of Governors is unable to contact the Appellant within a reasonable time to schedule a hearing, the Appellant will be notified at the address on the Appeal Application of the deadline by which he/she must contact the Secretary of the Board of Governors to arrange a hearing. If the Appellant has not contacted the Secretary of the Board of Governors by the specified deadline, the appeal will be deemed to be abandoned and may not be resubmitted.
18. Each party to an oral hearing shall be sent a Notice of Hearing setting out the time, place and purpose of the hearing. If a party does not attend, the Panel may proceed in the party's absence.
19. Each member of a Panel, including the Chair, shall vote. There shall be no abstentions. A majority of positive votes is required to grant an appeal.
20. The Chair of a Panel may waive any time limits specified herein or in any procedures adopted by a Panel in a given proceeding.
21. The Secretary of the Board of Governors, or the Secretary's designate, shall provide administrative support and procedural advice to Panels.
22. The decision, with reasons, shall be filed with the Secretary of the Board of Governors and copies shall be sent to the parties. The AVP-SE will notify relevant units/Faculties of the decision on a need-to-know basis.

### **Further Appeal**

23. Within two weeks of receipt of the reasons for decision, either party may appeal to the President on the grounds that there was a serious procedural error by UDAC that was prejudicial to the party. The President may designate another individual to hear the appeal.
24. The appeal must state the full grounds upon which the party relies and all arguments in support thereof. The President or designate may invite written submissions from the other party and/or the Chair of UDAC before making his or her decision. He or she may dismiss the appeal, grant the appeal and order that the matter be re-heard, or make such other disposition of the matter as

he/she deems appropriate, and will provide reasons for his or her decision. The decision of the President or designate is final.

### **M. Annual Report**

The AVP-SE shall report annually to the Board of Governors summarizing the categories of misconduct, the range of sanctions, the number of appeals to the University Discipline Appeal Committee, and the outcome of such appeals. The report will be posted publicly by the University Secretariat.

### **N. Review of Code**

The Board of Governors shall review the Code every five years.

Enacted by the Board of Governors May 3, 2001

Amended May 6, 2004

Amended November 26, 2009

Amended November 25, 2010

Amended June 25, 2015

~~THE UNIVERSITY OF WESTERN ONTARIO~~WESTERN UNIVERSITY  
CODE OF STUDENT CONDUCT

~~July 1, 2015~~

**I.A. Introduction and Purpose**

1. The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at ~~The University of Western Ontario~~Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the ~~disciplinary complaint~~ procedures that the University will follow.
2. ~~The University of Western Ontario~~Western University is a community of students, faculty and staff involved in learning, teaching, research, and other activities. The University seeks to provide an environment of free and creative inquiry within which critical thinking, humane values, and practical skills are cultivated and sustained. It is committed to a mission and to principles that will foster excellence and create an environment where its students, faculty, and staff can grow and flourish.
3. Upon registration, students assume the rights and responsibilities associated with membership in the University's academic and social community. Students are responsible for observing a standard of conduct that will contribute to the University's mission and that will support an environment conducive to the intellectual and personal growth of all who study, work and live here. This responsibility includes respecting the rights, property, and well-being of other members of the University community and visitors to the campus ~~and not engaging in conduct that could reasonably be seen to endanger or adversely affect the health, safety, rights, security or property of the University, its members and visitors.~~ The academic and social privileges granted to each student are conditional upon the fulfillment of this responsibility and students must familiarize themselves with the University regulations and the conduct expected of them while ~~studying-registered~~ at the University.
4. The University ~~encourages-expects~~ students to set for themselves the highest standards of behaviour off-campus, including behaviour conducive to the peaceful and safe enjoyment of housing by both students and neighbours. The University does not condone behaviour that infringes upon the rights of the University's neighbours or that brings the University's good name into disrepute.
5. Students are reminded that they are equally responsible for observing the standard of conduct set out in this Code when using any means of electronic ~~or digital~~ communication to send, ~~share,~~ or post messages, ~~images,~~ or ~~other~~ material, including the use of social media sites.
- ~~6. Whenever appropriate, the University encourages informal resolution of minor incidents.~~
- ~~7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit free speech as guaranteed by law.~~
- ~~8. Any student found responsible for misconduct is subject to the disciplinary sanctions of this Code, regardless of the action or inaction of civil authorities. Nothing in this Code precludes the University from referring an individual matter to the appropriate law enforcement agency either before, during, or after disciplinary action is taken by the University under this Code. A student may be subject to criminal prosecution and/or civil proceedings notwithstanding, and in addition to, disciplinary action taken by the University against the student under this Code.~~

**III. Definitions**

In this Code:

1. ~~“Student” is an individual registered at the constituent University in a credit course or program of studies.”~~“Dean” is the Dean of the student’s Faculty of Registration or designate, or in the case of a graduate student, the Vice-Provost (Graduate and Postdoctoral Studies) or designate.
2. ~~“Associate Vice-President (Student Experience)” refers to the Associate Vice-President (Student Experience) or designate.”~~“Faculties” includes the School of Graduate and Postdoctoral Studies.
3. ~~“Student” is an individual registered at the constituent University in a course or program of studies.~~“Dean” and ~~“Vice-Provost (Graduate and Postdoctoral Studies)”~~ refers to the Dean or designate and ~~Vice-Provost (Graduate and Postdoctoral Studies) or designate respectively.~~
4. “Premises of the University or its Affiliated University Colleges” includes lands, buildings and grounds of the University and its Affiliated University Colleges and other places or facilities used for the provision of the University’s courses, programs or services.
5. “University ~~sponsored program, event or activity~~Program, Event or Activity” is a program, event or activity, whether on or off-campus, that is hosted, sanctioned, sponsored, or organized by the University and includes, but is not limited to, coursework, research, and other academic activities, placements, student exchange programs, study abroad, internships, co-ops, field trips, social events, and volunteer and community service activities.

**IV. Jurisdiction**

1. This Code applies to:
  - (a) conduct that occurs on the ~~premises~~Premises of the University or its Affiliated University Colleges;
  - (b) conduct that occurs ~~at~~during or in connection with a University ~~sponsored program~~Program, eventEvent, or ~~activity~~Activity, ~~whether the program, event, or activity is on-campus or off-campus~~including an on-line component of a University Program, Event or Activity; and
  - (c) ~~other~~ off-campus conduct,
    - (i) when the individual is acting as a designated representative of the University or a student organization or when the individual holds out that he or she is a representative of the University or a representative or member of a student group, team, or organization at the University; or
    - (ii) that has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University, its mission, the rights of a fellow student or other member of the University community to use and enjoy the University’s learning and working environments, or that raises concerns for the health, safety or security of any individual ~~or individuals while~~who is on campus or ~~while~~participating in a University ~~programs~~Program, eventsEvent or ~~activities~~Activity.
  - (d) any other on-line conduct where such conduct has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University, its mission, the rights of a fellow student or other member of the University community to use and enjoy the University’s learning and working environments, or that raises concerns for the health, safety or security of any individual who is on campus or participating in a

University Program, Event or Activity.

2. Graduate students are subject to the provisions of this Code except when acting in their capacity as Graduate Teaching Assistants.
3. Subject to the provisions of the Affiliation Agreement between the University and its Affiliated University Colleges, students registered at the Affiliated University Colleges are expected to conform to the standards of this Code while on University property or while participating in a University Program, Event or Activity. Only the Affiliated University Colleges may discipline their students for conduct that would constitute a violation of this Code; however, where extraordinary circumstances warrant, the University may also take measures to restrict such a student's entry onto University property, ~~or~~ use of University facilities, or participation in a University Program, Event or Activity.
4. Any student found responsible for misconduct is subject to the disciplinary sanctions of this Code, regardless of the action or inaction of civil authorities. Nothing in this Code precludes the University from referring an individual matter to the appropriate law enforcement agency either before, during, or after disciplinary action is taken by the University under this Code. A student may be subject to criminal prosecution and/or civil proceedings notwithstanding, and in addition to, disciplinary action taken by the University against the student under this Code.

#### **III.D. Relationship to Other University Policies and Codes**

1. If a student's conduct could be considered a breach of this Code and also a breach of the Policy on Scholastic Discipline, the University, in its discretion, may proceed under the Code or under the aforesaid Policy. A student may not be penalized under both the Code and the Policy on Scholastic Discipline for the same conduct.
2. Other than as set out in Part III, section 1 subsection D.1, no disciplinary action penalties or restrictions taken pursuant to any imposed under other University policies, rules, codes, or regulations of the University (e.g., regulations relating to use of computing resources, regulations established by various units of the University including Intercollegiate Athletics, the University of Western Ontario Western Libraries, the Division of Housing and Ancillary Services [Residents' Understandings Residence Contract], and Western Campus Recreation) shall bar or prevent the University from also instituting disciplinary proceedings and imposing sanctions under this Code. However, where the University proposes to take additional disciplinary action, discussions must be held between the University and the unit head before other such disciplinary proceedings are initiated. In such event, the Associate Vice-President (Student Experience) or designate shall consult the relevant unit head before taking additional disciplinary action.

#### **VE. Examples of Prohibited Student Conduct**

The following list sets out examples of prohibited conduct. It is not intended to be exhaustive or exclusive. Any conduct that breaches the standard of conduct set out in subsection A.3 may be subject to discipline under this Code.

~~Conduct that would jeopardize the University's mission or the proper functioning of the academic and non-academic programs and activities of the University, its faculties, schools or departments, or that would endanger or adversely affect the health, safety, rights, security or property of the University, its members and visitors, is subject to discipline under this Code.~~

~~Without limiting the generality of the foregoing, the following list sets out specific examples of prohibited conduct. This list is illustrative only and is not intended to define misconduct in exhaustive or exclusive terms.~~

Examples

### 1. **Disruption or Interference**

(a) ~~By action, threat, written material, or by any means whatsoever, d~~Disrupting or obstructing ~~by action, threat or otherwise,~~ any University or Affiliated University College ~~activities~~activity, including a University ~~sponsored program~~Program, ~~event~~Event or ~~activity~~Activity, or other authorized activities on ~~premises~~Premises of the University or its Affiliated University Colleges, or the right of another person to carry on his/her legitimate activities, or to speak or to associate with others. University or Affiliated University College activities include, but are not limited to, teaching, research, studying, sports and recreation, administration and meetings.

(b) Interfering with, obstructing, disrupting, misleading, or failing to comply with the directions of, any University official or emergency personnel (e.g. Campus Community Police Service, fire, ambulance response) acting in the performance of their duties.

Note: Nothing in this Code should be interpreted as prohibiting peaceful assemblies, demonstrations, lawful picketing, or inhibiting lawful freedom of expression.

### 2. **Misconduct Against Persons and Dangerous Activity**

(a) Any assault, harassment, intimidation, threats or coercion.

(b) Conduct that threatens or endangers the health or safety of any person.

(c) Contravention of ~~The University of Western Ontario~~the University's Non-Discrimination/Harassment Policy.

(d) Contravention of the University's Policy on Sexual Violence.

(e) Knowingly (which includes when one should reasonably have known) creating a condition that endangers the health, safety, or well-being of any person regardless of consent.

(f) Engaging ~~or participating~~ in conduct that is, or is reasonably seen to be, humiliating, or demeaning to another person, or coercing, enticing or inciting a person to commit an act that is, or is reasonably seen to be, humiliating or demeaning to that person or to others (e.g. hazing) regardless of consent.

### 3. **Misconduct Involving Property**

(a) Unauthorized entry and/or presence on any ~~premises~~Premises of the University or its Affiliated University Colleges, or any premises used for University ~~sponsored programs~~Programs, ~~events~~Events or ~~activities~~Activities.

(b) Misappropriation, damage, unauthorized possession, defacement, vandalism, and/or destruction of premises or property of the University or its Affiliated University Colleges, or the property of others.

(c) Use of University or Affiliated University College facilities, equipment or services contrary to express instruction or without proper authority or permission, as required.

(d) Misuse of University or Affiliated University College supplies and documents, including equipment, library and computer resources, keys, records, transcripts and permits.

(e) Interfering with, obstructing, or Tampering~~tampering~~ with emergency telephones, fire protection equipment or emergency equipment or facilities (e.g., fire doors, fire bells, fire extinguishers, fire hoses); disconnecting or blocking fire alarms; setting unauthorized fires; raising a false fire alarm; blocking or wedging open fire and smoke doors on corridors or stairways.

### 4. **Misrepresentation or False Information, I.D. Cards, Access Cards, Key Cards, Meal Cards, Identification**

(a) Furnishing false information.

- (b) Forging, altering or misusing any document, record, card or instrument of identification. This applies to any identification or information, including Western ONECard, access cards, key cards, transcripts.

#### 5. **Alcohol and Drug Use**

- (a) Illegal use, possession or distribution of a controlled or restricted substance.
- (b) Contravention of provincial liquor laws or the policies of the University or Affiliated University Colleges governing the possession, distribution and/or consumption of alcoholic beverages on the premises of the University or its Affiliated University Colleges.

#### 6. **Improper Use of Dangerous Objects and Substances**

Storage, possession or use of firearms, explosives, or other weapons (including any item that can reasonably be perceived to be a weapon by others, e.g. replica guns, airsoft guns), flammable solvents, biohazardous, volatile or poisonous materials, except in areas formally designated for that purpose by authorized University personnel.

#### 7. **Contravention of University Regulations**

Violation of ~~written~~ any published or posted University ~~policies, rules or regulations~~ policy, rule or regulation.

#### 8. **Contravention of Other Laws**

Contravention of any provision of the Criminal Code or any other federal or provincial statute or municipal by-law.

#### 9. ~~Other~~ Aiding in the Commission of a Prohibited Act or Attempting to Commit a Prohibited Act

- ~~(a)~~ — Aiding or encouraging others in the commission of an act prohibited under this Code or attempting to commit an act prohibited under this Code.

#### 10. Failure to Comply

- ~~(b)~~ — Failure to comply with any sanction imposed by the University ~~for misconduct~~ under this Code.

### ~~VIII~~ **Complaint Procedures**

- ~~1. Any person may submit a complaint of misconduct against a student. A complaint should be submitted or forwarded to a Dean's Office, Campus Community Police Service, the Office of the Associate Vice-President (Student Experience), or the Office of the Vice-Provost (Graduate and Postdoctoral Studies).~~

#### ~~2. Undergraduate Students~~

~~A complaint shall be referred or dealt with as follows:~~

- ~~(a) Incidents that occur within the home Faculty of the student against whom a complaint is made, with the exception of incidents falling within (b) below, shall be referred to the Dean of the home Faculty for disposition.~~

- ~~(b) Incidents occurring within the home Faculty that:~~



~~(i) may reasonably be seen to involve or affect an academic or administrative unit outside the home Faculty, outside institutions, or persons external to the University, or~~

~~(ii) are being or have been investigated by Campus Community Police Service or an external police force,~~

~~shall be referred to the Associate Vice-President (Student Experience) for disposition. The Associate Vice-President (Student Experience) may dispose of the complaint him/herself or refer it to the Dean of the home Faculty or another designated individual for disposition.~~

~~(c) Incidents occurring outside the home Faculty shall be referred to the Associate Vice-President (Student Experience) who may dispose of the complaint him/herself or refer the complaint to the Dean of the home Faculty or another designated individual for disposition.~~

### ~~3. Graduate Students~~

~~All complaints shall be referred to the Associate Vice-President (Student Experience). Normally the Associate Vice-President (Student Experience) will notify the Vice-Provost (Graduate and Postdoctoral Studies) and the Dean of the Faculty hosting the student's graduate program (or in the case of a student in an interdisciplinary program, the Dean of the Faculty of the student's supervisor) of the complaint. The Associate Vice-President (Student Experience) may dispose of the complaint him/herself or refer the complaint to either of these individuals or another designated individual for disposition.~~

~~4. The individual authorized under Part VIII, sections 2 or 3 to dispose of the complaint is hereinafter referred to as the "University Officer".~~

### ~~5. All Students~~

~~(a) The University Officer shall not make a finding of misconduct nor impose a sanction or sanctions against a student unless the student has been informed, in writing, of the nature of the complaint, the facts alleged against him/her, and has been given a reasonable opportunity to respond to them and to submit relevant information. The student shall also be given a reasonable opportunity to meet personally with the University Officer to discuss the matter. It is the responsibility of the student to provide all materials and information that will support his/her position.~~

~~(b) If the University Officer concludes that there has been misconduct, he/she may impose an appropriate sanction or sanctions.~~

~~(c) If the student does not respond to the allegation or does not meet with the University Officer after having been given a reasonable opportunity to do so, the University Officer may proceed to dispose of the complaint without such a response or meeting.~~

~~(d) At all meetings with the University Officer, the student may be accompanied by a support person of his or her choosing.~~

~~(e) In determining an appropriate sanction or sanctions, the University Officer may take into account any previous findings of misconduct. The University Officer may direct that a sanction be held in abeyance if a student's registration at the University is interrupted for any reason.~~

~~(f) The decision, with reasons, shall be communicated in writing to the student. If there is a finding of misconduct, a copy of the decision will be retained in the student's home Faculty (in the School of Graduate and Postdoctoral Studies in the case of a graduate~~

~~student) and in the Office of the Associate Vice President (Student Experience). A copy of the decision shall be provided on a need-to-know basis to administrative units (e.g., Office of the Registrar, Campus Community Police Service). The relevant University Officer is responsible for the implementation of any decision made under the Code.~~

~~(g) All notices and other communications from the University Officer or the University Discipline Appeals Committee (see below) to the student or any other member of the University community, shall be by personal delivery, regular mail, campus mail, e-mail, priority post, courier, or registered mail. If sent by regular mail, service will be deemed effective on the fifth day after the documents are mailed. In the case of students, all documents will be sent to the home address recorded in the student's electronic record at the University, unless the student requests in writing that they be sent to another address.~~

~~(h) Complaints of misconduct shall be reported, investigated, and decided in a timely manner.~~

~~(i) The Associate Vice President (Student Experience) shall report annually to the Board of Governors summarizing the categories of misconduct, the range of sanctions imposed by the University, the number of appeals to the University Discipline Appeal Committee, and the outcome of such appeals. The report will be posted publicly by the University Secretariat.~~

~~(j) The University may continue its investigation and disposition of a complaint notwithstanding that a student withdraws from the University in the course of any proceedings under this Code. Where a student's conduct comes to light after a student has left the University, the University may decide to proceed with the review and disposition of a complaint, if the seriousness of the allegation warrants such action.~~

### **Overview:**

Allegations that a student's conduct may be a violation of this Code should be submitted to the Associate Vice-President (Student Experience) ("AVP-SE") as soon as possible following the discovery of the alleged violation. The AVP-SE, or an individual designated by the AVP-SE, is authorized to respond to complaints/reports of possible misconduct, make final determinations as to whether there have been breaches of the Code, and impose sanctions. Students may appeal those decisions and sanctions in accordance with the appeal process set out in this Code.

Allegations of misconduct shall be reviewed, investigated, and decided in a timely manner. Where appropriate, informal measures shall be used to resolve minor incidents of misconduct. As part of the review process, the AVP-SE or designate will meet with, seek assistance from, and/or consult with any member of the University community or individuals outside the University community with particular knowledge of the alleged incident or those involved, and may consult or seek assistance from appropriate University officials in resolving a complaint.

Unless the Dean has been designated by the AVP-SE to deal with the complaint, the Dean shall be notified of formal Code proceedings and kept informed throughout the process. If the AVP-SE or designate concludes that there has been a breach of the Code, he or she shall consult with the Dean on possible sanctions.

### **Procedures:**

1. Upon receipt of a complaint/report the AVP-SE or designate will review the allegations and, if they fall within the jurisdiction of the Code, may attempt to resolve the matter informally or may proceed to initiate formal Code proceedings.

2. The AVP-SE or designate may consult with the Dean in determining whether the matter should be dealt with informally, and may refer the matter to the Dean for informal resolution. In the event

the matter cannot be resolved informally, the AVP-SE or designate may initiate formal Code proceedings.

3. If the AVP-SE or designate initiates formal Code proceedings, the student against whom a complaint/report has been filed shall be informed in writing of the nature of the allegations and the facts alleged against him/her. The Dean shall be informed of the decision to initiate formal Code proceedings.

4. The student shall be given a reasonable opportunity to respond to the allegations and to submit relevant information. The student shall also be given a reasonable opportunity to meet personally with the AVP-SE or designate to discuss the matter. It is the responsibility of the student to provide all materials and information that will support his/her position.

5. If the AVP-SE or designate concludes that there has been a breach of this Code, he/she may, after consultation with the Dean, impose an appropriate sanction or sanctions.

6. If the student does not respond to the allegation or does not meet with the AVP-SE or designate after having been given a reasonable opportunity to do so, the AVP-SE or designate may proceed to make a final decision and impose a sanction without such a response or meeting.

7. At all meetings with the AVP-SE or designate the student may be accompanied by support person of his or her choosing.

8. The AVP-SE or designate may request another staff member to be present at the meeting. In such cases, the student will be notified in advance of the meeting of who will be in attendance and the reason for their attendance.

9. The decision of the AVP-SE or designate, with reasons, shall be communicated in writing to the student. A copy of the decision will be kept in the Office of the AVP-SE and will be shared with other units/Faculties on a need-to-know basis (e.g. Office of the Registrar, Campus Community Police Service, Dean). In some circumstances the complainant or other person affected by the student's conduct may be advised of the outcome.

10. The AVP-SE is responsible for the implementation of any decision made under the Code.

11. The AVP-SE or designate may continue Code proceedings notwithstanding that a student withdraws from the University prior to a final decision. Where a student's conduct comes to light after a student has left the University, the AVP-SE may decide to proceed with the review and disposition of a complaint, if the seriousness of the allegation warrants such action

## **VI.G. Sanctions**

The University may impose one or more sanctions for ~~misconduct~~ a breach of this Code, of which those listed below are examples. ~~The sanctions~~ Sanctions imposed ~~should~~ shall be proportional to the type of misconduct. The most serious types of misconduct will merit the most serious sanctions: ~~deregistration,~~ suspension and expulsion. Prior breaches of the Code may be taken into account in determining an appropriate sanction.

In considering an appropriate sanction, the University's primary focus must be to ensure the safety and security of the University, its members, and visitors. However, where possible and appropriate, the University will consider educational sanctions in addition to or instead of other sanctions. Such sanctions are designed to help a student understand why his or her behaviour was inappropriate and to appreciate the impact of that behaviour on others.

Sanctions include:

1. **Verbal-Written Warning or Reprimand.** ~~from the instructor or other person in authority.~~
2. **Educational Sanctions.** Such sanctions include apologies, educational programs, activities and assignments, University or community service, restorative justice, individual assessment and counselling.
3. **Behavioural Contract.** A set of behavioural expectations, terms, and conditions that is developed with and signed by the student. With their signature, the student agrees to the expectations, terms, and conditions and acknowledges that any breach of the contract may result in more serious sanctions. **Formal Reprimand.**
24. **Exclusion from a class, examination room, or other area.** (Note: In this context, "class" refers to a period of instruction such as a lecture, seminar, tutorial, laboratory session, recital, concert or exhibition of visual arts or sports event.)
4. ~~**Educational Sanctions.** Such sanctions include apologies, work assignments, service to the University or wider community, restriction of privileges, written assignments, completion of a class or workshop or project, completion of counseling.~~
5. **Removal,** either temporarily or permanently, from a course in which the student is registered.
6. ~~**Restriction or Denial of University Services or Privileges.** The lost privileges may include, but are not limited to, parking privileges, unrestricted access to the library, access to athletic facilities, and access to and participation in extra-curricular activities.~~
67. ~~**No Contact Order.** Requirement that a Student have no direct or indirect contact with a specific individual or group~~**Prohibition** ~~or limitation of access to any academic facility.~~
78. **Prohibition** or limitation of employment at the University.
89. **Prohibition** or limitation on entering University premises or specific parts thereof including academic/research facilities and laboratories~~and/or restriction on contact with specified person(s).~~
910. **Restitution.** Requirement that restitution be made to another individual or the University for any loss or damage to personal or University property~~Compensation for loss, damage, or injury to the appropriate party(ies) in the form of service, money, or material replacement.~~
4011. **Forfeiture** of University awards or financial assistance.
4412. **Disciplinary Probation.** A designated period of time during which the student ~~is not in good standing with the University. They~~is required to adhere to the terms of the probation ~~may involve~~which may include restrictions of student privileges and/or set behavioural expectations, violation of which will result in the imposition of further sanctions.
12. ~~**Deregistration.** Removal from some or all courses for one or two terms.~~
13. **Suspension** from the University for a specified time period. Conditions for readmission may be specified.
14. **Expulsion** from the University.

## VIII. Interim Measures~~Disruption of Instructional or Administrative Activities: Short Term Removals~~

1. ~~**Disruption of Instructional Activities**~~ Disruption of instructional activities, including examinations, initially may be dealt with by the appropriate instructor or proctor as a matter of classroom discipline. The instructor or proctor may require the student to leave the area for the remainder of the particular class or examination and shall report the incident immediately to the relevant Chair/Dean. Any disruption that results in the removal of a student shall be reported to the Chair of the Department or Director of the School and, where appropriate, to the Dean of the Faculty in which the course is held. If the disruption persists and/or if it is deemed to be serious in nature, the incident will ordinarily be reported immediately to the Campus Community Police Service, the Chair (Director), the Dean of the Faculty, and the Associate Vice-President (Student Experience).
2. ~~**Temporary Exclusions from Other Areas**~~ Academic or administrative unit heads (or designates) may ~~ban a student from their area of jurisdiction~~ require a student to leave an office or other facility if the unit head (or designate) believes on reasonable grounds that the student's continued presence in that area will be detrimental to good order or will constitute a threat to the safety of others. ~~Such initial exclusion shall be for up to 48 hours and shall be reported immediately to Campus Community Police Service, the Associate Vice-President (Student Experience), and the relevant Dean (if applicable).~~ The incident shall be reported immediately to the AVP-SE or to Campus Community Police Service.

