



BOARD OF GOVERNORS MEETING

**1:00 p.m., Thursday, January 30, 2014
Room 4155 Stevenson Hall**

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 November 21, 2013**
4. Business Arising from the Minutes
5. Reports of Committees:
 - Property & Finance Committee - **Appendix II** (Paul Jenkins)
 - By-Laws Committee - **Appendix III** (Hanny Hassan)
 - Fund Raising and Donor Relations Committee - **Appendix IV** (Jackie Moss)
6. Items Referred by Senate - **Appendix V** (Amit Chakma)
7. Questions from Members
8. Other Business
9. Adjournment to Confidential Session

<i>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.</i>
--

SUMMARY OF AGENDA ITEMS – January 30, 2014 - OPEN SESSION

Adoption of Agenda	ACTION
Report of the President	INFO
Unanimous Consent Agenda – Appendix I	ACTION
Minutes of the Meeting of November 21, 2013 – Open Session	ACTION

Report of the Property & Finance Committee- [Appendix II](#)

StarTech.com Professorship in Customer Insights	INFO
Energy Consortium Fellowship	INFO
Budget Indicators for Previous Fiscal Year	INFO
Key Financial Indicators	INFO
Report on Endowments	INFO
Report on Underwater Endowments	INFO
Investment Committee	INFO
New and Revised Scholarships and Awards	INFO

Report of the By-Laws Committee – [Appendix III](#)

Amendments to Election Procedures	ACTION
Amendments to Special Resolutions 1-J and 1-K – Terms of Reference of the Academic Pension Board and the Administrative Staff Pension Board	ACTION
Amendments to By-Law No. 1	ACTION
Amendments to Rules of Procedures at Meetings	INFO

Report of the Fundraising & Donor Relations Committee – [Appendix IV](#)

Naming Opportunities	INFO
Quarterly Report on Fund Raising	INFO

Items Referred by Senate - [Appendix V](#)

Western's Strategic Plan	ACTION
Performance Indicators Report – November 2013	INFO
Fall 2014 Entrance Standards for Undergraduate First-Year Admissions	INFO
Reports of the Academic Colleague	INFO
Report of the Honorary Degrees Committee	INFO
Questions from Members	

REPORT OF THE PRESIDENT

To: Board of Governors
From: Amit Chakma
Date: January 30, 2014
Re: President's Report to the Board

I'm pleased to provide the following update on important developments and achievements since the last meeting of the Board on November 21, 2013.

Strategic Mandate Agreement: On December 19, 2013, Western submitted to the Ministry of Training, Colleges & Universities an Update to our Proposed Mandate Statement (originally submitted to the provincial government in September 2012) in response to the release of Ontario's Differentiation Policy Framework for Postsecondary Education (November 2013). In our Update, we underscored that the three key priorities outlined in our original September 2012 submission remain integral to our future plans, namely:

1. Strengthening the best student experience.
2. Providing a learning environment that fosters creativity through exploration, discovery, invention and innovation.
3. Transforming lives through knowledge mobilization (by putting knowledge to work to benefit society).

Our Update included proprietary information related to our program and enrolment ambitions, as well as information culminating from our 2013 Strategic Plan renewal, the final draft of which at the time of writing this report is pending final review by Senate. The SMA Update also included enrolment inputs provided by Western's affiliated university colleges. One of the important outcomes we anticipate will

emerge from the SMA process is that the government use them to determine how funding for additional graduate student spaces will be allocated among the province's universities. We look forward to meeting with Special Advisor Paul Genest as he works to secure finalized SMAs by March.

International Education Strategy: On January 15 the federal government announced *Canada's International Education Strategy: Harnessing Our Knowledge Advantage to Drive Innovation and Prosperity*. Among the objectives of the strategy is a desire to establish a pan-Canadian partnership with provinces, territories and other key education stakeholders, while doubling the number of international students coming to Canada by 2022, without displacing domestic students. By attracting more than 450,000 international students and researchers by 2022, federal officials project Canada stands to gain at least 86,500 net new jobs and generate an estimated \$10-billion annual boost to the economy. Ongoing funding of \$5 million annually will go toward supporting the strategy initiatives, as outlined in Canada's Economic Action Plan 2013. Drawing on recommendations made in fall of 2012 by the expert advisory panel I was appointed to chair by Minister of International Trade, Ed Fast, the strategy will also invest \$13 million into the Globallink program of Mitacs, a national not-for-profit that fosters innovation through research and training. The program facilitates student mobility between Canada and Brazil, China, India, Mexico, Turkey and Vietnam.

Alice Munro Chair in Creativity: On December 10, the same day that Alice Munro received the 2013 Nobel Prize in Literature, Western announced the establishment of a new chair in honor of the famed former student and honorary degree recipient. The University has committed \$1.5 million to match donations to the chair, which will enable the Faculty of Arts & Humanities to recruit an exceptional creative writer, teacher and scholar to serve as a mentor for students and faculty. The initiative will also enhance and expand the Writer-in-Residence program which fostered Munro's career when she served the program in 1974-75, during which time she wrote her Governor General's Award winning collection,

Who Do You Think You Are?

Masters of Financial Economics: Western celebrated the launch of a new graduate program designed to provide its first cohort of 15 students with the skills to pursue careers in finance with potential employers such as banks, investment banks, pension funds, hedge funds, private consulting firms and regulatory institutions. The MFE program is a partnership between the Departments of Statistical and Actuarial Sciences, Economics, Faculty of Law and Ivey Business School,

Leadership update: Two Senate committees continue their work to search for a new University Librarian and to review the portfolio of the Vice-Provost (Academic Programs & Students) [Registrar].

ACTIVITIES OF THE PRESIDENT

(November 15, 2013 – January 17, 2014)

November	18	London	Phone call with Arvind Gupta (MITACS)
	19	London	Phone call with Bonnie Dupont (Board Chair, U of Calgary)
	20	London	Paul Davidson (AUCC)
			Royal Society/CRC Reception
	21	London	Board of Governors Lunch and Board Meeting
			Board Members Tour of Ontario Hall
			Annual Board Dinner
	25	London	SCUP
			Pat Whelan, USC Policy Speech
	26	London	Dr. Harvey Weingarten (President, HEQCO) Visit and lunch
			Investment Committee Meeting
			Andrew Lockie (CEO, United Way)
			Kevin Chan
			Future of Canadian Manufacturing Conference Dinner
	27	London	Leaders Forum
December	2	London	Phone Call with Anne Snowden (IICHI)
			Phone call with Jane McAuliffe
			Huron University College 150 th Anniversary Reception & Dinner
			Teleconference AUW Board
	3	London	Dave Patchell Evans (Founder & CEO, Goodlife Fitness)
			Steve Cxford and Chirag Shah
			Senior Operations Meeting
			Phone call with Jake Van Dyk
			Promoted Faculty Reception
	4	London	Phone Call with Brian Timney
			Phone call with Bob Barney
			National Scholars Lunch
			Morgan Rosenfeld (Incoming President Corporate Relations, AIESEC)
			Phone call with Kelly Cole
	5	Toronto	Meeting with Joe Rotman
			Campaign Executive & Volunteer Reception
	6	London	Phone call with Domenic Barton
			Senate
			Teleconference U15 Executive Meeting
	12	London	Teleconference CSTF Governance & Human Resources Committee
			Phone call with Dave Patchell Evans

	13	London	ORF Announcement with Deb Matthews
			Carl Hoefer (Director, Rotman Institute of Philosophy)
	16	London	Lunch meeting with Cec & Susan Rorabeck
			Phone call with Stephen Toope
	17	London	Phone call with David Johnston (GG)
			Phone call with Daniel Woolf (Royal Society of Canada)
			Lunch with Pat Whelan (USC President)
			Special Board Meeting
	18	London	Phone call with Cecilia Yau
			Western Holiday Reception
January	7	London	Deans Meeting
			St. Andrew Luncheon
	8	London	Teleconference CST Governance & Human Resources
			Phone call with David Turpin
		Oakville	Meeting with Christian Lassonde & Pierre Morissette
	9	London	Teleconference CST Board
	10	London	Phone call with Feridun Hamdullahpur (President, U of Waterloo)
			Peer Support Centre Open House
	13	London	SCUP
			Opening Greetings to Master of Financial Economics Official Program Launch
	14	London	SOGS Executive Meeting
	15	Toronto	Minister Edward Fast (Minister of International Trade)
			Teleconference WUSC Executive Committee
	16	London	USC Executive & PVP Annual Meeting

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 Meeting of November 21, 2013	ACTION
----	--	--------

Report of the Property & Finance Committee – Appendix II

2.	StarTech.com Professorship in Customer Insights	INFORMATION
3.	Energy Consortium Fellowship	INFORMATION
4.	Budget Indicators for Previous Fiscal Year	INFORMATION
5.	Key Financial Indicators	INFORMATION
6.	Report on Endowments	INFORMATION
7.	Report on Underwater Endowments	INFORMATION
8.	Investment Committee Membership: Appointment of Additional Member	
9.	New & Revised Scholarships and Awards	INFORMATION

Bylaws Committee – Appendix III

10.	Amendments to Rules of Procedure at Meetings	INFORMATION
-----	--	-------------

Fund Raising and Donor Relations Committee – Appendix IV

11.	Quarterly Report on Fund Raising	INFORMATION
-----	----------------------------------	-------------

Items Referred by Senate – Appendix V

12.	Fall 2014 Entrance Standards for Undergraduate First-Year Admissions	INFORMATION
13.	Reports of the Academic Colleague	INFORMATION
14.	Honorary Degree Recipients – Schulich, Hong Kong and Ivey MBA Spring Convocations 2014	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

November 21, 2013

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

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

Dr. S. Armstrong
Dr. C. Beynon
Mr. J. Bitove
Dr. A. Chakma
Dr. J. Deakin
Mr. M. Dietrich
Mr. J. English
Mr. J. Fontana
Ms. L. Gainey
Ms. S. Grindrod
Mr. H. Hassan

Mr. P. Jenkins
Mr. J. Knowles
Ms. G. Kulczycki
Mr. C. Lassonde
Mr. D. Lemieux
Ms. J. Moss
Mr. C. Shah
Dr. S. Sims
Ms. J. Vanderheyden
Dr. J. White
Mr. M. Wilson

By Invitation: R. Chelladurai, H. Connell, L. Logan, A. Mandich, J. O'Brien, J. Schroeder

BG.13-107

REPORT OF THE PRESIDENT

Dr. Chakma reported on the following issues: Maclean's ranking, Strategic Plan update, Prime Minister Harper's visit at Ivey in Toronto, Governor General's speech at CCOU conference, his trip to China with the Governor General and the establishment of a Chair to honor Alice Munro, Nobel Prize winner and Western alumna.

The President's Report distributed with the agenda included the following topics: government update, leadership update, Strategic Plan renewal update and the President's activities since the September Board meeting.

BG.13-108

UNANIMOUS CONSENT AGENDA [Appendix I]

It was moved by S. Grindrod, seconded by J. Knowles,

That the 15 items listed in Appendix I, Unanimous Consent Agenda, be approved and/or received for information by the Board of Governors by unanimous consent.

CARRIED

BG.13-109

Minutes of the Previous Meeting

The open session minutes of the meeting of September 24, 2013 were approved as circulated.

REPORT OF THE PROPERTY & FINANCE COMMITTEE [Appendix II]

BG.13-110

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:

- Rotman Fellowships, Faculty of Arts and Humanities
- John Thompson Chair – Amendment to Terms of Reference
- Daryl T. Bean Professorship in Law and Women's Studies
- Quarterly Ratio Report on Non-Endowed Funds
- Investment Committee Report
- Housing – Capital Renewal Summary
- New and Revised Scholarships & Awards

REPORT OF THE SENIOR OPERATIONS COMMITTEE [Appendix III]

BG.13-111

Information Items Reported by the Senior Operations Committee

The Report of the Senior Operations Committee, detailed in Appendix III, contained the following items that were received for information by unanimous consent:

- Code of Student Conduct – Annual Report
- Decanal Reappointment – Faculty of Engineering

REPORT OF THE FUND RAISING & DONOR RELATIONS COMMITTEE [Appendix IV]

BG.13-112

Information Item Reported by the Fund Raising & Donor Relations Committee

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

- Imagine Canada Ethical Code Program Renewal

ITEMS REFERRED BY SENATE [Appendix V]

BG.13-113

School of Graduate and Postdoctoral Studies: Dual-Credential Master's Degree between The Norwegian School of Economics ("NHH") and Western (Richard Ivey School of Business)

It was moved by S. Grindrod, seconded by J. Knowles,

That the Board of Governors approve that effective September 1, 2013 the agreement for a Dual-Credential Master's Degree leading to a Master of Science in Economics and Business Administration, with a Major in any field from NHH and a Master of Science in Management from Western (Richard Ivey School of Business), be introduced in the School of Graduate and Postdoctoral Studies as recommended by Senate.

CARRIED (By Unanimous Consent)

BG.13-114 **King's University College: Dual-Credential Degree (2+2) Agreements**

BG.13-114a **International Business School, Chongqing Business and Technology University**

It was moved by S. Grindrod, seconded by J. Knowles,

That the Board of Governors approve:

That the dual-credential degree (2+2) agreement set out in Appendix V, Annex 2, be approved effective May 1, 2013, to allow qualified students registered in the Bachelor of Management or Bachelor of Economics at the International Business School, Chongqing Technology and Business University (CTBU), China, to be admitted into Year 3 of the Bachelor of Management and Organizational Studies (BMOS) with Honors Double Major in either Accounting or Global Commerce (MOS program) and Finance (Economics program), at King's University College, and upon successful completion of the program, to qualify for degrees from both Western and CTBU, as recommended by Senate.

CARRIED (By Unanimous Consent)

BG.13-114b **School of International Business, Dongbei University of Finance and Economics**

It was moved by S. Grindrod, seconded by J. Knowles,

That the Board of Governors approve:

That the dual-credential degree (2+2) agreement set out in Appendix V, Annex 3 be approved, effective May 1, 2013, to allow qualified students registered in the Bachelor of Management or Bachelor of Economics at Dongbei University of Finance and Economics (DUFE), China, to be admitted into Year 3 of either the Bachelor of Management and Organizational Studies (BMOS) (Honors Specialization in Finance and Administration), or the Bachelor of Arts Honors Economics, at King's University College, and upon successful completion of the program, be qualified for degrees from both Western and DUFE.

CARRIED (By Unanimous Consent)

BG.13-115 **Information Items Referred by Senate**

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

- Report of the Academic Colleague
- Academic Administrative Appointments

The meeting adjourned to the *confidential session*.

S. Coxford
Chair

I. Birrell
Secretary

REPORT OF THE PROPERTY AND FINANCE COMMITTEE

Contents	Consent Agenda
StarTech.com Professorship in Customer Insights	Yes
Energy Consortium Fellowship	Yes
Budget Indicators for Previous Fiscal Year	Yes
Key Financial Indicators	Yes
Report on Endowments	Yes
Report on Underwater Endowments	Yes
Investment Committee Membership: Appointment of Additional Member	Yes
New and Revised Scholarships and Awards	Yes

FOR INFORMATION

1. **StarTech.com Professorship in Customer Insights**

At its meeting of December 10, 2013, the Property and Finance Committee approved on behalf of the Board of Governors establishment of the StarTech.com Professorship in Customer Insights, with academic appointment in the Richard Ivey School of Business.

Donor and Funding: StarTech.com has committed a gift of \$1,000,000 in support of a Professorship, Executive Development Bursaries, new teaching, research, and outreach programs designed to understand customers better, and maximize the opportunities for London and region business to gain greater customer insights. The gift is expendable over five years commencing 2013-2014. \$375,000 of the Donor's generous gift will support the StarTech.com Professorship in Customer Insights for a five-year appointment.

Effective Date: October 1, 2013

Purpose: The StarTech.com Professorship in Customer Insights will provide leadership for the Ivey Consulting Projects, customer insights research activities and will support the Customer Insights and Economic Leadership Group.

Criteria: This expendable Professorship will have academic appointment in the Richard Ivey School of Business. The candidate will be a full-time faculty member of the Richard Ivey School of Business with significant expertise in the area of marketing and customer insights. Through teaching and research conducted by the holder of the Professorship, the School will distinguish itself within Canada as the primary source of relevant, applied research in customer insights, and help develop the next generation of business leaders.

Appointment to the StarTech.com Professorship in Customer Insights will be conducted in accordance with the relevant policies and procedures of the University.

The appointment of the Professorship will be for five years, at which time the Professorship will cease to exist.

Renewal: Not applicable

Reporting: The University, through the Ivey Business School, will report annually to the donor regarding the progress and advancement of the Professor's work.

Background:

StarTech.com was founded in 1985 by Paul Seed and Ken Kalopsis and is headquartered in London, Ontario. It is an ISO 9001-registered manufacturer of hard-to-find connectivity and technology parts. The company offers a variety of products, including video extenders, audio and video converters, drive cables, switches, and mobile racks. The company also offers after-sales technical support and repair services. StarTech.com was ranked one of Canada's Top 50 Best Managed Companies in 2011. The award is sponsored by Deloitte, CIBC, the National Post, and Queen's University School of Business. The company was also listed on the Queen's University list of the Best Small & Medium Employers in Canada 2012.

2. **Energy Consortium Fellowship**

At its meeting of January 21, 2014, the Property and Finance Committee approved on behalf of the Board of Governors establishment of the Energy Consortium Fellowship with academic appointment in the Richard Ivey School of Business.

Donor and Funding: The Energy Consortium, a collective industry partnership will generate a \$1.5 million investment, and reinforce the pursuit of unbiased, academic research in energy policy. Industry Partners invest \$250,000 each over five years. Funds from these expendable gifts will provide \$50,000 per year to support the fellowship for a three-year period. Industry Partners to date include:

- TransCanada
- OMERS
- Power Workers' Union

Effective Date: March 1, 2014

Purpose: The Energy Consortium Fellowship will be part of the Ivey Energy Policy and Management Centre, established in 2010 "to be the leading forum for discovering and disseminating new knowledge on energy policy issues." The holder of the Fellowship will contribute significant expertise to the examination of energy policy issues, by conducting academic research, developing case studies and teaching materials, and providing leadership to enhanced student programming.

Criteria: This expendable Fellowship will have academic appointment in the Richard Ivey School of Business. The candidate will be a full-time faculty member of the Richard Ivey School of Business with primary interest and significant expertise in the area of energy policy and management. Through teaching and research conducted by the holder of the Fellowship the School will distinguish itself within Canada as a recognized thought leader and expert commentator in energy policy, and help develop the next generation of business leaders through innovative curriculum development, classroom workshops, and enhanced student initiatives.

Appointment to the Energy Consortium Fellowship will be conducted in accordance with the relevant policies and procedures of the University based on the recommendation of a selection committee consisting of the following members:

- a. A representative of the Dean's office of the Ivey School of Business (also being the Chair of the Selection Committee)
- b. The Executive Director of the Ivey Energy Policy and Management Centre.

The appointment of the Fellowship will be for three years.

Reporting: The University, through the Richard Ivey School of Business, will report annually to the donors regarding the progress and advancement of the Professor's work.

3. **Budget Indicators for Previous Fiscal Year**

See [Annex 1](#).

4. **Key Financial Indicators as at April 30, 2013**

This report summarizes the key financial indicators that are currently being used to report certain elements of the University's financial position to the various committees of the Board of Governors.

The indicators have been broken into four categories:

- Policy Compliance
- Financial Health
- Stewardship & Monitoring
- Performance

The existing indicators have been summarized on the attached template accompanied by brief explanations of each indicator and how it is utilized in [Annex 2](#).

It was agreed at the Board retreat in 2008 that this report would be brought forward to the Board each year and would reflect the results of the fiscal period ending April 30th.

5. **Report on Endowments**

At the Property & Finance Committee Meeting on October 15, 2013, a question was asked about the impact on Western's endowments as a result of the unification of Foundation Western. Western's Combined Financial Statements reflect the total value of endowments from Western and Foundation Western.

Each year, Western responds to a C AUBO (Canadian Association of University Business Officers) Investment Survey. In this response, Western and Foundation Western's endowments are combined for reporting purposes. We provide a report to the Investment Committee annually outlining Western's performance versus university endowments greater than \$100 million. A copy of the most recent survey results, as of December 31, 2012, is attached for information in [Annex 3](#).

More recent market values can also be provided as follows: (in 000s)

	<u>April 30, 2013</u>	<u>September 30, 2013</u>
Western	\$ 250,772	\$ 259,322
Foundation Western	<u>\$ 181,081</u>	<u>\$ 185,359</u>
Total Endowments	\$ 431,853	\$ 444,681

Western becomes the Investment Manager for Foundation Western effective January 1, 2014 and the actual assets of the Foundation will be transferred to Western effective April 30, 2014

6. **Report on Underwater Endowments**

See [Annex 4](#).

7. **Investment Committee Membership: Appointment of Additional Member**

At its meeting on December 10, 2013, the Property & Finance Committee approved the appointment of David Stenason to the Investment Committee for the term January 1, 2014 to December 31, 2016.

In preparing for the transfer of funds from Foundation Western to the university, it has been agreed that one member of the Investment Committee of Foundation Western will sit on Western's Investment Committee during the transition. The current Investment Committee roster is full and, thus, there is no regular seat available on the committee. However, the terms of reference of the committee provide that:

The Committee may add other members for particular purposes, e.g. for the assessment of University land holdings.

It is under this provision that it is proposed that Mr. Stenason be appointed to the Committee.

8. **New and Revised Scholarships and Awards**

See [Annex 5](#).

2012-13 Budget Indicators

FOR INFORMATION

Review of Five Budgetary Indicators

Each spring our annual Operating Budget contains references to important budget indicators: the Carryforward Reserve, the Operating Reserve, Operating Revenue, and Student Aid, along with preliminary estimates of those figures for the fiscal year just ending. Annually in the fall, we report to the Property & Finance Committee the actual values for these indicators. Table 1 shows the final values for these indicators for 2012-13, and historical data back to 1983-84. These are presented to the Committee for information, and to allow for questions that members might have on the data.

(1) Carryforward Reserve

Each year resources are allocated to the individual Faculties and Support Units, with no requirement that they be spent in the year in question. Unspent funds are carried forward into the next budget and appear in the Carryforward Reserve, shown in column (1) of the Table. There is no Board target for the size of this reserve, which reflects a great many individual decisions in our decentralized budgetary environment. The Carryforward Reserve grew sharply from 1988 to 1992, at a time when real operating spending was also growing. The reductions in real operating spending during the 1994 to 1997 period resulted in a sharp fall in the Carryforward Reserve from 1996 to 2001, as units have spent the funds in the Reserve. Carryforward Reserves have been increasing over the past ten years. At April 30, 2012 the Carryforward Reserve had a balance of \$152.2 million, an increase of \$36.5 million from April 30, 2012.

(2) Operating Reserve

For the period 1984 to 1998, the Board recommended a target level of 1% of operating revenues for the Operating Reserve. As column (2) shows, from 1984 to 1996, this target was achieved once (in 1986), and from 1989 to 1996 the Reserve was in deficit position. In 1997 the Operating Reserve achieved the target of 1% after a \$9.3 million transfer from the investment reserve, and in 1998 the Operating Reserve exceeded the target by \$1.8 million. Since 1999 the Operating Reserve target level has been set at \$2.5 million. This target was recently re-affirmed by the Board on April 20, 2009. At April 30, 2013 the Operating Reserve was \$46.7 million, approximately \$44 million above the target level recommended by the Board and above the budgeted Operating Reserve of \$37.9 million. The 2012-13 University Budget shows expenditures forecast to exceed revenues next year, bringing the operating reserve forecast to \$35.2 million in 2013-14.

(3) Student Aid

Student Aid continues to be of high priority to the University. As column (4) indicates, Student Aid grew by approximately 576% between April 1997 and April 2013, in part because of government-mandated transfers of tuition revenues to the student aid budget. During the past year total funds available in the central University Budget for student aid decreased marginally by \$0.6 million reflecting increased support for graduate students and support from the University's private fundraising and endowments.

During these same years Total Operating Revenue (column 3) grew by 156%, thus indicating a growth in the proportion of the budget that is allocated to student aid.

(4) Real Operating Revenue Excluding Student Aid

This measure, shown in column (7), is one indicator of the budgetary stress the University is experiencing. The years shown can be divided into a number of periods: from 1984 to 1993, Real Net Revenue grew by 24.2%, from 1993 to 1998 Real Net Revenue decreased by 9.7%, and from 1998 to 2008 it again increased by 59.0%. In 2009, Real Net Revenue decreased by 1.2%, due mainly to negative investment returns. From 2010 to 2013, Real Net Revenue increased by 12.3%.

(5) Real Operating Revenue Excluding Student Aid per Student FTE

Column 10 provides Real Net Revenue per Student FTE and shows that the budgetary stress on the University is more evident than is concluded in the above indicator. During 1984 to 1993, Real Net Revenue per Student FTE increased by 18.1%, from 1993 to 1998 it decreased by 8.0% and then from 1998 to 2008 Real Net Revenue per Student FTE increased 23.0%. Note that this last period was during a time of significant increases in Real Net Revenue. Between 2009 and 2013, Real Net Revenue per Student FTE has hovered near 2008 levels but with increased volatility.

