MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

September 25, 2012

The meeting was held at 1:30 p.m. in the North Meeting Room, Windermere Manor.

PRESENT: Mr.S. Coxford, Chair
Ms. I. Birrell, Secretary

Mr. J. Adams
Dr. C. Beynon
Mr. J. Bitove
Dr. A. Chakma
Dr. R. Darnell
Dr. J. Deakin
Mr. M. Dietrich
Mr. J. Fontana
Ms. L. Gainey
Mr. K. Goldthorp
Ms. L. Gribbon
Ms. S. Grindrod
Mr. H. Hassan
Mr. P. Jenkins
Mr. J. Knowles
Ms. G. Kulczycki
Mr. M. Lafortune
Mr. C. Lassonde
Mr. D. Lemieux
Mr. C. Shah
Dr. S. Sims
Mr. A. Syed
Dr. J. White
Mr. M. Wilson
Mr. K. Zerebecki

By Invitation: R. Langille, L. Logan, L. Miller

REPORT OF THE CHAIR

BG.12-69 On behalf of the Board, the Chair welcomed and introduced two new members of the Board: Laura Gainey and Ahsan Syed.

BG.12-70 **REPORT OF THE PRESIDENT**

The President's report consisted of the following: government update, the imminent arrival of Dr. John Capone as the new Vice-President (Research), leadership review and recruitment update, International Education Panel, Vanier Canada Scholars, Royal Society of Canada Fellows and student enrolment projection. Details are found in his report were distributed with the agenda.

Move-In and Orientation

Ms. S. Grindrod, Associate Vice-President, Housing and Ancillary Services, reported on the move-in process and Orientation for new students. Eighty-eight percent of new students are under-age and there was a strong emphasis in the programming on alcohol awareness. Over 1,000 volunteers helped to make the move-in process successful.

Student Incidents

Members were advised of the recent accidental death of an Ivey student and a report of a sexual assault in a student residence.

BG.12-71 **UNANIMOUS CONSENT AGENDA** [Appendix I]

It was moved by C. Shah, seconded by P. Jenkins,

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

BG.12-72 **Minutes of the Previous Meeting**

The minutes of the meeting of June 21, 2012, were approved as circulated.

REPORT OF THE PROPERTY & FINANCE COMMITTEE [Appendix II]

BG.12-73 **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:

- CGA Ontario Professorship in Accounting
- MBA '80 Faculty Fellowship in Entrepreneurship
- Quarterly Ratio Report on Non-Endowed Funds
- Investment Committee Report – March 2012
- Investment Committee Report – June 2012
- New & Revised Scholarships and Awards

REPORT OF THE AUDIT COMMITTEE [Appendix III]

BG.12-74 **Audited Financial Statements for the Year Ended April 30, 2012**

It was moved by J. Knowles, seconded by M. Wilson,

> That the Board of Governors approve the draft audited combined financial statements for the University for the fiscal year ended April 30, 2012 (Appendix III, Annex 1, Tab 1)
>
> CARRIED

BG.12-75 **Information Item Reported by the Audit Committee**

The Report of the Audit Committee, detailed in Appendix III, contained the following item that was received for information by unanimous consent:

- Financial Statements for related companies and other organizations of The University of Western Ontario for the fiscal year ended April 30, 2012.

ITEMS REFERRED BY SENATE [Appendix IV]

BG.12-76 **Information Items Referred by Senate**

A revised Appendix IV, Items Referred by Senate, contained the following item that was received for information by unanimous consent:

Academic Administrative Appointments

BG.12-77 **Report on the Strategic Mandate Agreements**

Dr. Deakin provided a comprehensive report on Western's response to the Strategic Mandate Agreements. Overhead slides used to highlight the presentation are attached to these minutes as **Appendix 1**.

In response to questions and comments, the following points were noted:

- The Board is receiving the report for discussion and information only; the final report will be provided to members at the time of submission.

- Western's submission is based on the current strategic plan and on initiatives already underway. There is no question, therefore, that the university would be able to meet any metrics that might be established out of the document.

- Changes to the transfer credit process would have little practical impact on Western with respect to taking in transfer students; already high student retention rates mean that there are very few spaces available in upper years for transfer students.

- While institutions have not shared their draft documents, it seems that most universities are taking a proprietary approach and will likely speak to their own strengths.

- With respect to the role of HEQCO, the specific parameters and mandate for the peer review panel to be established are not yet clear.

- Concern was expressed about the timing of the Minister's initiation of the SMA project. The directive was issued in June when most students and faculty were away from campus making consultation difficult. Notwithstanding, the Provost noted that input had been received from Western's faculty and student leadership and both UWOFA and the USC were issuing letters of support for the university's submission.

A member suggested that, although the SMA was before the Board for discussion only, it would be appropriate for the Board to pass a motion supporting the efforts of the administration in pulling together an excellent submission.

It was moved by C. Shah, seconded by C. Lassonde,

> That the Board of Governors express its full support of the direction taken by the senior administration in responding to the request for development of a Strategic Mandate Agreement for submission to the Minister of Training, Colleges and Universities.
>
> CARRIED.

The meeting adjourned to the confidential session.