## I. Interim Measures

### 31. Notice of Trespass

Campus Community Police Service, in circumstances in which they reasonably believe that there are grounds to make an interim prohibition order as set out in subsection 4.2 below, may temporarily exclude a student from campus for up to 10 days by delivering a Notice of Trespass under the *Trespass to Property Act*.

### 42. Interim Prohibition

The ~~President~~ AVP-SE or designate, or such other officials as he/she may designate from time to time, may impose an interim prohibition pending an investigation and disposition of a complaint/report of misconduct. Interim prohibition may be imposed only: (a) if needed to ensure the safety and well-being of members of the University community or preservation of University property; (b) if needed to ensure the student's own physical or emotional safety and well-being; or (c) if there is a reasonable apprehension that the student poses a threat of disruption or of interference with the normal operations of the University.

During a period of interim prohibition, a student may be denied access to the campus or to specified campus facilities (including classes) and/or any other University activities or privileges for which the student might otherwise be eligible, as the ~~President (or designate)~~ AVP-SE or designate may determine to be appropriate. Within two working days following the imposition of interim prohibition, the student shall be informed in writing of the reasons for the prohibition. The student shall be afforded the opportunity to respond to the allegations being made against him or her. If the student responds, the ~~President (or designate)~~ AVP-SE or designate will reassess the prohibition and either revoke or continue it pending formal disposition of the matter.

## J. Notices

Notices and other written communications under this Code may be delivered in-person, by email or by mail (campus, regular priority, courier, or registered). Mail service will be deemed effective on the fifth day after mailing for regular mail, and on the fourth day for campus mail. Emails shall be sent to the student's Western email account. Documents sent or delivered off-campus will be sent to the student's home address recorded in the student's electronic record at the University unless the student expressly requests that the documents be sent to another address.

## **IXK. Transcripts and Registration**

1. Suspension and expulsion are recorded on the official transcript. The suspension notation will be removed when the student graduates or five years after the last registration. The expulsion notation is permanent unless the President grants a petition for its removal. Any such petition may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript does not overturn the expulsion decision; the expulsion remains in effect.
2. While under investigation for serious misconduct that may result in suspension or expulsion, the student will not be issued transcripts directly, but, at the student's request, transcripts will be sent to institutions or potential employers. If the student is subsequently suspended or expelled, the recipients of the transcript will be issued a revised transcript. This restriction also applies in situations where the student is no longer enrolled at the University during the investigation.

## **XL. Appeals**

1. A student may appeal a finding of misconduct to the University Discipline Appeal Committee (UDAC) on one or more of the following grounds:
  - (a) that there was a serious procedural error in the hearing of the complaint which was prejudicial to the appellant;
  - (b) that new evidence, not available at the time of the earlier decision, has been discovered, which casts doubt on the correctness of the decision;
  - (c) that the ~~University Officer~~AVP-SE or designate did not have the authority under this Code to reach the decision or impose the sanctions he/she did.
2. In addition to the grounds set out in section 1, if the sanction forfeiture of University awards or financial assistance, ~~deregistration~~, suspension, or expulsion, a student may appeal the finding of misconduct and/or the sanction(s) to UDAC on the ground that the decision and/or sanction was unreasonable or unsupportable on the evidence before the ~~University Officer~~AVP-SE or designate.
3. Filing an Appeal Application will not stay the implementation of any sanctions imposed except where the Chair of UDAC otherwise orders upon application of the appellant.
4. UDAC may:
  - (a) Deny the appeal.
  - (b) In the case of an appeal under ~~section-paragraph L.1(a) or (b)~~, grant the appeal and direct the previous decision maker to re-hear the matter or reconsider some pertinent aspect of its decision, and may include recommendations relating to the conduct of any re-hearing.
  - (c) In the case of an appeal under ~~section-paragraph L.1(c)~~, grant the appeal and quash the original decision.
  - (d) In the case of an appeal under ~~subsection L.2~~, grant the appeal and quash or vary the original decision or grant the appeal and vary the sanction.
5. The right to be represented by counsel will be accorded to the principal parties to the appeal at this level. UDAC also reserves the right to retain and be represented by counsel.
6. The parties must bear all their own legal expenses, if any. UDAC will not order the University to



pay all or part of the appellant's costs nor will it order the appellant to pay all or part of the University's costs.

### **Composition**

7. The Board of Governors shall appoint a Chair and 15 members of UDAC: 7 members of faculty and 8 students (5 undergraduates and 3 graduate students).
  - (a) No more than two of the faculty members shall be from the same Faculty. Undergraduate students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same divisionFaculty.
  - (b) The Chair shall be appointed annually by the Board of Governors.
  - (c) The terms of appointment shall be: faculty, three years; students, one year. Members are eligible for reappointment to a maximum of six continuous years (excluding there-from a partial term served under (d) below), but shall be eligible for reappointment after a lapse of two years.
  - (d) Members may be appointed for shorter terms in order to fill vacated positions.
  - (e) An appeal will be heard by a panel of UDAC. The size and composition of the panel shall be determined by the Chair provided that a panel always includes at least one student, at least one faculty member, and the Chair.
  - (f) In instances where the Chair is unable to act, he or she may designate a member to act as Chair. in the event that the Chair is unable to appoint a designate, the Senior Operations Committee of the Board of Governors shall appoint a Chair *pro tem*.
  - (g) When a duly constituted panel of UDAC commences to hear a matter, the membership terms of those members present at the commencement of the hearing are automatically extended until UDAC renders its final decision in the case in question.

### **Procedures**

8. An Appeal Application must be filed with the Secretary of the Board of Governors within two weeks after a decision has been issued by the Dean (Vice-Provost)AVP-SE or designate. The Application must contain a copy of the decision, the grounds for the appeal, the outcome sought, a full statement supporting the grounds for the appeal, the name of legal counsel or agent, if any, and any relevant documentation in support of the appeal. Where the basis of the appeal is new evidence, such new evidence shall be described clearly and the names of any witnesses shall be provided.
9. An Appeal Application will not be accepted by the Secretary of the Board of Governors if incomplete or not filed within the time period specified in subsection L.8 above. Exceptions to the time limit for filing an appeal are at the discretion of the Chair of UDAC upon written application of the student. Appeal Application forms and further details on hearing procedures may be obtained from the University Secretariat.
10. Parties to an appeal are the student against whom the decision has been made (Appellant) and the University OfficerAVP-SE or designate (Respondent).
11. The Secretary of the Board of Governors shall provide the Respondent with a copy of the Appeal Application and attachments. The Respondent shall file a concise written response to the Appeal Application with the University Secretariat within ten days of receiving the documents. A copy of the response shall be provided to the Appellant and the Appellant shall be given an opportunity to

- file a reply within ten days of receipt of the Respondent's response.
12. Upon receipt of an Appeal Application, the Secretary of the Board of Governors shall:
    - (a) notify the Chair of UDAC;
    - (b) constitute a Panel of at least 2 members and the Chair; and
    - (c) schedule the initial meeting of the Panel.
  13. Subject to the requirements set out herein, the Panel shall determine its own procedures and practices in any appeal and the Chair may make such rules and orders as he or she deems necessary and proper to ensure a fair and expeditious proceeding. The Panel is bound by neither strict legal procedures nor strict rules of evidence. It shall proceed fairly in its disposition of the appeal, ensuring that both parties are aware of the evidence to be considered, are given copies of all documents considered by the Panel, and are given an opportunity to be heard during the process.
  14. The Panel may summarily dismiss an appeal if the Appeal Application does not, in the judgment of the Panel, raise a valid ground of appeal or does not assert evidence capable of supporting a valid ground.
  15. The Panel may, in its discretion, hold an oral hearing or make its decision solely on the basis of written material filed by the parties, provided that it shall hold an oral hearing if a party satisfies it that there is good reason for doing so.
  16. The Panel shall determine whether an oral hearing shall be open to the public or held *in camera*. At the discretion of the Chair, other members of UDAC may attend the *in camera* meetings as observers.
  17. While an attempt shall be made to schedule an oral hearing at a time convenient to the Panel and the parties, a request by a party for a lengthy delay in the scheduling of the hearing, or a postponement of a scheduled hearing, will be granted by the Chair only in exceptional circumstances. Oral hearings will ordinarily be held within six weeks of filing of the Appeal Application.

In the case of an oral hearing, if the Secretary of the Board of Governors is unable to contact the Appellant within a reasonable time to schedule a hearing, the Appellant will be notified at the address on the Appeal Application of the deadline by which he/she must contact the Secretary of the Board of Governors to arrange a hearing. If the Appellant has not contacted the Secretary of the Board of Governors by the specified deadline, the appeal will be deemed to be abandoned and may not be resubmitted.
  18. Each party to an oral hearing shall be sent a Notice of Hearing setting out the time, place and purpose of the hearing. If a party does not attend, the Panel may proceed in the party's absence.
  19. Each member of a Panel, including the Chair, shall vote. There shall be no abstentions. A majority of positive votes is required to grant an appeal.
  20. The Chair of a Panel may waive any time limits specified herein or in any procedures adopted by a Panel in a given proceeding.
  21. The Secretary of the Board of Governors, or the Secretary's designate, shall provide administrative support and procedural advice to Panels.
  22. The decision, with reasons, shall be filed with the Secretary of the Board of Governors and copies shall be sent to the parties\_ ~~to the proceedings as well as to others with a legitimate need to know~~



~~(e.g., Office of the Registrar, Campus Community Police Service). The AVP-SE will notify units/Faculties of the decision on a need-to-know basis.~~

### **Further Appeal**

23. Within two weeks of receipt of the reasons for decision, either party may appeal to the President on the grounds that there was a serious procedural error by UDAC that was prejudicial to the party. The President may designate another individual to hear the appeal.
24. The appeal must state the full grounds upon which the party relies and all arguments in support thereof. The President or designate may invite written submissions from the other party and/or the Chair of UDAC before making his or her decision. He or she may dismiss the appeal, grant the appeal and order that the matter be re-heard, or make such other disposition of the matter as he/she deems appropriate, and will provide reasons for his or her decision. ~~The decision maker's decision~~The decision of the President or designate is final.

### **M. Annual Report**

~~The AVP-SE shall report annually to the Board of Governors summarizing the categories of misconduct, the range of sanctions, the number of appeals to the University Discipline Appeal Committee, and the outcome of such appeals. The report will be posted publicly by the University Secretariat.~~

### **XIN. Review of Code**

The Board of Governors shall review the Code ~~within three years of initial implementation and thereafter~~ every five years.

Enacted by the Board of Governors May 3, 2001.  
Amended May 6, 2004.  
Amended November 26, 2009  
Amended November 25, 2010  
Amended June 25, 2015

**REPORT OF THE FUND RAISING AND DONOR RELATIONS COMMITTEE**

| <b>Contents</b>  | <b>Consent<br/>Agenda</b> |
|--|---------------------------|
| <a href="#">Fund Raising Activity Quarterly Report to January 31, 2018</a> | Yes                       |

**FOR INFORMATION**

1. **Fund Raising Activity Quarterly Report to January 31, 2018**

The Fund Raising Initiatives Quarterly Report to January 31, 2018 is provided in [Annex 1](#).



Fund Raising Initiatives Quarterly Report  
as at January 31, 2018  
(with comparative figures from the fiscal year 2015/16 to 2016/17)

**PLEDGE DATA**

|   | May 1, 2017 to January 31, 2018<br>(000's) |               |                         | Fiscal Year 2017<br>(000's) |                          | Fiscal Year 2016<br>(000's) |                          |
|---|--|---------------|-------------------------|-----------------------------|--------------------------|-----------------------------|--------------------------|
|   | Target                                     | Actual        | Actual as a % of Target | Year to Date<br>May to Jan  | Year End<br>May to April | Year to Date<br>May to Jan  | Year End<br>May to April |
| Pledges outstanding May 1,                            | 87,537                                     | 87,537        | N/A                     | 105,717                     | 105,717                  | 161,936                     | 161,936                  |
| New Gifts & Pledges (Gross)                           | 65,000                                     | 53,171        | 81.80%                  | 20,334                      | 57,089                   | 29,421                      | 49,020                   |
| Pledges cancelled/amended on new/prior pledges        | (2,296)                                    | (838)         | 36.50%                  | (1,134)                     | (3,224)                  | (1,548)                     | (2,598)                  |
| <b>Net New Pledges/Gifts</b>                          | <b>62,704</b>                              | <b>52,333</b> | <b>83.46%</b>           | <b>19,200</b>               | <b>53,865</b>            | <b>27,873</b>               | <b>46,422</b>            |
| Contributions received in payment of pledges/gifts: 2 |  |               |                         |                             |                          |                             |                          |
| Western University                                    | 54,138                                     | 46,280        | 85.48%                  | 33,696                      | 71,509                   | 35,014                      | 102,170                  |
| Richard Ivey School of Business (Asia) Limited        | 944  | 100           | 10.59%                  | 0                           | 536                      | 0                           | 471                      |
| Total contributions received                          | <b>55,082</b>                              | <b>46,380</b> | <b>84.20%</b>           | <b>33,696</b>               | <b>72,045</b>            | <b>35,014</b>               | <b>102,641</b>           |
| <b>Net Pledges Outstanding</b>                        | <b>95,159</b>                              | <b>93,491</b> | <b>98.25%</b>           | <b>91,221</b>               | <b>87,537</b>            | <b>154,795</b>              | <b>105,717</b>           |

**COST PER DOLLAR RAISED**

|  | May 1, 2017 to January 31, 2018<br>(000's) |              |                        | May 1, 2016 to April 30, 2017<br>(000's) |              |                        | May 1, 2015 to April 30, 2016<br>(000's) |              |                        |
|--|--|--------------|------------------------|--|--------------|------------------------|--|--------------|------------------------|
|  | Net Pledges/Gifts                          | Expenses     | Cost per Dollar Raised | Net Pledges/Gifts                        | Expenses     | Cost per Dollar Raised | Net Pledges/Gifts                        | Expenses     | Cost per Dollar Raised |
| Advancement Fund Raising Units                 |  |              |                        |  |              |                        |  |              |                        |
| Alumni Relations & Development 3               | 40,169                                     | 5,972        | NA                     | 45,740                                   | 8,095        | \$0.18                 | 36,463                                   | 8,382        | \$0.23                 |
| Richard Ivey School of Business                | 12,956                                     | 761          | NA                     | 11,272                                   | 1,292        | \$0.11                 | 11,558                                   | 1,408        | \$0.12                 |
| <b>Total Expenses/Cost Per Dollar Raised</b>   | <b>53,125</b>                              | <b>6,733</b> | <b>NA</b>              | <b>57,012</b>                            | <b>9,387</b> | <b>\$0.16</b>          | <b>48,021</b>                            | <b>9,790</b> | <b>\$0.20</b>          |
| <b>3-Year Average Cost Per Dollar Raised 4</b> | <b>NA</b>                                  | <b>NA</b>    | <b>NA</b>              | <b>71,971</b>                            | <b>8,633</b> | <b>\$0.12</b>          | <b>76,171</b>                            | <b>7,741</b> | <b>\$0.10</b>          |

**Return on Investment**

|                                     | Return on Investment     |              |                      | Return on Investment     |              |                      | Return on Investment     |              |                      |
|-------------------------------------|--------------------------|--------------|----------------------|--------------------------|--------------|----------------------|--------------------------|--------------|----------------------|
|                                     | Revenue<br>Cash Received | Expenses     | Return on Investment | Revenue<br>Cash Received | Expenses     | Return on Investment | Revenue<br>Cash Received | Expenses     | Return on Investment |
| Fundraising/Development/Advancement | 39,153                   | 6,733        | NA                   | 52,573                   | 9,387        | \$5.60               | 40,653                   | 9,790        | \$4.15               |
| <b>Total Return on Investment</b>   | <b>39,153</b>            | <b>6,733</b> | <b>NA</b>            | <b>52,573</b>            | <b>9,387</b> | <b>\$5.60</b>        | <b>40,653</b>            | <b>9,790</b> | <b>\$4.15</b>        |

1 Includes total activity of:

- Western University
- The University of Western Ontario Inc.
- The University of Western Ontario (UK) Foundation
- The University of Western Ontario (HK) Foundation
- Richard Ivey School of Business (Asia) Limited

2 Represents all contributions including cash, gift in kind and gift in purchase discounts entered in the Contributor Relations System within reporting period and may differ from the general ledger reporting period.

3 FY15 expenses do not include FDDP, CPA and Advancement Operations salary and benefits.

4 3 Year Rolling Average - reflects the major gift factor and the post campaign period. Return on Investment and Cost per Dollar raised are included on April 30th Quarter reports.

**ITEMS REFERRED BY SENATE**

| <b>Contents</b>   | <b>Consent Agenda</b> |
|---|-----------------------|
| <b>Western's Student Mental Health and Wellness Strategic Plan – Final Report</b>   | No                    |
| <b>Faculty of Engineering – Establishment of New Academic Units – School of Biomedical Engineering and Centre of Engineering Leadership and Innovation (CELI)</b> | Yes                   |
| <b>2018-19 University Operating and Capital Budgets</b>   | Yes                   |
| <b>2018 Entrance Standards for Undergraduate First-Year Admissions</b>  | Yes                   |
| <b>Five-Year Enrolment Projections</b>  | Yes                   |
| <b>Report on Year One Class and Entering Averages</b>   | Yes                   |
| <b>National Survey of Student Engagement (NSSE)</b>   | No                    |
| <b>Vice-President (Research) 2017 Annual Report</b>   | No                    |
| <b>Report of the Academic Colleague</b>   | Yes                   |
| <b>Academic Administrative Appointments</b>   | Yes                   |
| <b>Teaching Award Recipients 2017-18</b>  | Yes                   |
| <b>Spring Convocations 2018 – Honorary Degree Recipients</b>  | Yes                   |

FOR APPROVAL

1. **Western's Student Mental Health and Wellness Strategic Plan – Final Report**

**Recommended:** That Western's Student Mental Health and Wellness Strategic Plan, detailed in Annex 1, be approved.

**Background:**

The Western's Student Mental Health and Wellness Strategic Plan – Final Report, provided in [Annex 1](#), will be presented by Rick Ezekiel, Deborah Chiodo, and John Doerksen.

2. **Faculty of Engineering – Establishment of New Academic Units - School of Biomedical Engineering and Centre of Engineering Leadership and Innovation (CELI)**

**Recommended:** That the Board of Governors approve the establishment of the new School of Biomedical Engineering and the Centre of Engineering Leadership and Innovation (CELI) in the Faculty of Engineering, effective July 1, 2018, shown in [Annex 2](#).

Background:

See [Annex 2](#).

**FOR INFORMATION**

3. **2018-19 University Operating and Capital Budgets**

Senate, at its meeting on April 13, 2018, reviewed the 2018-19 Operating and Capital Budgets and offered its advice to the Board by recommending approval of those budgets (see the Report of the Property & Finance Committee and the budget documents issued).

4. **2018 Entrance Standards for Undergraduate First-Year Admissions**

Senate, at its meeting on February 16, 2018, approved the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in [Annex 3](#).

5. **Five-Year Enrolment Projections**

Senate, at its meeting on February 16, 2018 approved that the five-year enrolment projections/plans presented in [Annex 4](#) be used for University budget planning purposes.

6. **Report on Year One Class and Entering Averages**

See [Annex 5](#).

7. **National Survey of Student Engagement (NSSE)**

See [Annex 6](#).

8. **Vice-President (Research) 2017 Annual Report**

See [Annex 7](#).

9. **Report of the Academic Colleague**

See [Annex 8](#).

10. **Academic Administrative Appointments**

The Office of Faculty Relations provided the following academic administrative post(s) approved on behalf of the Board of Governors during the month of February 2018.

| Name                | Department/School | Faculty             | Admin Post | Effective Date | End Date     |
|---------------------|-------------------|---------------------|------------|----------------|--------------|
| Randall Pogorzelski | Classical Studies | Arts and Humanities | Chair      | July 1-2018    | June 30-2023 |

11. **Western's Excellence in Teaching Award Winners for 2017-2018**

The Subcommittee on Teaching Awards (SUTA) has chosen the following members of faculty as recipients of Western's Excellence in Teaching Awards:

**The Edward G. Pleva Award for Excellence in Teaching**

**Joel Faflak**, Faculty of Arts and Humanities, Department of English and Writing Studies

**Lisa Hodgetts**, Faculty of Social Science, Department of Anthropology

**Aleksandra Zecevic**, Faculty of Health Sciences, School of Health Studies

**The Marilyn Robinson Award for Excellence in Teaching**

**Dave Humphreys**, Faculty of Health Sciences, School of Kinesiology

**Sarah McLean**, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

**The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty**

**Julie Theurer**, Faculty of Health Sciences, School of Communication Sciences and Disorders

12. **Spring Convocations 2018 – Honorary Degree Recipients**

See [Annex 9](#).

# Western's Student Mental Health and Wellness Strategic Plan

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March 8, 2018



# Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of Southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).





# Contents

- Letter from the Student Mental Health and Wellness Advisory Committee ..... 1
- Executive Summary..... 2
- Guiding Principles..... 3
- 2018–2023 Goal Summary & Highlighted Priorities ..... 4
- Mental Health in Post-Secondary Institutions.....5
- Broad Strategic Directions, Goals, and Strategies.....7
- Goals .....7
  - 1. Promote and Support a Resilient Campus Community.....7
  - 2. Develop and Deliver Effective Mental Health and Wellness Education.....18
  - 3. Inclusive Curriculum and Pedagogy to Support Student Mental Health ..... 20
  - 4. Provide Accessible and Effective Mental Health and Wellness Services ..... 22
- Appendix A: Student Mental Health and Wellness Advisory Committee Member List 2017–18 ..... 24
- Appendix B: Stakeholder Groups that Participated in Mental Health and Wellness Consultations to Inform Plan Development ..... 26
- Appendix C: Notes..... 27

# Letter from The Student Mental Health and Wellness Advisory Committee

Western's Student Mental Health and Wellness Strategic Plan reflects the hopes and stories of personal and professional experience, and the collective thinking of hundreds of undergraduate and graduate students, faculty, senior administration, and staff from the Western community. We are grateful for the leadership of Angie Mandich and Jana Luker, former Associate Vice-Presidents of Student Experience in overseeing the earlier vision and development of this Plan. We acknowledge the significant contribution of current and past members of the Student Mental Health and Wellness Advisory Committee<sup>1</sup> and Western's Student Experience portfolio towards making this Strategy a reality.

The development of this Strategy could not have been possible without the hundreds of individuals who came forward to provide input into creating a mentally well campus. When it was decided to develop a Student Mental Health and Wellness Strategy, we were pleasantly surprised at how many individuals wanted to be consulted on this topic and to provide direction to the Plan. And after 20 months and countless consultations locally and provincially, document revisions, brainstorming sessions, and in-person meetings, we are delighted to share this document with the Western community.

Western's Student Mental Health and Wellness Strategic Plan is an ambitious, multi-year undertaking. The strategic directions, goals, and recommendations of this Strategy were drawn from the extensive consultation data, as well as several national frameworks and best practice recommendations that have been developed to guide supporting post-secondary student mental health. Many of the recommendations emphasize ongoing health promotion and prevention efforts as a priority. To create a healthier campus, a better balance between prevention and treatment must be recognized and achieved.

In writing this Plan, we have aimed to honour the community of diverse voices and minds, all working towards a positive, healthy change for our students and community campus.

**Sincerely,**

**John Doerksen**

Vice-Provost (Academic Programs) and Acting Associate Vice-President, Student Experience

**Rick Ezekiel**

Interim Senior Director, Student Experience

**Debbie Chiodo**

Mental Health Strategist

**Student Mental Health and Wellness Advisory Committee**

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<sup>1</sup> See Appendix A for list of committee member names

# Executive Summary

Providing effective support for students experiencing mental health challenges is a pressing challenge facing post-secondary institutions. The promotion of student mental health and wellness<sup>2</sup> is a priority to Western University. This strategic plan puts forth a multi-level institutional commitment and framework to promote wellness among our campus community and support individuals who are struggling with mental illness.

Through extensive community consultation<sup>1</sup> and the work of the members of the Student Mental Health and Advisory Committee<sup>3</sup>, we have created a vision and framework to enhance mental health at Western:

**Our vision** is to create a university campus that is resilient and cares about mental health and wellness, where students receive support as needed, where talking and learning about mental health reduces and eliminates the stigma surrounding mental health issues, and where we build a more supportive and inclusive campus environment to enhance all students' potential for success. This vision will make mental health an institutional priority and will support a culture and climate on our campus that promotes student wellness.

**To help achieve this vision, this plan focuses on four primary strategic objectives and goals specifically related to optimizing student mental health:**

- 1** Promote and support a resilient campus community;
- 2** Develop and deliver effective health and wellness education;
- 3** Support inclusive curriculum and pedagogical approaches that promote student mental health;
- 4** Provide accessible and effective mental health and wellness services.

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<sup>2</sup> Unless otherwise specified, the term students is used within this Strategy to include undergraduate, professional and graduate students, as well as postdoctoral fellows at Western University and the affiliated university colleges of Brescia, Huron, and King's.