Table 1

The University of Western Ontario
Operating Reserve & Revenue History

Year Ended	Carryforward Reserve (\$000) (1)	Operating Reserve (\$000) (2)	Change in Real Operating Revenue Excluding Student Aid						Student FTE's (9)	Real Net Revenue Per FTE (\$) (10)=(7)/(9)	% Change (11)
			Total Revenue (\$000) (3)	Total Student Aid (\$000) (4)	Net Operating Revenue (\$000) (5)	C.P.I. (6)	Real Net Revenue (\$000) (7)=(5)/(6)	% Change (8)			
30-Apr-84	3,119	696	145,200	2,527	142,673	1.000	142,673	-	20,961	6,807	-
30-Apr-85	2,673	1,448	153,554	2,711	150,843	1.038	145,321	1.9%	20,918	6,947	2.1%
30-Apr-86	2,551	1,647	160,900	2,808	158,092	1.078	146,653	0.9%	20,787	7,055	1.6%
30-Apr-87	3,215	986	167,701	2,723	164,978	1.127	146,387	-0.2%	20,965	6,982	-1.0%
30-Apr-88	3,046	1,185	183,221	2,770	180,451	1.172	153,968	5.2%	21,426	7,186	2.9%
30-Apr-89	4,278	(502)	197,237	3,003	194,234	1.225	158,558	3.0%	21,951	7,223	0.5%
30-Apr-90	6,878	(1,147)	210,636	3,197	207,439	1.286	161,306	1.7%	22,326	7,225	0.0%
30-Apr-91	9,880	(3,207)	225,572	3,664	221,908	1.367	162,332	0.6%	22,292	7,282	0.8%
30-Apr-92	10,712	(4,828)	240,323	3,934	236,389	1.390	170,064	4.8%	22,814	7,454	2.4%
30-Apr-93	9,807	(4,104)	254,616	3,915	250,701	1.415	177,174	4.2%	22,032	8,042	7.9%
30-Apr-94	11,581	(4,036)	254,075	4,342	249,733	1.418	176,116	-0.6%	22,690	7,762	-3.5%
30-Apr-95	11,595	(3,831)	250,027	5,946	244,081	1.453	167,984	-4.6%	22,505	7,464	-3.8%
30-Apr-96	11,255	(7,122)	252,149	6,754	245,395	1.474	166,482	-0.9%	22,107	7,531	0.9%
30-Apr-97	9,325	2,533	247,540	8,926	238,614	1.499	159,182	-4.4%	21,264	7,486	-0.6%
30-Apr-98	3,315	4,297	253,267	11,489	241,778	1.511	160,012	0.5%	21,629	7,398	-1.2%
30-Apr-99	982	497	271,530	14,277	257,253	1.536	167,482	4.7%	21,754	7,699	4.1%
30-Apr-00	(1,579)	(531)	290,834	17,022	273,812	1.568	174,625	4.3%	22,626	7,718	0.2%
30-Apr-01	3,990	423	312,037	19,834	292,203	1.624	179,928	3.0%	23,350	7,706	-0.2%
30-Apr-02	13,000	7,152	337,817	22,464	315,353	1.652	190,892	6.1%	24,691	7,731	0.3%
30-Apr-03	24,449	7,294	352,543	26,529	326,014	1.701	191,660	0.4%	25,987	7,375	-4.6%
30-Apr-04	41,590	16,154	388,727	32,076	356,651	1.728	206,395	7.7%	27,029	7,636	3.5%
30-Apr-05	45,349	12,144	416,518	31,071	385,447	1.769	217,890	5.6%	27,464	7,934	3.9%
30-Apr-06	47,539	7,311	446,812	34,730	412,082	1.811	227,544	4.4%	27,879	8,162	2.9%
30-Apr-07	45,482	8,953	484,055	37,361	446,694	1.851	241,326	6.1%	28,164	8,569	5.0%
30-Apr-08	55,630	25,465	521,985	43,872	478,113	1.882	254,045	5.3%	27,981	9,079	6.0%
30-Apr-09	47,071	29,007	522,747	48,501	474,246	1.890	250,924	-1.2%	28,197	8,899	-2.0%
30-Apr-10	70,992	31,420	555,479	51,075	504,404	1.924	262,164	4.5%	28,987	9,044	1.6%
30-Apr-11	93,830	33,014	585,915	57,780	528,135	1.987	265,795	1.4%	29,913	8,886	-1.7%
30-Apr-12	115,713	43,947	610,893	60,915	549,978	2.027	271,326	2.1%	30,679	8,844	-0.5%
30-Apr-13	152,223	46,744	633,962	60,341	573,621	2.035	281,878	3.9%	31,018	9,088	2.8%

KEY FINANCIAL INDICATORS

CAPITAL DEBT POLICY 2.30

Policy defines the responsibilities for approval of capital debt, the maximum limits on the amount of capital debt and the system of accountability

Administration reports quarterly to the Property & Finance Committee on the four measures contained within the Capital Debt Policy:

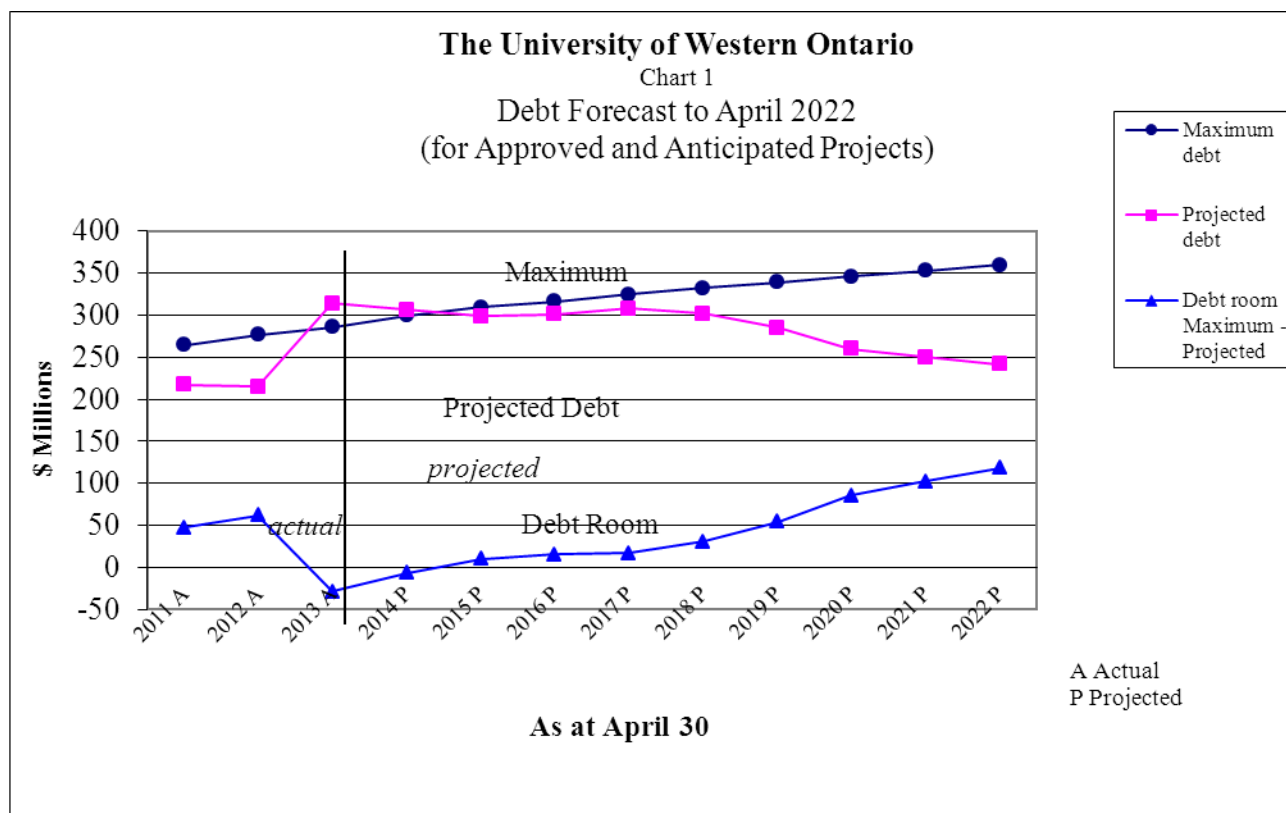
- a) Debt per Student FTE measures the amount of total UWO capital debt on a per FTE basis. The amount of total debt shall remain less than \$7,500 (adjusted by the change in CPI annually) per student FTE.
- b) Ratio of Debt to Total Revenue measures the amount of total UWO capital debt as a percentage of total UWO revenue. Total debt shall remain less than 35% of total revenue.
- c) Debt Service Costs as a Percentage of Revenues measures the percentage of total revenue that is allocated to debt principal and interest payments. The amount of obligatory debt principal and interest payments shall not exceed 4% of total University revenues.
- d) Ratio of Debt to Revenues that are Available for Debt Repayment measures the amount of total UWO capital debt as a percentage of revenues that are available to service debt. Such revenues include ancillary revenue, provincial operating grants, tuition fees and a portion of investment returns, but do not include research grants. Total debt shall remain less than 45% of revenues that are available to repay such debt.

The most limiting of the above ratios is the Debt per Student FTE. The Quarterly Report on Capital Debt informs the Property & Finance Committee about the impact that newly approved and proposed projects will have on the level of capital debt and on the debt ratios.

This Policy is also closely monitored by Standard and Poor's as part of their annual credit rating review of the University.

Chart 1 below shows the maximum debt; actual and projected debt; and Debt Room, which is the difference between the two. Total debt at April 30, 2013 was \$314.1 million.

In June 2011, the Board of Governors approved a recommendation to authorize the University to exceed the limits set out in the Capital Debt Policy, if required, by up to \$45 million for the fiscal periods 2013 and 2014 subject to review and renewal for an additional two years, with a commitment to minimize the quantum of the overage. Chart 1 reflects the relief that is required from 2013 and 2014.



The Capital Debt Policy also provides a guideline for administration to manage the percentage of floating rate debt within the range of 0% - 50% of total debt.

RATIO REPORT ON NON-ENDOWED FUNDS

Administration reports quarterly on the ratio of total investments to total obligations for non-endowed funds. The total obligations reflect funds that are owed to University accounts and other creditors. The Board target for this ratio is an average of 1.08 over the previous 12 quarters. At April 30, 2013 the ratio of investments to obligations for non-endowed funds was 1.36. When this ratio falls below 1.08, draws from non-endowed funds cease until the target ratio is reached as part of an approved annual budget.

BUDGET INDICATORS

This report tracks the actual annual results for five budget indicators: the Carryforward Reserve, the Operating Reserve, Operating Revenue, and Student aid.

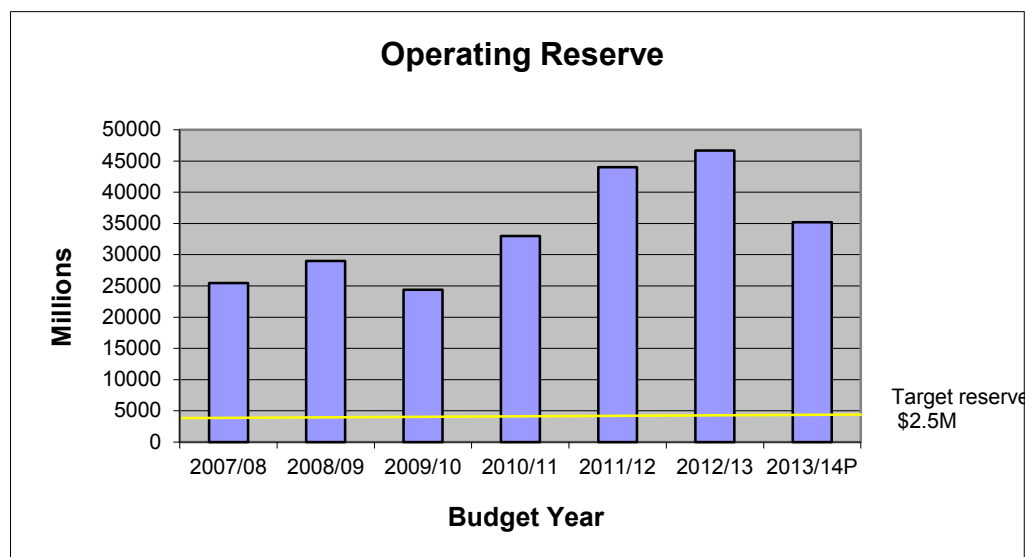
CREDIT RATING (AA)

Standard & Poor's measures financial health using a variety of indicators. The most recent credit rating review was issued February 26, 2013 which reaffirmed Western's AA rating, improving to a Stable outlook based on improvement in financial resources. The rating identified the following rationale for Western's outlook:

- Strong enrollment demand profile
- Good budgetary performance
- Significant growth in unrestricted financial resources
- Tight operating environment for Canadian universities
- Good and fairly stable government support
- Expected Debt Increase in near-term

OPERATING RESERVE

The Board of Governors has set a minimum level for the operating reserve at \$2.5M. The University has maintained an operating reserve above this level since 2002. The 2013/14 operating and capital budgets project the operating reserve at \$35.2M at April 30, 2014.



DEFERRED MAINTENANCE

Deferred maintenance is defined as work on the maintenance of physical facilities that has been deferred on a planned or unplanned basis to a future budget cycle or postponed until funds become available. To avoid increasing the size of the deferred maintenance backlog, it is necessary to carry out replacement of facility components on an annual basis.

As part of the 1995 Strategic Plan, the Board of Governors approved an incremental annual base transfer of \$750,000 from operating to capital in support of maintenance spending for 10 years, from 1996-97 to 2005-06 (the Maintenance, Modernization, and Infrastructure (MMI) transfer). In 2004, Western's Board of Governors approved the recommendation that the base transfer of \$750,000 be continued for another ten years after 2005-06 until 2015-16, when the annual transfer will be \$15.5 million. This commitment establishes Western as a leader among Canadian universities in maintaining its facilities and dealing with deferred maintenance.

For 2009-10 and 2010-11, the Board of Governors approved the transfer be maintained at \$10.25 million. In 2011-12, the base transfer was again increased by \$750,000. The MMI transfer, coupled with Facilities Renewal Funds received from MTCU will allow Western to allocate \$20.2M to maintenance expenditures in 2013-14, representing 1.2% of the Current Replacement Value of our nonresidential buildings, utilities and infrastructure.

Our ability to achieve the 2% target over the long-term is entirely dependent on Facilities Renewal Funds received from government (MTCU).

REPORT ON ENDOWMENTS

Annually, a report is provided to the Property & Finance Committee that details the growth of the endowment portfolio and any underwater endowments (current market value of the funds is less than the original donated amount(s)) that exist. The University's policy with respect to management of endowments permits a temporary draw down of endowment capital on

the premise that the funds will recover. The market value of endowments at April 30, 2013 was \$431.9M versus legal capital of \$393.1M.

REPORT OF THE INVESTMENT COMMITTEE

This report is provided quarterly to the Property & Finance Committee and outlines the performance of the operating and endowment investment portfolio and the recent activities of the Investment Committee.

For the CAUBO investment survey (conducted annually), we report the weighted average of the returns of Western and Foundation Western, as follows:

Annualized Returns as of December 31, 2012						
	<i>1-Yr</i>	<i>2-Yr</i>	<i>3-Yr</i>	<i>4-Yr</i>	<i>5-Yr</i>	<i>10-Yr</i>
Western	11.4%	5.0%	6.7%	9.1%	2.8%	6.3%
Foundation Western	10.6%	3.9%	6.0%	8.4%	3.0%	5.5%
Weighted average	11.1%	4.6%	6.4%	8.8%	2.9%	6.0%

There were 24 universities with endowments in excess of \$100 million at the end of 2012. Western's combined returns are above median for the one-year period ending December 31, 2012 and they matched the benchmark return over the past 10 years. The table below compares Western's return with the distribution of the returns for the largest 24 Canadian university endowments.

CAUBO Universe of Universities with Endowments Larger than \$100 Million						
Annualized Return as of December 31, 2012						
	<i>1-Yr</i>	<i>2-Yr</i>	<i>3-Yr</i>	<i>4-Yr</i>	<i>5-Yr</i>	<i>10-Yr</i>
95 th Percentile	13.35%	7.84%	8.77%	11.52%	4.79%	9.37%
75 th Percentile	11.73%	6.43%	7.85%	9.43%	3.63%	6.55%
Median	10.35%	5.50%	7.15%	9.05%	3.00%	6.00%
25 th Percentile	9.65%	5.15%	6.35%	8.45%	2.48%	5.45%
15 th Percentile	6.98%	3.28%	4.82%	7.22%	1.52%	5.02%
Western	11.10%	4.60%	6.40%	8.80%	2.90%	6.00%

CAUBO 2012 Investment Survey: Top 10 Endowment Funds:

	University	Endowment Value (millions)		% Change
		2011	2012	
1	Toronto	\$1,521	\$1,628	+7%
2	British Columbia	\$1,032	\$1,107	+7%
3	McGill	\$912	\$1,016	+11%
4	Alberta	\$764	\$833	+9%
5	Queen's	\$597	\$657	+10%
6	Calgary	\$479	\$538	+ 12%
7	McMaster	\$415	\$456	+10%
8	Manitoba	\$394	\$431	+ 9%
9	Dalhousie	\$368	\$397	+ 8%
10	Western Ontario	\$347	\$390	+12%
		Average change:		+10%

EMPLOYEE FUTURE BENEFITS

Reported annually through the operating budget.

Employee Future Benefits – Obligation and Expense

as a % of Total Expenditures

2008 through 2013

	<u>Obligation</u>	<u>Expense</u>	<u>Total</u>	<u>Obligation</u>	<u>Expense</u>
	(in millions)	(in millions)	(in millions)	%	%
2013	\$362.6	\$22.6	\$ 1,010	35.9%	2.2%
2012	\$339.9	\$19.6	\$ 976	34.8%	2.0%
2011	\$272.1	\$24.0	\$ 952	28.6%	2.5%
2010	\$248.1	\$18.3	\$ 915	27.1%	2.0%
2009	\$229.9	\$21.7	\$ 905	25.4%	2.4%
2008	\$208.2	\$20.0	\$ 845	24.6%	2.4%

FINANCIAL REPORT (OPERATING BUDGETS)

This report is provided to the Property & Finance Committee on a quarterly basis and tracks budget versus actual revenues, expenses and operating reserve.

ANCILLARY FINANCIAL REPORT

This report is provided to the Property & Finance Committee on a semi-annual basis and tracks budget versus actual revenues and expenses for Student Fee Funded units, Ancillaries, Academic Support Units and Associated Companies.

FUNDRAISING

This quarterly report presented to the Property & Finance Committee outlines pledge data for the current and two previous fiscal years and provides a status report on fundraising initiatives.

FIDUCIARY RESPONSIBILITY - KEY FINANCIAL INDICATORS

From Document - Role of the Board of Governors: (attached)

Item 1

To provide stewardship and ensure that University actions support University objectives

Item 8

To ensure adequate resources and financial solvency

TYPE OF INDICATOR	FREQUENCY & REPORT	PERFORMANCE MEASURE	TARGET/ MAXIMUM	OUTCOME
POLICY COMPLIANCE Capital Debt Policy 2.30	Quarterly Report on Capital Debt (P&F - September, January, March, June)	Debt per Student FTE Ratio of Debt to Total Revenue Debt Service Costs as a Percentage of Revenues Ratio of Debt to Revenues that are Available for Debt Repayment Maximum allowable debt based on Student FTE Floating rate debt between 0% - 50% of total debt	\$9,209 35% 4% 45% \$285.6 0-50%	Actual at April 30/13: \$10,125 29% 1.4% 41% 314.1 2%
Ratio on Non-endowed Funds (also an indicator of Financial Health)	Quarterly Ratio Report on Non-Endowed Funds (P&F - September, January, March, June) (Investment Committee)	Target Ratio of Investments to Obligations	1.08	1.36
FINANCIAL HEALTH Budget Indicators	Annual (P&F - October)	Carryforward Reserve Operating Reserve Student Aid Real Operating Revenue excluding Student Aid Real Operating Revenue excluding Student Aid per Student FTE	N/A \$2.5M N/A N/A N/A	\$152.2 \$46.7 \$60.3 \$281.9 \$9,088
Credit Rating	Annual	External credit rating - Standard & Poor's	AA	AA - February 2013
STEWARDSHIP & MONITORING Statutory Financial Statements	Annual (Audit Committee - September)	Approval of Combined Financial Statements Approval of Retirement Income Fund Financial Statements Pension Financial Statements for information	N/A N/A N/A	Unqualified Audit Opinion Unqualified Audit Opinion -
Audit Findings Report	Annual (Audit Committee - September)	External auditors report to the Audit Committee.	N/A	No recommendations/ No Audit Differences
Operating Reserve	Annual Budget (P&F - April)	Minimum target set by Board	\$2.5M	\$46.7
Deferred Maintenance	Annual Budget (P&F - April)	Comparison annually to 2% target	2%	Budget 1.5%
Report on Endowments	Annual (P&F - October)	Endowment Performance and Underwater endowments Endowment per FTE Rank of Endowment/FTE per CAUBO Investment Survey Rank - Endowments > \$100M per CAUBO Investment Survey	4% \$12,191 at 12/31/11 19 10	One year 12.1% \$13,696 at 12/31/2012 20 10
Report of the Investment Committee	Quarterly (P&F - September, January, March, June)	Performance of the operating and endowment investment portfolio and the recent activities of the Investment Committee		See Appendix 1
Employee Future Benefits	Annual Budget (P&F - April)	Reported through the operating budget.	2012-\$339.9M	\$362.6

TYPE OF INDICATOR	FREQUENCY & REPORT	PERFORMANCE MEASURE	TARGET/ MAXIMUM	OUTCOME
PERFORMANCE				
Financial Report (Operating Budgets)	Quarterly <i>(P&F - September, January, March, June)</i>	Performance - Actual versus budget for Operating Budgets Surplus/(Deficit)	\$1M	\$2.8M
Statutory Financial Statements - Combined	Annual <i>(P&F - September)</i>	Excess of revenues over expenses (expenses over revenues)	2012 \$42.0M	\$71.6
Ancillary Financial Report	Semi-Annual <i>(P&F - January, June)</i>	Budget versus actual revenues and expenses for Student Fee Funded units, Ancillaries, Academic Support Units and Associated Companies Surplus/(Deficit)	\$6.2M	\$7.5M
Fundraising	Quarterly <i>Development & Fundraising Committee Property & Finance Committee</i>	Performance against fundraising targets	2011-12 \$60M 2012-13 \$65M	\$64.8M \$60.2M
CAUBO Investment Survey	Annual	Investment portfolio performance against our Canadian peers Endowment per FTE. Included in the Report of the Investment Committee.	No target	-

CAUBO Investment Survey – December 31, 2012

The following outlines Western's endowments in relation to the December 31, 2012 Investment Survey issued by the CAUBO¹ Treasury Committee.

Capital Markets

The performance of Western's portfolio is a reflection of Western's investment policies, the decisions of the Investment Committee within that policy, the implementation of these decisions by staff and the returns that are generated in the capital markets. The table below shows annualized returns as of December 31, 2012.

Annualized returns for periods ending December 31, 2012

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
S&P/TSX	7.19%	-1.08%	4.79%	11.66%	0.81%	9.22%
S&P 500	13.43%	8.94	8.99%	8.46%	1.84%	2.27%
MSCI EAFE	15.29%	2.13%	2.27%	4.73%	-3.04%	3.80%
DEX Universe Bond Index	3.60%	6.46%	6.64%	6.27%	6.35%	5.97%
DEX 91-Day T-Bills Index	1.01%	1.00%	0.85%	0.80%	1.29%	2.26%

With the strong market returns of 2012, new gifts and net of the allocation for spending, there was significant growth in our endowments.

Total Endowments

In the table below, we have combined the endowment assets of the University and Foundation Western in order to report the total endowments at Western:

Market Value of Endowments

	December 31, 2012		December 31, 2011	
	\$(000's)	%	\$(000's)	%
Western	\$236,959	60.7%	\$212,355	61.1%
Foundation Western	\$153,346	39.3%	\$135,056	38.9%
Total	\$390,305	100.0%	\$347,411	100.0%

With total endowments of \$390.3 million (\$347.4 million in 2011), Western is the 10th largest Canadian university endowment, same as last year.

¹ Canadian Association of University Business Officers

The following table compares the 10 largest Canadian university endowments at the end of 2012 and 2011.

	University	Endowment Value (millions)		% Change
		2012	2011	
1	Toronto	\$1,628	\$1,521	+7%
2	British Columbia	\$1,107	\$1,032	+7%
3	McGill	\$1,016	\$912	+11%
4	Alberta	\$833	\$764	+9%
5	Queen's	\$657	\$597	+10%
6	Calgary	\$538	\$479	+12%
7	McMaster	\$456	\$415	+10%
8	Manitoba	\$431	\$394	+9%
9	Dalhousie	\$397	\$368	+8%
10	Western Ontario	\$390	\$347	+12%
		Average change:		+10%

The change in the value of endowments is the result of investment returns and new donations to endowments, offset by allocations for spending and administrative costs.