S Coxford

I. Birrell

Chair

Secretary

Strategic Mandate Agreements

Board of Governors
September 25, 2012

Western

Background / Context

- June 27 – Government released discussion paper on PSE Quality, Innovation, and Productivity
  - **STRENGTHENING** ONTARIO'S CENTRES of CREATIVITY, INNOVATION, and KNOWLEDGE
  - A discussion paper on innovation to make our university and college system stronger

Western

STRENGTHENING ONTARIO'S CENTRES of CREATIVITY, INNOVATION, and KNOWLEDGE

- Government's Vision
  - **Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality, and globally competitive outcomes for students and Ontario's creative economy.**

Western

STRENGTHENING ONTARIO'S CENTRES of CREATIVITY, INNOVATION, and KNOWLEDGE

- Ideas to Drive Innovation and Strengthen Quality
  - **Innovation to Drive System Transformation**
    - **Expanded Credential Options and Supplements**
    - **Credit Transfer, Credential Compatibility, and Student Mobility**
    - **Year-Round Learning**
  - **Quality Teaching and Learning Outcomes**
  - **Technology-Enabled Learning Opportunities**
  - **Creating a Tuition Framework That is Fair for Students and Institutions**
  - **Entrepreneurial and Experiential Learning**

Western

Background / Context

- July 18 – OUSA releases
  - **EDUCATED REFORM: Striving for higher quality of education at Ontario universities**
    - Presents OUSA's position on a range of topics related to delivering high quality education within the Ontario PSE sector
    - Document will form the basis of OUSA's contributions to the productivity and innovation consultations to be held by MTCU

Western

EDUCATED REFORM: Striving for higher quality of education at Ontario universities

- Focuses on 4 Key Issues in Higher Education

1. **WHAT WE PUT INTO AND GET OUT OF THE CLASSROOM**
2. **EXPERIENTIAL EDUCATION AND HOW WE PAY FOR IT**
3. **IMPROVING STUDENT MOBILITY**
4. **EXPAND AND ENHANCE ONLINE LEARNING**

Western

EDUCATED REFORM: Striving for higher quality of education at Ontario universities

1. **WHAT WE PUT INTO AND GET OUT OF THE CLASSROOM**
   a. **Implement Teaching Chairs**
   b. **Gradually Create a Larger Teaching Focused Faculty Stream**
   c. **Learning Outcomes Assessment**

Western

EDUCATED REFORM: Striving for higher quality of education at Ontario universities

2. **EXPERIENTIAL EDUCATION AND HOW WE PAY FOR IT**
   a. **Expanded Experiential Education Opportunities**
   b. **Repurposing Performance Funding**
   c. **Slowing Growth in Merit Scholarships**

Western

EDUCATED REFORM: Striving for higher quality of education at Ontario universities

3. **IMPROVING STUDENT MOBILITY**
   a. **Adopting the Pan-Canadian Protocol on the Transferability of Credits**
   b. **Setting per-course minimum grade requirements to the passing grade**
4. **EXPAND AND ENHANCE ONLINE LEARNING**
   a. **Finalizing a Vision for Ontario's Online Institute**

Western

EDUCATED REFORM: Striving for higher quality of education at Ontario universities

- **OUSA on OTHER REFORM IDEAS**
  - **Universities should be allowed to differentiate naturally**
  - **General support for Satellite Campuses**
  - **Do not support creation of teaching-only universities**
  - **Cautious about Three-Year Degrees**
  - **Cautious about Year-Round Learning**

Western

Background / Context

- July 19 to August – Consultations in the Form of "Innovation & Productivity Roundtable Discussions"
  - Quality Teaching and Learning Outcomes
  - Experiential Learning
  - Technology-Enabled Learning
  - Expanded Credential Options & Supplements

Western

Background / Context

- August 7 – **Letter from Deputy Minister starting the SMA Process**
  - September 30th Deadline
  - Template Provided
    - University's Mandate Statement
    - Vision
    - 3 Priority Objectives
  - HEQCO to establish Peer Review Panel (PRP) to evaluate initial SMAs
  - HEQCO has been directed to have its PRP identify a shortlist of colleges and universities whose submissions demonstrate the greatest ability to serve as lead institutions

Western

SMA: Key Concepts

1. Innovation
2. Productivity (including what level of productivity improvements your institution can achieve in ten years – expressed as a percentage)
3. Student Mobility
4. Student Focused Teaching and Learning
5. Research
6. Access

Western

Western's Stated Priorities

- **The Best Student Experience in a Research-Intensive University**
  - The Best Students
  - High Quality Education and Learning Environment
  - Student Engagement, Interdisciplinary Studies, Undergraduate Research Opportunities, On-Line Learning
- **Enhancing our Research Profile**
  - Improve Research/Scholarship Performance to reach Top 5 in the Country
- **Raising our International Profile**
  - Undergrad Enrolment Expansion, International Scholars, Partnerships/Exchanges, Study-Abroad Initiatives

Western

Moving Forward with our SMA

- Need to align Western's Strategic Priorities with Government Expectations
- Describe where we are, what we have done to get here, and what we still need to do
- Identify specific goals, including measurable targets ??????????????

Western

Early Thinking on 3 Priorities:

- Providing the Best Student Experience
- Providing a learning environment that fosters creativity through exploration, invention and innovation (Research)
- Transforming lives through knowledge mobilization

Western