<sup>3</sup> See Appendix B for stakeholder groups who participated in in-person consultations

## 2018–2023 Goal Summary & Highlighted Priorities

While this document contains a wide range of recommendations to holistically support student wellness, this executive summary outlines broad goals and highlighted priorities that exemplify some tangible initiatives that will stem from this plan.

### **1 To cultivate institutional commitment for student mental health at all levels of the university;**

HIGHLIGHTED PRIORITIES:

- Ensure that mental health is identified as a priority through the University's strategic goals, mission, financial commitments, value statements, policies, and protocols.

### **2 To sustain and strengthen student resiliency;**

HIGHLIGHTED PRIORITIES:

- Ensure that every student receives mental health and wellness education through course curricula and/or co-curricular content during their studies at Western.
- Increase and enhance training and supports for student helpers, student leaders, and student mentors across campus.

### **3 To increase knowledge and awareness of mental health prevention;**

HIGHLIGHTED PRIORITIES:

- Provide tools and resources to support administrative leaders, faculty, staff, teaching assistants, and students in identifying signs and symptoms of student distress

### **4 To advance practice and policy that promote resiliency and wellness;**

HIGHLIGHTED PRIORITIES:

- Explore opportunities across campus for students to learn and practice stress reduction strategies such as mindfulness meditation as a method of stress management and building resiliency.

### **5 To increase capacity and accessibility to support and provide service to students with mental health conditions;**

HIGHLIGHTED PRIORITIES:

- Reduce the fragmentation and 'siloing' of student mental health services through the integration of student mental health and wellness services into a Health and Wellness Centre.
- Support campus capacity for 24/7 mental health crisis response.

### **6 To improve and increase access to mental health and wellness prevention and intervention data;**

HIGHLIGHTED PRIORITIES:

- Increase data collection and assessment of key indicators of student mental health and wellness – Electronic Health Record.



## Guiding Principles

**Our guiding principles help shape and reinforce our commitment to student mental health and wellness at Western:**

- 1** Student health exists on a continuum and is affected by the physical, emotional, mental, social, environmental, and spiritual dimensions of health.
- 2** Mental health and wellness is critical to all students':
  - academic and personal success
  - learning and productivity
  - ability to reach their full potential
  - ability to participate and engage meaningfully in school and life activities
- 3** Everyone on campus has a role to play in supporting students, including students assisting and supporting each other.
- 4** Students must be involved in the consultation, design, and ongoing support of the services, programs, and policies that will ultimately affect them.
- 5** Through targeted, effective, and accessible programs, services, and supports students can better achieve their academic and personal goals and maintain their wellness throughout their university experience.





## Mental Health in Post-Secondary Institutions

Approximately one in five people experience a mental illness in any given year and almost everyone is affected by mental illness in a family member, friend, co-worker, or neighbour. Every third year, Western University participates in the National College Health Assessment (NCHA), a benchmarking climate survey conducted at postsecondary institutions across North America, administered by the American College Health Association. Data from this survey shows that the proportion of Western students reporting having a psychiatric condition was 9.2% in 2016 (3% higher than it was for Western students in 2013), and higher than the national Canadian average of 7.4% in 2016. Since 2013, the number of students reporting that stress was having a negative impact on academic performance increased from 33.0% in 2013 to 48.5% in 2016, also higher than the national average of 42.2%. Western students reporting anxiety having a negative impact on academic performance has increased from 27.4% in 2013 to 39.4% in 2016, a 10% increase. When considering the impact of stress, it is the negative effects that stressful events can have on longer-term mental health that are often significant.

By providing Canada's best education for tomorrow's global leaders, Western's priority and commitment to 'leadership in learning' strives to provide students with the knowledge and skills required to lead and succeed in a rapidly evolving world. The relationship between academic performance and health is well understood. In recent consultations with the Western community, all individuals acknowledged that student health, including mental health, is central to educational success. Moreover, while stress and adversity can have negative effects on longer-term mental health and functioning, many also recognized that certain types of stressors have the potential to enhance the capacity for resilience, with downstream benefits to student mental health and wellness.





Opportunities within the environment can shape an individual's capacity to build resilience and universities are recognized as places to promote the health and wellness of those who learn and work within them. By promoting mental health and wellness,] we can increase the number of students who experience good mental health. This plan has a strong focus on health promotion and prevention because this a primary strategy for universities to reduce the number of students who may develop a mental health disorder. It is our collective and shared responsibility to ensure a healthy learning and working environment for all. This means that all of us –administration, faculty, staff, and students- must play key roles in supporting the mental health and wellness of our University community. This plan would be remiss if it did not recognize and acknowledge the tremendous work that has gone on for decades to compassionately and ethically serve Western students' mental health and wellbeing. Services, programs, groups, drop-ins, modules, and many other innovative practices and programs have been developed to equitably meet the needs of our student body with respect to mental health and wellbeing. This plan is intended to build on a strong foundation of practice, policy, service, and most importantly, caring and compassionate members of our campus community, to better meet the increasing mental health needs of our student body.

Our Student Mental Health and Wellness Strategy aligns with the Canadian Association of College and University Student Services (CACUSS) Campus Mental Health guide to supporting post-secondary student mental health. According to the CACUSS guide, a systemic approach to creating a campus environment that is conducive to mental health and learning should be comprehensive, create environmental conditions for the flourishing of all students, is student-directed, extends beyond the individual to include the campus environment, organizational structure, policies, and practices, and involves all campus members in a collective, shared responsibility for creating the conditions to support learning and mental health. This document is informed by an extensive campus-wide consultation and review process, evidence based practices in supporting post-secondary student mental health, and the leadership and experience of the Student Mental Health and Wellness Advisory Committee<sup>ii</sup>. Key terms<sup>iii</sup> used throughout this document can be found in Appendix C.



# Broad Strategic Directions, Goals, & Strategies

| Broad Strategic Direction 1:<br>Promote and support a resilient campus community   |  |
|--|--|
| GOALS  | RECOMMENDED STRATEGIES   |
| <p><b>1a. Cultivate Institutional Commitment</b><br/>Cultivate institutional commitment for student mental health at all levels of the university.</p> | <p>Ensure that mental health is identified as a priority through the University’s strategic goals, mission, financial commitments, value statements, policies, and protocols.</p> <p>Encourage Western University to be a signatory to the Okanagan Charter<sup>iv</sup> articulating our commitment to implement the calls to action of the Charter<sup>v</sup>.</p> <ul style="list-style-type: none"> <li>• Establish Okanagan Charter calls to action as important considerations for the Student Mental Health and Wellness Advisory Committee to integrate into policy, practice, and physical space at Western.</li> </ul> <p>Increase data collection and assessment of key indicators of student mental health and wellness. Leverage large benchmarking datasets such as National College Health Assessment, internal data from Western’s Shared Electronic Health Record, which is under development, and the Smart, Healthy Campus IDI.</p> <p>Through Western’s annual budget and planning process, request updates from all faculties and units on initiatives within their purview that promote student mental health and wellness, and student resilience.</p> <p>Celebrate innovative and effective practices that promote wellness across our campus community within and outside of Western (e.g., Western News stories, conference presentations, social media and internal communications, etc.).</p> |



| GOALS  | RECOMMENDED STRATEGIES   |
|--|--|
|  | <p>Partner with faculty members who are research experts in student mental health and wellness, health promotion and prevention, and program evaluation, to inform the development, delivery, and evaluation of programs and services on campus related to mental health and wellness.</p> <p>Review policies and procedures with regard to their impacts on mental health, inclusion, and diversity; ensure policies are up to date and provide appropriate supports for students.</p> <p>Raise institutional awareness related to the impact of educational practices and policies on the mental health and wellness of marginalized sociodemographic groups (e.g., barriers and stressors faced by students with disabilities, Indigenous students, etc.<sup>vi</sup>).</p> <p>Develop a mental health and wellness strategic plan for faculty and staff.</p> |
| <p>Ensure the goals and strategies of the Mental Health and Wellness Strategic Plan are met.</p>   | <p>Ensure that the strategic plan is reviewed annually.</p> <p>Launch a Mental Health Summit one year after the strategic plan is in place to review and evaluate the progress of the plan against the recommendations.</p> <p>Ensure that the outcomes of the mental health and wellness strategic plan are reported at least annually by the Student Experience portfolio.</p>   |
| <p>In the context of the Affiliation Agreement, enhance and support partnerships between Affiliated University Colleges (Brescia, Huron, and King's) and Western in promoting and supporting student mental health and wellness.</p> | <p>Support recommendations identified in Affiliated University Colleges' mental health strategic plans with Western's Mental Health and Wellness Strategic Plan.</p> <p>Engage in ongoing opportunities for staff and faculty across campus and Affiliated University Colleges to collaborate on initiatives supporting student mental health and wellness.</p> <p>Recognize the leadership the Affiliated University Colleges have taken to support student mental health and wellness and continue to promote student access to services at affiliated university colleges and complementary services at Western.</p>  |

| GOALS  | RECOMMENDED STRATEGIES   |
|--|--|
| <p><b>1b. Strengthen student resiliency through leadership, mentorship, and help-seeking</b></p> <p>Sustain and strengthen student resiliency.</p> | <p>Ensure that every student receives mental health and wellness education through course curricula and/or co-curricular content during their studies at Western, intentionally designed and delivered in a developmentally appropriate manner. Link content delivery and design to Western's Degree Level Outcome on 'Resilience and Life-Long Learning.'<sup>vii</sup></p> <p>Academic Programs and Student Experience portfolios collaborate to consider how mental health and wellness learning modules could be made accessible to all students online:</p> <ul style="list-style-type: none"> <li>• Review existing online learning platforms such as Western 1010, Online Academic Orientation, Mental Health First Aid, and external resources to streamline and enhance online learning tools related to mental health and wellness.</li> <li>• Consider the addition of financial literacy to the content of the modules.</li> <li>• Consider developing similar mental health educational modules for graduate students.</li> <li>• Provide facilitator resources to support use of online materials in a manner that is complimentary with face-to-face learning tools; increase effectiveness of online learning through blended learning designs.</li> </ul> |
| <p>Promote structured supports that foster peer mentorship, leadership and community connection.</p>   | <p>Expand mental health and wellness-focused mentorship programs to all students, with supports from existing mentorship programs and services offered through Student Experience, Residence Life, SOGS and the USC (e.g., Leadership and Academic Mentorship Program, Learning Skills Services, Sports and Recreation Services, Peer Support Centre, Orientation Program, Residence Staff).</p> <p>Continue to support students who have innovative ideas to promote health and wellness on campus. Establish a Wellness Innovation Fund to support innovative programs and services that promote wellness on our campus.</p> <p>Increase and enhance training and supports for student helpers, leaders, and mentors across campus.</p> <p>Continue to support the Peer Support Centre and ensure that ongoing expert input, advice, and regular evaluation for effectiveness and safety occurs.</p>   |

| GOALS   | RECOMMENDED STRATEGIES   |
|---|--|
| <p>Promote stress-reduction strategies as effective methods for stress management for students.</p> | <p>Explore opportunities across campus for students to learn and practice stress reduction strategies such as mindfulness meditation as a method of stress management and building resiliency. Several faculties (e.g., Law, Medicine &amp; Dentistry, Science, and King's) have programs and drop-in sessions that can serve as models. Psychological Services and the Wellness Education Centre also offer a mindfulness lecture series that could be expanded across campus. Consider coordinating with individual faculties on a need basis to ensure that students have access to opportunities during the day.</p> <p>Increase the awareness of the connection between physical health and mental health, sleep, learning, and quality of life.</p> <p>Continue to find creative ways to promote opportunities provided to students by Campus Recreation to incorporate physical activity as a method of stress-reduction and resiliency.</p> <p>Encourage students to build self-awareness on, seek out, and engage in activities that are individually meaningful, rewarding and wellness promoting. Some examples could include: reading fiction, exercise, social activities, cooking, etc.</p> <p>Provide resources to faculty who wish to offer or promote stress-reduction resources, information, and skill-based activities for students.</p> |
| <p>Normalize failure and setbacks as standard parts of a rigorous education.</p>                    | <p>Introduce campus-wide initiatives, programs, or projects that normalize setbacks, promote an optimistic outlook, and help students reflect on and learn from their failures.<sup>vii</sup></p>  |
| <p>Encourage help-seeking among students.</p>   | <p>Promote early access to preventative mental health and wellness initiatives that address all dimensions of wellness (academic, career, financial, mental, physical, and spiritual) through enhanced communications of existing campus resources.</p> <p>Promote help-seeking as an effective strategy for academic success, career success, and positive mental health and wellness.</p> <p>Explore creative ways to encourage help-seeking of students who are less likely to request support.</p>   |

| GOALS  | RECOMMENDED STRATEGIES  |
|--|---|
| <p>Explore ways to help students manage expectations about university life, academics, finances, and access to mental health services.</p> | <p>Celebrate the strength of on-campus services, while increasing awareness about needs to link and refer to community resources to effectively support students with mental health challenges. Provide ongoing information about services available on campus in addition to community supports through the broader mental health services ecosystem.</p>  |
| <p>Promote mental health literacy and sustain and broaden mental health education.</p>   | <p>Provide tools and resources to support administrative leaders, faculty, staff, and students in identifying signs and symptoms of distress.</p> <p>Enhance and regularly redistribute tools and resources to faculty and staff to identify students in distress and support them in accessing appropriate resources (e.g., Student in Difficulty resource). This resource should include clear communication of 24/7 crisis contacts locally, in addition to local, provincial, and national phone numbers, addresses, and websites for mental health and/or other crisis services and centres.</p> <p>Build literacy on the continuum of mental health. Support enhanced distress tolerance among campus community members through normalization of experiences of acute stress and negative emotionality that are healthy responses to navigation of day to day life experiences. Provide tools to assist students and community members with identification of toxic stress in themselves and others, which may require intervention or supports to promote wellness.</p> <p>Increase opportunities for staff, faculty, student leaders, teaching assistants, and leaders at Western to receive mental health and suicide prevention training that will help to effectively identify and respond to a student with mental health concerns (e.g., ASIST, Mental Health First Aid for Adults who Interact with Youth, Mental Health First Aid for First Nations, safeTALK).</p> <p>Ensure that all units on campus have at least one staff member trained on Mental Health First Aid and that units consider booster or re-training staff every two years.</p> <p>Increase awareness of mental health through anti-stigma campaigns and other awareness building initiatives.</p> <p>Increase 'lived experience'<sup>ix</sup> and storytelling initiatives on campus in the area of mental health (e.g., guest speakers who share stories of their experiences, peer-to-peer conversations about experiences of mental health challenges, etc.).</p> |

| GOALS   | RECOMMENDED STRATEGIES   |
|---|--|
| <p><b>1c. Enhance transitional supports for all students</b></p> <p>Enhance transitional supports for students arriving at Western in their first year.</p> | <p>Promote connection within Western’s social and academic communities through programs and services that foster peer-to-peer, peer-to-staff, and peer-to-faculty connections.</p> <p>Emphasize health promotion, prevention, and wellness education through transitional programming with all students (e.g., Summer Academic Orientation, Orientation Program, Graduate Student Orientation Programming).</p> <p>Provide ongoing learning and professional development opportunities in the area of mental health and wellness to orientation leaders.</p> <p>Ensure that orientation information to students includes resources related to online spaces, social media, and digital literacy.</p> <p>Review and improve the mechanisms of disclosure and support for students who identify a pre-existing mental health challenge as they transition into Western. Provide mechanisms for students to disclose mental health challenges and begin accessing supports early, through or soon after the admissions process. Provide streamlined connections to health and wellness services and accommodation services to meet their needs as they begin undergraduate or graduate training at Western.</p> <p>Establish mechanisms to encourage students who have been receiving academic support for a mental health, learning or physical disability to identify their needs to the university in advance, to facilitate early access to service and effectively support their transition to Western.</p> <p>Enhance inclusivity of programming to reflect the needs of our diverse campus community; increase representation of marginalized sociodemographic groups in transitional programming to foster increased sense of connection to our campus community within the full diversity of its membership.</p> |
| <p>Review and enhance transitional supports for distance and part-time students.</p>  | <p>Review and increase services and supports for distance learners, including students who may only be on campus on a part-time basis. Ensure that online student services are highly visible through online presence, and provide opportunities for connection with personal supports from a distance where necessary.</p>  |

| GOALS  | RECOMMENDED STRATEGIES   |
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| <p>Enhance transitional supports for students as they move into second and upper years.</p>  | <p>Review transitional supports as students move from residence into off-campus housing.</p> <p>Develop a comprehensive mental health communication plan that will reach all students on and off-campus to enhance consistency and clarity of mental health communications for off-campus students.</p> <p>Explore effective ways to identify and support students who are high-risk for mental health challenges as they transition from first year to community residence in second and upper years.</p>   |
| <p>Enhance transitional supports for students as they move into graduate school, professional school, postdoctoral fellowships and/or the workforce.</p>   | <p>Encourage Faculties and Affiliated University Colleges to have in-class discussions regarding career expectations, the use of career services in The Student Success Centre, and job market availability.</p> <p>Explore creative ways to expand the use and promotion of career services offered at The Student Success Centre, Faculties, Departments, and Affiliated University Colleges.</p> <p>Develop a sub-committee of the Student Mental Health and Wellness Advisory Committee to address the issues raised during consultation pertaining to graduate students and post-doctoral fellows at Western.* This subcommittee should include representation from SGPS.</p> <p>Increase campus mental health promotion and awareness initiatives designed for students in professional programs and graduate studies.</p> <p>Encourage professional faculties and graduate programs to address challenges with isolation and unique stressors experienced in graduate and professional training programs.</p> |
| <p><b>1d. Recognize and support our diverse campus community</b></p> <p>Recognize the unique strengths and needs of students who identify with marginalized sociodemographic groups (e.g., students who identify with sexual and gender minorities, racialized students, Indigenous students, international students, etc.).</p> | <p>Support programs designed to meet the unique needs of, and build a sense of, community among students who may not identify with dominant norms of the institution.</p> <p>Recognize the value of peer-to-peer connections within marginalized communities, and promote the visibility of faculty / staff role models who share identities with marginalized students.</p> <p>Promote visibility and education regarding individual experiences related to mental health, wellness, and navigating challenges among our diverse campus community.</p>  |

| GOALS  | RECOMMENDED STRATEGIES  |
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|  | <p>Reduce barriers often faced by marginalized sociodemographic groups on campus, which can lead to frequent and deleterious stress (e.g., physically accessible buildings, gender neutral washrooms, etc.).</p>  |
| <p>Enhance anti-oppressive and inclusive practices across the university to more effectively support our diverse student body.</p> | <p>Identify social norms and systemic barriers that are threats to gender equality, respect, and safety for all students.</p> <p>Increase training opportunities for staff and faculty for anti-oppressive practice training.</p> <p>Allocate sustainable institutional resources to provide confidential supports for survivors of sexual violence, and engage in active sexual violence prevention and education efforts.</p>   |
| <p>Recognize the unique strengths and needs of Indigenous students</p>   | <p>Support and implement the recommendations of the Indigenous Strategic Plan.</p> <p>Provide faculty and staff on campus with the opportunity to receive Mental Health First Aid First Nations training to increase their skills, confidence, and cultural competency in supporting mental health and wellness of Indigenous students; prioritize offering this training to counsellors who support student mental health, and front line student supports.</p> <p>Raise awareness of the significant impact of past and historical trauma on the mental health and academic performance of Indigenous students, and promote the use of trauma-informed approaches when working with Indigenous students.</p> <p>Expand holistic and culturally-relevant counselling, student supports, and space available through Indigenous Services.</p> |
| <p>Recognize the unique strengths and needs of international students.</p>   | <p>Explore ways to offer the Summer Academic Orientation to international students in their first language.</p> <p>Increase the awareness among faculty and staff of the unique considerations of supporting international students who have mental health concerns; recognize the unique stressors associated with acculturation faced by international students entering Western. Support the goals and strategies of Western International's strategic plan.</p>   |

| GOALS  | RECOMMENDED STRATEGIES  |
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|  | <p>Identify and provide supplemental mental health initiatives that are specific to the needs of international students.</p> <p>Develop a sub-committee from the Student Mental Health and Wellness Advisory Committee to address the issues raised during consultation about the unique stressors and supports required for international students. This subcommittee should include representation from Western International.</p>  |
| <p><b>1e. Assess the Campus Environment</b></p> <p>Identify and address gaps in our current physical spaces, safety plans, and infrastructure.</p> | <p>Work with Facilities Management and Institutional Planning and Budgeting to identify wellness as a key consideration in new building and renovation projects. This includes creating indoor spaces that encourage community building; study spaces; spaces to support commuting students; spaces for spiritual activities, meditation, and ceremonies; and incorporation of design elements that optimize learning and wellness with color and natural light.</p> <p>Incorporate wellness as a key consideration in Western’s Open Space Strategy, identifying the role that the campus environment, green spaces, and outdoor spaces play in promoting wellness and physical activity.</p> <p>Review green and the natural spaces that exist around campus that can promote and contribute to better mental health and wellness, and increase promotion and awareness of outdoor space usage opportunities among the campus community.</p> <p>Create a resource for faculty and staff that provides evidence-based information about designing physical learning spaces and environments that support optimal learning experiences, mental health and wellness.</p> |



| GOALS   | RECOMMENDED STRATEGIES   |
|---|--|
| <p><b>1f. Policies and Procedures</b></p> <p>Work to streamline the medical accommodation process for short-term illness.</p> | <p>Collaborate with the working group of Associate Deans responsible for the review of the medical accommodation policy for short-term illnesses to explore alternative models that may be effective when addressing short-term medical accommodation.</p> <p>Conduct a review of other provincial and national models that post-secondary institutions are using for medical accommodation for short-term illnesses to ensure that Western’s policy is up-to date, and meeting the needs of students, faculty and the university.<sup>xi</sup></p> <p>Develop a communications strategy regarding regarding academic accommodation and relief policies and practices to foster greater understanding among students, faculty, and staff, and increased consistency of application.</p>  |
| <p>Evaluate the pilot fall reading week for alleviating stress and promoting mental health and wellness among students.</p>   | <p>Conduct an assessment of the fall reading week pilot with regard to its effectiveness in alleviating stress and promoting wellness for students.</p>  |
| <p>Reduce stress associated with academic degree planning, course scheduling, and degree completion.</p>                      | <p>Identify and explore ways to address unnecessary stress associated with navigating the academic calendar, and course and exam scheduling (e.g., improved online academic calendar that highlights degree and career pathways; appointments with academic counsellor).</p> <p>Explore strategies to expand the number of spring and summer courses offered across faculties to allow for greater flexibility of course selection and degree completion.</p> <p>Recognize the academic pressures and stress associated with the Intent to Register process, specifically related to securing places in limited enrolment programs on an annual basis.</p> <p>Enhance Intent to Register communications and supports for students to alleviate perceived stress associated with the process.</p> <p>Promote the benefits associated with degree and modular flexibility supported by Intent to Register and other similar processes.</p> |

| GOALS  | RECOMMENDED STRATEGIES  |
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|  | <p>Explore creative ways to promote student attendance at information sessions regarding the Intent to Register process and degree planning.</p> <p>Engage peer supports and student leaders in supporting conversations about Intent to Register (e.g., Leadership and Academic Mentorship Program, Residence Staff, Orientation Leaders, etc.).</p> |
| <p>Explore best practices for academic student advising.</p> | <p>Strike an Academic Advising Review Committee<sup>xiii</sup> to explore best practices as they relate to student advising strategies that promote student wellness.</p>   |



## Broad Strategic Direction 2: Develop and Deliver Effective Mental Health and Wellness Education

| GOALS  | RECOMMENDED STRATEGIES   |
|--|--|
| <p>Assign a unit and leader responsible to oversee mental health communication.</p>  | <p>Senior leadership to assign a unit and leader tasked with forming a Student Mental Health and Wellness Promotion and Communication team. This team would collaborate with campus and community resources and services to deliver mental health and wellness education, health promotion and prevention initiatives in a unified manner. This working group should include representation from Faculties. The group would report regularly to the AVP of Student Experience.</p> <p>Strategize ways to sustain and support Mental Health and Wellness Education.</p> <p>Allocate dedicated communication and staffing resources for mental health and wellness and digital expertise to support this work.</p> |
| <p>Increase student awareness and knowledge of mental health resources and services, including why and how to access services.</p> | <p>The Student Mental Health and Wellness Promotion and Communication team develop a comprehensive, annual communications plan that promotes a culture of positive mental health, resilience and wellness all-year round, including information, resources, and supports available to students.</p> <p>The communications plan should:</p> <ul style="list-style-type: none"> <li>• Identify timelines for content delivery and accountability.</li> <li>• Include specific strategies and approaches to target messaging to more isolated student groups.</li> <li>• Provide resources intentionally designed to help students in crisis identify appropriate resources and supports.</li> </ul>                |



| GOALS   | RECOMMENDED STRATEGIES  |
|---|---|
|   | <p>The Student Health and Wellness Promotion and Communication team should also review the best practices for communicating wholistic information regarding all dimensions of wellness to students (e.g., academic, financial, social, etc).</p>  |
| <p>Enhance ongoing engagement and communication with parents related to policies, programs, and services that can support student mental health and wellness.</p> | <p>Annually review and enhance the Summer Academic Orientation parent session materials to ensure it is up-to-date and includes effective mental health and wellness information for parents.</p> <p>Include mental health and wellness content in parent newsletters for parents of first year students coordinated by Housing and The Student Success Centre.</p> <p>Create web resources for parents wishing to support a student struggling with mental health challenges on Western’s Health and Wellness website.</p> <p>Consider enhancing mobile-friendly online versions of mental health and wellness resources for parents and students.</p>   |
| <p>Enhance and streamline the presence and accessibility of online information and resources regarding mental health.</p>   | <p>Conduct a review of mental health and wellness websites and apps at Western to identify current strengths and areas for improvement.</p> <p>Develop a centralized website to provide efficient and effective access to mental health and wellness information to the Western community. This would enable the websites of faculties, units, and student governments to link and provide consistent information.</p> <p>Ensure that the Student Mental Health and Wellness Promotion and Communication team collaborates with students in developing a website to ensure the communication content, channels, navigation and interactive elements are appropriate for each target audience. The website should be accessible, updated frequently, mobile-friendly, and easy to navigate online for resources and information.</p> |