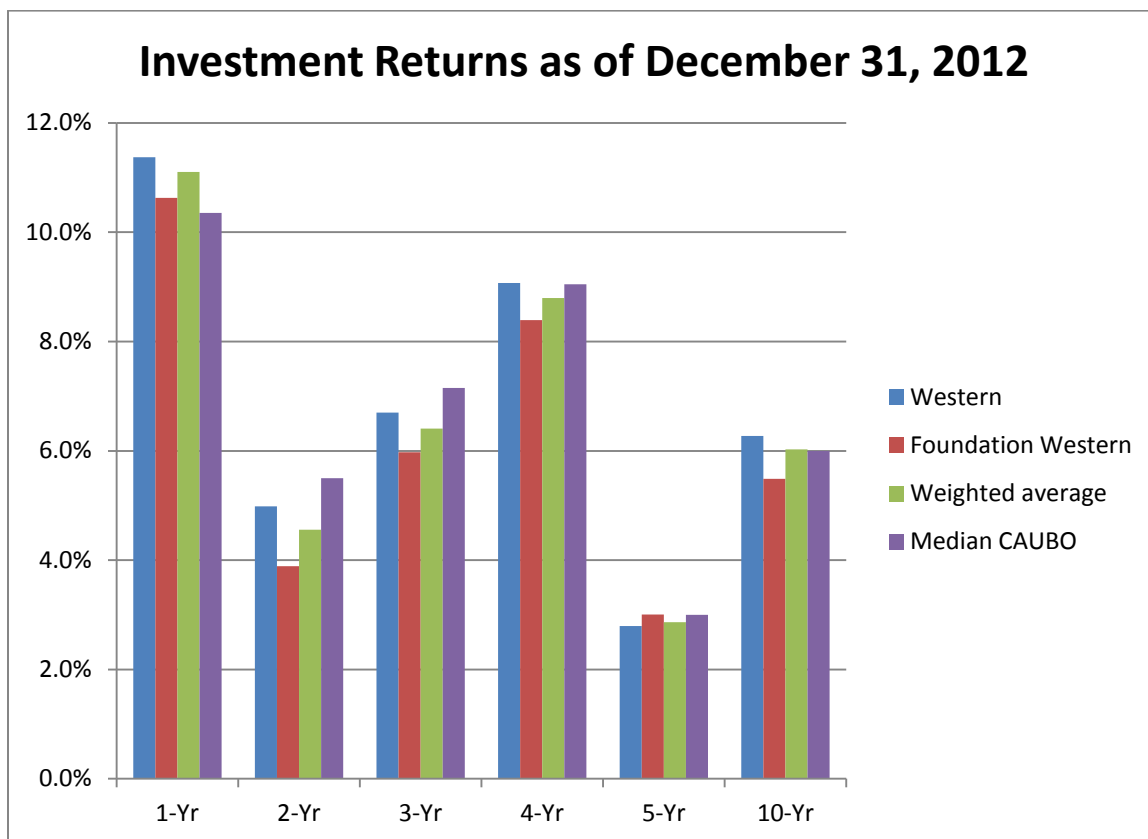
Investment Returns

For the CAUBO Investment Survey, we have reported a weighted average (based on assets) of Western and Foundation Western.

Annualized Returns as of December 31, 2012						
	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
Western	11.4%	5.0%	6.7%	9.1%	2.8%	6.3%
Foundation Western	10.6%	3.9%	6.0%	8.4%	3.0%	5.5%
Weighted average	11.1%	4.6%	6.4%	8.8%	2.9%	6.0%

There were 24 universities with endowments in excess of \$100 million at the end of 2012. Western and Foundation Western's combined returns were above median for the one-year period ending December 31, 2012 and they matched the benchmark return over the past 10 years. However, using Western's Operating & Endowment Fund returns only, the portfolio's returns is above median over the past 1-yr, 4-yr, 5-yr and 10-yr horizons. The table below compares Western's return with the distribution of the returns for the largest 24 Canadian university endowments.

CAUBO Universe of Universities with Endowments Larger than \$100 Million Annualized Return as of December 31, 2012						
	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
95 th Percentile	13.35%	7.84%	8.77%	11.52%	4.79%	9.37%
75 th Percentile	11.73%	6.43%	7.85%	9.43%	3.63%	6.55%
Median	10.35%	5.50%	7.15%	9.05%	3.00%	6.00%
25 th Percentile	9.65%	5.15%	6.35%	8.45%	2.48%	5.45%
5 th Percentile	6.98%	3.28%	4.82%	7.22%	1.52%	5.02%
Western	11.10%	4.60%	6.40%	8.80%	2.90%	6.00%



The next table compares Western's asset mix at the beginning of 2012 with that of the median CAUBO Endowment Fund with greater than \$100 million in assets. It shows an underweight in Canadian equities, cash and alternatives and an overweight in U.S. equities², EAFE equities and bonds.

**Asset Mix
Beginning of 2012**

	Western	CAUBO
Cdn Equities	20.8%	23.4%
U.S. Equities	20.9%	16.9%
EAFE Equities	20.2%	15.8%
Total Equities	62.0%	56.1%
Bonds	30.4%	29.8%
Cash	0.0%	2.1%
Alternatives	7.6%	12.0%

² JPMorgan 130/30 strategy is classified as U.S. equity here.

The table below reconciles Western Operating & Endowment Fund's return of 11.37% with the median return of 10.35% for endowment funds. The Fund's overweight in U.S. and EAFE equities, as well as its underweight in cash compared to the median asset mix have added the most value. Overall, the Fund's asset allocation has added 63 bps over the median CAUBO portfolio, while additional value added through active management, in excess to what the median portfolio has generated, accounted for 39 bps.

Attribution Analysis

Underweight Cash	0.15%
Underweight Cdn Equities	0.04%
Overweight U.S. Equities	0.21%
Overweight EAFE Equities	0.30%
Overweight Bonds	-0.03%
Underweight Alternatives	-0.04%
Total asset allocation	0.63%
Active management (Western)	2.06%
Active management (Median Asset Mix)	-1.66%
Active management difference	0.39%
Total Value Added	1.02%

Western's Investment Objectives

The main investment objectives for the Endowment Fund over time are to add value over a passive benchmark and to earn a real rate of return of 4.0% to support endowment spending and maintain the real value of endowment capital. Western has exceeded the policy return over the past five and ten years. The real return objective of 4% has been maintained over the past 10 and 20 years, although it has not been met over the past five years, mostly due to the large decline in equity markets in 2008.

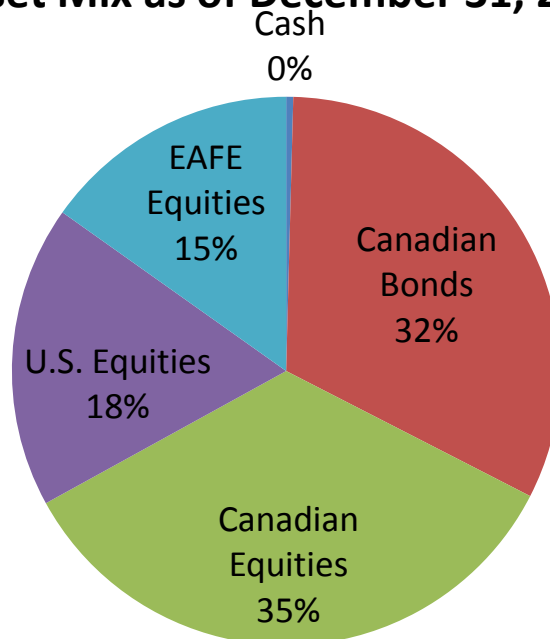
Asset Mix

In 2007, Foundation Western completed its objective to increase equity exposure and reduce bond investments. At the end of 2009, Foundation Western moved its non-Canadian equity exposure from U.S./EAFE separate mandates to a global equity mandate. Foundation Western now has a larger target exposure to public equities and fixed income than Western.

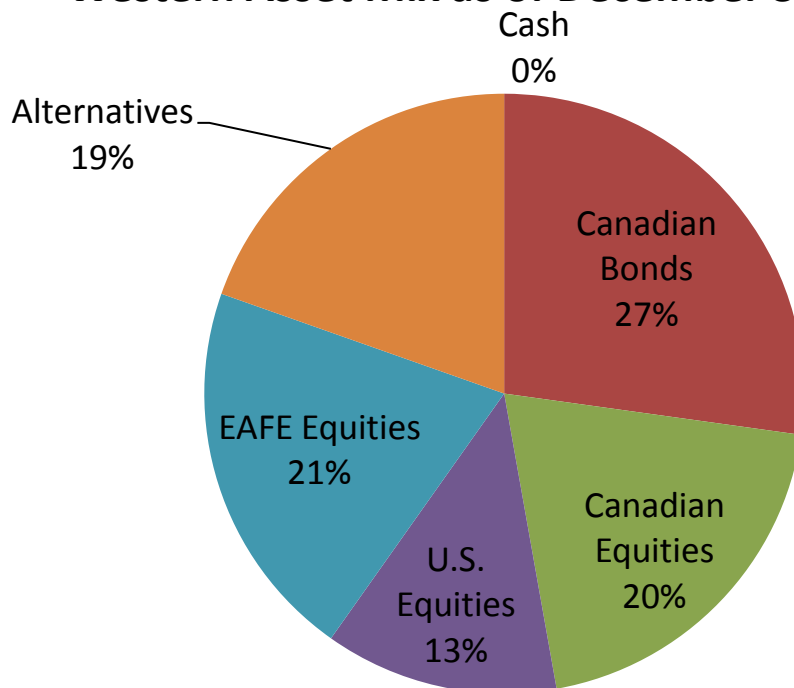
Compared to the average asset mix for funds with assets greater than \$100 million, Western has a similar fixed income exposure (27%), a higher exposure to alternatives³ (19% vs 13%), a smaller public equity exposure (54% vs 58%) and a similar foreign equity exposure (33%).

³ When the JPMorgan 130/30 strategy is classified an alternative investment strategy. Otherwise, Western's allocation to alternatives would be 11%.

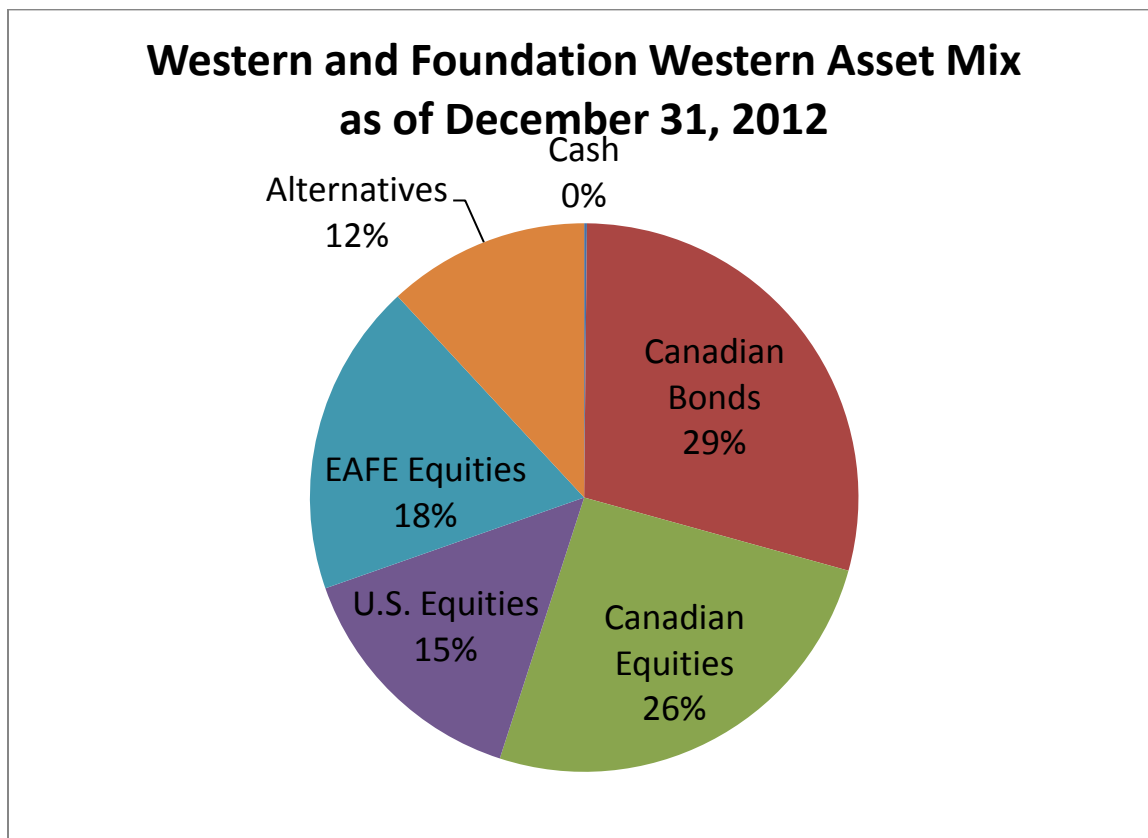
Foundation Western Asset Mix as of December 31, 2012

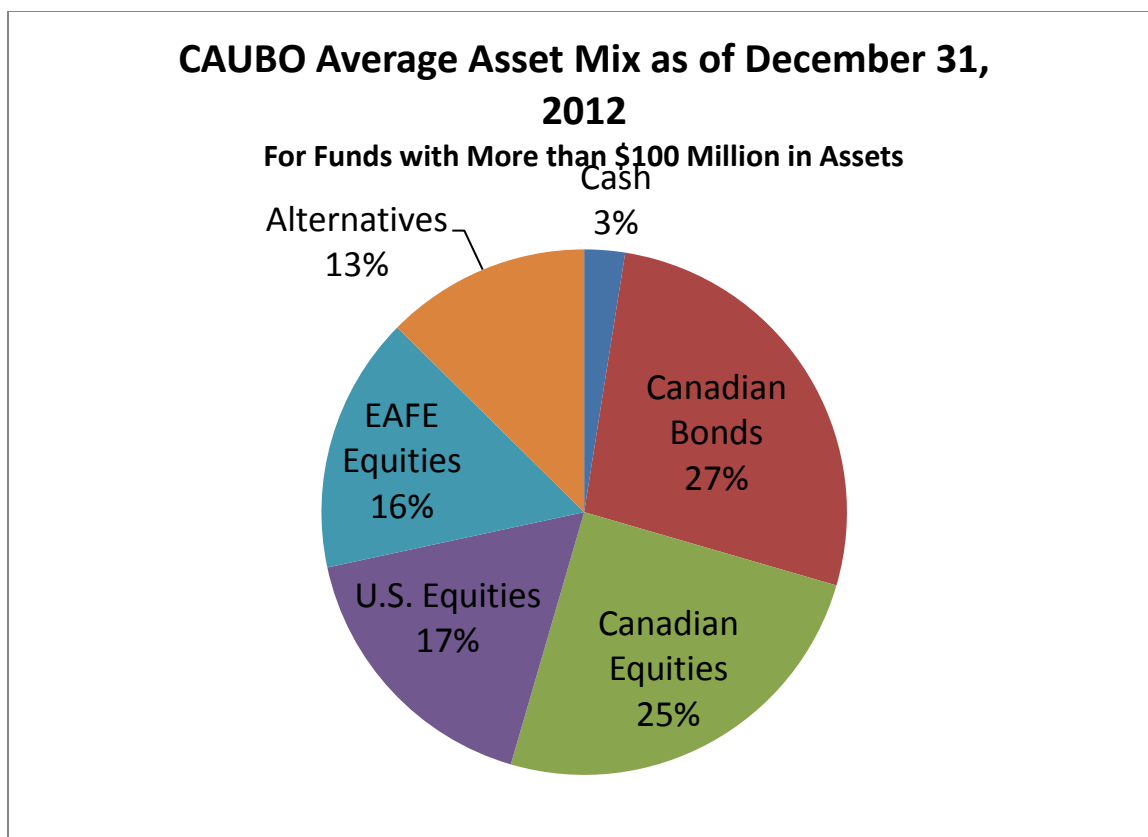


Western Asset Mix as of December 31, 2012



The combined asset mix for Western and Foundation Western was as follows as of December 31, 2012:





Cost Summary

Western's total external fees (Western Endowment and Foundation Western combined), were \$1,838,000 in 2012, or 47.1 bps of total assets. Using Western Endowment alone, fees are 50.0 bps of assets. This compares to a median of 41 bps. It should be noted that some funds have significant internal expenses.

External Fees **Endowments with Assets Greater than \$100 million**

Maximum	0.89%
95th percentile	0.87%
75th percentile	0.58%
Median	0.41%
25th percentile	0.28%
5th percentile	0.21%
Minimum	0.17%

Copies of the CAUBO University Investment Survey are available from either Diane or myself.

Martin Bélanger
July 30, 2013

Report on Underwater Endowments

FOR INFORMATION

The University's policy with respect to the management of endowments permits a temporary draw down of endowment capital outlined in policy number 2.11, as follows:

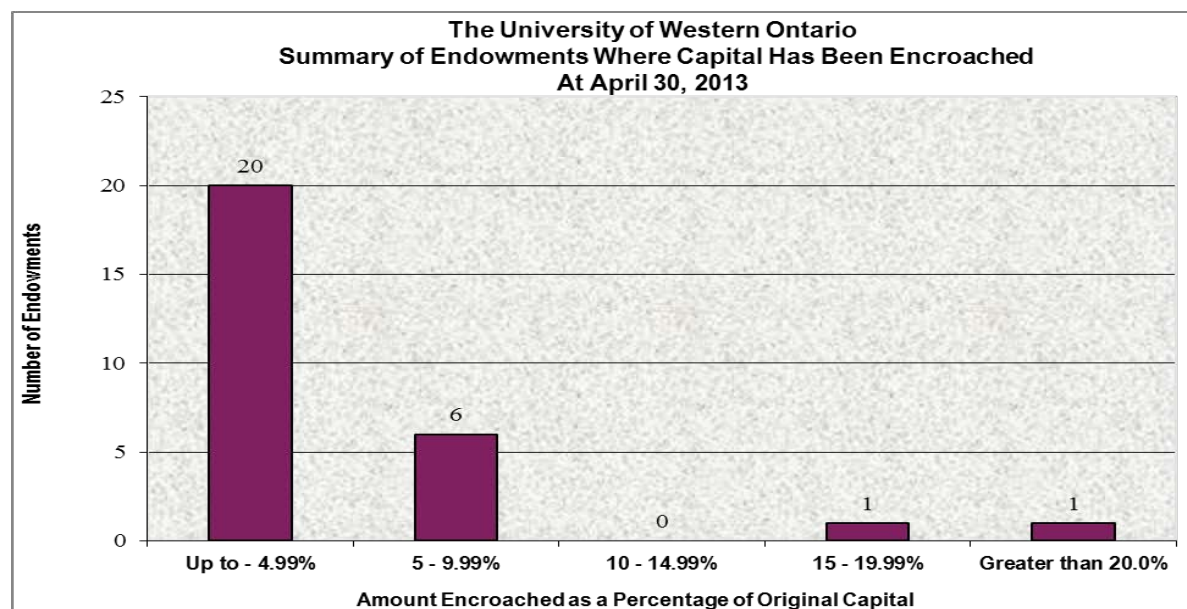
In any particular year, should accumulated investment returns be insufficient to fund the amount made available for spending, endowment capital will be used, with the expectation that such amounts will be recovered from future investment returns.

An endowment becomes underwater when the current market value of the fund is less than the original donated amount.

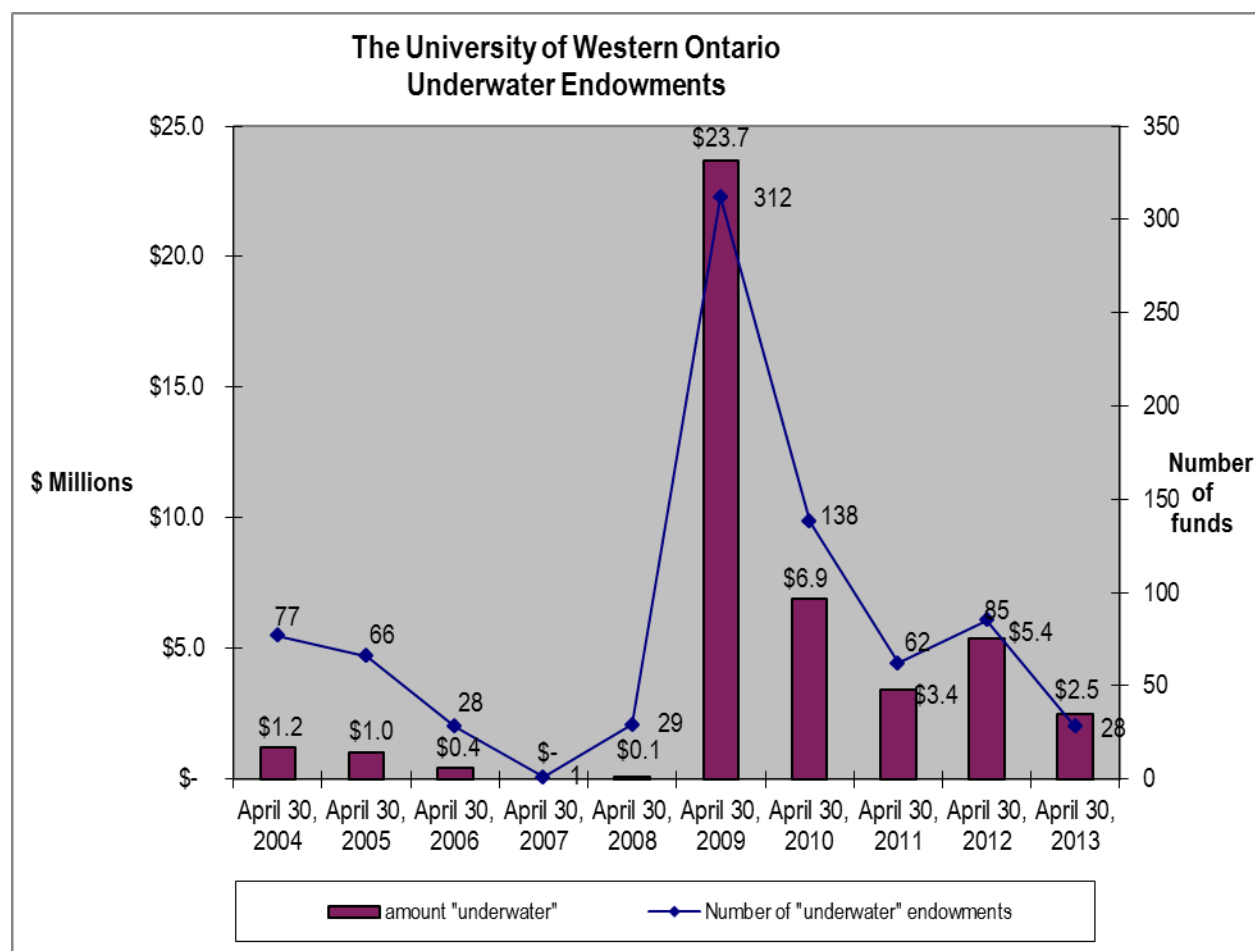
Non-Canadian equity markets significantly outperformed Canadian equities during the year ending April 30, 2013, as the S&P 500 and the MSCI EAFE Index posted returns (in Canadian dollars) of 18.99% and 21.57% respectively, compared to 4.55% for the S&P/TSX, in part due to the weakness of the Materials sector. The Canadian dollar depreciated against the U.S. dollar again during the last fiscal year, which boosted the performance of unhedged investments in U.S. dollars. Hedging a basket of non-North American currencies turned out to be beneficial. Fixed income returns were respectable, despite the low interest rate

Net returns for the Operating & Endowment portfolio for fiscal 2013 were 12.1%. As a result of the strong performance, the number of underwater endowments decreased from 85 at April 2012 to 28 at April 30, 2013. The number of underwater endowments represents approximately 4% of Western's endowments (11% in 2012).

The chart below provides a breakdown of the underwater endowments by the level of encroachment as a percentage of original capital.



The following chart shows the number and amounts of underwater endowments for fiscal years 2004 – 2013.



From April 30, 2004 to April 30, 2013, the total number of endowments at Western increased approximately 21%, from 648 funds to 786. Between April 30, 2004 and April 30, 2013, the market value of Western's endowments has grown by 192% from \$90.4 million to \$264.4 million¹.

The University continued with its plan to diversify the holdings of the Operating & Endowment fund by investing in alternative investments. Allocations to private equity, real estate and commercial mortgages all positively contributed to performance during the year ending April 30, 2013 and represented approximately 11.1% of the portfolio as at April 30, 2013.

¹ These numbers include \$16.4 million of OSOTF I funds that are invested by Western on behalf of Foundation Western.