### Broad Strategic Direction 3: Inclusive Curriculum and Pedagogy to Support Student Mental Health

| GOALS   | RECOMMENDED STRATEGIES  |
|---|---|
| <p>Apply a Universal Design for Learning (UDL) approach to programs, services, and curriculum.</p>                        | <p>Establish a UDL committee to review best practices in UDL for universities and how UDL can be implemented in teaching pedagogy and training for new faculty at Western.</p> <p>Invite UDL experts to provide training to key staff and stakeholders, including faculty who express an interest in learning more about UDL.</p> <p>Provide ongoing learning and professional development for faculty to make use of a broad range of assessment methods to further enhance and support student learning.</p> <p>Raise awareness among students of their rights and responsibilities related to learning barriers and accommodation.</p>                                     |
| <p>Create learning environments that promote mental health and wellness.</p>  | <p>Explore relevant conditions for mental health and wellness in learning environments at Western. This could include ideas around positive classroom culture, real life learning, opportunities for personal and professional growth of students' skills and preparedness for the future, and providing students with some flexibility and control over their learning experiences.</p>  |
| <p>Develop early identification and intervention programs for academic issues.</p>  | <p>Explore ways to implement and evaluate an early alert program to identify early signs of students who are struggling academically and facilitate access to supports, contributing to reduced stress, enhanced academic success and retention.</p>  |
| <p>Provide mental health and student accommodation information consistently on course syllabi across the institution.</p> | <p>Regularly review standard course syllabus content to ensure that information is up to date and relevant regarding mental health services on campus and in the community, and accommodation processes in relation to mental health challenges. Consider linking to an online information portal where the most up to date information about mental health and wellness can be made consistently available.</p> <p>Ensure that the online repository of past course syllabi is up-to-date and easily accessible by students (e.g., launch a central website that links to departmental course syllabi websites, and/or include links in a new online academic calendar).</p> |

| GOALS   | RECOMMENDED STRATEGIES  |
|---|---|
|   | <p>Provide faculties with a PowerPoint slide complementing syllabi information as it relates to mental health and wellness. Encourage faculty to embed the slide into course overview.</p> <p>Determine the feasibility of Faculties providing current course syllabi for classes in advance of course registration.</p> <p>Conduct a review of the best practices around alleviating the stress associated with course registration.</p> |
| <p>Increase knowledge and understanding across the institution of the effectiveness and intended objectives of the new policy of students receiving 15% course grade prior to the course drop date.</p> | <p>Conduct a review of the policy related to the 15% course assessment to students before the drop date to ensure that the policy is being implemented in the spirit of increasing assessment diversity, mitigating students' stress, and ensuring students have information regarding their performance to inform course add/drop decisions.</p>   |





## Broad Strategic Direction 4: Provide Accessible and Effective Mental Health and Wellness Services

| GOALS  | RECOMMENDED STRATEGIES  |
|--|---|
| <p>Enhance access, responsiveness, and effectiveness of student mental health services; increase knowledge among the campus community (faculty, staff, &amp; students) of mental health and wellness services, including why and how to access them.</p> | <p>Reduce the fragmentation and 'siloing' of student mental health services through the integration of student mental health and wellness services into a Health and Wellness Centre.</p> <p>Explore strategies to increase access to evidence-based treatments for students with existing mental health disorders, in part by leveraging existing campus resources including the extensive clinical expertise of faculty and staff on campus. Strike a community liaison committee with external agencies to cultivate and build community relationships and to explore ways to extend services and support for students off-campus.</p> <p>Enhance and sustain collaborations with the Canadian Mental Health Association, the University Students Council, and Society of Graduate Students to offer after-hours crisis counselling at times of peak demand.</p> <p>Continue efforts to dynamically adjust service availability and service model to meet fluctuating needs of mental health services over the academic year.</p> <p>Advocate for increased resources from government and donor sources to support mental health and wellness service capacity, including increased funding for students to access effective psychological services.</p> |
| <p>Enhance data tracking, collaborative care, early identification and triaging to community mental health facilities, hospitals, and community agencies.</p>  | <p>Implement a shared Electronic Health Record among health and wellness service providers on campus.</p> <p>Consider using standardized screening instruments that are used within local community agencies to support students with significant issues who require further assessment and intervention off campus.</p>  |

| GOALS   | RECOMMENDED STRATEGIES  |
|---|---|
| <p>Increase the awareness among campus community (faculty, staff, &amp; students) of the Wellness Education Centre (WEC).</p> | <p>Explore creative ways to promote WEC as a safe, comfortable environment where students can get connected with the mental health and wellness resources available at Western and in the London community.</p> <p>Expand the education and outreach role of the WEC as a communications arm of the new integrated Health and Wellness Centre.</p> <p>Secure financial resources for the sustainability of wellness education initiatives.</p>  |
| <p>Support enhanced crisis intervention and response capacity on campus.</p>  | <p>Engage in continuous review of student death and critical incident policies to ensure Western is in alignment with established best practices in the post-secondary and mental health sectors.</p> <p>Ensure timely and effective community supports for members of the Western community who are impacted by a mental health crisis or suicide.</p> <p>Engage in annual review of communications strategy following mental health crises or a student death by suicide to ensure alignment with established best practices in community care and suicide postvention.</p> <p>Collaborate with peer institutions and the Centre for Innovation in Campus Mental Health to maximize the effectiveness of crisis intervention and response strategies.</p> <p>Establish an institutional mechanism to identify, communicate, support and respond to students who may be experiencing mental health challenges; establish clear mechanisms for members of the Western community to communicate potential challenges through this mechanism.</p> <p>Support campus capacity for 24/7 mental health emergency first response available through Campus Community Police Services. Engage in ongoing review of professional development needs for campus police who act as active campus first responders in mental health crisis situations. In expanding capacity to support mental health first response, consider strategies to engage non-uniformed officers and mental health professionals as active collaborators with police in providing campus first response.</p> |



# Appendix A:

## Student Mental Health and Wellness Advisory Committee Member List 2017-18

### Name

### Title

#### Current Co-Chairs

|               |  |
|---------------|--|
| John Doerksen | Vice-Provost (Academic Programs)           |
| Rick Ezekiel  | Interim Senior Director Student Experience |

#### Committee Members

|                     |  |
|---------------------|--|
| Melanie-Anne Atkins | Wellness Coordinator, Student Experience   |
| JC Aubin            | Operational Leader, Campus Community Police Services   |
| Joanna Bedggood     | Manager, Student Wellness, King's University College   |
| Madison Bettle      | Vice-President Student Services, Society of Graduate Students (SOGS)                           |
| Leanne Bonnelo      | Student Wellness Educator, Student Life Centre, Brescia University College                     |
| Anh Brown           | Campus Student Case Manager, Housing & Ancillary Services                                      |
| Debbie Chiodo       | Mental Health Strategist, Student Experience   |
| Jana Cernavskis     | Communications Officer, University Students' Council (USC)                                     |
| Kathryn Dance       | Acting Director, Student Development Centre, Student Experience                                |
| Rav Datta           | Western Vice-Chair, Student Senators, University Senate  |
| Lorraine Davies     | Associate Vice-Provost, School of Graduate and Postdoctoral Studies                            |
| Perri Deacon        | Student Emergency Response Team (SERT)   |
| Sarah Dolphin       | Sexual Violence Prevention Education Coordinator, Student Experience                           |
| Joan Finegan        | Associate Dean, Faculty of Social Science  |
| Martha Fuller       | Academic Manager, Undergraduate Student Services, Faculty of Science                           |
| Cynthia Gibney      | Director, Health Services, Student Health Services   |
| Michelle Harvey     | Coordinator Fitness & Wellness, Sports and Recreation Services                                 |
| Joe Henry           | Dean of Students, King's University College  |
| Tom Lee             | President, Active Minds Western  |
| Scott May           | Campus Communications Consultant, Communications and Public Affairs                            |
| Courtney McDonald   | Manager, Student Life, Brescia University College  |
| Chris Mellon        | Associate Director, Residence Counselling & Senior HR Consultant, Housing & Ancillary Services |
| Kim Miller          | Acting Director, Student Success Centre, Student Experience                                    |
| Emma Newman         | Student Emergency Response Team (SERT)   |
| Dan Redmond         | Director, Campus Community Police Service  |
| Alan Salmoni        | Professor, School of Kinesiology   |
| Kevin Shoemaker     | Professor, School of Kinesiology   |
| Catherine Steeves   | Vice-Provost & Chief Librarian   |
| Thomas Telfer       | Professor, Faculty of Law  |
| Landon Tulk         | Vice-President, University Students' Council (USC)   |

|                   |   |
|-------------------|---|
| Peggy Wakabayashi | Acting Associate Vice-President, Housing & Ancillary Services |
| Rob Walsh         | Athletic Therapist, Sports and Recreation, Student Experience |
| Naomi Wiesenthal  | Psychologist, Student Development Centre, Student Experience  |

**Past Chair**

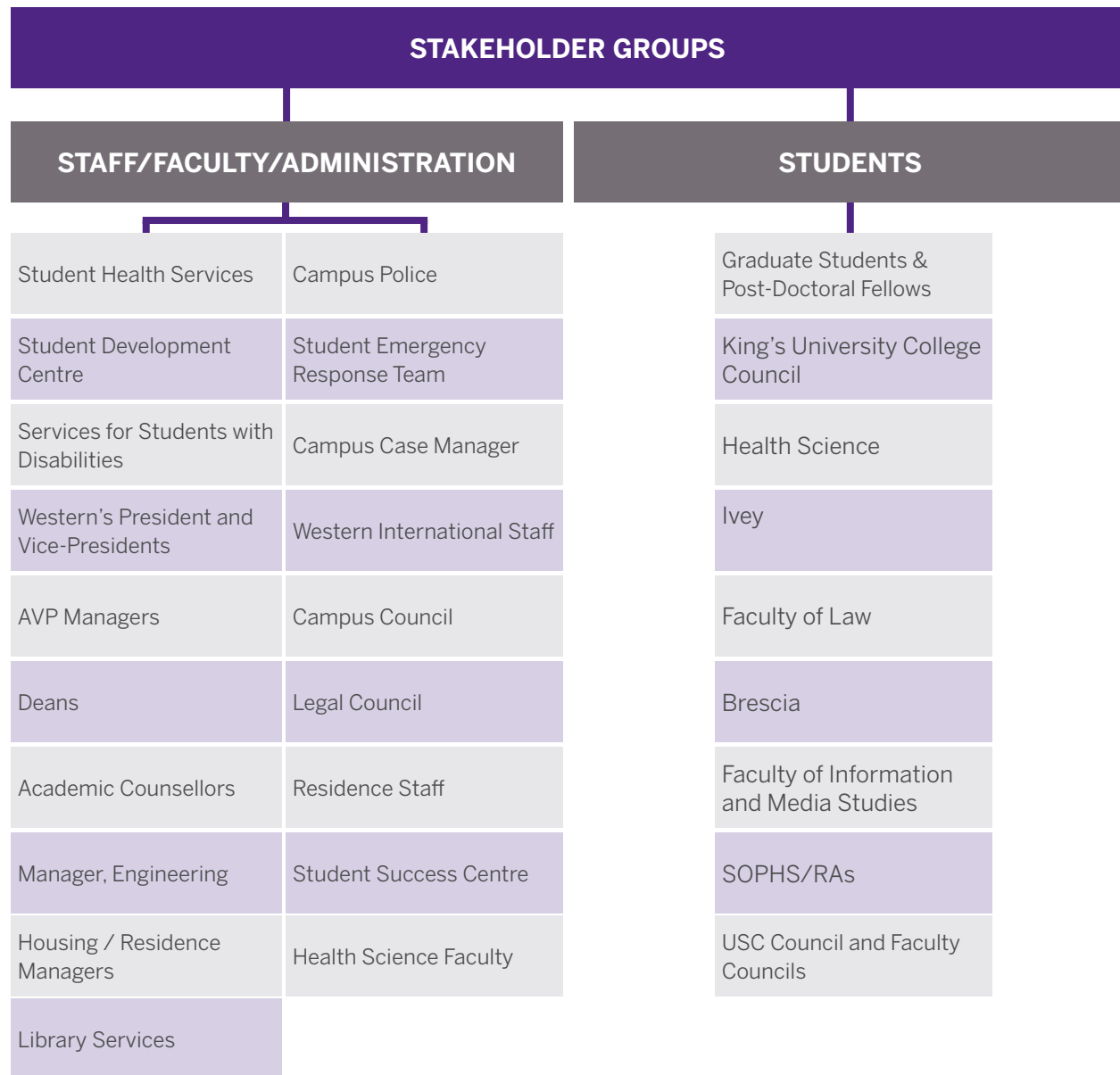
|               |   |
|---------------|---|
| Jana Luker    | Past Associate Vice-President, Student Experience |
| Angie Mandich | Past Associate Vice-President, Student Experience |

**Past Committee Members**

|                     |  |
|---------------------|--|
| Chris Alleyne       | Past Acting Executive Director of Residences, Housing & Ancillary Services                   |
| Alex Benac          | Past Vice-President (Internal), University Students' Council (USC)                           |
| Danielle Carr       | Past Sexual Violence Prevention Education Coordinator, Student Experience                    |
| John Carson         | Past Director, Campus Community Police Services  |
| Jamie Cleary        | Past Vice President, University Students' Council (USC)                                      |
| Helen Connell       | Associate Vice-President, Communications and Public Affairs                                  |
| Deb Coward          | Past Director of Administration, Student Experience  |
| Susan Grindrod      | Past Associate Vice-President, Housing & Ancillary Services                                  |
| Courtney Hardy      | Western Student Senator, University Senate   |
| Sophie Helpard      | Past President, University Students' Council (USC)   |
| Ryan Henderson      | Past President, Active Minds Western   |
| Gail Hutchinson     | Past Director, Student Development Centre, Student Experience                                |
| Harry Orbach-Miller | Past Chair of the Western Student Senators, University Senate                                |
| Candy Parker        | Counselling Intake and Crisis Nurse, Student Health Services                                 |
| Therese Quigley     | Past Director, Sports and Recreation Services, Student Experience                            |
| Emily Ross          | Past Communications Officer, University Students' Council (USC)                              |
| Margaret Steele     | Past Vice Dean, Hospital and Interfaculty Relations, Schulich School of Medicine & Dentistry |
| Angela Treglia      | Past Sexual Violence Prevention Education Coordinator, Student Experience                    |
| Krista Vogt         | Past Assistant Dean, Student Services, Huron University College                              |
| Tamara Will         | Campus Student Case Manager, Housing & Ancillary Services                                    |

# Appendix B:

## Stakeholder Groups that Participated in Mental Health and Wellness Consultations to Inform Plan Development



# Appendix C:

## Notes

### <sup>i</sup>Student Mental Health and Wellness Advisory Committee and Consultation Process

Western University struck a Student Mental Health and Wellness Advisory Committee in 2015 to begin to develop a comprehensive strategy on mental health. In the spring of 2016, a mental health strategist was hired by the University to conduct a literature review and environmental scan of provincial, national, and international policies, services, and processes related to promoting mental health and wellness on university campuses. The mental health strategist was responsible for developing and carrying-out a consultation plan that would capture the experiences, thoughts, and ideas of the University's faculty, staff, and students as it related to mental health and wellness. From August 2016 until February 2017, the strategist conducted in-person consultations with over 500 University faculty, staff, senior leaders, and students. Moreover, more than 1500 individuals responded to consultation questions electronically via a campus-wide email survey. Our campus mental health strategy builds on existing policies and programs, but also unifies these efforts to ensure that Western University is a leader in promoting mental health in our community.

### <sup>ii</sup>Student Mental Health and Wellness Strategic Plan Review Process

The Student Mental Health and Wellness Strategic Plan underwent an extensive review process. The draft plan was circulated to the internal university groups listed below and feedback and input to the plan was requested. The Mental Health Strategist (Debbie Chiodo) and the Interim Senior Director of Student Experience (Rick Ezekiel) attended meetings of these groups to gather feedback and input in person, and to make any changes as necessary:

- Student Mental Health and Wellness Advisory Committee
- President's and Vice-President (PVP) members
- Deans and Associate Deans (Graduate and Undergraduate)
- Library Services
- Student Senators

Feedback and comments were also requested via a campus-wide email that was distributed to all students, faculty, and staff. The campus community could either provide feedback via an anonymous survey or by email. Feedback and comments were reviewed and incorporated when the feedback strengthened and enhanced the goals and strategic directions of the plan. More than 150 individuals have provided feedback to the plan via these methods.

### <sup>iii</sup>Definition of Key Terms

- **Flourishing** is characterized by positive emotions and relationships, as well as by a sense of connection, purpose, and accomplishment (Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.)
- **Positive mental health** is “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” It is “a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity.” It is characterized by resilience, commitment to an active lifestyle, and the experience of flourishing.  
(Public Health Agency of Canada (PHAC). (2006). *The human face of mental health and mental illness in Canada*. Ottawa, ON.)
- **Resilience** allows us to cope with life’s disappointments, challenges, and pain. To be resilient, we need to believe in our own strengths, abilities, and worth. Resilient traits include flexibility, empathy, realistic action planning, listening and problem-solving skills, self-confidence, optimism, a sense of humour, and an ability to develop effective relationships, manage emotions, and make social contributions.
- **Marginalized sociodemographic groups** are a particular group or groups of people who may be systematically excluded from meaningful participation in economic, social, political, cultural and other forms of human activity in their communities and thus are denied the opportunity to fulfil themselves as human beings because of a sociodemographic characteristic or other aspects of their identity (e.g., race, sexual orientation, gender identity, socioeconomic status, age, religion, etc.)  
(UNESCO, 2000.)
- **Stress** is a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances. There is some evidence that life stressors may be an important opportunity for building the capacity for resilience, with benefits to mental health and well-being.  
(Crane, F., Searle, B.J. (2016). Building resilience through exposure to stressors: The effects of challenges versus hindrances. *Journal of Occupational Health Psychology*, 21 (4), 468-479.)

<sup>iv</sup> The Okanagan Charter is an international charter for health promoting universities and colleges that has two Calls to Actions for higher education institutions: Embed health into all aspects of campus culture, across the administration, operations and academic mandates and 2) Lead health promotion action and collaboration locally and globally. See <http://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf> for more information.

<sup>v</sup> Kings University College in the spring of 2017 adopted the Charter and has accepted the institutional commitment to integrate the Charter into all aspects of its policies, practices, and actions.

<sup>vi</sup> For further reading on minority stress theory in university environments, please see an example: Hayes, Chun-Kennedy, Edens, & Locke (2011). Do double minority students face double jeopardy? Testing minority stress theory. *Journal of College Counseling*, 14, 117-126

<sup>vii</sup> <http://www.uwo.ca/pvp/vpacademic/iqap/doc/WDOs.pdf>

<sup>viii</sup> Stanford University has established The Resilience Project <https://vptl.stanford.edu/resilience-project>, under the leadership of the Vice Provost for Teaching and Learning in 2010. *Stanford, I Screwed Up! A Celebration of Failure and Resilience* is an initiative on campus that combines personal storytelling, events, programs, and academic skills coaching to motivate and support students as they experience the setbacks that are a normal part of a rigorous education. Students are taught how to learn from failure with the hope that this will instill a sense of belonging and bravery among its student population. The overarching goal of the initiative is to help change the perception of failure from something to be avoided at all costs, to something that has meaning, purpose, and value. The Project has many elements that can be adopted on other university campuses and can spark conversation, collaboration, and new ideas for promoting resilience at Western.

<sup>ix</sup> Lived experience refers to the meaningful engagement of people with lived experience of mental health conditions.

<sup>x</sup> During consultations, a range of graduate-student specific challenges and stressors were raised that prevent them from thriving. Graduate-student specific issues included:

- **Supervisory relationship**, which included pressures from supervisors to devote all their time to their studies, conflict with supervisors, fear of disclosing mental health problems to supervisors because of concern regarding potential differential treatment, supervisors not understanding mental health issues or disabilities, and supervisors not recognizing the tremendous stressors students face.
- **Isolation**, which included working independently on thesis work, less check-in points with students after course work is completed, having a single supervisor to work with, and communication challenges for post-doctoral fellows who feel far removed from the university campus.
- **Financial and career anxiety**, which included living in poverty, especially for students who have to support families either locally or within their home country, and the stress of finding an academic position (or any other job) upon graduation.
- **University services designed for undergraduate students** which included little or no well-being groups offered during the summer months when graduate students are still on campus, the need for graduate student-specific counseling, the confidentiality concerns of attending health and mental health services in the same places as their own students.
- **Requirement of full-time academic status** which included the requirement to be a full-time student or take an official leave of absence from your studies, with no option to be considered for part-time status.
- **Imposter syndrome** which included trying to obtain an unattainable ideal of what constitutes academic success, with no real understanding of what success means or how to achieve it, where the criteria of what it means to be successful is constantly changing, and where mistakes and failures are not acceptable
- **International graduate students** which included many of the same concerns as non-international graduate students albeit exacerbated by heightened pressure to succeed from families who send their children abroad to graduate school, integrating and fitting into a new culture and community, the lack of family and social networks upon first arrival and ongoing in many cases, the additional financial stress of not completing a degree in the anticipated time period and asking family for additional support to complete the degree, and the cultural and ethnic stigmas surrounding mental health.

- **Culture of graduate education**, which included the belief that life outside graduate school does not matter, that students must devote 100% of their time to their studies, that students feel discouraged at disclosing mental health issues with their supervisors, and the power imbalance that exists between student and supervisor that at times may result in appropriate treatment of graduate students.

<sup>xi</sup> Many American universities, as well as some Canadian universities, have removed the medical accommodation by physician notes for short-term illness. Memorial University, for example, removed the requirement for supporting medical documentation for short-term illnesses that are less than five days in duration that may affect a students' participation in classes, labs, and/or evaluations related to their courses or programs. At Memorial, students can self-declare to professors their illness or medical conditions and sometimes this may be put in writing by a student and their professor.

<sup>xiii</sup> The University of Guelph has also developed an Academic Advising Review Committee to enhance the quality and consistency of academic student advising.

## **Faculty of Engineering – Establishment of New Academic Units**

### **FOR APPROVAL**

#### **1. Establishment of the School of Biomedical Engineering**

**Recommended:** That the Board of Governors approve the establishment of the new School of Biomedical Engineering in the Faculty of Engineering, effective July 1, 2018.

**Background:**

The purpose of the new School of Biomedical Engineering is to support a new undergraduate BEng in Biomedical Engineering program and to house the already existing Biomedical Engineering graduate program.

The new undergraduate program (currently under approval) will be small, admitting 25-30 students per year. It will target exceptionally promising students with outstanding high-school and first-year Engineering credentials. The first cohort of the new program will be admitted in September 2018, after approval from the Quality Council is received.

Biomedical Engineering is among the most rapidly growing employment fields in North-America and is consistently among the most highly requested specializations by prospective undergraduate students, especially female students, who visit the Faculty of Engineering's recruiting events. Western possesses the resources and expertise to offer a unique BME undergraduate program that will effectively balance traditional technical engineering subjects, fundamental biomedical sciences, applications of engineering to biology and medicine, and participation in internationally leading BME research. The School will produce graduates who are well prepared for both employment in the medical device industry and for further graduate or professional studies.

This new undergraduate program is intended to broaden the cohort by attracting outstanding students from Ontario and elsewhere but no growth to the current Engineering enrollment of 580 first year students per year is envisaged. The new undergraduate program will offer students opportunities for:

1. Completing dual degrees in selected core engineering programs (Chemical, Electrical, Mechanical, Mechatronics Systems) with Biomedical Engineering;
2. Obtain a solid knowledge base to complement any subsequent training in Medicine;
3. Rewarding employment in the BME sector; and,
4. Continuing to graduate studies in Biomedical Engineering.

The new School will also house the already existing and highly successful Biomedical Engineering graduate program. Since 2000, a successful collaboration involving the Faculties of Engineering, Science, Health Sciences, and the Schulich School of Medicine & Dentistry has supported an interdisciplinary graduate program in Biomedical Engineering (BME). Currently, 84 faculty are members and approximately 70 graduate students per year are supported through the graduate program.