SCHOLARSHIPS/AWARDS/PRIZES

FOR INFORMATION

1. New Scholarships, Awards and Bursaries

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

HBA '97 Award (Richard Ivey School of Business)

Awarded to a full-time student entering the HBA Program at Ivey based on academic achievement and financial need. Candidates must complete a financial assistance application, which is available online through the Registrar's Web site, by October 31. The Office of the Registrar will determine financial need and the HBA Scholarship Review Committee will select the award recipient. This award was established with Foundation Western and was made possible through the generosity of the HBA '97 class.

This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

Value: 1 at \$2,500

Effective: 2014-2015 academic year only

MBA '97 Award (School of Graduate and Postdoctoral Studies, MBA)

Awarded annually to a full-time student entering the MBA Program at Ivey based on academic achievement and financial need. The MBA Scholarship Review Committee, with at least one member of the selection committee who holds membership in the School of Graduate and Postdoctoral Studies, will select the award recipient. This award was established with Foundation Western and was made possible through the generosity of the MBA '97 class.

This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

Value: 1 at \$900

Effective: May 2014

Ivey Business Leader Award Recipients MBA Leaders Scholarship (School of Graduate and Postdoctoral Studies, MBA)

Awarded annually to a full-time student entering the Master of Business Administration program at the Richard Ivey School of Business based on academic achievement and demonstrated community leadership. Candidates must submit applications for this scholarship at the time of application to the MBA Program at the Richard Ivey School of Business. The MBA Scholarship Review Committee, with at least one member of the selection committee who holds membership in the School of Graduate and Postdoctoral Studies, will make the final selection of the recipient. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of Ivey Business Leader Award honorees.

Value: 1 at \$35,000

Effective: May 2014

Richard and Shelley Baker Football Award (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Football])

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including at the Affiliated University Colleges, who are making contributions as members of the Mustangs Football Team. Preference will be given to students entering first year from the Thames Valley District School Board or the London District Catholic School Board. Candidates must be in compliance with current OUA and CIS regulations. 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%. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head

Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). These awards were established by the Richard and Shelley Baker Family Foundation.

Value: 2 at \$4,000

Effective: 2013-2014 to 2017-2018 academic years inclusive

Larry Shaw Athletic Award (Any Undergraduate or Affiliated University College Student – Athletic Award)
Awarded to a full-time student entering Year 2 at Western or one of the Affiliated University Colleges, who is a member of a varsity team (minimum 70% average). Preference will be given to a student who is a member of the Mustang football team or a student who is a female athlete. The recipient will continue to receive the award for Years 3 and 4 provided that they continue to maintain a 70% academic average along with a full-time course load, and continue to make a contribution as a member of a varsity team. Candidates who are intercollegiate student athletes 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 recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). Once a recipient no longer qualifies to continue receiving the award, a new recipient will be selected. Only one recipient can hold this award at any time. These awards were established with Foundation Western by Mr. Larry Shaw (HBA'62).

Value: 1 at \$4,000 continuing for up to three years

Effective: 2013-2014 academic year (number to be reviewed thereafter)

Marie Smibert Writing Scholarship (Faculty of Arts and Humanities, English and Writing Studies)
Awarded annually to the full-time student with the highest academic achievement in an introductory expository writing course. The recipient will be identified by the undergraduate Scholarship & Awards Committee of the Department of English and Writing Studies and the scholarship will be awarded each spring. In the event of a tie, written course work will be used to select the recipient. This scholarship was established with Foundation Western by H. Marie Smibert (HBA '40).

Value: 1 at \$1,500

Effective: 2013-2014 academic year

Marie Smibert Writing Prize (Faculty of Arts and Humanities, English and Writing Studies)
Awarded annually to the full-time student with the highest academic achievement in Writing 2202F/G - Winning Your Argument: Rhetorical Strategy in a Visual Age. The recipient will be identified by the undergraduate Scholarship & Awards Committee of the Department of English and Writing Studies and the scholarship will be awarded each spring. In the event of a tie, written course work will be used to select the recipient. This scholarship was established with Foundation Western by H. Marie Smibert (HBA '40).

Value: 1 at \$500

Effective: 2013-2014 academic year

Professional and Managerial Association Global Opportunities Award (Any Undergraduate or Graduate Program)

Awarded to students (undergraduate or graduate, excluding students enrolled in the Richard Ivey School of Business) participating in a Western University international experience or study abroad program for which academic credit or approval from their department or faculty will be obtained. Preference will be given to PMA staff members pursuing studies at Western who are dues-paying PMA members or Western students who are the dependents/spouse of a dues-paying PMA member. This includes academic exchange programs; approved study abroad programs; curriculum based international field courses/research, international community service learning; volunteer opportunities and internships led by Western University. To qualify for these awards, the experience must meet at least one of the following criteria:

- Be organized by Western University staff, faculty or department
- Be eligible for academic credit
- Form a required component of the student's degree program

Students participating in any of the above listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 full courses). Students may apply for this award in advance of being accepted into an eligible international learning 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. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on March 15 (for decisions in early May). 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 program of study and how they will be an effective Ambassador for Western. This award was established by a generous gift from the Professional and Managerial Association at Western University.

Value: 5 at \$2,000*

Effective: 2013-2014 to 2017-2018 academic years inclusive

**The PMA will donate \$5,000 each year and \$5,000 will be matched by the University through the Global Opportunities Award Program each year.*

McCann Family Football Championship Award (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Men's Football])

Awarded to full-time undergraduate or graduate students, in any year of any degree program at Western, including the Affiliated University Colleges, who are making significant contributions 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. This committee will base its decision 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 scholarship was established by David (BA '82, Geography; MA '84, Geography; MBA '86) and Marg McCann (BA '83, Physical Education).

Value: 3 at \$4,000

Effective: 2013-2014 to 2017-2018 academic years inclusive

Marg MacLean Women's Volleyball Award (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Women's Volleyball])

Awarded to full-time undergraduate or graduate students, in any year of any degree program at Western, including the Affiliated University Colleges, who are making significant contributions as members of the Women's Volleyball 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. This committee will base its decision 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 scholarship was established by David (BA '82, Geography; MA '84, Geography; MBA '86) and Marg McCann (BA '83, Physical Education).

Value: 2 at \$4,000

Effective: 2013-2014 to 2017-2018 academic years inclusive

MBA 2003 Memorial Award (School of Graduate and Postdoctoral Studies, MBA)

Awarded annually to a full-time graduate student entering the Masters of Business Administration program at the Richard Ivey School of Business, based on academic achievement and financial need. Financial need will be determined by the Richard Ivey School of Business. Candidates must submit applications for this award at the time of application to the MBA Program at Ivey. The successful recipients will be selected by the MBA scholarship review committee, with at least one representative holding current membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award is made possible through the generosity of the MBA Class of 2003 and honours the memory of classmates who are no longer with us, Jimmy Abouchakra and Greg Brine.

Value: 1 at \$5,000

Effective Date: May 2014 to April 2019 (with value to be reviewed after this)

2. **Scholarship and Award Revisions**

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

Dr. Betty Bandeen Graduate Award in English (School of Graduate and Postdoctoral Studies, English)

Change in criteria from:

Awarded in odd years to a full-time graduate student in a Masters or Doctoral program in English, based on financial need and academic performance (minimum 78% average). Applications can be obtained from the Department of English and must be submitted by October 31. A committee in the Faculty of Arts and Humanities, with representation by a current member of the School of Graduate and Postdoctoral Studies, will select the recipient. This award was established through Foundation Western by Dr. Robert Bandeen in memory of his sister, Betty Bandeen, who was a faculty member with the Faculty of Arts and Humanities.

This award is offered through the Ontario Trust for Student Support program, and recipients must meet Ontario residency requirements.

To:

Awarded in odd years to a full-time graduate student in a Masters or Doctoral program in English, based on financial need and academic performance (minimum 78% average). **Preference will be given to students who are Ontario residents.** Applications can be obtained from the Department of English and must be submitted by October 31. A committee in the Faculty of Arts and Humanities, with representation by a current member of the School of Graduate and Postdoctoral Studies, will select the recipient. This award was established with Foundation Western by Dr. Robert Bandeen in memory of his sister, Betty Bandeen, who was a faculty member with the Faculty of Arts and Humanities.

Effective: May 2013

Dr. Max Taylor Nathan Memorial Award in Paediatrics (Schulich School of Medicine & Dentistry)

Change in criteria from:

Awarded to a fourth-year undergraduate student in the Doctor of Medicine (MD) program who has accepted a Paediatric residency program and who demonstrated clinical excellence during the Paediatric rotation. This undergraduate student best exemplifies the Physician roles identified by the undergraduate MD program curriculum objectives, and qualifies for financial need. Application forms can be accessed online through the Registrarial Services Web site and must be submitted by January 31. Once financial need is determined by Registrarial Services, the recipient will be selected by the Progression & Awards Committee for the MD program in the Schulich School of Medicine & Dentistry and the Department of Paediatrics. This award was established by Mrs. Jeanette Nathan and Family through Foundation Western in memory of Dr. Max Taylor Nathan, FRCP(C) (Meds '55).

To:

Awarded annually to the undergraduate Doctor of Medicine (MD) program student at the completion of his/her fourth year who has accepted a Paediatric residency program and who demonstrated clinical excellence during the Paediatric rotation. This undergraduate student best exemplifies the Physician roles identified by the undergraduate MD program curriculum objectives. The recipient will be selected by the Progression & Awards Committee of the Schulich School of Medicine & Dentistry and the Department

of Paediatrics. The recipient will receive the award at the annual May convocation. This award was established by Mrs. Jeanette Nathan and Family with Foundation Western in memory of Dr. Max Taylor Nathan, FRCPC (Meds '55).

Effective: 2013-2014 to 2015-2016 academic year (value to be reviewed thereafter)

Department of Classical Studies Scholarship in Elementary Latin (Faculty of Arts and Humanities)

Change in number from: 1 at \$150

Change to: 2 at \$150

Effective: 2013-2014 academic year only

Dr. Georges Lachapelle Entrance Scholarship (Schulich School of Medicine & Dentistry)

Change in criteria and value from:

Awarded to a francophone Quebec student or students entering the Doctor of Medicine (MD) program.

Value: 1 at \$15,000 continuing for 4 years

To:

Awarded to a full-time francophone Quebec student entering the Doctor of Medicine (MD) program. The scholarship will continue for up to four years provided that the recipient progresses satisfactorily in the Medicine (MD) program. Only one recipient will hold the scholarship at any time. The Office of the Registrar will select the recipient. This scholarship was established with Foundation Western by Dr. Georges Lachapelle (M.D. '45).

Value: 1 at \$22,000, continuing for 4 years

Effective: 2013-2014 academic year

Dr. Georges Lachapelle Scholarship in Family Medicine (School of Graduate and Postdoctoral Studies, Medicine)

Change in value from: 1 at \$2,100

To: 1 at \$5,000

Effective: May 2013

Dr. Cameron Wallace Graduate Student Award in Pathology (School of Graduate and Postdoctoral Studies, Pathology)

Change in criteria from:

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

To:

Awarded to a graduate student who is in second year or beyond of a MSc or PhD Pathology program based on academic achievement, research work **and leadership contributions through departmental and community service**. Eligible students must complete an application with details of their marks in graduate courses, publications and presentations at scientific meetings, **and departmental and community involvement**. Applications can be obtained in the Department of Pathology (**4044 Dental Sciences Building**) and must be completed by April 15. The Graduate Education Committee in the Department of Pathology will select the recipient. A student can receive this award only once. In the event of a tie, the award will be given to two eligible students, each student receiving \$1,000. The Department of Pathology would contribute the additional funds (\$500). This award was established in memory of Dr.

Cameron Wallace by generous gifts from alumni, faculty, staff and friends of the Department of Pathology at Western with Foundation Western.

Effective: May 2013

Alumni Essay Prize in Economics (Faculty of Social Science, Economics)

Change in criteria and value from:

Awarded each term to undergraduate students in Economics who submit the best economics essays as part of their course work. Nominations are requested from each of the instructors teaching an economics essay course shortly after the end of each term. A departmental faculty committee will select the best essays based on content, spelling and grammar, originality and use of references. One award per term will be given to a student in an honors-level economics essay course (except Economics 4400E) and one award per term will be given to a student in a 2100-level economics essay course. Students are eligible to receive this award only once. These prizes are made possible by gifts from Western alumni with Foundation Western.

Value: 4 at \$550 (2 awarded per term)

To:

Awarded **annually** to undergraduate students in Economics who submit the best economics essays as part of their course work. Nominations are requested from each of the instructors teaching an economics essay course shortly after the **end of the academic year**. A departmental faculty committee will select the best essays based on content, spelling and grammar, originality and use of references. One award will be given to a student in an honors-level economics essay course (except Economics 4400E) and one award will be given to a student in a 2100-level economics essay course. Students are eligible to receive this award only once. These prizes are made possible by gifts from Western alumni with Foundation Western.

Value: 2 at \$500

Effective: 2013-2014 academic year

Osler, Hoskin & Harcourt Award in Corporate Finance (Faculty of Law)

Change in value and criteria from:

Awarded annually to a full-time upper year Law student based on academic achievement and ranking in Corporate Finance. Established from a generous donation from Osler, Hoskin & Harcourt LLP.

Value: 1 at \$1,000

To:

Awarded annually to the student in the Faculty of Law with the highest standing in Corporate Finance.

This award was established with Foundation Western through the generosity of Osler, Hoskin & Harcourt.

Value: 1 at \$2,500

Effective: 2013-2014 academic year

Osler, Hoskin & Harcourt Award in Tax Law (Faculty of Law)

Change in name and criteria from:

Awarded annually to a full-time second year Law student in the Area of Concentration: Taxation, based on academic achievement. This award was established by a generous donation from Osler, Hoskin & Harcourt LLP alumni through Foundation Western.

To:

Osler, Hoskin & Harcourt Award in Tax

Awarded annually to the student in the Faculty of Law who has achieved the highest combined average in Income Taxation and Taxation of Corporations and Shareholders. This award was established with Foundation Western through the generosity of Osler, Hoskin & Harcourt.

Effective: 2013-2014 academic year

TD Scholarship in Engineering (Faculty of Engineering)

Change in Value from: 2 new awards at \$1,000 for 2012-2013, continuing for up to 4 years (with number of new awards to be reviewed in 2013-2014)

Effective: 2012-2013 academic year

To:

1 at \$1,000, continuing for up to 4 years

Effective: 2013-2014

James P and Margaret A Carr Ontario Graduate Scholarship (School of Graduate & Postdoctoral Studies, Arts and Humanities)

Change in Effective Date from: May 2012 to April 2013

To: May 2013 to April 2018

Norman E. Nixon and Marie Rämö Nixon Award (School of Graduate & Postdoctoral Studies, Schulich School of Medicine & Dentistry)

Change in value from 1 at \$1000

To: 1 at \$1,500

Effective: May 2013

Concentric Associates International Inc. Award (Faculty of Engineering)

Change in criteria from:

Awarded to a full-time undergraduate student in the Civil Engineering program in third or fourth year, who has achieved a minimum 75% average, is involved in extra-curricular activities, and has demonstrated financial need. Preference will be given to a student in a Concurrent Degree program. In addition to this award, Concentric Associates will offer the recipient a work term with its Company. Applications can be completed online at the Engineering Undergraduate Services Website

(<http://www.eng.uwo.ca/undergraduate>) and must be submitted together with a short statement outlining academic interests and involvement in extra-curricular activities by September 30. The recipient will be selected by the Scholarships and Award Committee in the Faculty of Engineering once the Registrar's Office has assessed financial need. Online financial need applications are available through the Registrar's Office Web site and are also due by September 30. This award was established by a generous gift from Concentric Associates International Inc.

To:

Awarded to a full-time undergraduate student in the Civil Engineering program in third or fourth year, who has achieved a minimum 75% average, is involved in extra-curricular activities, and has demonstrated financial need. In addition to this award, Concentric Associates will offer the recipient a work term with its Company. Applications can be completed online at the Engineering Undergraduate Services Website (<http://www.eng.uwo.ca/undergraduate>) and must be submitted together with a short statement outlining academic interests and involvement in extra-curricular activities by September 30. The recipient will be selected by the Scholarships and Award Committee in the Faculty of Engineering once the Registrar's Office has assessed financial need. Online financial need applications are available through the Registrar's Office Web site and are also due by September 30. This award was established by a generous gift from Concentric Associates International Inc.

Effective: 2013-2014 academic year

Regna Darnell Graduate Scholarship for Fieldwork in Socio-Cultural Anthropology (School of Graduate and Postdoctoral Studies, Anthropology)

Change in Value from: Up to \$6,000 in total available for one or more awards as determined by the Awards Committee.

To: Up to \$4,000 in total available for one or more awards as determined by the Awards Committee.

Effective: May 2013

Undergraduate Engineering Society Bursaries (Faculty of Engineering)

Change in name and value from: 4 at \$1,000

To: Undergraduate Engineering Society Bursary

2 at \$1,700

Effective: 2013-2014 academic year

Sam Katz OSOTF Bursary (Any Undergraduate Program) [REVISED]

Change in value from: 1 at \$900

To: 1 at ~~\$700~~ **\$1,200**

Effective: 2013-2014 academic year

Bruce Alexander Thomas Bursary (Faculty of Law)

Change in value from: 1 at \$1,350

To: 1 at \$1,000

Effective: 2013-2014 academic year

Parents' Fund Ontario Student Bursaries

Change in name and value from: 20 at \$1,000

To:

Parents Fund Ontario Student Bursary

18 at \$1,000

Effective: 2013-2014 academic year

M.C. Mowry Memorial Bursary (Schulich School of Medicine & Dentistry)

Change in value from: 1 at \$800

To: 1 at \$650

Effective: 2013-2014 academic year

St. Michael's Parish Bursary (Any Undergraduate Program)

Change in value from: 1 at \$800

To: 1 at \$650

Effective: 2013-2014 academic year

David Ivor Memorial Bursaries (Faculty of Social Science)

Change in value from: 4 at \$750

To: 4 at \$600

Effective: 2013-2014 academic year

Hon. Edward Blake Scholarship for Second Year Economics (Faculty of Social Science, Economics)

Change in criteria from:

Awarded to the student in second year of an Honors bachelor degree with either an Honors Specialization in Economics or a double Major which includes Economics based on academic achievement (minimum 80% average). The scholarships were endowed by the late Major Hume Cronyn, KC, MP, in memory of his uncle, the Hon. Edward Blake, former Premier of Ontario and, later, member of the British House of Commons.

To: Awarded to a student with high standing (minimum of 80%) in second year who is continuing in third year of the an Honors bachelor degree with either an Honors Specialization in Economics, or a double Major, which includes Economics.

Effective: 2013-2014 academic year

Hon. Edward Blake Scholarship for Third Year Economics (Faculty of Social Science, Economics)

Awarded to the student with the highest standing (minimum 80%) in third year of an Honors bachelor degree with either an Honors Specialization in Economics or in a double Major which includes Economics. The scholarships were endowed by the late Major Hume Cronyn, KC, MP, in memory of his uncle, the Hon. Edward Blake, former Premier of Ontario and, later, member of the British House of Commons.

To:

Awarded to the student with the highest standing (minimum 80%) in third year who is entering fourth year of an Honors bachelor degree with either an Honors Specialization in Economics, or in a double Major, which includes Economics.

Effective: 2013-2014 academic year

Andrew Grant Scholarship for Second Year Economics (Faculty of Social Science, Economics)

Change in criteria from:

Awarded to a student in second year of an Honors bachelor degree with either an Honors Specialization in Economics or a double Major which includes Economics based on academic achievement (minimum 80%).

To:

Awarded to a student with high standing (minimum of 80%) in second year who is continuing in third year of an Honors bachelor degree with either an Honors Specialization in Economics, or a double Major, which includes Economics.

Effective: 2013-2014 academic year

Andrew Grant Scholarship for Third Year Economics (Faculty of Social Science, Economics)

Change in criteria from:

Awarded to a student in third year of an Honors bachelor degree with either an Honors Specialization in Economics or a double Major which includes Economics based on academic achievement (minimum 80%).

To:

Awarded to a student with high standing (minimum of 80%) in third year who is continuing in fourth year of an Honors bachelor degree with either an Honors Specialization in Economics, or a double Major, which includes Economics.

Effective: 2013-2014 academic year

Andrew Grant Scholarship in Second Year Political Science (Faculty of Social Science, Political Science)

Change in criteria from:

Awarded to the student with the highest standing (minimum 80%) in second year of an Honors Specialization in Political Science.

To:

Awarded to a student with the highest standing (minimum 80%) in second year who is continuing in third year of an Honors Specialization in Political Science.

Effective: 2013-2014 academic year

Andrew Grant Scholarship in Third Year Political Science (Faculty of Social Science, Political Science)

Change in criteria from:

Awarded to the student with the highest standing (minimum 80%) in third year of an Honors Specialization in Political Science.

To:

Awarded to a student with the highest standing (minimum 80%) in third year who is continuing in fourth year of an Honors Specialization in Political Science.

Effective: 2013-2014 academic year

Manulife Financial Scholarships in Actuarial Sciences (Faculty of Science, Actuarial Sciences)

Change in name, criteria and value from:

Awarded to students completing the third year of an Honors Specialization in Actuarial Sciences or a double Major in an Honors degree which includes Actuarial Sciences. The scholarship will be awarded based on academic achievement (minimum 80%). The Dean of the Faculty of Science, in consultation with the Chair of Statistics and Actuarial Sciences, will select the recipients. These scholarships were established by a generous gift from Manulife Financial.

Value: 2 at \$1,000

To: Manulife Financial Scholarship in Actuarial Sciences

Awarded annually to an undergraduate student in the third year of an Honors Specialization in Actuarial Sciences, or an Honors Degree in Actuarial Sciences, who has achieved high academic standing (80% or greater), displays leadership abilities and skills as described below, and is interested in participating in a four-month paid work experience with Manulife Financial following third year. This work experience is optional, with placements in Waterloo and Toronto, Ontario. Recipients will be paid at standard rates for the student actuarial pool within Manulife Financial's organization for the work term, exclusive of the scholarship.

The successful recipient will have demonstrated leadership and project management skills developed through participation in school assignments or extra-curricular activities, such as sports, volunteer activities or experience through employment. Leadership skills may include initiative, goal setting, outcome achievement, decision making and problem solving, interpersonal skills and team work, persuasiveness, and verbal and written communication skills. Examples of leadership can include successfully driving issues to closure, influencing others, and resolving issues among peers or team members using communication, decision-making and problem-solving skills.

Selection of the recipient will be made by a committee appointed by the Chair of the Department of Statistical and Actuarial Sciences.

Applications can be obtained from the Department and must be submitted by September 30th. A one-page statement must also be included describing the candidate's leadership abilities, skills and examples as described above, in addition to discussing his or her interest in a career in actuarial sciences and interest in summer employment with Manulife Financial. The recipient will be notified of selection by October 31st. This scholarship was established by a generous gift from Manulife Financial.

Value: 1 at \$4,000

Effective: 2013-2014 academic year

Elizabeth Hardy Global Opportunities Award in Classical Studies (Faculty of Arts and Humanities, Classical Studies)

Change in Effective Date from: 2012-2013 academic year only

To: 2013-2014 to 2017-2018 academic years inclusive

Herman Smith Award in Music (Don Wright Faculty of Music)

Change in number and value from: 1 at \$2,000

Change to: 2 at \$2,000

Effective: 2013-2014 academic year

HBA '60 Award (Richard Ivey School of Business)

Change in criteria from:

Awarded to two students entering either of the undergraduate years of the Honors Business Administration Program, on the recommendation of the Director of the HBA Program based on a combination of financial need and proven ability. These endowed awards were established within Foundation Western by graduates of the Class of 1960 HBA.

To:

Awarded to **a student** entering either of the undergraduate years of the Honors Business Administration Program, on the recommendation of the Director of the HBA Program based on a combination of financial need and proven ability. **This endowed award was** established with Foundation Western by graduates of the Class of 1960 HBA.

Effective: 2013-2014 academic year

Ivey Foundation Continuing Awards In Studio Arts (Faculty of Arts and Humanities)

Change in criteria from:

Awarded annually to full-time undergraduate students entering their first year of study who are pursuing a Honors Specialization in Studio Arts in the Faculty of Arts and Humanities, based on academic achievement and demonstrated financial need. This award will continue provided that the recipients maintain an average of 75%, a full-time course load, and continue to demonstrate financial need each year. The on-line Financial Assistance Application can be accessed through the Office of the Registrar's

Web site and must be submitted by September 30. If a student fails to retain the scholarship, another student from the same year who meets the criteria will be selected. These awards were established through the generosity of the Ivey Foundation.

These awards are offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

To:

Awarded annually to full-time undergraduate students entering their first year of study who are pursuing a Honors Specialization in Studio Arts in the Faculty of Arts and Humanities, based on academic achievement and demonstrated financial need. This award will continue provided that the recipients maintain **an average of 70%**, a full-time course load, and continue to demonstrate financial need each year. The on-line Financial Assistance Application can be accessed through the Office of the Registrar's Web site and must be submitted by September 30. If a student fails to retain the scholarship, another student from the same year who meets the criteria will be selected. These awards were established through the generosity of the Ivey Foundation.