The four main research pillars of biomaterials, biomechanics, imaging and robotics are buttressed by excellent, nationally and internationally leading laboratory facilities within these Faculties and at the Lawson Health Research Institute (LHRI). The biomechanics facilities include laboratories affiliated with the Wolf Orthopaedic Biomechanics Laboratory (WOBL) at the Fowler Kennedy Sports Medicine Clinic, and the Roth McFarlane Hand and Upper Limb Centre (HULC) at St. Joseph's Hospital. Biomedical imaging research in London encompasses all major imaging modalities and biomedical applications using research infrastructure valued at over \$100 million, which ranks it amongst the largest and best-equipped medical imaging research groups in North-America. The majority of the imaging research infrastructure is located at Robarts Research Institute (RRI) and the LHRI Imaging Laboratories at St. Joseph's Hospital. Robotics research is facilitated through Canadian Surgical Technologies & Advanced Robotics (CSTAR) to develop and test the next generation of minimally invasive surgical and interventional technologies and techniques. The proximity of the clinic- and hospital-based laboratories to outpatient clinics, therapy departments and operating rooms facilitates a close interaction between BME researchers, clinicians,



Completion of new Three C+ Engineering Building in April 2018 will provide a physical home for the School.

The proposed Institutional Structure for the School of Biomedical Engineering includes:

- Director of Biomedical Engineering reporting to Dean of Engineering;
- Associate Director (Undergraduate – new position), who will be a member of the Engineering Undergraduate Committee;
- Associate Director (Graduate), who is a member of the Engineering Graduate Committee and the Schulich Graduate Affairs Committee;
- Steering Committee comprised of the Deans of Medicine & Dentistry, Science, Health Sciences and Engineering (or their designates);
- Faculty either cross-appointed to, or hired by, the School.

## 2. **Establishment of the Centre of Engineering Leadership and Innovation (CELI)**

**Recommended:** That the Board of Governors approve the establishment of the new Centre of Engineering Leadership and Innovation (CELI) in the Faculty of Engineering, effective July 1, 2018.

### **Background:**

The Centre of Engineering Leadership and Innovation will enable engineering students to identify challenges that are difficult to solve with existing technology solutions alone. By harnessing the expertise and resources available at Western, students, researchers, entrepreneurs and industry partners will work together to build development paths for technological advancements and potential innovative solutions that address the world's big problems and contribute to economic growth.

The Centre will also enable engineering students with a sound understanding of the business processes they are likely to encounter in their careers and prepare graduates to solve problems in their technical fields within the context of a business organization—corporate or entrepreneurial.

The establishment of the John M. Thompson Chair in Engineering Leadership and Innovation has led to the development of a Certificate in Engineering Leadership and Innovation. The Certificate helped to revitalize the core of the Integrated Engineering program, assisted the integration of business into the first year of the Engineering core curriculum, delivered selected business programming for research students and contributed to the student community, through entrepreneurial and other activities.

The proposed Centre of Engineering Leadership and Innovation (CELI) will be the lead partner within Western Engineering for professional skills development in the areas of:

- Leadership and team development
- Communication skills
- Professionalism
- Impact of engineering on society and the environment
- Ethics and equity
- Entrepreneurship, Project Management and Business

These skills align with graduate attributes identified by the Canadian Engineering Accreditation Board as crucial for undergraduate education. Skills development in these areas are increasingly important for graduate students as well.

To further these goals, the Centre will actively work with:

- Academic departments within Western Engineering to support their academic programming
- Western University Faculties and Centres to create experiential and interdisciplinary learning opportunities for Engineering students
- Industrial partners to understand skill requirement and skill development in its area of expertise within the Engineering profession

The Centre will have academic responsibility for the following areas:

- Integrated Engineering undergraduate program
- Advanced Design and Manufacturing Master of Engineering program (collaborative with Queen's University)
- Undergraduate courses offered in the Certificate in Engineering Leadership and Innovation
- Undergraduate courses that are not engineering discipline specific and are foundational measures of the Graduate Attribute criteria of the Canadian Engineering Accreditation Board (currently ES1050 and ES 4498F/G)
- Master of Engineering professional courses that are not discipline specific
- Professional courses for research graduate students (MEng and PhD)

The Centre Director will report to the Dean of Western Engineering, and will be a member of Dean's Council, Undergraduate Curriculum Committee and Graduate Committee.

The Advisory Committee for the Centre will consist of faculty, staff, students, alumni and industrial members. The mandate of the Advisory Committee will be to make recommendations for the improvement of the Centre's offerings and to create opportunities for greater collaboration across the Faculty of Engineering through advice to the Centre's Director and faculty. A subcommittee of the Advisory Committee will also review changes to the professional skills curriculum that are proposed by the Centre.

The Centre will work closely with the Pierre L. Morrissette Institute for Entrepreneurship and the Ian O. Ilnatowycz Institute for Leadership at the Ivey Business School to ensure that curriculum aligns with the curriculum developed and taught through those Institutes.

SCUP Subcommittee on Enrolment Planning and Policy (SUEPP)

**Fall 2018 Entrance Standards for First-Year Undergraduate Admissions**

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**A. Background/Context**

**History**

Over the past twenty years, Western's enrolment planning has placed the highest priority in increasing the quality of our incoming first-year class – which has moved the overall average grade of our first-year class from a position of “below the Ontario average” in 1993 to the top spot in Ontario in 2014. Our approach to first-year admissions – approved by Senate in November 2010 – included the following high-level priorities:

1. Our objective should be to continue to increase the quality of our incoming class – and we should continue to maintain and increase entrance standards.
2. The approach of using the common minimum entrance requirement for the large direct-entry programs should be continued. For limited-enrolment programs – based on annual reviews by the Provost and the Deans – the entrance requirements could be higher. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We should work to increasing our first-year international enrolments.
4. We should continue to monitor the gap in entrance requirements between Western and the Ontario average – with the objective of maintaining/increasing the gap.
5. We should continue to monitor the size of our overall first-year class – in order to ensure that the undergraduate population does not reach a level that cannot be accommodated within our current physical infrastructure.

In 2010, in order to be aligned with the Constituent University's strategy on enrolment planning, the Affiliated University Colleges committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University – by 2014-15.

**Current Strategic Plan Priorities**

Our current Strategic Plan – *Achieving Excellence on the World Stage* – includes the following enrolment-planning related objectives:

- a. Attract the brightest students as demonstrated through the highest entering grade average.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Increase international undergraduate enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
- d. Increase graduate student enrolment to at least 20% of the total student body.

## **B. Update on the Fall 2017 Entering Class and Entrance Standards**

### **Constituent University**

1. The Constituent University's full-time first-year enrolment was 5,089. Of this, 638 (or 12.5%) were international students.
2. The common minimum entrance requirement was a mid-year offer grade of 83.5% (for Arts & Humanities and FIMS). For all other programs the mid-year offer grades were higher – ranging from 84.5% to 92.0%. At offer time, the condition for the final grade was as follows -, minimum 83.5% for Arts & Humanities, FIMS and Social Science; 84.0% for Engineering, BHSc program, Kinesiology, Science and MOS; and 85.0% for Nursing.
3. For information, full-time graduate enrolment was 5,935 – which equates to about 19% of total full-time enrolment.

### **Affiliated University Colleges**

4. Full-time first-year enrolment at the Colleges were as follows:
  - Brescia 313
  - Huron 250
  - King's 788
5. The final grade requirement at each of the Colleges was 78% (i.e. compared to the 83.5% at the Constituent University) – and, at this level, the Colleges met the commitment made back in 2010. Western's Provost and the Principals of the Affiliated University Colleges continue to review the gap in entrance standards – in the context of student performance and outcomes measures.

## **C. Fall 2018 Admissions Plans**

### **Constituent University**

1. The admissions strategy of the recent years will continue for the fall 2018 admissions cycle – and it is expected that our mid-year offer grade (for all programs) will be no less than 83.5%, with a final grade requirement of at least 83.5%.
2. Based on the current applications data, we are planning for a first-year class in the range of 5,100. For budget planning purposes, we have used a first-year class of 5,170 – which includes 650 international students.

### **Affiliated University Colleges**

3. The final grade requirement at each of the Colleges will be no less than 78%.
4. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum final grade requirement. The proportion with final grades below the minimum requirement (i.e. 78%) shall not exceed 2% of the entering class.
5. Where applicable, the Colleges will be bound to the minimum entrance standards established by the Constituent University for limited-enrolment programs – including B.H.Sc. and Kinesiology.
6. The planned first-year class sizes are as follows:
  - Brescia 328
  - Huron 310
  - King's 815

## SUMMARY OF ENROLMENT FORECAST

<Full-time undergraduate defined as 3.5 FCEs or more>

|    |   | Actual        |               |               |               |               | Forecast      |               |               |               |               |
|----|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|    |   | 2013-14       | 2014-15       | 2015-16       | 2016-17       | 2017-18       | 2018-19       | 2019-20       | 2020-21       | 2021-22       | 2022-23       |
| 1  | <b>Constituent University</b>                   |               |               |               |               |               |               |               |               |               |               |
| 2  | <b>Full-Time Undergraduates</b>                 |               |               |               |               |               |               |               |               |               |               |
| 3  | Arts & Humanities                               | 1,147         | 1,121         | 1,027         | 979           | 985           | 977           | 980           | 986           | 992           | 995           |
| 4  | Business (HBA)                                  | 1,116         | 1,100         | 1,093         | 1,120         | 1,109         | 1,130         | 1,130         | 1,130         | 1,130         | 1,130         |
| 5  | Dentistry                                       | 264           | 262           | 265           | 265           | 263           | 264           | 264           | 264           | 264           | 264           |
| 6  | Education                                       | 597           | 657           | 286           | 653           | 747           | 668           | 668           | 668           | 668           | 668           |
| 7  | Engineering                                     | 1,449         | 1,546         | 1,761         | 1,951         | 1,981         | 2,039         | 2,033         | 2,107         | 2,112         | 2,111         |
| 8  | Health Sciences                                 |               |               |               |               |               |               |               |               |               |               |
| 9  | BHSc Program                                    | 1,170         | 1,163         | 1,179         | 1,199         | 1,189         | 1,167         | 1,177         | 1,180         | 1,175         | 1,175         |
| 10 | Kinesiology                                     | 1,169         | 1,240         | 1,204         | 1,247         | 1,231         | 1,199         | 1,205         | 1,196         | 1,203         | 1,205         |
| 11 | Nursing   | 825           | 835           | 868           | 903           | 960           | 979           | 967           | 952           | 952           | 952           |
| 13 | Sub-Total                                       | 3,164         | 3,238         | 3,251         | 3,349         | 3,380         | 3,345         | 3,349         | 3,328         | 3,330         | 3,331         |
| 14 | Law   | 480           | 486           | 474           | 482           | 478           | 468           | 468           | 468           | 468           | 468           |
| 15 | Media, Information, & Tech                      | 930           | 924           | 983           | 966           | 898           | 944           | 944           | 931           | 951           | 964           |
| 16 | Medicine  |               |               |               |               |               |               |               |               |               |               |
| 17 | MD Program                                      | 680           | 683           | 684           | 682           | 699           | 684           | 684           | 684           | 684           | 684           |
| 18 | BMedSci Program                                 | 862           | 892           | 881           | 928           | 1,021         | 970           | 970           | 970           | 970           | 970           |
| 19 | Music   | 512           | 457           | 432           | 417           | 412           | 429           | 566           | 579           | 588           | 588           |
| 20 | Science   | 4,482         | 4,606         | 4,679         | 4,826         | 4,948         | 4,993         | 5,031         | 5,002         | 5,010         | 5,030         |
| 21 | Social Science                                  | 6,674         | 6,601         | 6,482         | 6,520         | 6,501         | 6,465         | 6,553         | 6,630         | 6,749         | 6,825         |
| 22 | <b>Total Full-Time Undergraduates</b>           | <b>22,357</b> | <b>22,573</b> | <b>22,298</b> | <b>23,138</b> | <b>23,422</b> | <b>23,376</b> | <b>23,641</b> | <b>23,747</b> | <b>23,917</b> | <b>24,029</b> |
| 23 | Concurrent Programs                             | 173           | 200           | 255           | 233           | 231           | 235           | 235           | 235           | 235           | 235           |
| 24 | Medical Residents                               | 853           | 913           | 923           | 942           | 934           | 930           | 930           | 930           | 930           | 930           |
| 25 | <b>Full-Time Graduates</b>                      |               |               |               |               |               |               |               |               |               |               |
| 26 | Masters   | 2,977         | 3,146         | 3,276         | 3,431         | 3,750         | 3,949         | 3,988         | 4,028         | 4,069         | 4,109         |
| 27 | Ph.D.   | 2,026         | 2,075         | 2,088         | 2,083         | 2,185         | 2,237         | 2,259         | 2,282         | 2,305         | 2,328         |
| 28 | <b>Total Full-Time Graduates</b>                | <b>5,003</b>  | <b>5,221</b>  | <b>5,364</b>  | <b>5,514</b>  | <b>5,935</b>  | <b>6,186</b>  | <b>6,247</b>  | <b>6,310</b>  | <b>6,374</b>  | <b>6,437</b>  |
| 29 | <b>Total Full-Time Enrolment</b>                | <b>28,386</b> | <b>28,907</b> | <b>28,840</b> | <b>29,827</b> | <b>30,522</b> | <b>30,727</b> | <b>31,053</b> | <b>31,222</b> | <b>31,456</b> | <b>31,631</b> |
| 30 | <b>Part-Time FTEs</b>                           |               |               |               |               |               |               |               |               |               |               |
| 31 | Undergraduate <1>                               | 2,251         | 2,123         | 2,226         | 2,084         | 2,015         | 2,000         | 2,000         | 2,000         | 2,000         | 2,000         |
| 32 | Education (AQs) <1>                             | 635           | 607           | 595           | 499           | 390           | 400           | 400           | 400           | 400           | 400           |
| 33 | Masters   | 149           | 99            | 79            | 89            | 95            | 100           | 100           | 100           | 100           | 100           |
| 34 | Ph.D.   | 27            | 29            | 32            | 29            | 29            | 30            | 30            | 30            | 30            | 30            |
| 35 | <b>Total Part-Time FTEs</b>                     | <b>3,062</b>  | <b>2,858</b>  | <b>2,932</b>  | <b>2,701</b>  | <b>2,529</b>  | <b>2,530</b>  | <b>2,530</b>  | <b>2,530</b>  | <b>2,530</b>  | <b>2,530</b>  |
| 36 | <b>Total Constituent FTEs</b>                   | <b>31,448</b> | <b>31,765</b> | <b>31,772</b> | <b>32,528</b> | <b>33,051</b> | <b>33,257</b> | <b>33,583</b> | <b>33,752</b> | <b>33,986</b> | <b>34,161</b> |
| 37 | <b>Affiliated University Colleges &lt;2&gt;</b> |               |               |               |               |               |               |               |               |               |               |
| 38 | <b>Full-Time Undergraduates</b>                 |               |               |               |               |               |               |               |               |               |               |
| 39 | Brescia   | 1,150         | 1,269         | 1,327         | 1,329         | 1,306         | 1,345         | 1,400         | 1,413         | 1,454         | 1,500         |
| 40 | Huron   | 1,250         | 1,144         | 1,062         | 979           | 882           | 924           | 956           | 1,017         | 1,122         | 1,196         |
| 41 | King's  | 3,169         | 3,063         | 3,004         | 3,070         | 3,034         | 3,049         | 3,068         | 3,100         | 3,137         | 3,177         |
| 42 | <b>Total Full-Time Undergraduates</b>           | <b>5,569</b>  | <b>5,476</b>  | <b>5,393</b>  | <b>5,378</b>  | <b>5,222</b>  | <b>5,318</b>  | <b>5,424</b>  | <b>5,530</b>  | <b>5,713</b>  | <b>5,873</b>  |
| 43 | <b>Part-Time Undergraduate FTEs &lt;1&gt;</b>   |               |               |               |               |               |               |               |               |               |               |
| 44 | Brescia   | 83            | 86            | 80            | 70            | 70            | 75            | 75            | 75            | 75            | 75            |
| 45 | Huron   | 65            | 65            | 58            | 50            | 55            | 55            | 55            | 55            | 55            | 55            |
| 46 | King's  | 252           | 277           | 260           | 215           | 205           | 223           | 219           | 218           | 219           | 219           |
| 47 | <b>Total Part-Time FTEs</b>                     | <b>400</b>    | <b>428</b>    | <b>398</b>    | <b>335</b>    | <b>330</b>    | <b>353</b>    | <b>349</b>    | <b>348</b>    | <b>349</b>    | <b>349</b>    |
| 48 | <b>Graduate FTEs</b>                            |               |               |               |               |               |               |               |               |               |               |
| 49 | Brescia   | 32            | 28            | 33            | 35            | 35            | 35            | 35            | 35            | 35            | 35            |
| 50 | Huron   | 8             | 11            | 9             | 9             | 7             | 4             | 4             | 4             | 4             | 4             |
| 51 | King's  | 31            | 33            | 29            | 41            | 48            | 47            | 47            | 47            | 47            | 47            |
| 52 | <b>Total Graduate FTEs</b>                      | <b>71</b>     | <b>72</b>     | <b>71</b>     | <b>85</b>     | <b>90</b>     | <b>86</b>     | <b>86</b>     | <b>86</b>     | <b>86</b>     | <b>86</b>     |
| 53 | <b>Total Affiliate FTEs</b>                     | <b>6,040</b>  | <b>5,976</b>  | <b>5,862</b>  | <b>5,798</b>  | <b>5,642</b>  | <b>5,757</b>  | <b>5,859</b>  | <b>5,964</b>  | <b>6,148</b>  | <b>6,308</b>  |
| 54 | <b>Total UWO FTEs</b>                           | <b>37,488</b> | <b>37,741</b> | <b>37,634</b> | <b>38,326</b> | <b>38,693</b> | <b>39,014</b> | <b>39,442</b> | <b>39,716</b> | <b>40,134</b> | <b>40,469</b> |

## SUMMARY OF ENROLMENT FORECAST

<Full-time undergraduate defined as 3.5 FCEs or more>

|    |                                       | Actual       |              |              |              |              | Forecast     |              |              |              |              |
|----|---------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|    |                                       | 2013-14      | 2014-15      | 2015-16      | 2016-17      | 2017-18      | 2018-19      | 2019-20      | 2020-21      | 2021-22      | 2022-23      |
|    | <i>Rows 55 to 86 Included above</i>   |              |              |              |              |              |              |              |              |              |              |
| 55 | <b>International Students</b>         |              |              |              |              |              |              |              |              |              |              |
| 56 | Constituent Full-Time                 |              |              |              |              |              |              |              |              |              |              |
| 57 | Undergraduates                        | 1,611        | 1,895        | 1,990        | 2,217        | 2,342        | 2,500        | 2,700        | 2,780        | 2,920        | 3,075        |
| 58 | Medical Residents                     | 112          | 134          | 136          | 134          | 123          | 125          | 125          | 125          | 125          | 125          |
| 59 | Masters (excluding Ivey)              | 439          | 495          | 576          | 596          | 715          | 731          | 738          | 746          | 753          | 761          |
| 60 | MBA (Regular), Ivey MSc               | 43           | 39           | 56           | 68           | 75           | 76           | 75           | 75           | 75           | 75           |
| 61 | Executive MBA                         | 40           | 35           | 24           | 2            | 1            | 0            | 0            | 0            | 0            | 0            |
| 62 | Ph.D.                                 | 516          | 547          | 562          | 562          | 581          | 581          | 587          | 593          | 599          | 605          |
| 63 | Affiliates                            |              |              |              |              |              |              |              |              |              |              |
| 64 | Undergraduates                        | 497          | 577          | 661          | 718          | 732          | 813          | 890          | 966          | 1,037        | 1,095        |
| 65 | Masters                               | 3            | 0            | 0            | 2            | 0            | 0            | 0            | 1            | 2            | 2            |
| 66 | <b>Year 1 Only</b>                    |              |              |              |              |              |              |              |              |              |              |
| 67 | <b>Constituent</b>                    |              |              |              |              |              |              |              |              |              |              |
| 68 | Arts & Humanities                     | 213          | 267          | 217          | 240          | 229          | 240          | 240          | 240          | 240          | 240          |
| 69 | Engineering                           | 430          | 511          | 637          | 598          | 571          | 580          | 580          | 580          | 580          | 580          |
| 70 | Health Sciences                       |              |              |              |              |              |              |              |              |              |              |
| 71 | BHSc Program                          | 338          | 347          | 336          | 320          | 335          | 325          | 325          | 325          | 325          | 325          |
| 72 | Kinesiology                           | 315          | 386          | 335          | 350          | 318          | 335          | 335          | 335          | 335          | 335          |
| 73 | Nursing                               | 132          | 131          | 143          | 162          | 144          | 135          | 135          | 135          | 135          | 135          |
| 74 | Media, Information, & Tech            | 332          | 336          | 350          | 304          | 245          | 255          | 270          | 275          | 275          | 275          |
| 75 | MOS Program                           | 741          | 857          | 794          | 861          | 769          | 820          | 845          | 875          | 895          | 895          |
| 76 | Music                                 | 121          | 99           | 100          | 102          | 112          | 120          | 120          | 120          | 120          | 120          |
| 77 | Science                               | 1,347        | 1,474        | 1,445        | 1,599        | 1,551        | 1,520        | 1,530        | 1,530        | 1,550        | 1,550        |
| 78 | Social Science                        | 878          | 803          | 796          | 817          | 815          | 840          | 840          | 855          | 865          | 865          |
| 79 | <b>Total Year 1 - Constituent</b>     | <b>4,847</b> | <b>5,211</b> | <b>5,153</b> | <b>5,353</b> | <b>5,089</b> | <b>5,170</b> | <b>5,220</b> | <b>5,270</b> | <b>5,320</b> | <b>5,320</b> |
| 80 | <b>Affiliated University Colleges</b> |              |              |              |              |              |              |              |              |              |              |
| 81 | Brescia                               | 309          | 315          | 350          | 321          | 313          | 328          | 352          | 368          | 370          | 370          |
| 82 | Huron                                 | 388          | 274          | 290          | 253          | 250          | 310          | 340          | 368          | 401          | 416          |
| 83 | King's                                | 848          | 740          | 774          | 777          | 788          | 815          | 823          | 841          | 854          | 867          |
| 84 | <b>Total Year 1 - Affiliates</b>      | <b>1,545</b> | <b>1,329</b> | <b>1,414</b> | <b>1,351</b> | <b>1,351</b> | <b>1,453</b> | <b>1,515</b> | <b>1,577</b> | <b>1,625</b> | <b>1,653</b> |
| 85 | <b>Total UWO Year 1</b>               | <b>6,392</b> | <b>6,540</b> | <b>6,567</b> | <b>6,704</b> | <b>6,440</b> | <b>6,623</b> | <b>6,735</b> | <b>6,847</b> | <b>6,945</b> | <b>6,973</b> |
| 86 | <b>Masters</b>                        |              |              |              |              |              |              |              |              |              |              |
| 87 | All Programs (excluding MBAs)         | 2,583        | 2,781        | 2,877        | 3,004        | 3,280        | 3,511        | 3,543        | 3,583        | 3,624        | 3,664        |
| 88 | Ivey (excl EMBA)                      | 181          | 161          | 208          | 255          | 265          | 267          | 270          | 270          | 270          | 270          |
| 89 | Executive MBA                         | 213          | 204          | 191          | 172          | 205          | 171          | 175          | 175          | 175          | 175          |

For Information

|    |   |     |     |     |     |     |     |     |     |     |     |
|----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 90 | Year 1 Constituent International Students | 532 | 527 | 508 | 618 | 638 | 650 | 700 | 750 | 800 | 800 |
|----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

<1> 2017-18 part-time undergraduate FTEs are estimated.