These awards are offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

Effective: 2013-2014 academic year

Tim Wiggan Rugby Scholarship (Any Undergraduate or Graduate Program including the Affiliated University Colleges, Athletic Award [Men's Rugby])

Change in Value from : Number and value will vary (\$5,000 available each year)

Effective: 2011-2012 to 2012-2013 academic years inclusive

To: Number and value will vary

Effective: 2013-2014 to 2014-2015 academic years inclusive

Larry Shaw Athletic Award (Any Undergraduate Program, including Affiliated University Colleges – Athletic Award)

Change in name, criteria, and value from:

Awarded to full-time students entering Year 2 at Western or one of the Affiliated University Colleges, who are members of a varsity team (minimum 70% average). Preference will be given to one student who is a member of the Mustang football team and one student who is a female athlete. The recipients will continue to receive the award for Years 3 and 4 provided that they continue to maintain a 70% academic average along with a full-time course load, and continue to make a contribution as a member of a varsity team. Candidates who are intercollegiate student athletes 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 recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). Once a recipient no longer qualifies to continue receiving the award, a new recipient will be selected. Only two recipients can hold this award at any time. These awards were established with Foundation Western by Mr. Larry Shaw (HBA'62).

Value: 2 at \$4,000 continuing for up to three years

To:

Larry Shaw Athletic Continuing Entrance Scholarships

Awarded to full-time students entering first year at Western or one of the Affiliated University Colleges who are members of a varsity team, based on academic achievement (minimum 80% average). The recipients will continue to receive the scholarship provided that they maintain a 70% academic average along with a full-time course load and continue to make a contribution as members of a varsity team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients. No new recipients will be selected once the current recipient completes his or her program or fails to qualify to continue receiving the scholarship. These scholarships were established by Mr. Larry Shaw (HBA'62) through Foundation Western.

Value: 2 at \$2,500 continuing up to four years

Effective: 2013-2014 to 2015-2016 academic years inclusive

Alan G. Davenport Memorial Scholarship (Faculty of Engineering)

Change in Number from 1 at \$1,600

To 2 at \$1,600

Effective: May 2013 to April 2014 only (then will revert back to 1 at \$1,600 Effective May 2014)

Walter A Thompson Alumni Fellowships (Ivey Business School)

Change in name, criteria and value from:

Awarded annually to outstanding students entering the HBA program at the Richard Ivey School of Business. These awards were established by alumni of the school as a tribute to Walter A. Thompson who, for over forty years, was a member of its faculty and contributed in so many ways to its growth and standing as an internationally recognized institution.

Value: 2 at \$1,000

To:

Walter A Thompson HBA Award

Awarded annually to an outstanding student entering the HBA program at the Richard Ivey School of Business. The HBA Scholarship Review Committee will select the award recipient. This award was established with Foundation Western by alumni of the school as a tribute to Walter A. Thompson who, for over forty years, was a member of its faculty and contributed in so many ways to its growth and standing as an internationally recognized institution.

Value: 1 at 1,300

Effective: 2014-2015 academic year

William Quinn HBA Scholarships (Richard Ivey School of Business)

Change in criteria from:

Awarded to two students entering the Honors Business Administration program at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. The award will be renewed for year two for students who have successfully completed HBA1. If a student does not meet these requirements, year two students will have an opportunity to apply for this award. The HBA Scholarship Committee of the Richard Ivey School of Business will select the scholarship recipients. These scholarships are made possible by a generous gift from Bill Quinn, HBA '81.

To:

Awarded to **one female and one male full-time student** entering the Honors Business Administration program at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. The award will be renewed for year two for students who have successfully completed HBA1. If a student does meet these requirements, year two student will have an opportunity to apply for this award. The HBA Scholarship Committee of the Richard Ivey School of Business will select the scholarship recipients. These scholarships are made possible by a generous gift from Bill Quinn, HBA '81.

Effective: 2014-2015 academic year

Maple Leaf Capital LLP HBA Scholarship in Finance (Richard Ivey School of Business)

Change in name, criteria, value and effective date from:

Awarded annually to a full-time student entering his or her second year of the HBA Program at the Richard Ivey School of Business who received the highest grade in the 3303 Finance course. The recipient must be enrolled in a minimum of two second year HBA finance electives. In the event of a tie, the award will be split between the students who meet the above criteria. The HBA Scholarship Committee will make the final selection of the recipient. This award was established by a generous donation from Maple Leaf Capital LLP.

Value: 1 at \$8,776

Effective: 2013-2014 academic year only

To:

Maple Leaf Capital HBA Scholarship in Finance

Awarded annually to a full-time student entering his or her second year of the HBA Program at the Richard Ivey School of Business who received the highest grade in the 3303 Finance course. The recipient must be enrolled in a minimum of two second year HBA finance electives. In the event of a tie, the award will be split between the students who meet the above criteria. The HBA Scholarship Committee will make the final selection of the recipient. This award was established by a generous donation from Maple Leaf Capital, an investment management company with offices in London, Hong Kong, and Los Angeles founded by two HBA graduates in 2002.

Value: 1 at \$10,000

Effective: 2014-2015 through 2018-2019 academic years inclusive

Robert J. Gorman MBA Scholarship (School of Graduate and Postdoctoral Studies, MBA)

Change in value from: 1 at \$4,000

To: 1 at \$5,000

Effective: May 2014

Jessica Jean Campbell Coulson Award (School of Graduate and Postdoctoral Studies, Education)

Change in value from: 1 at \$1,200

To: 1 at \$1,500

Effective: May 2014

Elizabeth T. Dorner Award (Faculty of Education)

Change in value from: 1 at \$1,000

To: 1 at \$1,500

Effective: 2013-2014 academic year

Stephen D. Poland Award (School of Graduate and Postdoctoral Studies, Microbiology & Immunology)

Change in value from: 1 at \$1,100 and a plaque

To: 1 at \$1,200 and a plaque

Effective: May 2013

F. C. Biehl Memorial Award For Excellence in English Education (Faculty of Education)

Change in value from: 1 at \$450

Change to: 1 at \$550

Effective: 2013-2014 academic year (value to be reviewed thereafter)

The Leflar Foundation Bursary

Change in name, value and criteria from:

Awarded annually to an undergraduate student who demonstrates financial need. Preference will be given to a student whose permanent residence is in the Owen Sound area and who comes from a family with a single parent. Created to assist needy students from families with a single parent family by Mrs. Eva Leflar, principal of The Leflar Foundation.

Value: 1 at Up to \$1,000

To:

The Leflar Foundation Bursary OSOTF I

Awarded annually to an undergraduate student who demonstrates financial need. Preference will be given to a student whose permanent residence is in the Owen Sound area, or Grey and Bruce counties, and who comes from a family with a single parent. Online financial assistance applications are available through the Registrar's website and must be completed by October 31st. The Office of the Registrar will select the recipient. These bursaries were created to assist needy students from families with a single parent family by Mrs. Eva Leflar, principal of The Leflar Foundation. This gift is supported by the Ontario Student Opportunity Trust Fund I program and recipients must meet Ontario residency requirements.

In 1990, Eva started the Eva Leflar Foundation, with a mandate to provide support to the children of Owen Sound and Grey counties. In its 20 year history, her foundation has provided scholarships to graduating high school students and students at several Ontario universities. Eva died in 2012 at age 93.

Value: 1 at up to \$5,000

Effective: 2013-2014 academic year only

Value: 1 at \$1,100

Effective: 2014-2015 academic year

KPMG Foundation Award in Finance and Administration (Faculty of Social Science, Management and Organizational Studies)

Change in criteria from:

Awarded to a full-time undergraduate student in Year 2 of the Finance and Administration stream of a four-year degree program in Management and Organizational Studies, based on academic achievement

(minimum 80% average) and demonstrated financial need. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by September 30. The Office of the Registrar will determine financial need and the BMOS program will select the recipient. The award will continue in Years 3 and 4 of the BMOS degree program provided that the recipient maintains an 80% average and a full-time course load. Only one recipient will receive this award in any given year. If the recipient fails to meet these requirements, another student from the same year will be selected based on the criteria stated herein.

To:

Awarded to a full-time undergraduate student in Year 2 of the Finance and Administration stream of a four-year degree program in Management and Organizational Studies, based on academic achievement (minimum **70%** average) and demonstrated financial need. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by September 30. The Office of the Registrar will determine financial need and the BMOS program will select the recipient. The award will continue in Years 3 and 4 of the BMOS degree program provided that the recipient continues to meet criteria for the award. Only one recipient will receive this award in any given year. If the recipient fails to meet these requirements, another student from the same year will be selected based on the criteria stated herein.

Effective: 2013-2014 academic year

Elsie Victoria Laing Award in Nursing (Faculty of Health Sciences, Nursing)

Change in criteria from:

Awarded to a full-time, undergraduate student registered in first year of the Bachelor of Nursing Science program with a minimum 70% admission average and financial need. Preference will be given to a female recipient who has a strong desire to become a nurse, but experienced obstacles in her personal life that led to a delay in pursuing a degree in nursing of one or more years following completion of high school. Applications can be accessed through the Registrarial Services' Web site and should be accompanied by a one-page statement describing the student's desire to become a nurse and obstacles experienced in pursuing a nursing degree. Submission deadline for application and statement to the Registrar's Office is October 31st. The Office of the Registrar will select the recipient. This award was established by Dr. William Laing in memory of his wife, Elsie Victoria Laing.

To:

Awarded to a full-time, undergraduate student registered in first year of the Bachelor of Nursing Science program with a minimum 70% admission average and financial need. Preference will be given to a female recipient who has a strong desire to become a nurse, but experienced obstacles in her personal life that led to a delay in pursuing a degree in nursing of one or more years following completion of high school. Online financial assistance applications can be accessed through the Office of the Registrar's website and must be accompanied by a one-page statement describing the student's desire to become a nurse and obstacles experienced in pursuing a nursing degree. Submission deadline for application and statement to the Registrar's Office is **September 30th**. The Office of the Registrar will select the recipient. This award was established by Dr. William Laing in memory of his wife, Elsie Victoria Laing. Effective: 2014-2015 academic year (with value to be reviewed each year)

Kathleen Morrison Global Opportunities Award (Faculty of Arts and Humanities, Classical Studies)

Change in criteria from:

Awarded to a full-time student enrolled in Classical Studies in the Faculty of Arts and Humanities who is participating in a Western international exchange or study-abroad program, which includes academic exchange programs; approved study-abroad programs; curriculum-based international field courses/research, international community service learning; volunteer opportunities and internships led by Western University. Preference will be given to a student attending the Vindolanda Field School. Students participating in any of the above-listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 courses). Students may apply for this award in advance of being accepted into an eligible international-learning program, with receipt of the award contingent upon acceptance into the program. Students may receive a Global Opportunities award only once during their academic career at Western.

Online applications are available on the Global Opportunities Web site, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on

November 30 (for decisions in early January) and March 15 (for decisions in early May). The recipient will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to the student's development as a global citizen, what the student expects to learn through his or her program of study and how the student will be an effective Ambassador for Western. This award was established by a generous gift from Mr. Andrew Ringlet.
Effective: 2012-2013 academic year only

To:

Awarded to a full-time undergraduate student enrolled in Classical Studies in the Faculty of Arts and Humanities who is participating in a Western University international exchange or study abroad program with preference given to a student attending the Vindolanda Field School. This includes academic exchange programs; approved study abroad programs; curriculum based international field courses/research, international community service learning; volunteer opportunities and internships led by Western University.

Students participating in any of the above listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 full courses). Students may apply for this award in advance of being accepted into an eligible international learning 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. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on March 15th (for decisions in early May). 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 program of study and how they will be an effective Ambassador for Western. This award was established by a generous gift from Mr. Andrew Ringlet.

Effective: 2013-2014 to 2017-2018 academic years inclusive

Tim Wiggan Rugby Scholarship (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Men's Rugby])

Change in Effective Date from:

Effective: 2011-2012 to 2012-2013 academic years inclusive

To:

Effective: 2013-2014 to 2014-2015 academic years inclusive

Dick & Zelma Fisher Distance Clinical Education Award (Faculty of Health Sciences)

Change in criteria from:

Awarded to a full-time undergraduate student who is entering second year or beyond in the School of Nursing, Kinesiology or Health Studies, and who is participating in a rural placement. Recipients will be selected based on academic standing and demonstrated financial need. A one-page statement outlining projected accommodation and travel costs must be submitted to the appropriate School office by March 1. The Faculty of Health Sciences will select the recipient. This award was established by Marnie Denyes, Elizabeth McInnis, Kate McInnis and Sara McInnis.

To:

Awarded to a full-time undergraduate student who is entering second year or beyond in the School of Nursing, Kinesiology or Health Studies, and who is participating in a rural placement (**excluding London and Toronto**). Recipients will be selected based on academic standing and demonstrated financial need. A one-page statement outlining projected accommodation and travel costs must be accompanied. The Faculty of Health Sciences will select the recipient. This award was established by Marnie Denyes, Elizabeth McInnis, Kate McInnis and Sara McInnis.

Effective: 2013-2014 academic year

Strachan Memorial Award (School of Graduate and Postdoctoral Studies, Communication Sciences and Disorders)

Change in criteria from:

Awarded to a graduate student entering the second year of the Communication Sciences and Disorders program in Speech-Language Pathology who has achieved an academic average of at least 80% and indicates a strong desire to specialize in language disabilities in children. The recipient of this award will be selected in September each year by the faculty members in Communication Sciences and Disorders who specialize in the study of children's language disorders. This award was established through Foundation Western.

Effective: 2010-2011 to 2017-2018 academic years inclusive

To:

Awarded to a graduate student **completing the first year** of the Communicative Disorders program in Speech Language Pathology who achieves an academic average of at least 80% and indicates a strong desire to specialize in language disabilities in children. The recipient of this award will be selected each year by a Committee of faculty members in Communication Sciences and Disorders who specialize in the study of children's language disorders. At least one representative must hold membership in the School of Graduate and Postdoctoral Studies. This award was established with Foundation Western.

Effective: May 2013

Rural Community Nursing Student Bursary (Faculty of Health Sciences, Nursing)

Change in Value and Effective Date from: 1 at \$500

Effective: 2009-2010 to 2010-2011 academic years only

To: 1 at \$1,000

Effective: 2013-2014 to 2017-2018 academic years inclusive

Founders Club Western Mustangs Football Awards (Any Undergraduate or Graduate program including the Affiliated University Colleges, Athletic Award [Men's Football])

Change in Criteria from:

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a contribution as members of the Mustangs Football Team. Candidates must be in compliance with current OUA and CIS regulations. 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%. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). These awards are made possible by donations from Mustangs Football alumni and friends.

For two additional awards at \$3,000, preference is to be given to students entering first year from the Thames Valley District School Board or the London District Catholic School Board. These two awards are made possible by a generous donation from the Richard and Shelley Baker Family Foundation.

Effective: 2012-2013 academic year (review required to establish award values for 2013-2014)

To:

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a contribution as members of the Mustangs Football Team. Candidates must be in compliance with current OUA and CIS regulations. 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%. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). These awards are made possible by donations from Mustangs Football alumni and friends.

Effective: 2013-2014 academic year (with review of award values for 2014-2015)

James D. McNabb Bursary in Chemistry (Faculty of Science)

Change in value from: 1 at \$600

Change to: 1 at \$800
Effective: 2013-2014 academic year

3. **Discontinued Awards**

The following awards were discontinued effective May 2013
Osler, Hoskin & Harcourt Prize in Corporate & Commercial Law (Faculty of Law)
HBA 80 Scholarship

The following awards will be discontinued effective May 2014
Gudaitis-Bluzas Health Sector Scholarship (School of Graduate and Postdoctoral Studies, MBA)
Bill (Wilbert) H. Hopper MBA 59 Scholarship
PriceWaterhouseCoopers LLP Dean's HBA Entrance Scholarship

REPORT OF THE BY-LAWS COMMITTEE

	CONTENTS	CONSENT AGENDA
	Amendments to Election Procedures	No
	Amendments to Special Resolutions 1-J and 1-K – Terms of Reference of the Academic Pension Board and the Administrative Staff Pension Board	No
	Amendments to By-Law No. 1	No
	Amendments to Rules of Procedure at Meetings	Yes

FOR APPROVAL

1. **Amendments to Election Procedures**

Recommended: That paragraph A.1(9) of Special Resolution No. 9 – Election Procedures be amended to read:

When only sufficient nominations to fill the vacancies for any constituency are received, the Secretary of the Board shall declare the person(s) elected by acclamation, except when more than one seat with varying term lengths are to be filled and a vote is required to determine the candidate who shall serve the longer term. Where no candidates are nominated for the faculty or staff constituencies, the seat shall remain vacant until the next election. Where no candidates are nominated for a student constituency, the seat shall be filled in a manner to be determined by the Bylaws Committee.

Background:

Elections for student governors are conducted in February for terms to begin July 1. In 2013, no nominations were received for the vacant undergraduate student seat. An interim solution was found for that situation and the seat was filled. The above amendment is meant to address any such situation in the future.

The Board's election guidelines currently say the following:

When only sufficient nominations to fill the vacancies for any constituency are received, the Secretary of the Board shall declare the person(s) elected by acclamation, except when more than one seat with varying term lengths are to be filled and a vote is required to determine the candidate who shall serve the longer term. Where no candidates are nominated, the seat shall remain vacant until the next election.

This regulation applies to all internal elected constituencies: faculty, staff and students. However, since student terms are only two years in length (compared to four years for faculty and staff), the impact of the regulation on the student constituency is more severe. Further, because the student terms are only two years, we have always tried to stagger them. This ensures that we always have at least one undergraduate student who has some experience on the Board who can be called upon to serve on the Property & Finance Committee, which has a very steep learning curve. If a seat remained vacant for a year (which is when the next election would be called), we would lose that advantage. We could, in fact, be in a situation where all three student seats, graduate and undergraduate, would be filled by new members going forward.

The University of Western Ontario Act (the Act) provides that

- 9.(2) Subject to section 16, the failure to appoint or elect a member as provided in subsection (1) does not invalidate the composition of the Board, and, where a default continues for three months after an appointment or election should have been made, the remaining members of the Board may, but shall not be obliged to, elect a member eligible to fill the vacancy.

The proposed amendment to the Election Guidelines would allow the Board to avail itself of this provision in the Act and fill the seat. The amendment leaves it to the Bylaws Committee to determine the means of identifying a candidate for a student vacancy. In 2013 the Bylaws Committee turned to the undergraduate members of the Senate Student Caucus who would be eligible to serve on the Board (consisting of 12 of the 18 student members of Senate, elected across a broad range of academic constituencies) to nominate a student for election by the Board. This process would not necessarily be appropriate in the event that a graduate student seat were involved because graduate students have many fewer seats on Senate. Hence, the recommendation that it be left to the Bylaws Committee to establish the appropriate process based on the circumstances of the time.

2. **Amendments to Special Resolutions 1-J and 1-K – Terms of Reference of the Academic Pension Board and the Administrative Staff Pension Board**

Recommended: That paragraph 6 in each of the terms of reference of the Academic Staff Pension Board (Special Resolution 1-J) and the Administrative Staff Pension Board (Special Resolution 1-K) be amended to read:

Vacancies occurring prior to the expiration of an elected membership term shall be filled by by-election conducted in the same manner as the election described in paragraph 5.

Background:

Last year the Pension Boards' seats are held by members of the pension plan who are elected by their peers. A seat on the Administrative Staff Pension Board became vacant partway through a term. The current terms of reference say that:

Vacancies occurring prior to the expiration of an elected membership term shall be filled in accordance with procedures established for filling vacancies on committees of the Board of Governors

The problem is that the Board does not have any "procedures" for filling such vacancies. All the Board's rules say is that the Senior Operations Committee has the authority to fill vacant seats after the annual seat assignment process held in January. For other standing committees this is not a problem as a willing and suitable nominee is sought from within the Board and Senior Ops approves the appointment on the Board's behalf. The Pension Boards are different; they act autonomously with delegated authority from the Board and their membership does not come from the Board.

Given the nature of the Pension Boards, it did not seem appropriate for the Senior Operations Committee to select someone arbitrarily to fill the vacant seat. It was agreed that the Pension Board would conduct a by-election to identify a nominee and the Senior Operations Committee would then be asked to ratify the result. This respected the provisions of the current terms of reference but at the same time recognized the unique nature of the Pension Boards which require that their members be elected by and from among their peers. In addition, it was recommended that the terms of reference of the two Pension Boards be amended to streamline the process for the future.

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

Recommended: That the proposed amendments to By-Law No. 1 outlined in [Annex 1](#) be approved.

Background:

Many of the proposed amendments are editorial or are updates to reflect new practices with respect to electronic record keeping and agenda distribution. The one truly substantive change is a correction to the by-law with respect to voting. The current statement re voting is that a motion is carried by a “majority of present.” It should read “a majority of those present and voting” in order to allow for abstentions. With the current language, abstentions are, in effect, negative votes.

FOR INFORMATION

4. **Amendments to Rules of Procedure at Meetings**

The By-Laws Committee approved, on behalf of the Board, amendments to the *Rules of Procedure at Meetings* as outlined in [Annex 2](#). The changes are all editorial and were made to make the document gender neutral.



BOARD OF GOVERNORS
BY-LAW NO. 1

Ref: By-Law No. 1

Amended: ~~24JUN08~~30JAN14

being a by-law to regulate generally the affairs and the exercise of the powers of The Board of Governors (hereinafter referred to as the Board) as set forth in The University of Western Ontario Act 1982 (hereinafter referred to as the Act) and the calling and conduct of its meetings.

BE IT ENACTED AND IT IS HEREBY ENACTED as a by-law of The Board of Governors of The University of Western Ontario as follows:

A. **CORPORATE SEAL**

The Corporate Seal of the Board shall be in the form impressed in the margin hereof and it shall be in the custody of the Secretary of the Board or such other person as the Board may from time to time designate.

B. **ELECTION OF BOARD MEMBERS**

1. The election and appointment of members of the Board shall be governed by the provisions of the Act in respect to number, eligibility for election and term of office.
2. The Secretary of the Board shall be the Chief Returning Officer.
3. Elections shall be conducted in accordance with procedures determined by Special Resolution of the Board.¹

C. **MEMBERSHIP ON THE BOARD**

1. The Secretary shall maintain a roll showing the names and addresses of each member which may be used for service of any notice. Each member shall maintain current information with the Secretary.
2. Except for the *ex officio* members, the Secretary shall maintain records of the service of members appointed to the Board and shall notify the appointing authority of the expiration of a member's term of office at least one month in advance of the expiration date.
3. The membership year of a member of the Board shall be twelve months from the date of appointment as follows
 - (a) For members elected by the Senate, Faculty-at-Large, Students, and Administrative Staff, the membership term shall begin on July 1, except where the member is appointed to fill a vacancy under the provisions of Special Resolution No. 9,² but in all cases the membership term shall end on June 30;
 - (b) For members appointed by the Lt. Governor-in-Council, Council of the City of

¹ Election Procedures - See Special Resolution No. 9

² Election Procedures

London, Alumni Association, and Board of Governors, the membership term shall begin on the date the appointment becomes effective and shall end 48 months later.

4. Pursuant to section 12.(3) of the *UWO Act* (1982), where within any membership year a member of the Board, other than an *ex officio* member, who has not been granted leave of absence attends less than 50 per cent of the regular meetings of the Board, the Board may by resolution declare such membership vacant.
 - (a) The Chair of the Board may grant a leave of absence to a member, but, with the exception of an *ex officio* member, a member who expects or finds an inability to fulfill responsibilities as a member of the Board for six consecutive months or more should resign membership on the Board.
 - (b) The Chair of the Board shall contact any member who does not meet the requirements of section 12.(3) of the *UWO Act* and termination of Board membership may be recommended to the Board.
 - (c) Section 12.(4) of the *UWO Act* (1982) requires that the Board, by resolution, declare a membership vacant if the member fails to attend less than 25% ~~percent~~ of the regular meetings of the Board in a membership year.
5. Pursuant to Section 17 of the *University of Western Ontario Act (1982, as revised in 1988)*, no member of the Board of Governors whose salary is paid under a collective agreement or Memorandum of Agreement between the University and a union or employee association may serve as a member of any team negotiating matters related to the remuneration or benefits, terms of employment, rights or privileges available to employees in a class or group of employees of the University.
6. At the discretion of the Chair of the Board, a member of the Board or a member of its committees may be reimbursed for expenses incurred in attending meetings or in the performance of duties as a member of the Board or a Board committee member, at rates applicable to officers of the University.