# Year 1 Class and Entering Averages

## SCUP

February 5, 2018

## Context

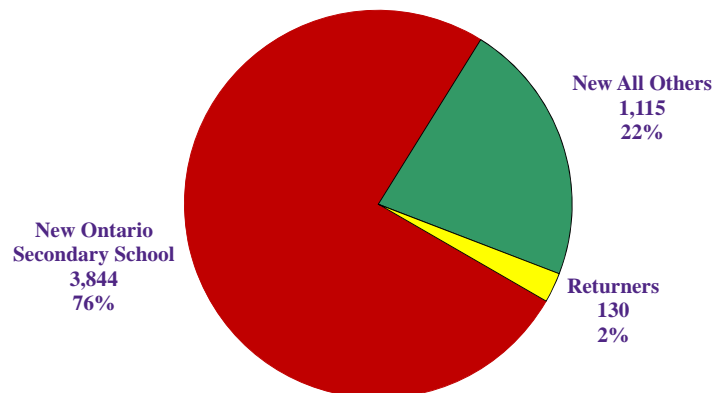
- Western continues Approach using “Standard Minimum Entrance Requirement”
  - **Fall 2017 83.5% (final = 83.5%)**
  - Fall 2016 83.5% (final = 83.5%)
  - Fall 2015 83.5% (final = 83.5%)
  - Fall 2014 84.0% (final = 83.0%)
  - Fall 2013 84.0% (final = 83.0%)
  - Fall 2012 83.0% (final = 82.5%)
  - Fall 2011 83.0% (final = 82.0%)
  - Fall 2010 83.0% (final = 81.0%)
  - Fall 2009 83.0% (final = 80.0%)
  - Fall 2008 82.5% (final = 79.0%)
  - Fall 2007 82.0% (final = 78.0%)
  - Fall 2006 81.0% (final = 78.0%)
  - Fall 2005 80.5% (final = 77.0%)
  - Fall 2004 80.5% (final = 78.0%)
  - Fall 2003 83.0% (final = 78.0%)
  - Fall 2002 79.5% (final = 74.0%)
  - Fall 2001 77.0% (final = 73.0%)

## Student Profile: Applicant Type & Geographical Origin

### Constituent University

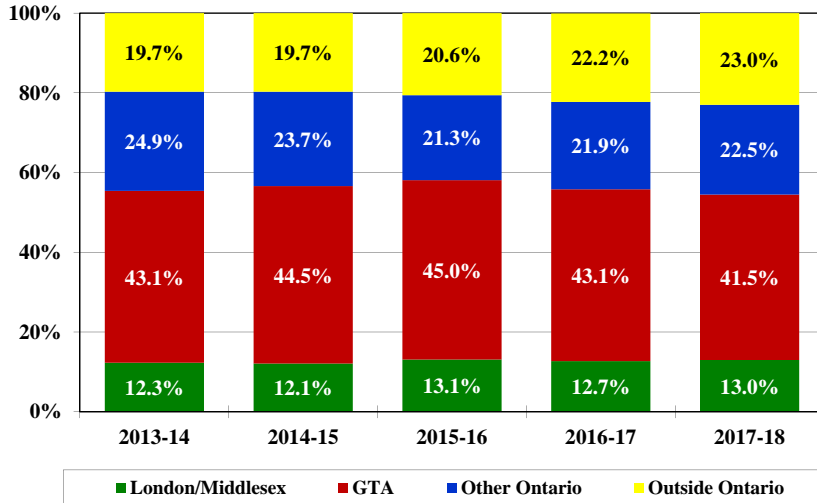
## 2017-18 Year 1 Students by Applicant Type Constituent University

**Total Year 1 = 5,089**

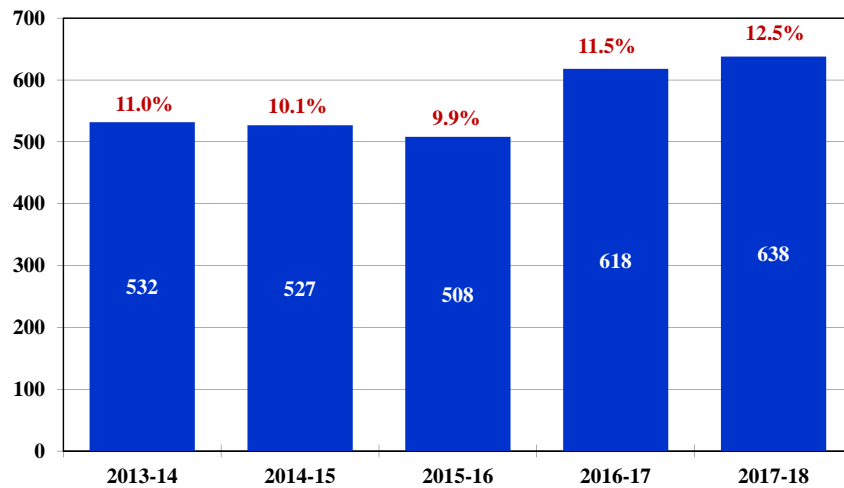




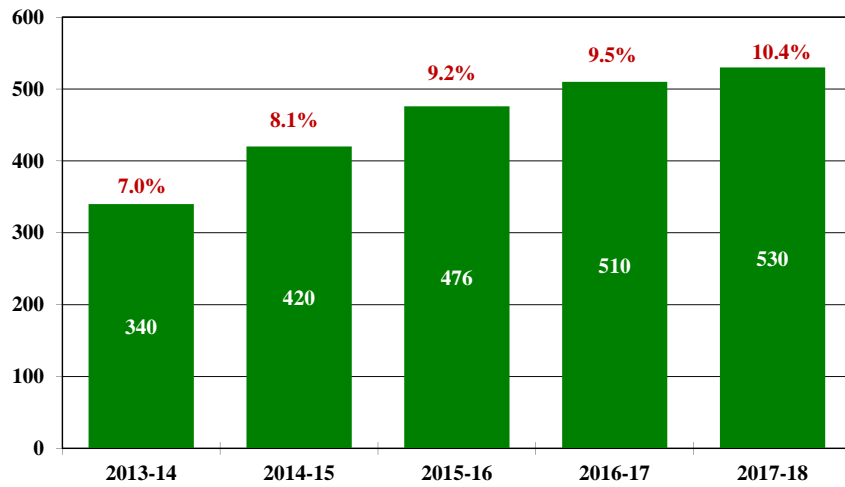
## Geographical Origin of New Year 1 Students Constituent University



## Year 1 International Students Constituent University

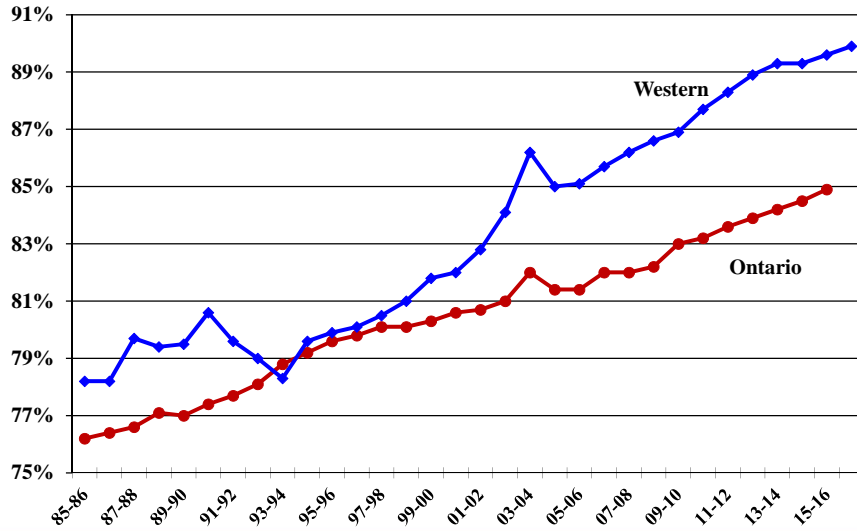


## Year 1 Out of Province Students Constituent University

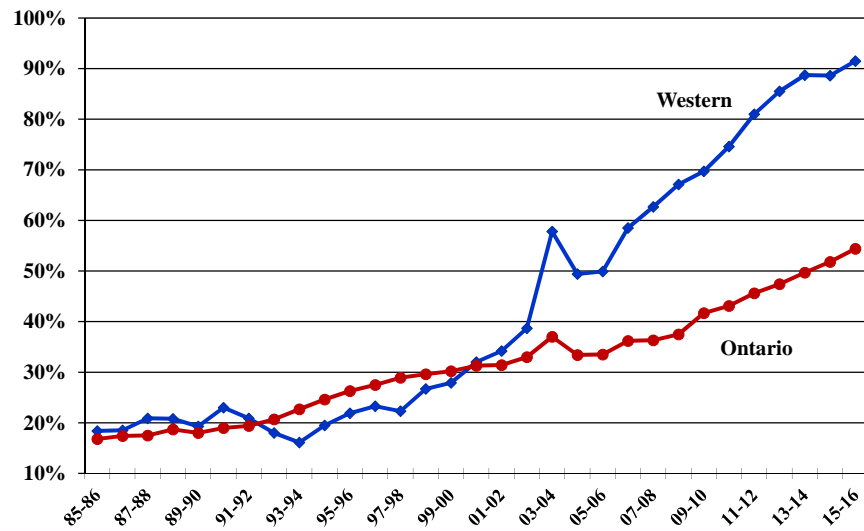


## Entering Grades of New Ontario Secondary School Students

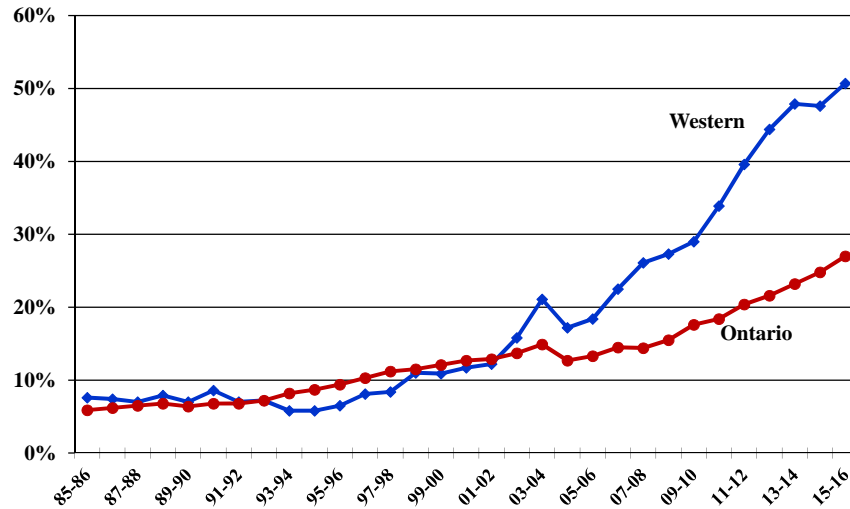
### Average Entering Grade



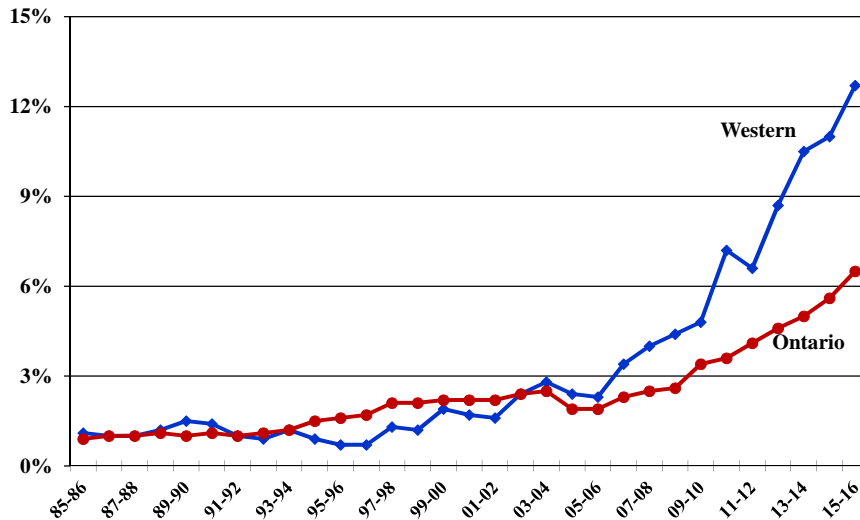
### Proportion with Entering Grades of 85% or More



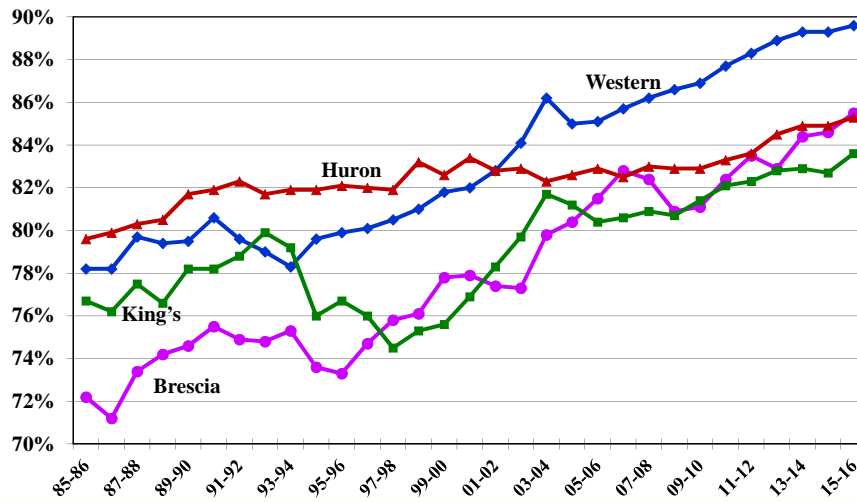
### Proportion with Entering Grades of 90% or More



### Proportion with Entering Grades of 95% or More

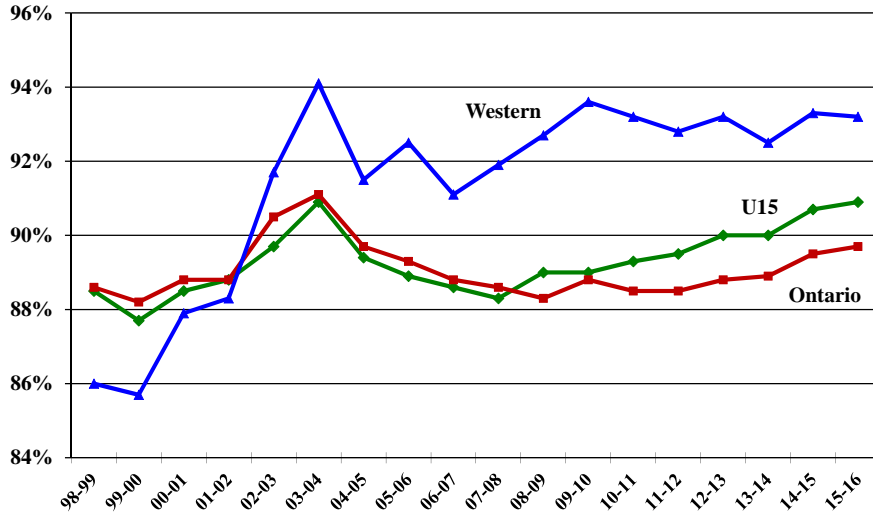


## Average Entering Grade Western and Affiliated University Colleges

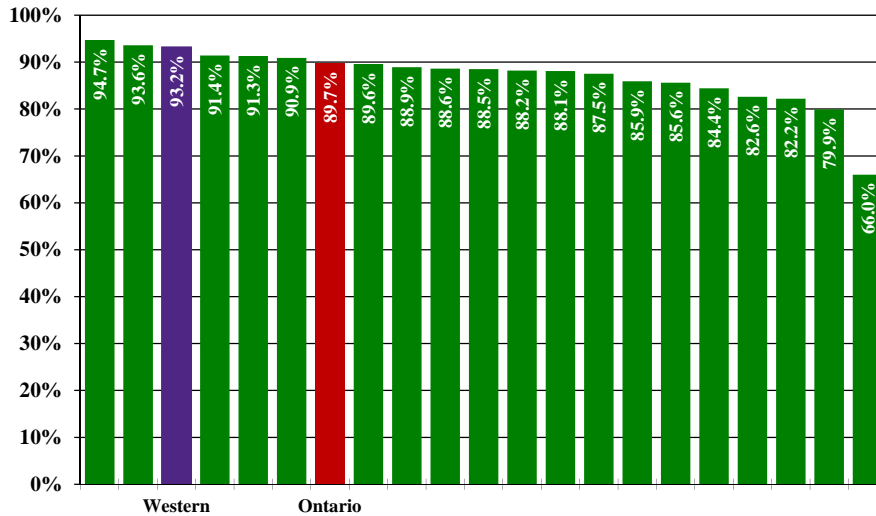


## Retention Rates

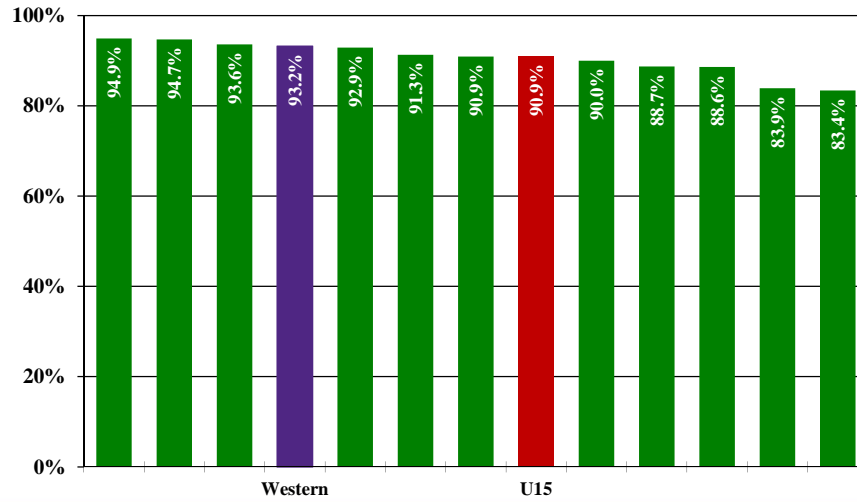
### Year 1 to Year 2 Retention Rates



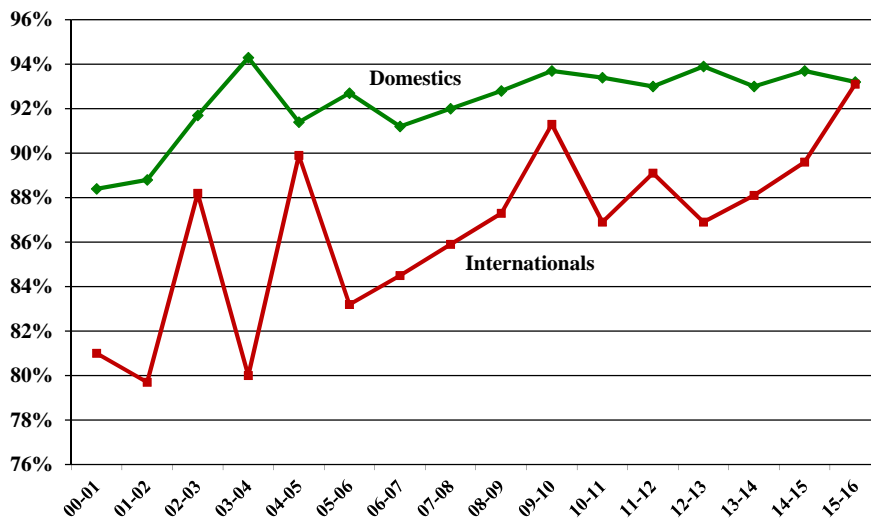
### Ontario: Year 1 to Year 2 Retention Rates 2015-16 Cohort



### U15: Year 1 to Year 2 Retention Rates 2015-16 Cohort

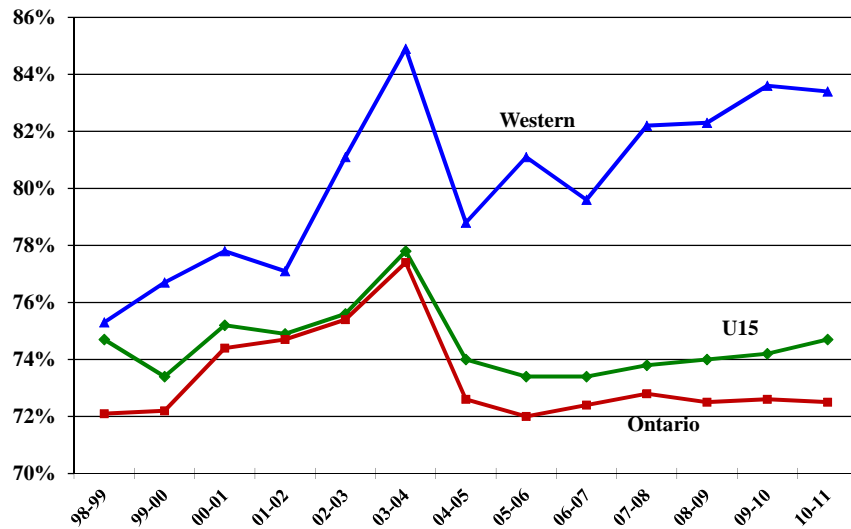


### Western: Year 1 to Year 2 Retention Rates



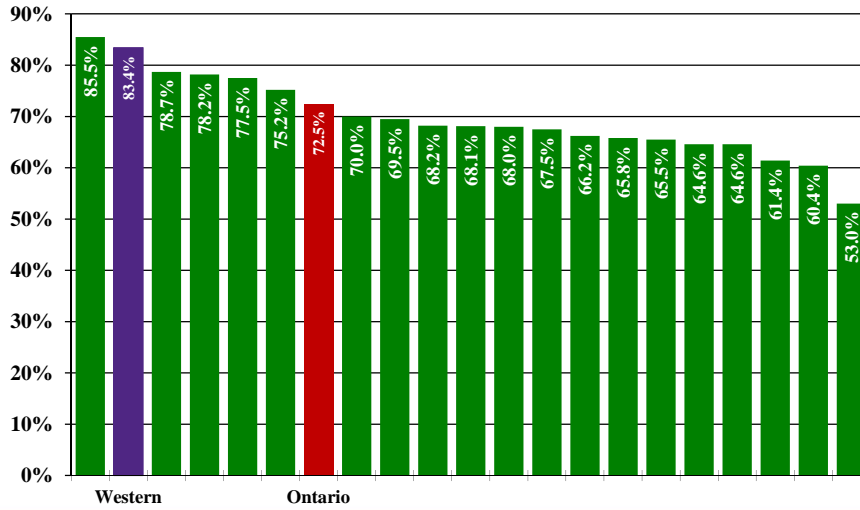
## Graduation Rates

## 6-Year Graduation Rates

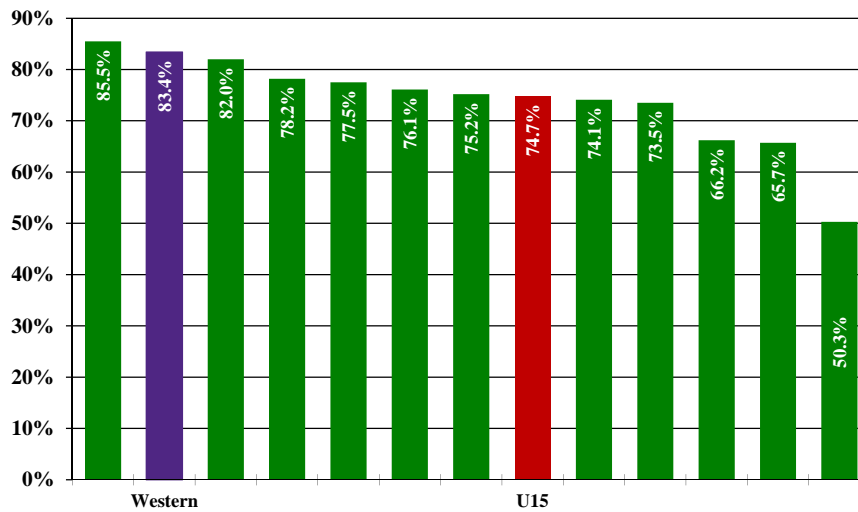




## Ontario: 6-Year Graduation Rates 2010-11 Cohort



## U15: 6-Year Graduation Rates 2010-11 Cohort

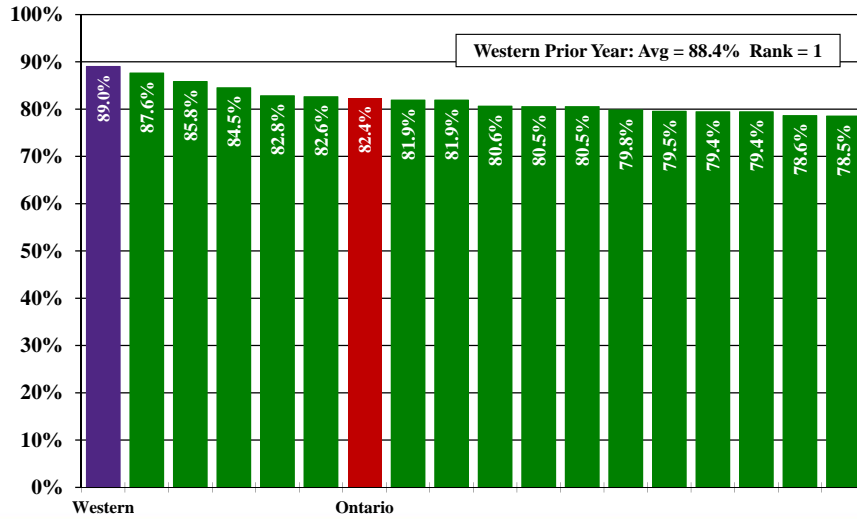


## Entering Grades of New Ontario Secondary School Students by University & Program 2015-16

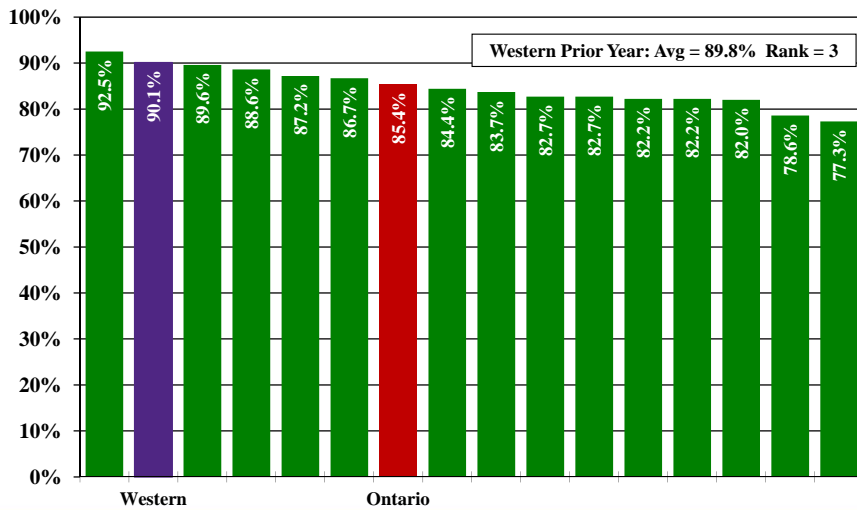
### 2015-16 Average Entering Grade All Programs