D. **OFFICERS OF THE BOARD**

1. Each year the Board shall elect, from those members eligible under the Act, a Chair and a Vice-Chair who shall hold office for a term of ~~twelve~~ 12 months, commencing on the 1st day of January in the year following. The Chair and the Vice-Chair may be re-elected for successive years.
2. In the event of a vacancy in the office of Chair or Vice-Chair for any reason, the Board shall elect a replacement from those members eligible under the Act, who shall hold office until the next election under article D.1. hereof; provided, however, that if the time remaining in the term of office falling vacant is six months or less, the Board in its discretion may allow the office to remain vacant until the next regular election.
3. The Chair shall preside at all meetings of the Board and shall carry out such other duties as the Board may from time to time prescribe. In the case of absence or illness of the Chair, or there being a vacancy in that office, the Vice-Chair shall act and shall have all the powers of the Chair.
4. In the absence or illness of both the Chair and the Vice-Chair, or there being vacancies in these offices, the powers and duties of the Chair shall be exercised by an Acting Chair who shall be determined by order of precedence as follows, subject to the provisions of Section 14.(2) of the Act:

The Chair of the Property & Finance Committee
The Vice-Chair of the Property & Finance Committee
Other members of the Senior Operations Committee in order of seniority of Board

membership

5. The Secretary of the Board shall be appointed by the Board and shall hold office at the pleasure of the Board.
6. Unless otherwise determined by the Board, in the absence of the Secretary, an Associate Secretary of the Board designated by the Secretary to so act shall perform the duties of the Secretary of the Board.
7. The Secretary shall attend all meetings of the Board and shall:
 - (a) enter or cause to be entered in books for that purpose, minutes of all proceedings;
 - (b) provide copies of such minutes to all Board members as soon as possible;
 - (c) give, or cause to be given, all notices required to be given to members of the Board as well as agenda and related documents as may be necessary for a meeting;
 - (d) be responsible for arrangements for meetings;
 - (e) be the custodian of the minute books, papers, records, documents, and other instruments of the Board;
 - (f) be responsible for the dissemination of decisions or instructions by the Board to all parties concerned unless otherwise ordered by the Board; and
 - (g) perform such other duties as may from time to time be prescribed by the Board or required by law.

E. **MEETINGS**

1. There will normally be at least ~~5-five~~ regular meetings of the Board each year, unless otherwise determined by the Board. The Chair, if after consultation with the President is satisfied that the holding of a regular meeting is not warranted because of insufficient agenda, may cancel such meeting. Special meetings may be held as agreed by the Board, or as called by the Chair, or as called by the Secretary on direction in writing by seven members of the Board. Board members may attend special meetings through teleconferencing or other electronic means.
2. Meetings of the Board will be held in the Board Room, ~~Stevenson-Lawson-Building~~ Stevenson Hall unless notice of a different location is given.
3. Notice of regular meetings and special meetings, together with the agenda, shall be ~~mailed~~ made available to each member not less than two days before the meeting is to take place. ~~In urgent circumstances, notice~~ Notice to members may be given by mail, telephone, facsimile, electronic mail or voicemail. The accidental failure to give notice of a regular or special meeting to any member of the Board or any accidental irregularity in connection with the giving of notice shall not invalidate the proceedings at such meeting. In the event that a meeting is adjourned to reconvene at a stated time and place, no further notice is necessary unless the meeting so adjourned decides otherwise by resolution.
4. The agenda for the meeting shall be prepared by the Secretary in consultation with the Chair and President as required and shall be approved by the Chair or by the Vice-Chair in the absence of the Chair. ~~All The Secretary shall be notified of all~~ matters for inclusion in the agenda for regular meetings of the Board ~~shall be in the hands of the Secretary~~ not less than ~~seven-four~~ three days before the day of the meeting at which they are to be presented, and only those matters ~~of which have been placed in the hands of the Secretary~~ has been so notified shall be included in the agenda.
5. Items of business shall normally be presented to the Board by the following only:
 - The Chair of the Board
 - The Chairs of Committees of the Board
 - The President (or a vice-president at the request of the President)
 - The Senate (through the President and Vice-Chancellor as its Chair)

Comment [ib1]: This is very outdated in terms of practice.

but a member of the Board may present an item which has been submitted to and approved by the Chair of the Board for inclusion in the agenda of the meeting prior to its approval. Except for the reports of Committees, items of business furnished to the Secretary for inclusion on the agenda shall be summarized in appropriate form with relevant supporting documents to be attached as necessary.

6. The business of a meeting shall be confined to the agenda as approved by the Board at the beginning of the open and closed sessions and no new matter shall be dealt with unless a majority of members present approve the introduction of such new matter. ~~The Chair shall be notified before the meeting of new items submitted for inclusion on the agenda subsequent to its approval and at the commencement of the meeting shall request a motion concerning the disposal of such items.~~
7.
 - (a) Each member shall have one vote except the Chair who may vote only when the vote is by ballot or to break or create a tie, but if the Chair creates a tie, the Chair cannot break it. Voting may be by show of hands or by assumed consent where no dissent is voiced.
 - (b) A resolution signed by all members of the Board shall have the same force and effect as if passed at a regularly constituted meeting of the Board.
 - (c) A resolution approved by electronic mail ballot permitted by the Chair of the Board and passed by a majority of the Board members shall have the same force and effect as if passed at a regularly constituted meeting of the Board.
8. All dissenting votes at the level of the Board of Governors which relate to issues that may incur personal liability as a result of statutory regulation shall be recorded in the Minutes if requested by the dissenting member at the time the vote is taken. Members absent from a meeting may submit to the Secretary of the Board notice of dissent not more than 7 days after receipt of the Board Minutes. Notices of dissent so submitted will be retained on file by the Secretary of the Board, but shall not affect the outcome of the vote nor be recorded in the Minutes.
9. Subject to limitations of space, meetings of the Board shall be open to attendance by the public except during a closed session so designated for the consideration of confidential business, such as matters concerning personnel, finance, acquisition or disposal of property, and other confidential matters of the University, the disclosure of which might be prejudicial to an individual or to the best interests of the University. Notice of the date, time, and location of the public session of regular meetings shall be sufficiently given if published in the Western News at least two weeks in advance, but notice of special meetings may be given by other means and for a shorter period at the discretion of the Chair.
- ~~10. The first item of business in the closed session shall be a motion to adopt the confidential portion of the agenda and such motion or a motion to amend the agenda shall not be debatable.~~
11. Members of the Board shall observe strictly the confidential nature of business dealt with in closed session and it shall be their responsibility to ensure that such information is not divulged to unauthorized persons. At the commencement of a closed session the Chair shall remind members of their obligations in respect to confidentiality, by reading or directing their attention to the following caution:

Members are reminded that discussions entered into and the decisions made during the closed session of this meeting are carried out in confidence and are not to be repeated or discussed outside the Board Room. Any material provided for the session will be retained in confidence afterwards, or may be returned to the Secretary at the end of the meeting.

Comment [IMB2]: Redundant. This is an artifact from pre-email days when there was no way to distribute materials that came in after the agenda was issued in advance of the meeting.

Comment [ib3]: Redundant with the amendment to paragraph 6.

Decisions reached during the closed session which are to be announced after the meeting will be made public by official announcement or press release only and such publication does not free members of the obligation to hold in confidence the discussions which took place in the meeting or the material involved.

The continued presence of a member in the room shall indicate acceptance of these conditions.

12. Should a member declare an intention of noncompliance with the conditions of confidentiality and refuse to leave the room when requested to do so, the Chair shall, subject to a resolution of the Board supported by a majority vote:
 - (a) inform the offending member that, pending assurance to the effect that henceforth the member shall abide by the rules of the Board in respect to the confidentiality of information, the member shall be barred from attendance at any meeting of the Board or its Committees at which business of a confidential nature will be dealt with and shall not be sent any notices or material in respect to them; or
 - (b) adjourn the meeting, after having informed members that it will be reconvened at a time and place of which the offending member will not be notified.
13. Except by the permission of the Chair, spectators (including representatives of the news media) shall not be permitted to address a meeting, to communicate with individual members, to disturb the conduct of a meeting in any way, or to introduce placards or signs or cameras or other recording machines into the Board Room.
14. Spectators may obtain copies of the agenda and the non-confidential portion of the supporting material from the ~~University Secretariat's website. Department of Communications & Public Affairs before the meeting. A representative of the Department of Communications & Public Affairs may attend the open portion of the meeting and may provide to news media representatives news releases or statements relating to the meeting.~~
15. The agenda and supporting documentation for open meetings of the Board may be published electronically by the Secretary prior to each Board meeting.
16. The Official Minute Book shall be open to the inspection of any member of the Board at any time during regular office hours in the office of the Secretary of the Board, but such inspection shall not be permitted by other persons.
 - (a) The Secretary shall be responsible for safeguarding the confidentiality of the Minutes of closed sessions of Board meetings but shall have discretion to furnish extracts therefrom to authorized officers of the University or in satisfaction of a reasonable request.
 - (b) The Minutes of the open meetings of the Board may be published electronically by the Secretary ~~following their approval by the Board.~~
17. The conduct of meetings shall generally follow the Rules of Procedure at meetings, approved by the Board.

Comment [ib4]: This is not necessary. It's an open session so Comm & Pub Affairs don't need permission to attend and it's part of their mandate to make public statements or report on matters coming out of the Board.

Comment [ib5]: Minutes of the previous meeting are part of the agenda documentation put on the public website in advance of the meeting

F. QUORUM

1. A quorum of the Board consists of ten members, of whom at least five shall be members appointed or elected under clauses (b), (c), (d), and (h) of Section 9.(1) of the Act.
 - (a) ~~Attendance by members at special meetings of the Board through teleconferencing will be counted toward quorum.~~

Comment [ib6]: Not necessary. We say in para E.1. that attendance by teleconference is permitted in the case of special meetings. It would be illogical to permit such attendance yet not count it as part of quorum.

G. **COMMITTEES**

1. The Board shall maintain as Standing Committees of the Board, *inter alia*:
 - The Audit Committee
 - The By-Laws Committee
 - The ~~Development & Fund Raising~~ Fund Raising & Donor Relations Committee
 - The Property & Finance Committee
 - The Senior Operations Committee
- and the composition, duties and responsibilities of such Committees shall be as determined from time to time by resolution of the Board.
2. The Board may from time to time by resolution establish and appoint such other standing or ad hoc committees as it sees fit and determine the composition, duties and responsibilities of any committees so established.
3. Committees of the Board are established primarily to make recommendations to the Board and they may not commit the Board in any matter unless authority to do so has been specifically delegated by the Board. Unless otherwise authorized by the Board, committees of the Board shall report only to the Board.
4. Standing Committees may recommend the establishment of subcommittees as necessary, the composition, ~~and~~ duties and responsibilities of which shall be submitted to the Board for approval.
5. The membership of the Board's committees and subcommittees, and the appointment of their Chairs and Vice-Chairs, shall be determined by the Board annually at the January meeting on the recommendation of the Senior Operations Committee. A list of the Committees and their membership as approved shall be published and distributed to members following the January meeting.
 - (a) The Senior Operations Committee may fill vacancies in the membership of committees and subcommittees as necessary in the succeeding ~~twelve~~ 12 months.
 - (b) Membership on committees and subcommittees of the Board shall expire when the member ceases to be a member of the Board. Continuing membership on committees and organizations external to the Board (where a member was appointed by the Board), will be at the pleasure of the Board and in accordance with the membership regulations of the external organization.
6. Where the Secretary of the Board is a member or resource person on a standing committee of the Board, the Secretary may designate another person to act on his/her behalf on such committee or subcommittee.
7. A majority of the voting membership of each committee shall constitute a quorum at any meeting. Attendance at committee meetings by teleconferencing or other electronic means is permitted. When attendance by teleconferencing is permitted, as may be determined by a majority vote of the Committee concerned, such attendance shall be counted toward quorum.
8. Notice of regular meetings and special meetings of a committee, together with the agenda, shall be made available to each member not less than two days before the meeting is to take place. Notice to members may be given by mail, telephone, facsimile, electronic mail or voicemail. The accidental failure to give notice of a regular or special meeting to any member of the committee or any accidental irregularity in connection with the giving of notice shall not invalidate the proceedings at such meeting. In the event that a meeting is adjourned to reconvene at a stated time and place, no further notice is necessary unless

Comment [IMB7]: Some of the committees have large contingents of ex officio non-voting members and it would be conceivable to have quorum with only a minimum number of voting members present.

~~the meeting so adjourned decides otherwise by resolution.~~
~~Notice of a meeting shall be mailed or otherwise delivered to members by the Secretary of the committee concerned in accordance with procedures approved by the committee. The accidental failure to give notice to any member or any accidental irregularity in connection with the giving of notice shall not invalidate the proceedings at a meeting.~~

Comment [ib8]: We use the same processes for committee meeting notices as we do for the Board so the bylaw should reflect that.

9. ~~The agenda for the meeting shall be prepared by the Secretary in consultation with the Chair and President as required. The Secretary shall be notified of all matters for inclusion in the agenda for regular meetings of the Board not less than four days before the day of the meeting at which they are to be presented, and only those matters for which the Secretary has been so notified shall be included in the agenda. The agenda for a meeting shall be prepared by the Secretary. All matters for inclusion in the agenda must be in the hands of the Secretary at least four working days prior to the day of the meeting at which they are to be presented and only such matters which have then been placed in the hands of the Secretary shall be included in the agenda, unless introduction of new matter has been approved by a majority of the members present.~~

Comment [IMB9]: This is the same revision that is proposed for meetings of the Board

10. The general conduct of meetings shall follow the rules and procedures as set forth in the Rules of Procedure at Meetings.

11. All questions at a meeting shall be decided by a majority of the votes of the members present ~~and voting~~. Each ~~voting~~ member of the committee present at a meeting, including the Chair, shall be entitled to one vote and any motion on which there is equality of votes shall be deemed to have been defeated. A resolution approved by electronic ~~mail ballot means~~ permitted by the Chair of the committee and passed by a majority of the ~~voting~~ committee members shall have the same force and effect as if passed at a regularly constituted meeting.

Comment [IMB10]: Technically, without the addition of "and voting", abstentions are counted as negative votes.

12. The Secretary shall keep a record of the proceedings of every meeting ~~in a book provided for that purpose, and the minutes of every such meeting shall be submitted at the next meeting of the committee for adoption.~~

Comment [ib11]: We are moving to electronic record keeping.

13. Committee minutes, agenda materials and related documents are confidential. Committee members, members of the Board and others who are given access to such materials are responsible for their safe custody, unless the materials are explicitly released to the public by the committee concerned or by the Board.

14. Members of the Board who are not members of the Audit Committee, the By-Laws Committee, the ~~Development & Fund Raising & Donor Relations~~ Committee, and the Property & Finance Committee may attend meetings of those committees as observers, provided that:

- (a) they observe the confidentiality of the proceedings to the same degree required of committee members; and
- (b) a committee may choose, at any time, to move *in camera* and require those who are not members of the committee or needed resource personnel to leave.

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

H. **CHIEF EXECUTIVE OFFICER**

1. The President, as the Chief Executive Officer, shall have the authority and responsibility for administering the affairs of the University in accordance with policies laid down by the Board.

2. Subject to article 1.2.(b), the President is empowered to delegate presidential authority during the period of any temporary absence to any other officer of the University provided that, in the absence of such delegation of authority, the senior vice-president present, other than an Acting Vice-President, shall be the Acting President according to seniority as follows:

The Provost & Vice-President (Academic)
The Vice-President (Resources & Operations)
The Vice-President (Research & International Relations)
[The Vice-President \(External\)](#)

3. The Board may, in the absence of the President, and shall in the event of a vacancy in the office of the President, appoint an Acting President upon such terms and conditions as the Board may prescribe.

I. **DELEGATION OF AUTHORITY**

1. The Senior Operations Committee is authorized to approve appointments, excluding the appointment of the President or a Vice-President, on the recommendation of the President, in circumstances where the selection process has been completed but a regular meeting of the Board is not scheduled to be held within a reasonable time.
2. The Board may delegate authority
 - (a) to standing committees and other committees created by it by resolution or as set forth in terms of reference [or policies](#) approved by the Board. Authority delegated to a committee shall not be further delegated to a subcommittee except as authorized by the Board.
 - (b) to the President and other persons by resolution. Further delegation of authority by persons named in such resolutions to other persons, shall be as defined and described in administrative [policies and](#) procedures approved by the President and authorized by the Board.
3. During the months of the year when no regular meetings of the Property and Finance Committee are scheduled, the functions of that Committee may be performed by any three of its members from time to time present at a meeting, of whom at least one shall be

The Chair or the Vice-Chair of the Committee, or failing such,
The Chair of the Board or the Vice-Chair of the Board

When such meetings are called, all members of the Committee shall be notified and invited to attend. Business transacted at such meetings shall be reported to the Property and Finance Committee at its next regular meeting.

J. **EXECUTION OF INSTRUMENTS**

1. Unless otherwise provided by the Board, and except as herein provided, documents obligating the University which require the Corporate Seal to be affixed thereto shall be signed by two persons, one of whom shall be the Secretary of the Board, and the other of whom shall be:
 - (a) respecting documents which, by reason of subject matter or amount, exceed authority to sign delegated elsewhere by the Board,

The Chair or the Vice-Chair of the Board
or in their absence,
The Chair of the Property & Finance Committee or the Vice-Chair of the
Property & Finance Committee

- (b) respecting documents which are within delegated authority to sign or which, in the opinion of the Secretary of the Board, may be reasonably considered to be of lesser importance or value, one of

- (i) The President & Vice-Chancellor
- (ii) The Vice-President (Resources & Operations)
- (iii) The Provost & Vice-President (Academic)
- (iv) The Vice-President (Research & International Relations)
- (v) The Vice-President (External)

2. The Corporate Seal may be affixed to:

- (a) diplomas and certificates approved by Senate or awarded at Convocation; such documents may be signed by the Registrar, together with the President and the Dean of the Faculty or School concerned or such other officers as may be specified by Senate from time to time.
- (b) transcripts of official academic records, which must be signed by the Registrar.

3. The Seal of the Office of the Registrar may be affixed to academic documents of lesser importance. Such documents shall be signed by the Registrar or by such other persons as designated by the Registrar or by other persons consistent with the purpose of the document in question.

4. The Board may at any time determine the manner in which, and the person or persons by whom, any particular deed, transfer, assignment, contract or obligation, or any class thereof may or shall be signed.

K. **BANKING**

4. The banking affairs of the University shall be transacted with such banks, or other corporations carrying on a banking business, as the Board may from time to time designate by resolution, and all such banking affairs shall be transacted on behalf of the Board by such persons as the Board may designate by resolution and to the extent therein provided.

L. **INVESTMENTS**

4. The Board may designate by resolution authority to manage the investments owned or held in the name of the University and to purchase, transfer, exchange, sell or otherwise dispose of securities in accordance with policy approved by the Board.

M. **CHANNELS OF COMMUNICATION**

4. The Board shall not accept recommendations, proposals, or submissions from, or deal directly with, any individual or component of the University or any campus organization other than as referred to in article E.5. hereof. Such recommendations, proposals, submissions, or other communications of a similar nature must be forwarded through the President or a vice-president.

N. **FISCAL YEAR**

4. The fiscal year of the Board shall be a twelve-month period commencing on the first day of May and ending on the thirtieth day of April in the next succeeding year.

O. **USE OF UNIVERSITY NAME AND ARMS**

4. No persons shall assume or use the name or the coat-of-arms of The University of Western Ontario, or any design in imitation of the same without the authority of the Board.

Formatted: Left, Indent: Hanging: 0.5"

P. **PARLIAMENTARY AUTHORITY**

1. The Standard Code of Parliamentary Procedure by Alice Sturgis (latest edition) shall govern the Board of Governors and its committees and subcommittees in all parliamentary situations not provided for in the Act, the by-laws of the Board, Special Resolutions, or Rules of Procedure at Meetings.

Q. **AMENDMENT**

1. Notice of any motion to enact, amend or repeal any By-Law of the Board shall be given by mail, facsimile, or electronic mail at least 30 days prior to the meeting of the Board at which the motion is to be presented.
2. A motion to enact, amend or repeal any By-Law of the Board shall not carry unless it receives the affirmative vote of at least 15 members of the Board.
3. Notwithstanding 1. and 2. above, the Board may, by special resolution, delegate authority to a committee of the Board to approve non-substantive amendments to the By-Laws.
 - (a) Non-substantive amendments require the affirmative vote of majority of those present at a duly constituted meeting of the Board or of a committee to which the Board delegates authority to approve such amendments.
 - (b) Amendments made by a committee on delegated authority of the Board will be reported to the Board at its next regular meeting.



BOARD OF GOVERNORS

RULES OF PROCEDURE AT MEETINGS

[Rules of Procedure adopted by the Board in support of By-Law No. 1, sec. sec. E.17 and G.10.]

Amended: [23JAN9730JAN14](#)

Recognition

1. After the Chair has called the meeting to order, only one member should speak at a time, and only after being recognized by the Chair.

Agenda and General Discussion

2. The Chair should follow the agenda, which should provide an opportunity to correct the Minutes of the previous meeting and approve them, and which shall become the order of business unless a motion to amend the agenda is made and adopted. Discussion may be on any aspect of each subject as a whole until a specific motion is introduced.

Motions

3. ~~When any~~A member ~~who~~ wishes a definite decision, ~~he~~ may secure recognition from the Chair and make a motion specifying ~~his~~ ~~the~~ proposal. The Chair may request motions ~~as required to when~~ ~~he believes that such will~~ aid the discussion.
4. A motion must be seconded before the subject matter of the motion is open for debate, and all discussion must apply to it until disposed of, except as provided below. When every member who wishes to speak has done so, the Chair shall call for a vote.
5. ~~General~~ ~~The Board's general~~ custom permits the withdrawal of a motion by consent of the mover and seconder, but if either objects, the motion must be put to a vote. This applies to substantive motions and amendments.
6. Motions dealing with procedure shall have priority over other motions. Motions to adjourn if the time for the next meeting has been set, to postpone a decision of a subject to a definite time, or to open or close nominations, must be voted upon without debate or amendment.
7. The Chair may summarize discussions and present alternatives for consideration when no motion is pending.

Amendments

8. An amendment to a motion must fall within one of the following categories:
 - a. The deletion of certain words
 - b. The addition of certain words
 - c. The deletion of certain words and the substitution of others in their place. An amending motion which would nullify the main motion is not an amendment and cannot be introduced.
9. There cannot be more than two amendments before the meeting at one time, but when one of these has been accepted or rejected, another amendment may be introduced but only if it is different in purpose from one previously defeated.

10. Voting is in the following order:
- On the amendment to the amendment, or the second amendment
 - On the amendment
 - On the motion if amendments have been defeated or on the motion as amended if an amendment has carried.

Point of Order

11. Only on a point of order or privilege can a member interrupt another member who is speaking, except that with the consent of the speaker questions may be asked. If a member feels that improper language has been used, irrelevant argument introduced, or a rule of procedure broken, ~~he-the member~~ is entitled to "rise to a point of order", interrupting the speaker. The point of order must be stated definitely and concisely and the Chair shall decide without debate, although ~~he-the Chair~~ may ask opinions. ~~His-The Chair's~~ ruling may be appealed by the member who has risen to a point of order and, if so, the Chair states ~~his-the~~ decision and the point of appeal. ~~He-The Chair~~ then puts the question which is not debatable: "Shall the decision of the Chair stand as the judgment of this meeting?". A simple majority decides the issue. This merely settles a point of procedure and is not a vote of confidence in the Chair.

Question of Privilege

12. If a member feels that a statement reflects on his/~~her~~ reputation or that of the Board, the Committee, or the University, ~~he-the member~~ is entitled to raise a "question of privilege". The procedure is the same as for a point of order.

General

13. On special motions, the following procedure shall prevail:
- To adjourn (debatable as to time only)
 - To take a recess (not debatable)
 - To raise a question of privilege (personal - not debatable)
 - To lay on the table (not debatable)
 - To limit or extend the limits of debate (not debatable)
 - To postpone to a definite time (debatable as to time only)
 - To amend (debatable).

Voting

14. Approval by a majority of those members voting or by consent without objection shall be the necessary ~~vote~~ to carry a motion.
15. Voting may be by show of hands unless some other method is decided upon by motion, except that in elections voting may be by secret ballot. Votes shall be counted whenever the Chair is in doubt as to the result or if any member requests a count prior to the vote's being taken.
16. The Chair may vote only when the vote is by ballot, or to break or create a tie, but if ~~he-the Chair's vote~~ creates a tie he/~~she may not vote a second time to cannot~~ break it. A tie vote shall defeat the ~~pending~~ motion unless broken by the Chair.

RULES FOR THE OPERATION OF INFORMAL BOARD MEETINGS

The following rules will be followed for the conduct of informal Board meetings: ¹

1. The meeting will be open only to Board members and resource persons invited by the Board Chair and/or President.
2. The meeting will be conducted informally.
3. Motions will not be entertained, nor will motions arising from the discussion be allowed at the Board meeting immediately following the informal budget meeting. Rather, on the direction of the Board during the informal meeting, the administration will review suggestions and report back to the next meeting of the relevant standing committee of the Board (e.g., Property & Finance Committee in the case of budget issues.)
4. Minutes of the meeting will not be taken. [However, summary or action notes may be compiled for the meeting at the request of the Board.](#)

¹

E.g., the annual fall meeting to discuss the principles and policies underpinning the forthcoming budget and the annual meeting in January to discuss the Board's strategic agenda for the year ahead.