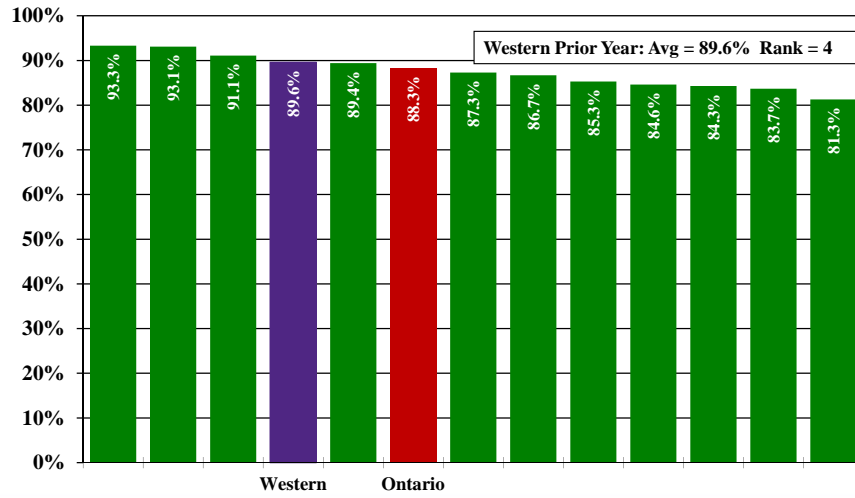
## 2015-16 Average Entering Grade Arts & Humanities / Social Science



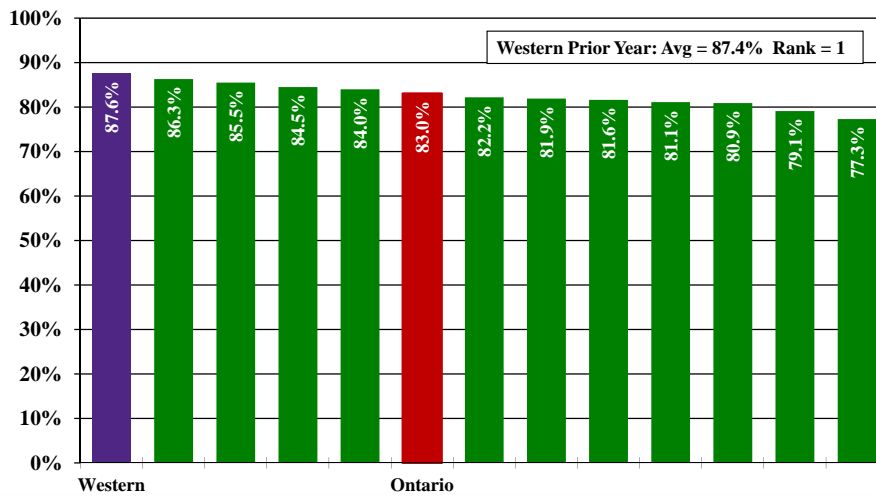
## 2015-16 Average Entering Grade MOS / Commerce



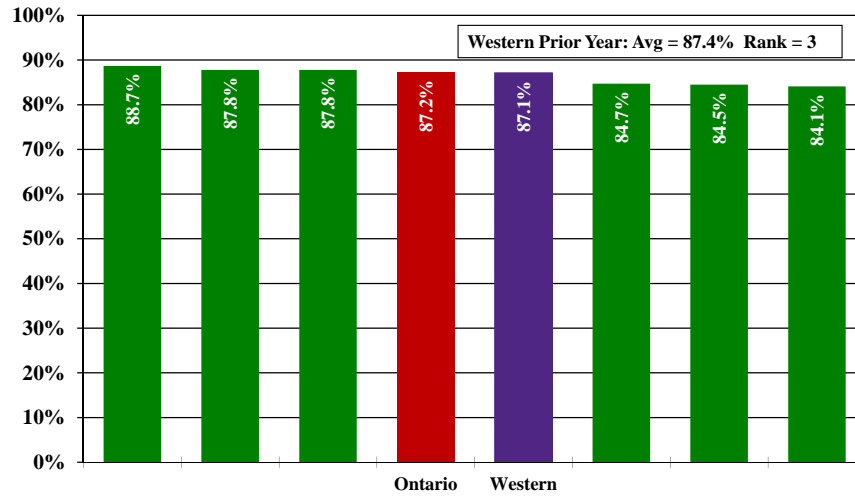
## 2015-16 Average Entering Grade Engineering



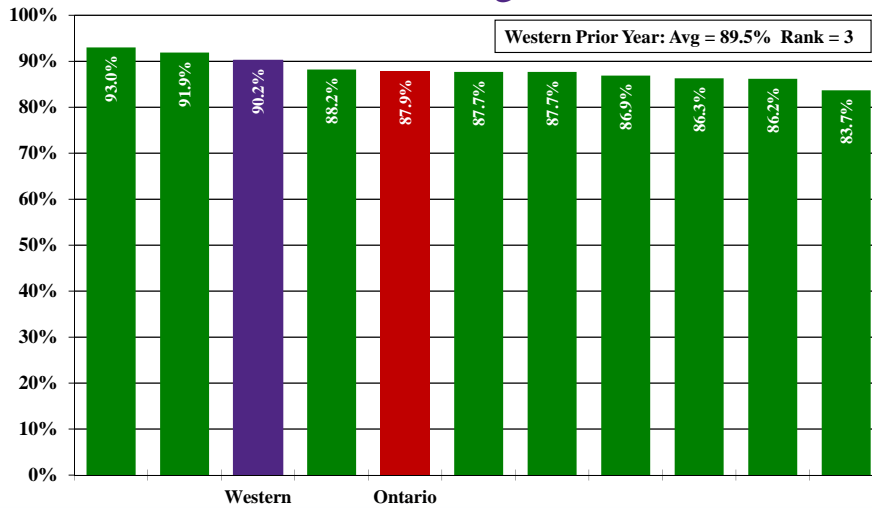
## 2015-16 Average Entering Grade Kinesiology



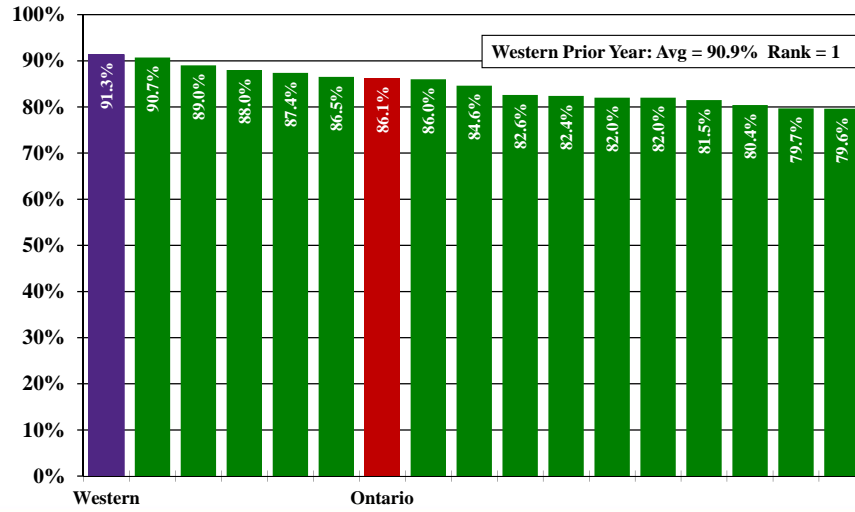
## 2015-16 Average Entering Grade Music



## 2015-16 Average Entering Grade Nursing



## 2015-16 Average Entering Grade Science





# National Survey of Student Engagement 2017 Update

Presentation to Senate  
February 16, 2018

John Doerksen  
Vice-Provost (Academic Programs)



## *What is the NSSE*

- ✓ National Survey of Student Engagement (NSSE) assesses:
  - ✓ time & effort students dedicate to educational activities
  - ✓ how institution deploys resources & organizes learning opportunities to engage students in empirically-supported learning activities

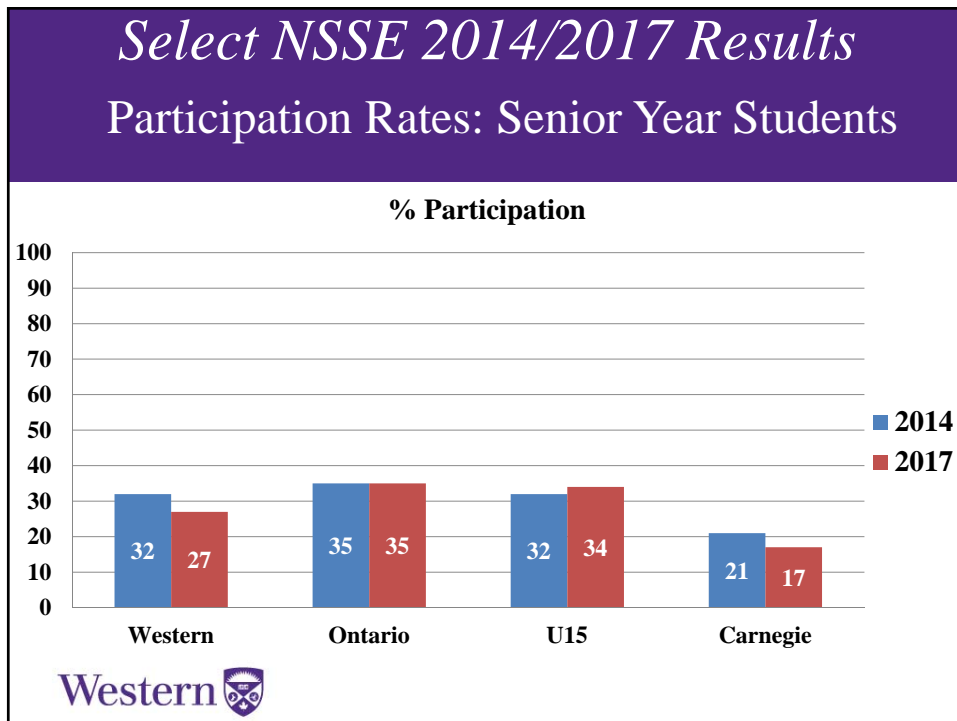
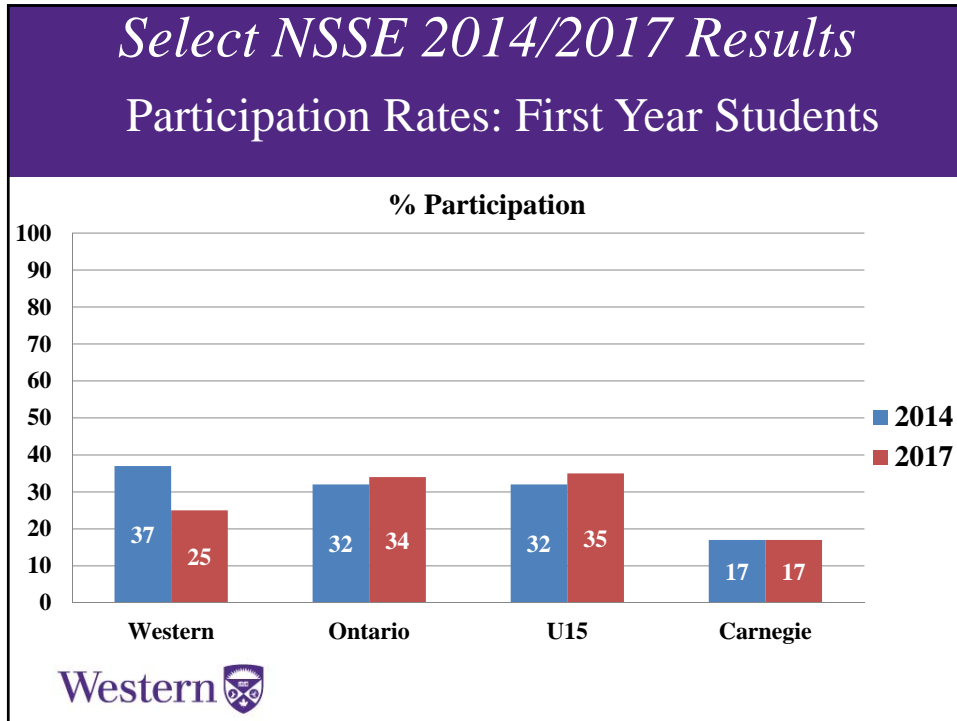


## *What is the NSSE*

- ✓ Focus 1<sup>st</sup> and Senior year undergraduate students
- ✓ First administered @ Western in 2004
- ✓ Now administered @ Western in Winter/Spring every 3 years (e.g., 2014, 2017)







## *What is the NSSE*

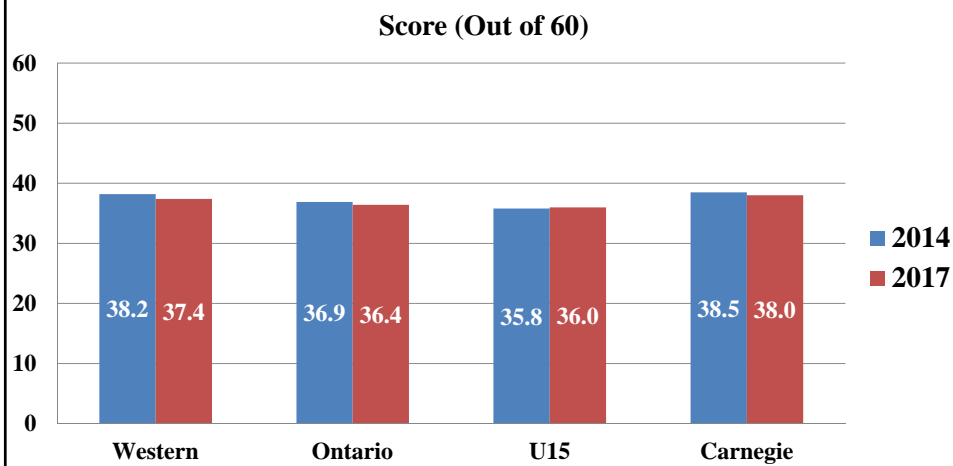
### ✓ Reports on:

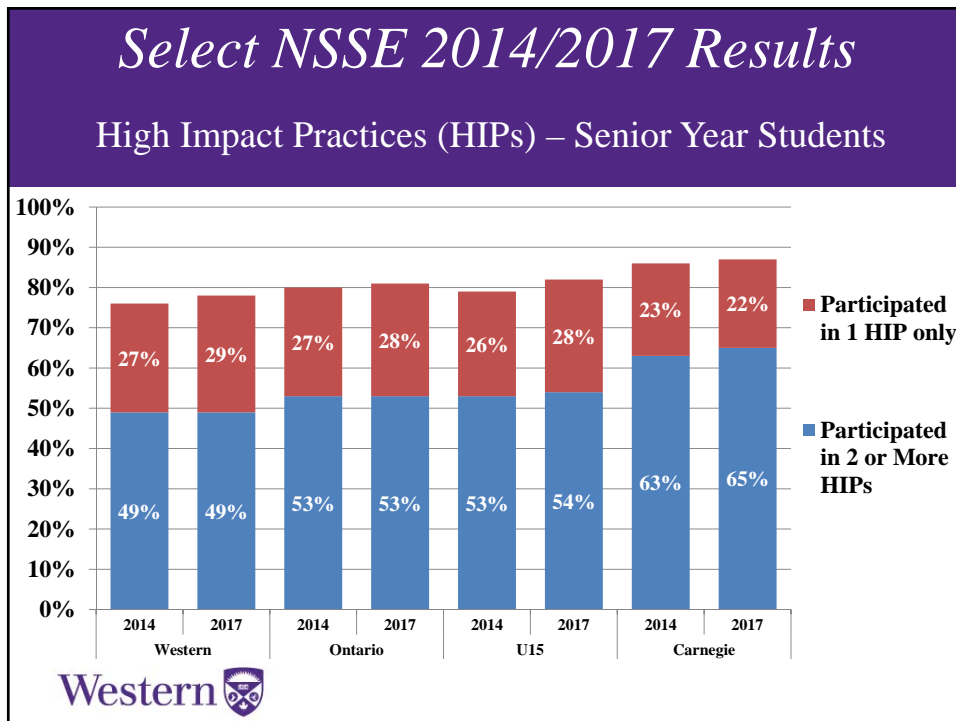
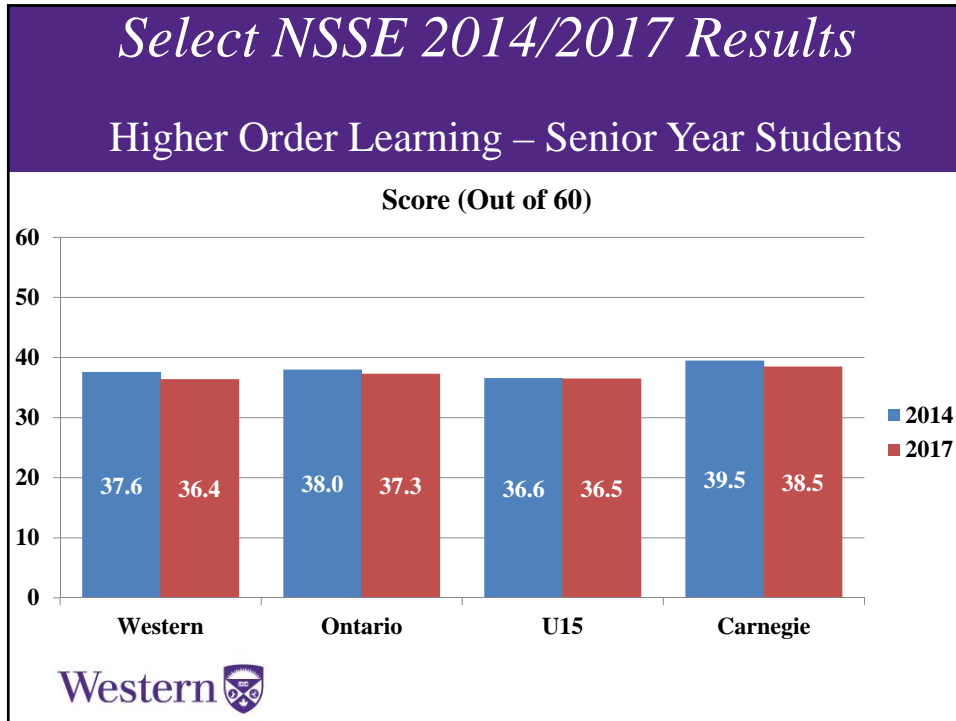
- ✓ 10 Engagement Indicators (e.g., Higher Order Learning, Supportive Environment)
- ✓ 6 High Impact Practices (e.g., Service Learning, Research with Faculty)

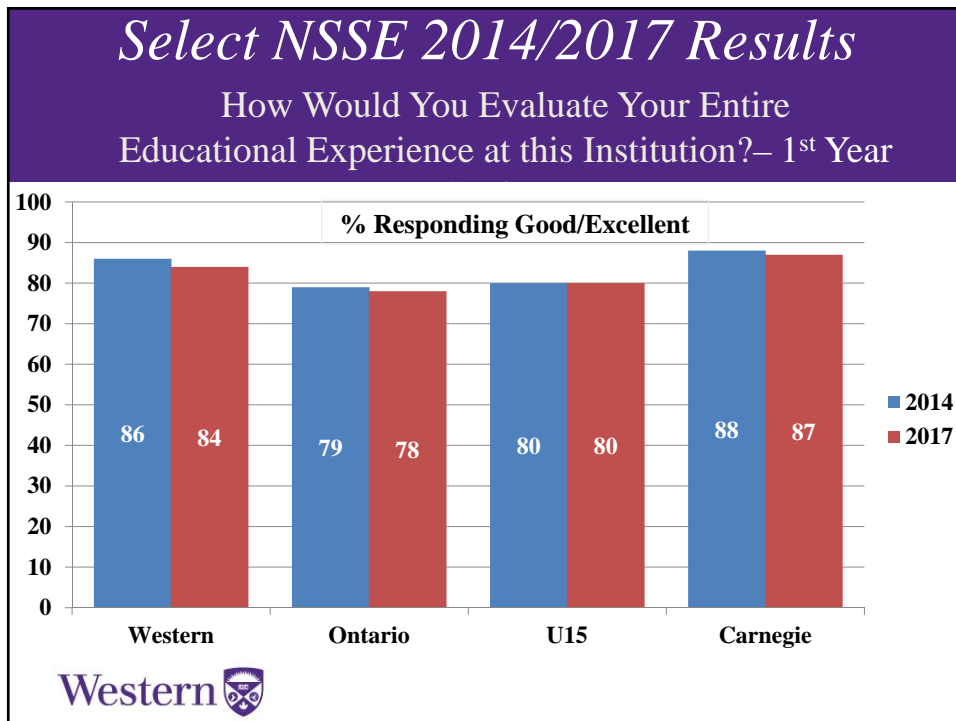
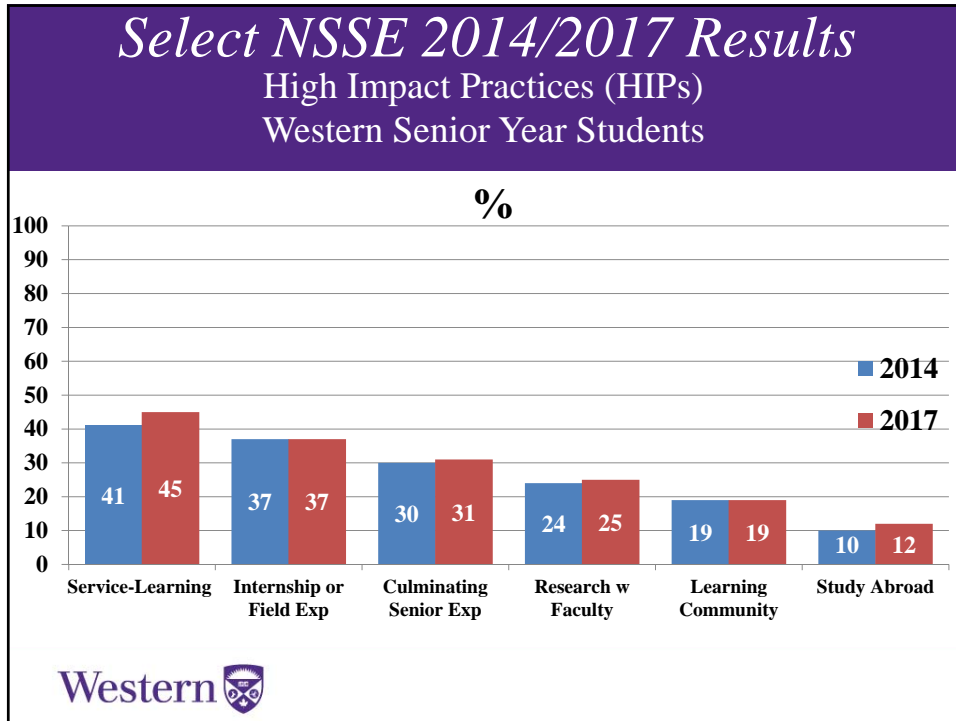


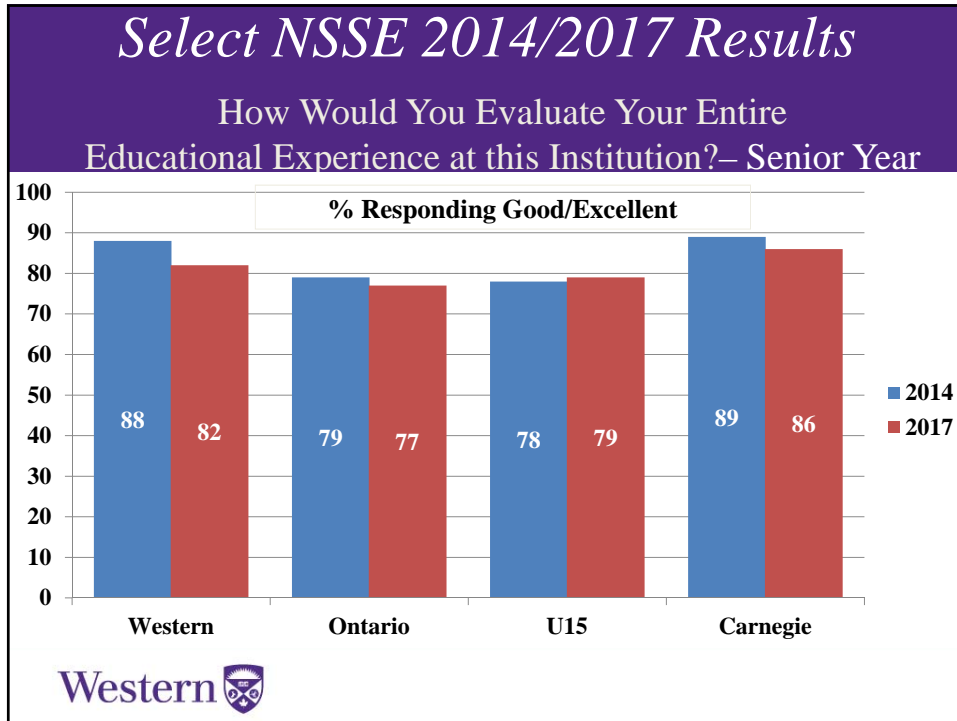
## *Select NSSE 2014/2017 Results*

### Higher Order Learning – First Year Students







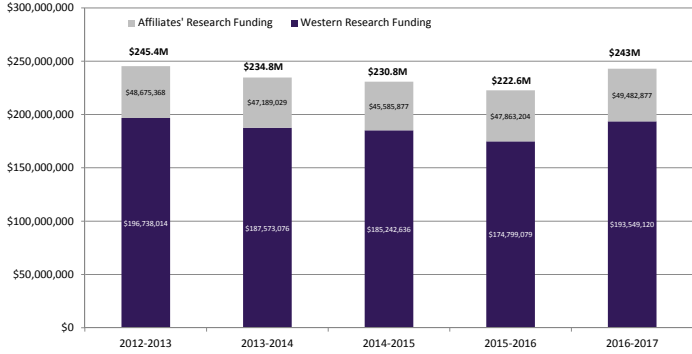




## Overview | Research Funding

- **Total Funding:** \$243,031,997, up 9.2% (3<sup>rd</sup>-highest in history)
- **Contract research/clinical trials:** \$52.4M, up 20.7%
- **Tri-Council funding:** \$55.7M, up 9% (2<sup>nd</sup>-highest in history)
- **CFI-IF:** \$14.2M awarded (project costs: \$36M)
  - Best success rate, number of projects and value in 5 years
- **CFI MSI/MSII:** lead institution for \$173M initiative for computational infrastructure across Canada
- 2017 **ORF-RI:** 5 projects, \$13.8M
- 2017 **SSHRC Partnership + Insight:** \$4.5M