REPORT OF THE FUND RAISING AND DONOR RELATIONS COMMITTEE

Contents	Consent Agenda
Quarterly Report on Fund Raising	Yes

FOR INFORMATION

1. **Quarterly Report on Fund Raising**
See [Annex 1](#).



Fund Raising Initiatives Quarterly Report
as at October 31, 2013
(with comparative figures for the fiscal year 2012/13 and 2011/12)

(1) **PLEDGE DATA**

May 1, 2013 to April 30, 2014 (000's)			May 1, 2012 to April 30, 2013 (000's)			May 1, 2011 to April 30, 2012 (000's)		
Target	Actual	Actual as a % of Target	Target	Actual	Actual as a % of Target	Target	Actual	Actual as a % of Target
101,618	101,618	N/A	168,106	168,106	N/A	98,090	98,107	N/A
65,050	36,340	55.86%	65,000	60,487	93.06%	60,000	130,211	217.02%
(2,962)	(2,090)	70.56%	(2,684)	(2,503)	93.26%	(2,041)	(1,691)	82.85%
62,088	34,250	55.16%	62,316	57,984	93.05%	57,959	128,520	221.74%
5,000	3,685	73.70%	9,500	10,415	109.63%	10,000	9,073	90.73%
42,420	28,479	67.14%	103,716	113,678	109.61%	38,289	49,066	128.15%
8,759	2	0.02%	422	379	89.80%	400	382	95.50%
56,179	32,166	57.26%	113,638	124,472	109.53%	48,689	58,521	120.19%
107,527	103,702	96.44%	116,784	101,618	87.01%	107,360	168,106	156.58%

Cost Per Dollar Raised

Advancement Fund Raising Units
Development
Richard Ivey School of Business
Foundation Western

Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges	Expenses	Cost per Dollar Raised	Net Pledges	Expenses	Cost per Dollar Raised
27,960	2,806	\$0.10	103,220	3,888	\$0.04	27,733	3,389	\$0.12
5,982	773	\$0.13	16,871	1,641	\$0.10	25,171	1,634	\$0.06
2,388	91	\$0.04	9,700	1,174	\$0.12	10,542	1,145	\$0.11
36,330	3,670	\$0.10	129,791	6,703	\$0.05	63,446	6,168	\$0.10
229,567	16,541	\$0.07						

(3) **3-Year Average Cost Per Dollar Raised**

(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
Foundation Western
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) 3-Year Rolling Average - reflects the major gift factor and the post campaign period.

ITEMS REFERRED BY SENATE

	Contents	Consent Agenda
	Western's Strategic Plan – Achieving Excellence on the World Stage	No
	Performance Indicators Report – 2013	No
	Fall 2014 Entrance Standards for Undergraduate First-Year Admissions	Yes
	Reports of the Academic Colleague	Yes
	Honorary Degree Recipients – Schulich, Hong Kong and Ivey MBA Spring Convocations 2014	Yes

FOR APPROVAL

1. **Western's Strategic Plan – Achieving Excellence on the World Stage**

Recommended: That the new Strategic Plan, *Achieving Excellence on the World Stage*, attached as **Annex 1**, be approved, as recommended by Senate.

Background:

The attached document takes into account suggestions and amendments submitted since the last meeting of the Board. Senate approved the Strategic Plan at its meeting held on January 24, 2014.

FOR INFORMATION

2. **Performance Indicators Report - 2013**

See **Annex 2**.

3. **Fall 2014 Entrance Standards for Undergraduate First-Year Admissions**

The targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and affiliated University Colleges, are detailed in **Annex 3** and **Annex 4**.

4. **Reports of the Academic Colleague**

See **Annex 5**.

5. **Honorary Degree Recipients – Schulich, Hong Kong and Ivey MBA- 2014**

The Honorary Degrees Committee of the Senate announces conferment of the following honorary degrees:

JACOB VAN DYK - DSc	Schulich School of Medicine & Dentistry, MD Convocation	May 16
CECILIA YAU - LLD	Western's Hong Kong Convocation	May 25
DOMINIC BARTON - LLD	Ivey MBA	June 6



Achieving Excellence on the World Stage

Western University's Strategic Plan

January 14, 2014

135 YEARS OF ACHIEVEMENT:

A history of striving to become “the greatest university in Canada”

Founded in 1878 as “The Western University of London Ontario,” our University remained relatively small during its early years before experiencing rapid growth and development following World War II. By 1956, Western’s President, Edward Hall, was challenging his colleagues to aim higher, “to think in terms of this university becoming the greatest University in Canada.” The campus community responded, and Western has since evolved into a teaching and research leader.

With an enviable national reputation, and an expanding international profile, Western today ranks among the top 1% of universities world-wide. It is a founding member of the U-15 (Canada’s group of leading research universities), serves as a hub for more than 500 international research collaborations, and is recognized as one of Canada’s Top 100 Employers. Guided by its institutional motto, *Veritas et Utilitas*, Western is devoted to both the search for truth and the application of knowledge. Its faculty, staff, librarians, archivists, postdoctoral scholars, students and alumni have changed the world.

The following list of firsts, milestones, and achievements, offers only a hint of the extraordinary story Western has to tell:

- 1921: As a medical demonstrator working at Western, **Frederick Banting** conceives his ideas that led to the discovery of insulin with Charles Best;
- 1928: The first woman in Canada to earn a PhD in marine biology, **Dr. Helen Battle**, joins Western’s Zoology department as an Assistant Professor. Battle becomes a renowned and award-winning teacher and researcher who campaigned during the course of her 40-year career to improve the place of women in science and academia;
- 1951: Western researchers led by **Ivan Smith** are the first to use cobalt radiation therapy in the war against cancer, raising the cure rate for cervical cancer from 25% to 75%;
- 1950s: Neurosurgeon **Charles Drake** develops and teaches his world-famous surgical techniques for repairing ruptured brain aneurysms at Western;
- 1965: **Alan Davenport** pioneers the science of wind engineering at the Boundary Layer Wind Tunnel he founded at Western; his research shapes the design of some of the world’s largest and most famous buildings and bridges;
- 1960s through 80s: **James Reaney** builds his legacy as one of Canada’s most celebrated poets, playwrights and educators while teaching in Western’s Department of English;
- 1976: Western alumna **Roberta Jamieson** becomes the first Aboriginal woman to graduate from a Canadian law school, launching a career of firsts as a leader and role model for all Canadians and First Nations peoples;
- 1992: In response to the global impact of HIV/AIDS, **C. Yong Kang** establishes a lab at Western where he develops a preventative vaccine for HIV; the vaccine is now entering the second of three phases of human clinical trials, and holds promise to deliver a cure for millions worldwide;
- 2004: Residence staff member **Bob Gough** leads the creation of Western Heads East, a multi-disciplinary teaching, research and development program that brings students, staff and faculty together to help African communities grappling with high rates of HIV/AIDS infection;
- 2013: Forbes Magazine names World Health Organization Director-General and Western alumna **Margaret Chan** (BA’73, MD’77) as the world’s 59th most powerful person;
- 2013: Former Western student, Writer-in-Residence, and honorary degree recipient **Alice Munro** becomes the first Canadian woman to win the Nobel Prize in Literature.

We are proud of this record of individual and collective achievement. As it continues to add entries from the full range of established and emergent academic disciplines, Western's institutional self-confidence and global reputation will grow with it. Our shared history demonstrates that Western's past and future achievements are limited only by the imagination, expertise, and aspiration of its greatest asset: its people.

In the decades since President Hall challenged us to think big, the campus community has responded and evolved. Today, we welcome approximately 5,000 first-year undergraduate students each year to our extraordinarily beautiful residential campus. As social demand for access to university education has grown, Western's enrolment has expanded to meet the need for global-ready citizens educated to compete in today's knowledge-based economy. Western's unique physical infrastructure, welcoming local community, tremendous faculty and staff, vibrant academic programs, and wide range of support services attract the brightest students from across Canada and around the world.

STAKING OUR CLAIM ON THE WORLD STAGE:

Elevating "Canada's best student experience at a research-intensive university" to the next level

"Canada's best student experience at a research-intensive university": this bold statement reflects a transformation that occurred over the past 20 years, a transformation that has made Western the envy of other leading universities. For 11 consecutive years in the Globe and Mail's survey of student satisfaction, thousands of students graded Western at the top of its class on a wide range of measures: from the high quality of our teaching, to the outstanding facilities and residence experience, to overall campus atmosphere and student satisfaction. What accounts for Western's edge in this category? We believe the most distinguishing element of Western's unique identity is our unwavering commitment to outstanding student engagement across the spectrum of the university student experience: from the classroom, to the libraries, to residences, to athletics and recreation, to co-curricular clubs and student involvement in campus leadership.

The success of this formula is evident from entrance to graduation. Our first-year cohort now arrives at Western with grades well above the Ontario average and amongst the highest entering averages in Canada. Once enrolled, our entering students stay to complete their degrees at Western: their retention and graduation rates consistently rank among the highest in the country. And they graduate into success: employment rates for Western's undergraduate class of 2010 six months after graduation averaged 87.2%, rising to 93.9% two years after graduation. The well-rounded education students receive at Western propels our graduates into diverse leadership roles across the public and private sectors. We take pride in the fact that more Western alumni have been named among Canada's "Top 40 Under 40" than graduates of any other university in the country.

In addition to the dedication of its faculty, staff, students, alumni, and community partners, Western's successes have also been significantly influenced and guided by its strategic plans, which date back to the early 1980s. More recently, [*Leadership in Learning* \(1995\)](#), [*Making Choices: Western's Commitments as a Research-Intensive University* \(2001\)](#), and [*Engaging the Future* \(2007\)](#) have articulated institutional aspirations and strategic priorities. Each edition has guided the development of academic plans in our Faculties, Departments and Schools, and has framed the operational plans in all of our support units. For more than 20 years, these plans have provided decision touchstones in the annual budgeting process, and collectively they have shaped Western's overarching direction and evolution.

The 2014 edition of Western's Strategic Plan—***Achieving Excellence on the World Stage***—builds upon the momentum of preceding Plans. It revisits and rises to President Hall's challenge from 1956, and aims for nothing less than transforming Western from being "Canada's best" into being a truly global university. The Plan's title signals Western's determination to raise its profile among globally pre-eminent universities. By raising our University's national reputation and international profile, we will: (1) be able to recruit and retain the world's brightest students, faculty and staff; (2) enhance the

value of a Western degree for current and future graduates; and (3) enable our scholars and researchers, students and faculty alike, to grapple with the important questions of our time to seek solutions to our world's outstanding problems. Although a plan for today, ***Achieving Excellence on the World Stage*** is guided by an old and powerful idea: Western's motto, *Veritas et Utilitas* — which signifies the University's dedication to “truth and usefulness” — remains the animating spirit of our shared ambition to seek always the betterment of the human condition.

**RE-IMAGINING OUR MISSION AND VISION:
*Redefining “experience” within a research-intensive, global context***

Providing the “best student experience among Canada’s leading research intensive universities” was adopted as the University’s formal Mission in [Engaging the Future](#) (2007). Western is proud of its present reputation for offering “the best student experience” and remains fully committed to retaining and enhancing that reputation. The new Strategic Plan introduces a still broader perspective on “experience” – one that emphasizes the importance of developing a global perspective and establishing a stronger international presence with respect to teaching, scholarship, and research.

Achieving Excellence on the World Stage celebrates these achievements and, more ambitiously, extends our reach toward higher goals. What might we accomplish as an academic community if we broadened our perspective beyond Edward Hall’s 1956 challenge? In answer, our Mission and Vision challenge us to be bolder—to think beyond our standing in Canada and imagine the larger role we could play on the world stage.

Mission: *Western creates, disseminates and applies knowledge for the benefit of society through excellence in teaching, research and scholarship. Our graduates will be global citizens whose education and leadership will serve the public good.*

Vision: *Western will be a destination of choice for the world’s brightest minds seeking the best learning experience at a leading Canadian research university.*

“The world’s brightest minds” include undergraduate and graduate students, postdoctoral scholars, faculty, and staff. Accordingly, our updated Vision invites *all* members of our academic community, not just students alone, to be part of the Western “experience.” Our updated Vision also qualifies the “experience” to indicate learning in the broadest sense of the term: through pedagogy in our classrooms, laboratories and alternative pedagogical or technological teaching practices; through active participation in both basic and applied research and scholarship enterprises; through co-curricular and extra-curricular activities available on our campus, including student clubs, varsity athletics and recreational sport; through the on-campus residence experience; and through the facilitation of opportunities beyond our campus in community-service learning, internship, and international experience of the kind students will pursue upon graduation.

Informed by our Mission and Vision, *Achieving Excellence on the World Stage* outlines four fundamental strategic priorities that will drive Western’s academic planning and activity:

- I. Raising Our Expectations: Create a world-class research and scholarship culture*
- II. Leading in Learning: Provide Canada’s best education for tomorrow’s global leaders*
- III. Reaching Beyond Campus: Engage alumni, community, institutional and international partners*
- IV. Taking Charge of Our Destiny: Generate and invest new resources in support of excellence*

Successful pursuit of these priorities will be possible only through the commitment and contributions of all the people who are members of our campus community. At Western, we strive to attract and retain the best talent available while simultaneously increasing the diversity of our workplace. In recent years Western has been successful in achieving its goal to increase the number of women appointed to faculty, to staff, and to leadership positions across the campus, and has worked hard to decrease barriers to their career progress; we must continue these efforts. Western is a community that respects, embraces, nurtures and celebrates the diversity of its members. Our community is one where all members are valued, respected and included. We strive to ensure our workplace is fully accessible and respectful of people’s different needs and abilities. Western supports a healthy work-life balance and recognizes the right of every member of the Western

community to study, work and conduct his or her activities in an environment free of harassment and discrimination. Each member of our community is accountable for ensuring that the University's policies in support of this imperative are upheld.

I. Raising Our Expectations: Create a world-class research and scholarship culture

“...Western’s international profile will rest largely on the strength of its research enterprise, and the research enterprise requires talented faculty and graduate students with the time and resources to pursue innovative ideas.”

Faculty member, December 2012

“...Building a research-intensive university is the most important priority. It goes hand in hand with the goals of expanding and enhancing graduate programs, as well as with raising Western’s global profile.”

Student, January 2013

Western ranks among Canada’s top-10 research universities according to numerous input and output measures, and has many areas of scholarship and research where we can lay claim to being both a Canadian and global leader. This Strategic Plan challenges our campus community to aspire to become a more preeminent research-intensive university by raising our stature nationally, and expanding the number of areas that achieve excellence on the world stage. Meeting this challenge starts with creating a culture that places a higher value on scholarship and innovation, one that strives more intently to increase the impact and productivity of our research and scholarly activities across and between the disciplines. To support this priority, Western will focus more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm.

As a large research-intensive university supporting the full spectrum of traditional academic disciplines, Western recognizes that “research” and “scholarship” mean different things to different people across our campus. For example, funding requirements and sources vary considerably from one discipline to the next. Additionally, research and scholarship outcomes differ significantly in their production, validation, dissemination, and application—even in the ways we celebrate them. Western recognizes the necessity of having strong disciplinary foundations and further believes that in order to tackle global challenges, we need to assemble interdisciplinary teams comprising members who are solidly grounded in their own disciplines. At the same time, Western recognizes that while the proliferation of interdisciplinary activity is creating many new opportunities to engage in high-impact research, it is also creating new challenges in terms of how such collaborations are initiated, funded, administered, evaluated, and valued. In this context we will:

1. **Invest selectively in interdisciplinary areas of strength:** Many of the significant problems facing humanity today are enormously complex, and the greatest advances made in solving them emerge at the boundaries and intersection of disciplines. Western’s response to this reality is to promote collaboration and build operational capacity for interdisciplinary research. An essential prerequisite for building this capacity is to maintain, and, where necessary, strengthen a base of support for traditional disciplines across the academy while also allocating incremental resources selectively and strategically to drive interdisciplinary activity. Western will use a diverse set of tools available to support interdisciplinary research. These include creating University-wide institutes of high impact, building the Clusters of Research Excellence Program, establishing endowed chairs, increasing peer-reviewed external funding, and allocating internal resources. Further, Western will create 100 research chairs, including 50 new endowed chairs supported by funds raised from private donors and industry partners engaged during our “Be Extraordinary” Campaign. We will also create a new Strategic Excellence Fund for future investment when appropriate opportunities arise.

2. **Increase focus on research *inputs*:** In many disciplines research cannot be undertaken without access to research grants. Accordingly, greater success in securing research funding from all potential sources is essential, in terms of productivity and impact, to creating a world-class research culture. Graduate student support and postdoctoral research are heavily reliant upon external research grants and fellowships. The Federally Funded Indirect Costs of Research program provides funding for our Libraries. The number of Western's Canada Research Chairs, and the Canada Foundation for Innovation funding envelope for Western are both determined in ratio to our success in attracting Tri-Council grant support. To this end, Western needs to increase its share of funding from the federal Tri-Council granting agencies (i.e., SSHRC, NSERC and CIHR). In addition to the granting Councils, efforts will also be directed to securing funds from non-traditional sources, including foundations and international agencies. Plainly put, if Western is to improve its overall research standing, all disciplinary areas need to increase the quantity and quality of funding applications to the Tri-Councils and other external funding agencies. Increased emphasis on and support for this institutional priority will enhance Western's profile and reputation at the national and international levels.
3. **Increase focus on research *outcomes*:** Western will maintain a strong focus on the quality and quantity of our research outcomes and their dissemination. This will mean different things to different people—from citations in the most prestigious disciplinary journals, to monographs and books published by leading presses; from keynote speaking engagements at national and international conference plenary sessions, to musical performances on the world's international stages; from scholarship that shapes public policy, to business cases that inform entrepreneurial decision-making; or from curiosity-driven enquiry, to scientific and technological innovations that can be commercialized for application in health care and by private industry. Regardless of the discipline, increased research intensity will raise Western's profile in the eyes of those who benefit from our intellectual activity. This enhanced institutional profile will aid all Western researchers as they compete for peer-reviewed research grants and seek to publish in prestigious venues.
4. **Recruit and retain senior faculty:** Western recognizes that its institutional reputation results largely from the talent and effort of its people. Accordingly, it is imperative that Western attract and retain the very best people to teach and support our students, and to lead our research enterprises. Our normal practice has often tended toward the recruitment of junior faculty. In many instances, however, our requirements tend toward the need for more experienced and senior talent to provide leadership to our scholarly endeavours. Western will give greater consideration to hiring established scholars with proven track records in research and teaching in select areas, in addition to high-potential junior faculty of proven ability.
5. **Address societal needs for "Highly Qualified Personnel":** In today's knowledge-based global economy, the demand for individuals who can create new knowledge or who can critically assess and apply new knowledge continues to rise. Our society also needs people who can provide leadership in recognizing, defining, and engaging the world's increasingly complex challenges. Western affirms its commitment to meeting societal need for highly qualified people across all disciplines. We will achieve this goal by providing the educational programming, research training and experiences that develop the talent of our undergraduate and graduate students, postdoctoral scholars, medical residents and fellows so that Western graduates are well prepared to be leaders in their chosen endeavours on the global stage.
6. **Partner with other institutions and communities:** A critical element to increasing the impact of our research and scholarly activities is to engage more actively with colleagues in the broader global academic and to pursue additional opportunities within private sector and non-profit communities. Western faculty, postdoctoral scholars, librarians and archivists and staff are already involved in many such mutually beneficial partnerships nationally and internationally. These endeavours serve individual research interests and also expand the sphere of our

University's reputational prominence in Canada and abroad. We must identify and pursue more opportunities to advance and apply knowledge in partnership with the private sector, non-profit sector, and specific communities within the broader public (e.g., Aboriginal and immigrant communities).

7. **Celebrate our colleagues' successes:** We are proud of the people who work at Western and understand that building our University's reputation depends on their continuing success. More of their individual achievements *could* and *should* be recognized. Viewed collectively, individual accolades such as election to the Royal Society of Canada, or being awarded a Guggenheim Fellowship, the Killam, and Polanyi Prizes (to name but a few examples), all raise the overall reputation of our University and all of its members. Western will invest more resources and develop effective processes to identify, nominate and celebrate colleagues who merit the recognition conferred by high-profile external award programs.
8. **Bring the world to Western:** Academic conferences, symposia and other special events and programs attract visitors to our campus and shine a spotlight on all that Western has to offer. Western has enjoyed success in hosting large-scale events, from the discipline-specific to the multi-disciplinary (e.g., the Congress of the Humanities and Social Sciences), to the inter-disciplinary, all of which engage academic communities from around the world. Western will continue to support multi- and inter-disciplinary collaborations with internationally recognized academics who can help raise the profile of Western's areas of strength. We must also increase our efforts to take Western to the world. Faculty, staff and students contribute to this effort as ambassadors for Western when they attend and present at meetings, symposia, conferences and other academic/professional functions hosted by international institutions and organizations.
9. **Engage our Libraries as partners in research and scholarship:** Western recognizes the unique role played by Western Libraries in creating, disseminating, and preserving knowledge. Librarians, archivists and library staff interact with members of the campus community across the disciplines in support of these crucial University missions. Our librarians and archivists also create knowledge through their own academic activities. Western Libraries will continue to support a strong research and scholarship culture by maintaining and selectively enhancing the quality of our library and archives research collections; providing appropriate physical and virtual library research environments; expanding opportunities to disseminate research results; and ensuring individual researchers and research teams have timely access to the requisite librarian, archivist and library staff expertise.

II. Leadership in Learning: Provide Canada's best education for tomorrow's global leaders

"...Our commitment is to leadership in learning... to ensure a quality of undergraduate and graduate education that allows Western's graduates to assume leadership positions in public affairs, the scholarly world, the business world, the performing and fine arts, the professions, community organizations, and the many other areas of endeavour to which they aspire."

Leadership in Learning: Western's Strategic Plan, November 1995

"...Western is one of the best universities in Canada. I've learned this through my experience as a student as well as my experience working for different departments on campus."

Student, January 2013

Western is part of an elite group of institutions boasting the highest average entering grades, student retention, and graduation rates in the country. As these metrics continue to rise, we aim to support recent initiatives to increase diversity within the student body, promote our internationalization

strategy, and develop sustainability programs and interdisciplinary studies within our curriculum. We continue to fulfill our commitment to “leadership in learning” as articulated in Western’s 1995 Strategic Plan. With this in mind, Western will pursue the following priorities, each aimed at expanding our capacity to provide our graduates with the knowledge and skills required to lead and succeed in a rapidly evolving global economy:

1. **Expand graduate enrolment while maintaining quality:** Over the past 10 years, graduate enrolment has grown from 3,324 to 4,777 in 2012-13 (or from 14% to 17.6% of total enrolment). A sustained growth of graduate enrolment is an essential means to strengthening the research and scholarship culture at Western. We will achieve this goal by expanding enrolment in existing masters and doctoral programs, and by creating new graduate programs where the hosting academic unit has determined growth or new programming is appropriate. Among the key considerations in optimizing enrolment in each of our graduate programs will be the size and quality of the applicant pool, the demand for graduates in that particular discipline or profession, the competitiveness of our programs’ graduates in finding employment or placement for further study, and, to ensure the quality of the program while supporting the success of our students, the availability of faculty, staff and library resources
2. **Establish new and innovative professional Masters programs:** Increasingly, graduate education gives students advantageous pathways to launch careers in a highly competitive and increasingly global job market. Western will develop new and innovative professional Masters programs that meet the evolving demands of students, society, and industry alike.
3. **Enable interdisciplinary study:** Programs offering students courses outside their degree area enrich the learning experience while contributing to the interdisciplinary culture Western continues to build across campus. Western will achieve this goal by minimizing structural and budgetary barriers at the Faculty and Department levels. Minimizing such potential obstacles will enable undergraduate and graduate students to explore the full range of their interests within the scope of their degree program.
4. **Articulate University-level learning outcomes:** In accordance with the Degree Level Expectations directives of the Ontario Council on Quality Assurance, Western will articulate undergraduate and graduate learning outcomes at the institutional level, taking into account the University’s distinctive mission, culture, and values. Institutional learning outcomes provide a framework for program- and course-level learning outcomes, which will identify the knowledge, competencies, and skills undergraduate and graduate students may expect to achieve. Curricular mapping and assessment techniques designed to demonstrate specific learning outcomes will support program innovation, student learning, and outstanding academic quality.
5. **Promote excellence and innovation in teaching and learning:** As a founding member of the Society for Teaching and Learning in Higher Education, home to the Society’s national journal, and to the [Centre for Education Research & Innovation](#), Western has a long-standing commitment to evidence-based pedagogical practice. Through the contributions of faculty, staff, librarians and archivists, graduate students and postdoctoral scholars engaged in teaching, Western values pedagogical innovation, including facilitating active and deep student learning. The recently announced Teaching Fellows program will enhance pedagogical research, promote effective teaching practices across campus, and recognize excellence, particularly in emerging areas of teaching research such as experiential education and technology-integrated learning.
6. **Teach transferable knowledge and leadership skills for the 21st century:** Regardless of their program of study, undergraduate and graduate students should graduate with well-developed critical thinking and communication skills requisite to any career. They should also have professional development opportunities embedded in their programs to enable students to explore and acquire the kinds of leadership and entrepreneurial skills increasingly in demand in today’s marketplace. Implicit in this expectation is that the University and prospective

employers have a shared understanding of how different degrees prepare graduates for success both within and beyond academia. Professional degree programs have long articulated the knowledge and skills their successful graduates acquire, and the same expectation must become a higher priority for undergraduate and graduate programs across the disciplines.