# Total Research Funding

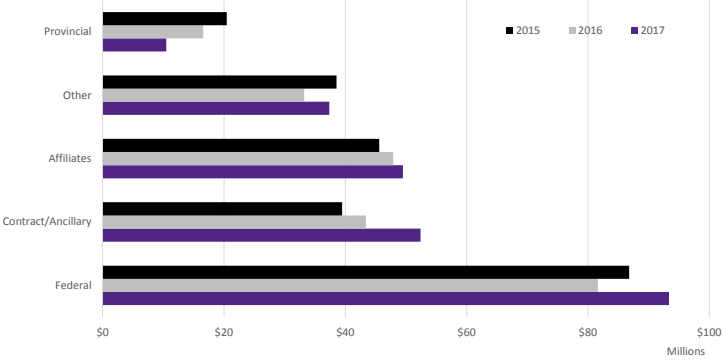


### 2016-17

- **Western:** \$193,549,120 | up 10.7% | 10<sup>th</sup> in Canada
- **Affiliates:** \$49,482,877 | up 3.4%



# Sources of Funding

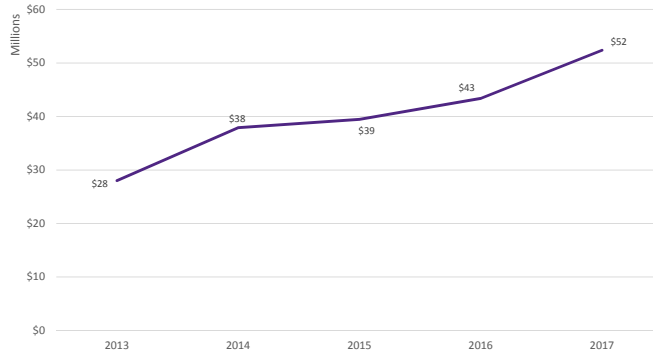


### 2016-17

- **Provincial Funding:** down 48.8% over 3 years
- **Federal Funding:** up 7.5% over 3 years
- **Contract/Ancillary Funding:** up 32.7% over 3 years



## Sources of Funding | Contract Revenue

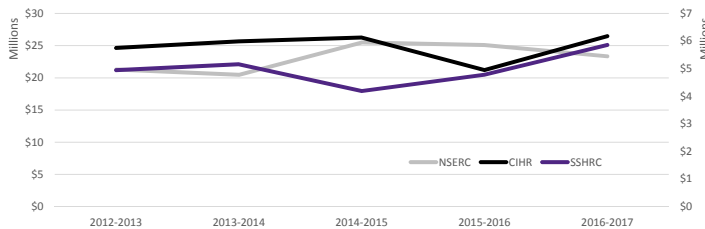


### 2016-17

- Contract Revenue: up 87% since 2013 | \$52M vs. \$28M
- Bulk related to Robarts Clinical Trials | up 141% since 2013 | \$35M vs. \$15M
- Government and non-government contracts: up 15%
- Robarts core facilities: up 16%
- Ancillary research operations: up 54%

4

## Sources of Funding | Tri-Council



|              | 2012-13             | 2013-14             | 2014-15             | 2015-16             | 2016-17             | 5-yr. % Increase |
|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|
| NSERC        | \$21,292,736        | \$20,451,306        | \$25,481,722        | \$25,080,460        | \$23,344,050        | 9.6%             |
| CIHR         | \$24,637,713        | \$25,658,861        | \$26,259,592        | \$21,212,042        | \$26,484,748        | 7.5%             |
| SSHRC        | \$4,942,208         | \$5,154,949         | \$4,190,927         | \$4,778,272         | \$5,859,500         | 18.6%            |
| <b>Total</b> | <b>\$50,872,657</b> | <b>\$51,265,116</b> | <b>\$55,932,241</b> | <b>\$51,070,774</b> | <b>\$55,688,298</b> | <b>9.5%</b>      |

### 2016-17

- 2<sup>nd</sup>-highest total of Tri-Council funding in history | 9% increase from last year

5



## Sources of Funding | CIHR

| Indicator              | 2012-2013    | 2013-2014    | 2014-2015    | 2015-2016    | 2016-2017    |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| Number of applications | 341          | 284          | 285          | 299          | 220          |
| Number of awards       | 105          | 76           | 79           | 58           | 57           |
| Success rate           | 31%          | 27%          | 28%          | 19%          | 26%          |
| National share         | 3.7%         | 3.7%         | 3.6%         | 3.8%         | 3.7%         |
| Total funding          | \$24,637,713 | \$25,658,861 | \$26,259,592 | \$21,212,042 | \$26,484,748 |

### 2016-17

- **\$26,484,748** | up 25% from 2015-16 | highest level in 5 years
- **Council share: 3.7%**

6

## Sources of Funding | NSERC

| Indicator              | 2012-2013    | 2013-2014    | 2014-2015    | 2015-2016    | 2016-2017    |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| Number of applications | 297          | 276          | 297          | 250          | 274          |
| Number of awards       | 168          | 182          | 205          | 151          | 147          |
| Success rate           | 57%          | 66%          | 69%          | 60%          | 54%          |
| National share         | 2.6%         | 2.7%         | 3%           | 3.2%         | 3.3%         |
| Total funding          | \$21,292,736 | \$20,451,306 | \$25,481,722 | \$25,080,460 | \$23,344,050 |

### 2016-17

- **\$23,344,050** | down 6.9% from 2015-16 | 8th in U15, equal to 2015-16 | 3<sup>rd</sup> in Ontario
- **Council share: 3.3%** | U15 share: 5.2%
- **Discovery Grants: 86/130 funded** | \$30.8M
- **Strategic Project Grants: 5/9 funded** | \$3.5M
- **Research Tools & Instruments: 13/29 funded** | \$1.8M

7

## Sources of Funding | SSHRC

| Indicator              | 2012-2013   | 2013-2014   | 2014-2015   | 2015-2016   | 2016-2017   |
|------------------------|-------------|-------------|-------------|-------------|-------------|
| Number of applications | 122         | 107         | 126         | 98          | 95          |
| Number of awards       | 46          | 30          | 47          | 30          | 46          |
| Success rate           | 38%         | 28%         | 37%         | 31%         | 48%         |
| National share         | 3.1%        | 2.4%        | 2.7%        | 3.1%        | 2.5%        |
| Total funding          | \$4,942,208 | \$5,154,949 | \$4,190,927 | \$4,778,272 | \$5,859,500 |

### 2016-17

- **\$5,859,500** | up 23% from 2015-16 | highest in Western's history | 8th in U15
- **Council share:** 2.5% | U15 share: 4.5%
- **Partnership Grant:** \$2.5M | Tima Bansal
- **Partnership Development Grants:** 3/3 funded | 100% success vs. 37.1% average
- **Insight Grants:** 22/49 funded | \$3.3M | 44.9% success vs. 40% average
- **Insight Development Grants:** 10/15 funded | 66.7% success vs. 32.1% average

8

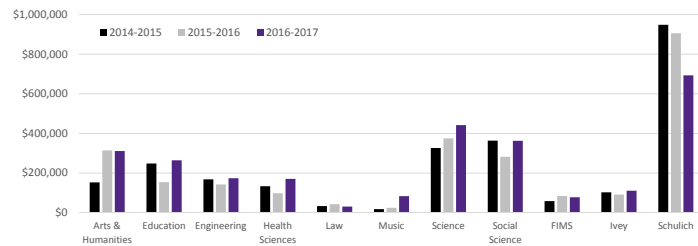
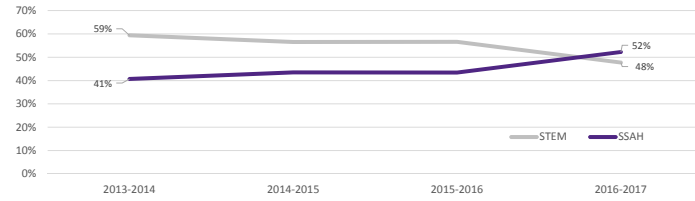
## Notable Achievements

### Initiatives to Support SSHRC-Related Research

- Introduction of new Associate Vice-President (Research)
- Established \$7.5M endowment fund
- Creation of Knowledge Exchange Manager role
- Realignment of internal funding mechanisms and programs
- Consultation process related to service provision
- Response to URB Task Force Report
- Telling our research story:
  - Storytelling Bootcamp (92% SSAH registrants)
  - Creation of Research Storyteller role, focusing on SSAH
  - Inaugural Heritage Plaques project (one SSAH, one STEIM)

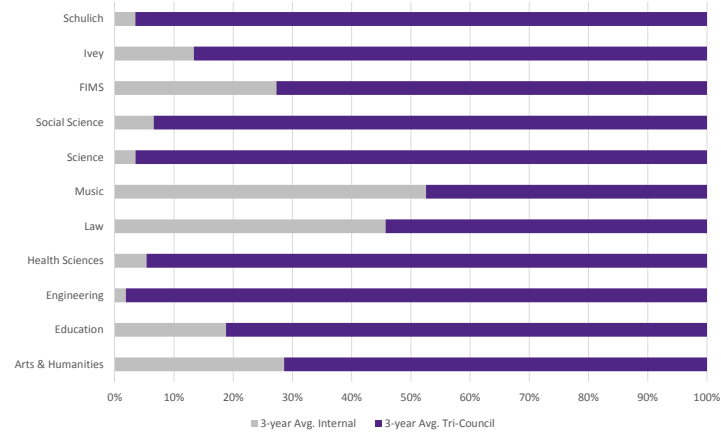


## Internal Funding Support & Allocations



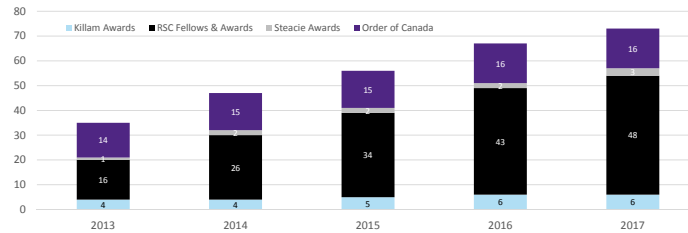
10

## Internal Funding Support & Allocations



11

## Research Awards & Distinctions



### Additional Notable Awards

- Fellows & New College Members of RSC: **Patrick Mahon, Terry Peters; Laura Huey, Sharon Sliwinski**
- Prince Mahidol Award in Public Health: **Vladimir Hachinski**
- Governor General Meritorious Service Cross: **Ting-Yim Lee**
- E.W.R. Steacie Memorial Fellowship: **Elizabeth Gillies**
- NSERC Award for Science Promotion: **Jeremy McNeil**
- NSERC Synergy Award for Innovation: **Jason Gerhard**
- Canadian Academy of Health Sciences Fellow: **Terry Peters**
- IEEE Fellowships: **Jin Jiang, Xianbin Wang**

12

## Achievements | Human Ethics

- Hired two new ethics officers
- Launched WesternREM: streamlines business processes, improves information management and reporting capabilities
- Developed and implemented standard operating procedures, updated all existing guidance documents and templates
- Established successful coordinated review process with University of Waterloo

13

## Achievements | WORLDiscoveries

- \$3.6M licensing income, 54 invention disclosures, 14 patents
- **Innovation Ambassadors:** Launched with 15+ ambassadors
- **Medical Innovation Fellows:** BrainsCAN fellow funded; 4 patent applications, 5 start-up companies
- **Vanguard Awards:** Innovator of the Year, Matthew Hebb
- **WORLDiscoveries Asia**
  - \$300K from MRIS to transform initiative to provincial platform
  - \$200K from JITRI to help link to companies, institutions in Jiangsu
  - Represents 25+ Ontario organizations, 60+ technologies
  - Closed 2 licensing deals with Chinese companies (\$1M+)

14

## SMA | Research Performance Metrics

### Five Key Measures

- Tri-Council research income per full-time faculty
- Prestigious doctoral scholarships per full-time faculty
- Number of broad subject areas in which the university is ranked in the top 50 in the QS rankings
- Average citations per full-time faculty
- Times Higher Education Rankings (top 100)
  
- Universities can use up to 10% of funding eligible to PhD allocation for international students
- Universities in the top quartile of 4/5 criteria are eligible to claim 5% more spaces (total 15%)

15

## Research Intensity

|              | FY 2016 |
|--------------|---------|
| McMaster     | \$405.3 |
| Toronto      | \$381.2 |
| McGill       | \$317.6 |
| Montreal     | \$277.1 |
| Ottawa       | \$264.4 |
| Calgary      | \$242.7 |
| Laval        | \$239.8 |
| UBC          | \$227.3 |
| Alberta      | \$210.2 |
| Saskatchewan | \$204.5 |
| Queen's      | \$197.2 |
| Western      | \$167.4 |
| Manitoba     | \$158.1 |
| Waterloo     | \$146.3 |
| Dalhousie    | \$121.0 |

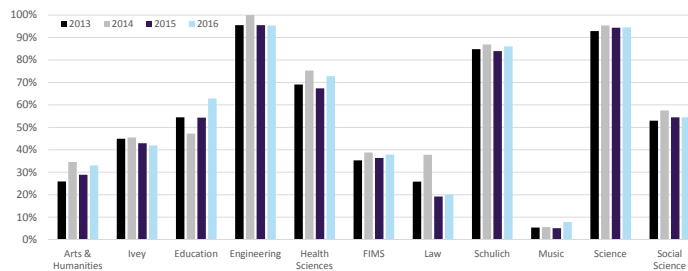
\*Western's faculty counts include affiliated colleges; if excluded: \$210K

### Aggregate 3-Year Average Tri-Council Funding, 2013-16

- Total Tri-Council: \$54.3M (4<sup>th</sup> in ON)
  - CIHR: \$25.6M (3<sup>rd</sup> in ON)
  - NSERC: \$23.7M (5<sup>th</sup> in ON)
  - SSHRC: \$4.6M (5<sup>th</sup> in ON)
- Tri-Council Research Intensity: \$38,647 (6<sup>th</sup> in ON)

16

## Faculty Members Holding Grants



|                              | 2013  | 2014  | 2015  | 2016  |
|------------------------------|-------|-------|-------|-------|
| Full-Time Faculty            | 1,079 | 1,074 | 1,066 | 1,071 |
| % Holding Grants             | 62.5  | 64    | 62.9  | 63.3  |
| % Holding Tri-Council Grants | -     | -     | 60    | 55.2  |

17

## Publication Data

|              | Publications | Citation Rank | Norm. Citation Impact | Citations among top 10% | Books   |
|--------------|--------------|---------------|-----------------------|-------------------------|---------|
| Toronto      | 2            | 2             | 121                   | 3                       | 18      |
| UBC          | 23           | 24            | 111                   | 24                      | 39      |
| McGill       | 42           | 37            | 182                   | 41                      | 48      |
| Alberta      | 59           | 79            | 360                   | 83                      | 118     |
| Montreal     | 79           | 79            | 302                   | 103                     | 146     |
| McMaster     | 127          | 115           | 191                   | 129                     | 153     |
| Calgary      | 132          | 130           | 318                   | 143                     | 126     |
| Ottawa       | 149          | 146           | 329                   | 154                     | 95      |
| Western      | 157 (9)      | 174 (9)       | 480 (11)              | 187 (9)                 | 126 (8) |
| Waterloo     | 193          | 216           | 480                   | 215                     | 125     |
| Laval        | 235          | 241           | 441                   | 245                     | 454     |
| Manitoba     | 301          | 289           | 570                   | 297                     | 295     |
| Dalhousie    | 301          | 291           | 369                   | 293                     | 210     |
| Queen's      | 310          | 341           | 578                   | 332                     | 146     |
| Saskatchewan | 330          | 365           | 670                   | 388                     | 252     |

### Publications and Citations, 2011-2015

- Total publications: 16,250 (4<sup>th</sup> in ON)
- Publications per faculty member: 2.19 (5<sup>th</sup> in ON)
- Total citations: 151,070 (4<sup>th</sup> in ON)
- Citations per paper: 9.3 (4<sup>th</sup> in ON)
- Citations per faculty member: 101 (4<sup>th</sup> in ON)

18

## Times Higher Education World Rankings

|                       | 2014                     | 2015                     | 2016                     | 2017                    | Weighting |
|-----------------------|--------------------------|--------------------------|--------------------------|-------------------------|-----------|
| Teaching              | 38.3 (6 <sup>th</sup> )* | 38.6 (7 <sup>th</sup> )* | 40.1 (7 <sup>th</sup> )  | 41.8 (7 <sup>th</sup> ) | 30%       |
| Research*             | 35.7 (8 <sup>th</sup> )  | 32.4 (11 <sup>th</sup> ) | 34 (9 <sup>th</sup> )    | 36.1 (9 <sup>th</sup> ) | 30%       |
| Citations             | 47.0 (14 <sup>th</sup> ) | 59.0 (12 <sup>th</sup> ) | 69.3 (10 <sup>th</sup> ) | 68.8(10 <sup>th</sup> ) | 30%       |
| Industry Income       | 50.7 (7 <sup>th</sup> )  | 59.7 (4 <sup>th</sup> )  | 55.1 (4 <sup>th</sup> )  | 55.7 (4 <sup>th</sup> ) | 2.5%      |
| International outlook | 63.7 (8 <sup>th</sup> )  | 73.6 (9 <sup>th</sup> )  | 73.6 (9 <sup>th</sup> )  | 75.2 (9 <sup>th</sup> ) | 7.5%      |
| Aggregate Score       | 42.35                    | 46.5                     | 50.12                    | 48.3-51.6               |           |
| International Ranking | 226-250                  | 201-250                  | 201-250                  | 201-250                 |           |
| U15 Ranking           | 9 <sup>th</sup> (tied)   | 8 <sup>th</sup> (tied)   | 9 <sup>th</sup>          | 8 <sup>th</sup> (tied)  |           |

|          |           |         |
|----------|-----------|---------|
| McMaster | 63.4      | 78      |
| Calgary  | 51.14     | 201-250 |
| Western  | 51.1      | 201-250 |
| Waterloo | 51.1      | 201-250 |
| Ottawa   | 49.8      | 201-250 |
| Queen's  | 45.2-48.2 | 251-300 |

### 2016-17

- \* 30% research ranking is composed of:
  - Manuscripts/academic staff: 6%
  - Research income/academic staff: 6%
  - Research reputation: 18%

19

## QS World Rankings

### Globally Ranked Areas (Top 50)

- Sports-related Subjects (30)
- Psychology (38)
- Philosophy (47)



**210**

2017-18 Ranking

- Down from 198 in 2016-17
- Canada rank: 8 (up one spot)

### Ontario Competitors in Top 50

- Toronto (47)
- McMaster (4)
- Western (3)
- Guelph (2)
- Waterloo (1)
- Queen's (1)
- Ottawa (1)

20

## Ongoing Initiatives

- BrainsCAN: up and running
- Ontario Research Fund-RE (all-time high 15 proposals)
- AMC Proposal with Waterloo and McMaster
- \$50M renovation of animal facilities
- Newly opened Western Interdisciplinary Research Building
- Congress 2020 Federation in planning stages (expecting 10K+)
- Superclusters in advanced manufacturing, mining
- New postdoctoral scholarship program

21





**Report to Senate of the Academic Colleague, Council of Ontario Universities**

**Erika Chamberlain, March 2018**

FOR INFORMATION

There was a meeting of the COU Academic Colleagues on 13-14 February. The following agenda items may be of particular interest to Senators.

Provincial budget: the provincial budget is expected to come earlier than usual in light of the June election, and will essentially be the Liberal Party's election platform. Although the COU is advocating for investments in universities, the recent announcements in terms of STEM and AI expansion, the expansion of OSAP, career-ready funding, and the costs associated with the *Fair Workplaces Act*, mean that the COU is not expecting any major new investments to be included in the budget. The budget may include some funds for facilities renewal.

Internationalization: MAESD is developing an internationalization strategy for post-secondary education. The COU is working to shape the development of this strategy, and is encouraging an emphasis on economic development and growth in the province. The COU has received clear signals from government that it will not seek to regulate international tuition, nor will it be initiating enrolment caps for international students.

Student Voices on Sexual Violence: in February and March, MAESD (through the private firm CCI Research) is conducting the Student Voices on Sexual Violence survey, which is open to all full-time post-secondary students in Ontario aged 18 and over. The survey is intended to gather information on climates of sexual violence on campuses, including student experiences, attitudes, and beliefs relating to personal safety and sexual violence. It includes questions about sexual violence supports and reporting procedures, institutional responses to sexual violence, perceptions of consent, and the behaviour of bystanders. Results are expected by the summer of 2018 and, according to the survey website, "will provide the government with information that can be used to assess an institution's efforts to address sexual violence and support students."

**REPORT OF THE HONORARY DEGREES COMMITTEE**

|  | <b>Contents</b>                                 | <b>Consent<br/>Agenda</b> |
|--|---|---------------------------|
|  | <b>Honorary Degree Recipients – Spring 2018</b> | Yes                       |

**FOR INFORMATION**

**Honorary Degree Recipients – Spring 2018**

Special Convocation – Wednesday, April 25 – **JANE GOODALL - DSc**

Schulich School of Medicine & Dentistry – MD Convocation – Friday, May 11  
– **ALASTAIR BUCHAN - DSc**

Richard Ivey School of Business - Spring Convocation Graduate Programs – Friday, June 8  
– **BILL TROOST - LLD**

Western's Spring Convocation – June 12 – 15 and June 18 – 20

The Honorary Degree Recipients who will be honored at the June 2018 convocation ceremonies are listed in [Appendix 1](#).

| SPRING 2018 - #311        | 10:00 a.m.   | 3:00 p.m   |
|---------------------------|--|--|
| <b>Monday, June 11</b>    | No Ceremony  | No Ceremony  |
| <b>Tuesday, June 12</b>   | School of Graduate & Postdoctoral Studies *<br>Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates)<br><br><b>DONALD TRIGGS - LLD</b> | School of Graduate & Postdoctoral Studies *<br>King's University College<br><br><b>ANDY SPRIET- LLD</b><br><b>HELEN SPRIET - LLD</b>   |
| <b>Wednesday, June 13</b> | Faculty of Social Science (BMOS)<br><br><b>GEOFF BEATTIE- LLD</b>  | Faculty of Science (3yr and 4yr, excluding Honors)<br>Faculty of Social Science (3yr and 4 yr, excluding Honors and BMOS)<br><br><b>PAUL HEBERT- DSc</b>                       |
| <b>Thursday, June 14</b>  | School of Graduate & Postdoctoral Studies *<br>Schulich School of Medicine & Dentistry and Faculty of Science (BSc Honors and 4yr)<br><br><b>JOHN KELTON - DSc</b>     | School of Graduate & Postdoctoral Studies *<br>Faculty of Science (Honors)<br><br><b>STEPHEN SCHERER - DSc</b>   |
| <b>Friday, June 15</b>    | School of Graduate & Postdoctoral Studies *<br>Faculty of Engineering<br><br><b>MARIA KLAWE - DSc</b>  | School of Graduate & Postdoctoral Studies *<br>Faculty of Education<br>Schulich School of Medicine & Dentistry (Dentistry)<br><br><b>JO-ANN LEAVEY - LLD</b>                   |
| <b>Monday, June 18</b>    | School of Graduate & Postdoctoral Studies *<br>Faculty of Arts and Humanities<br>Don Wright Faculty of Music<br><br><b>ANTONI CIMOLINO - LLD</b>                       | School of Graduate & Postdoctoral Studies *<br>Brescia University College<br>Faculty of Health Sciences (Honors, 3yr and 4yr, Dips. & Certs.)<br><br><b>ERIC LINDROS - LLD</b> |
| <b>Tuesday, June 19</b>   | Richard Ivey School of Business<br><br><b>NORA AUFREITER - LLD</b>   | School of Graduate & Postdoctoral Studies *<br>Huron University College<br>Faculty of Health Sciences – Kinesiology<br><br><b>JONATHAN MEAKINS - DSc</b>                       |
| <b>Wednesday, June 20</b> | School of Graduate & Postdoctoral Studies *<br>Faculty of Information and Media Studies<br><br><b>DAVID SHORE - LLD</b>  | School of Graduate & Postdoctoral Studies *<br>Faculty of Health Sciences (Nursing)<br>Faculty of Law<br><br><b>FARAH MOHAMED - LLD</b>  |

\*students in graduate programs hosted by the Faculties on the particular day