7. **Educate and support development of the whole person:** Developing tomorrow's successful global leaders involves more than outstanding academics—it requires attention to wellness of mind, body and spirit. A key to Western's success in providing Canada's best student learning experience has been our recognition of the needs of the whole student as expressed in Western's exceptional range of curricular, co-curricular, extra-curricular, and student support programming. From residence and recreational programming, informal socializing and collaboration in libraries, to student government, varsity athletics, and special interest clubs, our students have near limitless possibilities for augmenting their education beyond the classroom. Western also recognizes that different kinds of students may require different kinds of support. To this end, Western will strengthen the full range of student development, academic counselling and administrative support services that contribute to student success across the student body—from domestic to international students, and from first-year and upper-year undergraduates to graduate students and postdoctoral scholars. Western will also work to facilitate collaboration among various service providers with a view to ensuring that all students are directed toward the best service available to meet their specific needs.
8. **Promote and support experiential and international learning opportunities:** Educating the whole person also entails providing experiential learning opportunities that occur beyond campus in the broader community, across the full spectrum of disciplines—from the arts and humanities and social sciences, to the physical and health sciences, to the professional programs in medical, legal and engineering professions. Today's students seek to round out their degrees by applying their acquired knowledge and skills in hands-on, real-world settings. Students and employers alike expect to do this through such learning activities as: participation in internships, co-op, and job shadowing programs with industry partners; service-learning projects with non-profit community groups; study-abroad and academic exchange programs; and social justice or international development initiatives with non-governmental agencies. In these contexts students learn to apply the knowledge and skills they learn in the classroom to practical "real world" situations. Western will invest the incremental resources required to increase the number of Work Integrated Learning Experiences and international learning opportunities available so that any academically eligible student wishing to participate in such learning experiences will have opportunity to do so. Western will also endeavour to collaborate with various campus and external community partners to optimize coordination efforts.
9. **Engage more undergraduate students in the research enterprise:** Western recognizes that many undergraduates demonstrate interest and capacity to enrich their learning through direct participation in research. Indeed, it is by focusing on research and undergraduate student involvement in research that Western can take the student learning experience to the next level. Building on our Mission to educate global citizens at a top research-intensive university, Western will provide greater opportunities for undergraduates to engage with research as part of their degree. This may include greater incorporation of inquiry-based learning into the existing curriculum, providing more opportunity for the presentation of student work through undergraduate journals, conferences and Western's institutional repository (Scholarship@Western), as well as more hands-on involvement with research projects conducted in campus laboratories.
10. **Innovate our pedagogy through alternative means of undergraduate and graduate program delivery:** Currently, many faculty, staff, librarians and archivists, graduate students and postdoctoral scholars use alternative, hybrid, and blended teaching methods in their courses to enhance the student learning experience. Illustrating this point, courses offered entirely online now account for 10% of all instruction, representing some 185 courses for

undergraduates in direct-entry programs. In a recently released report, Western's Task Force on E-Learning proposed a digital learning strategy for the University. Western's Network for Digital Education & Research has prepared a response to the report. These two documents will inform Western's approach to building on current alternative, hybrid, and blended teaching practices. We will do so by providing infrastructure and technical support for the introduction of new and innovative modes of pedagogy where demand and opportunities are identified at the local academic unit level.

11. **Maximize our Libraries' contribution to supporting student success and scholarly excellence:** Western Libraries play a uniquely foundational role in connecting students, faculty, postdoctoral scholars and staff from across the local and global academic community, and has long been a key partner in the creation, dissemination and application of knowledge. Responding effectively to evolving demands placed upon our physical and virtual learning environments by our academic community is key to the future success of our Libraries. To this end, Western is committed to providing access to essential learning resources, to maintaining and creating space for individual and collaborative learning, to embedding information literacy in the curriculum, and to providing high-quality library services and instruction.
12. **Embrace the principles and practices of an environmentally sustainable campus:** Thanks in part to the President's Advisory Committee on Environment & Sustainability (PACES), Western has reason to be proud of the many environmentally focused processes, programs and facilities implemented across our campus community. Working to increase environmental awareness and reducing our impact on the environment is a labour we share with other globally minded universities. To this end, Western is committed to promoting and supporting innovations in sustainable practice as outlined by the PACES Sustainability Strategic Plan.

III. Reaching Beyond Campus: Engage alumni, community, institutional & international partners

"...We ask that alumni be viewed as a key stakeholder group alongside faculty, staff and students; that the alumni voice be celebrated; that we be engaged at meaningful points in time; and that Western reaches out to us on matters of institutional priority."

Western Alumni Association, February 2013

"... Western plays on a global stage but its local role is also more important than ever before as an essential part of the City of London that makes significant contributions to our economy and community. Western is one of London's most prominent institutions, largest employers and a primary magnet of talent into our community."

City of London, April 2013

Western cherishes its longstanding ties to its home in London, and we are highly cognizant of the importance of relationships with key local stakeholders and institutional partners. These groups include: some 277,000 alumni who live around the world and are represented by the Alumni Association; current students represented by the University Students' Council and the Society of Graduate Students; Western's 8,200 faculty and staff members represented by various unions and employee associations; the City of London; our three Affiliated University Colleges; Fanshawe College; affiliated teaching hospitals and health research institutes; local First Nations communities; community organizations and social service agencies. This list is far from exhaustive. We also take enormous pride in our physical setting in London, which plays a significant role in recruiting and

retaining students, faculty and staff from across Canada and abroad who share our appreciation for the beauty, safety and friendliness of our campus and surrounding community.

Beyond our local community, Western is also indebted to the mutually beneficial relationships we actively sustain with a growing list of regional, provincial, national and international organizations. These relationships contribute importantly to our rising profile as a global university. Recognizing that Western's continued success is increasingly dependent upon our institution's ability to interact in meaningful ways with a large and complex global network of stakeholder groups, we will strengthen our public engagement and outreach by:

1. **Engaging our global alumni community as active ambassadors for higher education:** As graduates, no group is more knowledgeable of and influenced by Western's student learning experience than our alumni. Western's ability to excel in the global environment increasingly depends on how well we are able to engage the active support of our alumni community locally, provincially, nationally and internationally. Beyond their proven and generous capacity for providing philanthropic support (including that received during the current [*"Be Extraordinary" Campaign for Western*](#), which aims to raise \$750-million by 2018), we intend to engage alumni more creatively and effectively as advocates for their *Alma Mater* and for the cause of postsecondary education more broadly. These efforts will include:
 - supporting alumni in forming global links and virtual networks that will mutually benefit individual graduates and their *Alma Mater*;
 - celebrating graduates' success stories in traditional and social media;
 - seeking alumni help to advocate for greater public support of Western and higher education;
 - exploring opportunities to provide alumni with enhanced access to online library resources, services and life-long learning opportunities;
 - tapping graduates' personal networks as a means to identify exceptional students, faculty and staff in our recruitment efforts;
 - leveraging alumni knowledge to assist with the development of innovative curriculum and research initiatives that will better prepare our students to become global citizens;
 - cultivating ongoing alumni interest in Western's activities and linking alumni to participation opportunities;
 - accessing graduates' expertise on revenue diversification strategies that will help minimize the University's reliance on governmental and tuition sources;
 - maximizing the ability of professional school graduates to link to their professional communities.
2. **Seeking mutual points of advocacy with our unions, employee and student groups:** We commit to working with the various constituency groups on campus to find mutual points of advocacy that will strengthen the high quality of Western's teaching and research and increase Western's profile on the global stage.
3. **Contributing to London's social, cultural and economic development:** Western reaffirms its strong and ongoing commitment to playing a leadership role in contributing to the high quality of life enjoyed by citizens of London and the regional community. The University's direct points of interaction with the City and community are both countless and varied. As one of London's largest employers, Western generates—conservatively reckoned—an estimated \$2-billion in economic activity annually. Along with the 8,200 faculty and staff employed on campus, Western and its Affiliated University Colleges attract 6,400 first-year undergraduates each year, in addition to more than 31,000 upper-year, graduate and postdoctoral scholars who count among the brightest young minds in the country. Western will continue to explore with the City of London and other community organizations mutually beneficial initiatives that contribute to the city's quality of life and advance the teaching and research mission of the University.

4. **Partnering with educational and research institutions at home and abroad:** To advance our goals, Western believes that it can achieve more by partnering with other educational and research institutions than what it can achieve by going it alone. In advancing Western's teaching and research priorities, we will pursue select opportunities to partner with institutions through which mutual benefit can be achieved.
5. **Improving accessibility and success in higher education for Indigenous peoples:** Western has undertaken many activities to strengthen its relationship with regional Aboriginal communities. This began with the establishment of the Aboriginal Education and Employment Council (AEEC) in 1991, which highlighted a commitment, articulated again in *Engaging the Future* in 2006, to developing distinct initiatives for recruiting and supporting Aboriginal students. Today, Western is home to approximately 450 students who identify themselves as being of Aboriginal ancestry and whose presence and activities contribute significantly to the cultural diversity of our campus community. Looking ahead, Western reaffirms its commitments to making higher education more accessible to Indigenous peoples, to improving the learning experiences and success of Indigenous students, to hiring and supporting the success of Indigenous scholars and staff, and to improving the well-being of Indigenous peoples through ethical research and social involvement. To accomplish these important goals, Western looks to partner with the AEEC to develop an inclusive multi-year Indigenous Strategic Plan that will encompass key priorities over the next five years.

IV. Taking Charge of Our Destiny: Generate and invest new resources in support of excellence

If we are to pursue and achieve the aspirations outlined in *Achieving Excellence on the World Stage*, Western will need incremental resources to support these ambitions. This also means making more effective and selective use of our available resources to maintain the fiscal capacity and flexibility that will allow Western to engage proactively with future opportunities that may emerge in alignment with our strategic priorities.

As a publicly assisted university, Western depends significantly on grants from the Provincial government to fund its operations, and from the Federal government for research support. Currently, 45% of our operating funds come from government grants, while the balance comes from domestic student tuition (35%), international student tuition (7%), and other sources, including private philanthropy and corporate partnerships (13%). However, Western operates in a fiscal environment in which there is a growing gap between public expectations and the government's ability to fund important public services and investments. The rising cost of health care, coupled with an aging population and an ever-increasing debt burden for the provincial government has led to the decline of funding allocations for postsecondary education on a per student basis. As a result, the Provincial share of our operating budget has declined from 85% in the late 1970s, to 45% in 2012.

Western continues to make the case, to both the Provincial and the Federal governments, for increased public investment in support of high-quality university programming. We must also be more diligent in actively seeking new opportunities to generate resources from non-traditional sources. In the years ahead, our strategic priorities for addressing this challenge will include:

1. **Private philanthropy:** Western is fortunate to enjoy the philanthropic support of thousands of generous alumni, corporations, foundations and other friends of the University. In fact, fundraising initiatives dating back to the "Second Century Campaign" (1979-1985) have generated more than \$1 billion in additional revenue for Western and hundreds of millions more through various government donor-matching programs. Having surpassed the half-way point in our current \$750-million "Be Extraordinary" Campaign, Western will continue to engage private partners seeking to invest in University priorities, including student aid,

scholarships and endowed research chairs.

2. **Enhanced alumni giving:** Western's 277,000 alumni, who are spread around the world, count among our University's most important stewards. Over the years, their financial support has helped Western build excellence in select areas of teaching and research activity that would not have been possible relying only on traditional sources of revenues. Western's ability to achieve its ambitious goals will, importantly, depend on our ability to significantly increase alumni giving. In our distant past, Western could rely largely on public funding to achieve its goals, and as a direct consequence many of our alumni have not felt the need to support Western directly. They correctly understood that taxes provided adequate funding for great public institutions like Western. *This is no longer the case.* Western's current provincial operating grant covers 45% of the University's operating expenditures. We need to make the case to our alumni that their giving can make a difference between excellence and mediocrity. To this end, Western is committed to working with our alumni to promote a culture of alumni giving to support excellence.
3. **Private sector partnerships:** Collaborative initiatives that engage private sector partners in order to tackle pressing real-world challenges represent an important means of fulfilling Western's mission to create, disseminate and apply knowledge for the benefit of society. Western is committed to identifying and pursuing partnership opportunities that are clearly aligned with Western's institutional strengths, strategic, and academic priorities, while taking care to maintain the highest standards of academic integrity in all our partnership endeavours.
4. **Enhanced investment returns:** Since 1988, Western has invested revenues received but not yet expended as a means of generating additional resources for strategic priorities. Through a prudent mix of short-term non-endowed and long-term endowed investments, this strategy has generated more than \$103 million in additional funding for University priorities over the past decade. Moreover, since this practice was adopted, Western's financial planning has achieved annualized returns of 5.9%. Western will continue to monitor and refine its investment strategies with a view to minimizing risk and maximizing returns.
5. **Investing resources to support excellence and strategic initiatives:** Despite a decline in per-student funding support from government sources, the provincial grant remains the major source of our revenue. The other significant source of our revenue comes from student fees regulated by the Province. Consequently, over 80% of our revenue depends on government funding and/or policies. Over the decades, Western has experienced significant shifts in funding policy that have affected our revenue sources. Our dependence on the health of Ontario's public finances links the University's financial outlook to the often unpredictable fluctuations of budgetary cycles. Continued prudent management of our resources is therefore a must if Western is to pursue its strategic priorities. To this end, Western will manage its resources to ensure that the long-term interests of the institution are protected. Our financial strategies in this endeavour include avoiding structural deficits, and building budgetary flexibility at all levels so that we can deal with unanticipated fiscal challenges, and uncertain funding regimes, without resorting to actions detrimental to the well-being of the institution.

MEASURING OUR PROGRESS:

Paying attention to metrics that matter

Western's success in achieving excellence on the world stage will be determined by the expertise, creativity, and passion of all members of our campus community. To foster the kind of culture that encourages and supports individuals and groups to realize both personal and institutional ambitions, Western recognizes the importance and value of all contributions to its Mission, to providing opportunities for personal, job and career development, and to promoting a safe, respectful, and healthy work environment in which to thrive.

Western is also committed to setting ambitious high-level targets against which progress toward our goals can be monitored and corrected when necessary. The following list represents the key targets and corresponding metrics we will monitor during the lifetime of this Plan. Every attempt will be made to benchmark our progress with respect to our peer groups, and where reliable data is not available, proxies may be used.

- a) Attract the brightest students as demonstrated through the highest entering grade average and the highest number of students with external awards among Canada's leading research-intensive universities.
- b) Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c) Enhance the learning experience by providing a community-based experiential learning opportunity, an international learning opportunity, or a research learning opportunity for all undergraduates who wish to pursue one as part of their degree.
- d) Increase international undergraduate student enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
- e) Increase graduate student enrolment to at least 20% of the total student body.
- f) Increase diversity among faculty and staff, including the recruitment and retention of designated employee groups (including women, visible minorities, aboriginal persons, and persons with disabilities) to lead or exceed the U-15 averages for representation.
- g) Add 100 research chairs, including 50 endowed chairs, in areas of strength.
- h) Increase our national share of funding awarded from each of the Federal Tri-Councils.
- i) Increase the number of faculty members who have won national and international teaching/research awards and similar distinctions.
- j) Double the number of academic Departments, Schools and Faculties that rank among the world's top 100 universities in major international surveys.
- k) Increase the share of the operating budget from non-Provincial sources by 1% per year.
- l) Surpass our \$750-million "Be Extraordinary" fundraising campaign goal and grow the University's endowment to at least \$500 million by 2018.
- m) Build institutional capacity to sustain fundraising beyond the current campaign, with an eventual goal of increasing annual fundraising achievements to \$100-million.

- n) Double alumni engagement, as measured through a range of activities that will include alumni card requests, participation in programs and events, address updates, giving to the institution, and voluntarism, etc.

V. *Appendix: Web links to key information sources related to Western's Strategic Plan*

- Consultation Summary of Strategic Plan Renewal Process (2013)
- Institutional Principles and Values (2013)
- [Internationalization Strategic Plan](#) (2009-2012)
- [Strategic Research Plan Overview](#) (2012)
- [Equity & Human Rights Services Reports and Publications](#)
- [E-Learning Report](#) (2013)
- [Campus Master Plan](#) (2007)
- [Leadership in Learning: Western's Strategic Plan](#) (1995)
- [Making Choices: Western's Commitments as a Research-Intensive University](#) (2001)
- [Engaging the Future: Final Report on the Task Force on Strategic Planning](#) (2007)
- [Update to Engaging the Future](#) (2010)
- PACES Sustainability Strategic Plan

Western's Draft Institutional Principles and Values (Page 1 of 2)

Updated November 2013 as part of the 2012-13 Strategic Plan Renewal Process

In support of our institutional Mission and Vision—which together articulate Western's commitment to serving the public good through excellence in teaching, research and scholarship—the following principles and values describe the culture that all members of our campus community will aspire to embrace and uphold. They include:

- **Academic Freedom:** We will uphold the right of all in our academic community to speak and write freely, and we expect all who study, teach and do research at Western to uphold the highest ideals of scholarly responsibility.
- **Accountability:** We will be accountable to our students and the general public for the quality and quantity of our teaching, research, scholarship, and service to the community, and for the responsible and effective use of our resources.
- **Autonomy:** We will be creative and entrepreneurial in seeking the financial and policy means to strengthen our autonomy and reduce dependence on public funding, thus enabling Western to more vigorously pursue academic priorities in support of our Mission and Vision.
- **Diversity:** We are committed to welcoming the world to Western and will ensure that our enrolment, employment and advancement processes are open, unhindered and free of barriers.
- **Excellence:** We will aspire in our teaching, learning, research and scholarship to a level of academic excellence that is recognized nationally and internationally, as characterized by high standards for the recruitment and performance of our faculty, staff and students.
- **Innovation:** We will foster an environment that rewards creativity and risk-taking on the part of faculty, staff, and students that is responsive to opportunities for improving all aspects of our teaching, learning, research, scholarship and service toward the public good.
- **Integrity:** We will embrace the values of honesty, fairness and respect in creating and disseminating all scholarly work, and in conducting all of our academic and professional activities, as an essential means to serving the public good.
- **Interdisciplinarity:** Recognizing that solutions to many of the world's most significant and complex challenges are often found where disciplines intersect, we will promote and support collaboration while building capacity for interdisciplinary research and teaching.
- **Internationalization:** We will embrace our role as an active member of the global academic community through the full range of our educational, research, scholarship, and community development activities that engage our students, faculty, staff, alumni and external partners.
- **Leadership:** We are committed to building a culture of achievement that inspires all members of our campus community—faculty, students, staff and alumni—to lead and succeed as global citizens committed to making a difference in society.
- **Openness:** We will promote and facilitate a campus community in which information is widely shared, broad participation is encouraged, the processes for decision-making are understood and respected, and feedback is valued.

Western's Draft Institutional Principles and Values (Page 2 of 2)

- **Partnership:** We will seek cooperative and mutually beneficial relationships with other academic institutions, businesses, charitable organizations, and governments at home and abroad to enhance and support our educational, research and scholarly activities.
- **Safety and Respect:** We will create and maintain a safe and respectful learning and work environment in which all students, staff and faculty can aspire to excellence and success.
- **Selectivity:** We will achieve excellence on the world stage by identifying our greatest academic and research strengths and building upon them with the strategic and selective allocation of incremental resources.
- **Social Responsibility:** We will aspire, through our teaching, research and service to the community, to play a significant role in improving the quality of life through economic development in London and this region, in the Province of Ontario, in Canada, and abroad.
- **Sustainability:** We will leverage our intellectual capacity to solve pressing environmental problems, while minimizing the impact of our campus community on the environment and educating students to be leaders in the environment and sustainability movement.

2013 Strategic Plan Renewal Consultation

Quantitative summary of written submissions and meeting notes
received by and collected on behalf of the Senate Committee on University Planning

<i>Constituency</i>	<i>Submissions</i>
Aboriginal Education and Employment Council	1
Administrative Bodies/Units	4
Academic Bodies/Units (other than Faculty Councils)	21*
Alumni (individuals)	15
Alumni Association	1
External Community Groups and Government	5
Faculty (individuals)	65
Faculty Councils (including Libraries and Graduate Education)	13
Leaders' Forum table discussion notes on Strategic Plan	1 doc (25 pp)
Staff (individuals)	50
Students (individuals)	40
Student Groups	5
UK Foundation Board of Directors	1
Unions / Employee Groups	5
Anonymous	7
"We Speak" Campus Culture Survey question on Strategic Plan	1 doc (88 pp)
Western Libraries	
TOTAL INPUTS	235

** Total includes 10 letters supporting the Migration & Ethnic Relations program.*

2013 Strategic Plan Renewal Consultation

Units/Groups/Associations that provided oral and/or written input to the
Senate Committee on University Planning

1. Aboriginal Education and Employment Council
2. Academic and Administrative Leaders' Forum (November 29, 2012)
3. Board of Governors
4. Continuing Studies
5. Centre for Planetary Science and Exploration
6. Centre for Research on Migration and Ethnic Relations
7. City of London (signed by Mayor Joe Fontana and City Manager Art Zuidema)
8. Department of Women's Studies and Feminist Research
9. Equity and Human Rights Services
10. Faculty Council of Arts and Humanities
11. Faculty Council of Education
12. Faculty of Engineering
13. Graduate Education Council
14. Faculty Council of Health Sciences
15. Faculty Council of Information and Media Studies
16. Faculty Council of Ivey Business School
17. Faculty of Law
18. Faculty Council of Don Wright Music
19. Faculty of Science
20. Faculty Council of Social Science
21. FIMS Students' Council
22. Housing and Ancillary Services
23. Human Resources Division
24. Indigenous Services
25. Joint Employment Equity Committee
26. London & Middlesex Local Immigration Partnership
27. Office of the Vice-Provost (Academic Programs and Students)
28. Pillar Non-Profit Network
29. Postdoctoral Association at Western
30. Professional and Managerial Association
31. Public Humanities Program
32. School of Graduate and Postdoctoral Studies
33. Schulich School of Medicine and Dentistry
34. Society of Graduate Students
35. South London Neighbourhood Resource Centre
36. Teaching Support Centre
37. UK Foundation Board of Directors
38. United Way of London & Middlesex (Andrew Lockie, CEO)
39. University Ombudsperson
40. University Students' Council
41. University of Western Ontario Faculty Association
42. Western Alumni Association
43. Western Heads East
44. Western Libraries
45. WindEEE Research Institute
46. Writing Support Centre



Performance and Activity Indicators
Annual Report to the Board of Governors

November 2013

President's Message

Since 1995, the administration has presented the Board with an annual report describing Western's progress towards our strategic goals and giving members of our community a sense of our relative standing within the Province and the country on a variety of statistical measures. This is the sixth annual report to give the presentation a more formal structure. These annual reports reproduce the same array of core performance and activity indicators on a consistent basis, so that we will have a set of benchmarks which can be measured over time.

The report is an important element of the administration's accountability to the Board. Increasingly the provincial government has been calling upon Ontario's universities for greater levels of accountability and transparency, and we are currently engaged with the government on the attributes of an enhanced accountability framework. At Western we are already well-positioned to respond to these calls, in the sense that our academic plans, budget plans, financial statements, and Board and Senate proceedings are already publicly available on a readily-accessible public accountability website.

In selecting a set of core indicators, we have attempted to produce a concise and focussed report. It is important to note that this is not intended as a promotional document. It contains not only indicators which suggest significant achievement by Western, but also ones that identify areas where improvements are necessary in order to achieve our strategic plans and aspirations.

Dr. Amit Chakma
President and Vice-Chancellor

The Primary Data Sources

The Council of Ontario Universities has for many years collected a wide variety of information from its member institutions: applications and marks data, space inventory, faculty and staff counts, and an annual financial report. By agreement, the member institutions do not publish comparisons which might damage the reputation of another member institution. Therefore, Western's performance indicators compare us to the aggregate of the other member institutions.

In 1999 the executive heads of the G10, Canada's ten most research-intensive universities (Laval, Montreal, McGill, Queen's, Toronto, McMaster, Waterloo, Western, Alberta, and British Columbia) formed a data exchange consortium to facilitate comparative analysis and benchmarking. The G10 data exchange (G10DE) was modelled after a similar data exchange consortium of leading American research universities, and with the passage of time, the G10DE has produced a valuable set of comparative data. The G10 group was expanded in 2006 and again in 2010 to include Dalhousie University, the University of Ottawa, the University of Calgary, the University of Manitoba, and the University of Saskatchewan. Since that time the comparative indicators have been expanded gradually to include the larger U15 group as the five new members begin to provide data.

Western also participates in a number of American-based data exchange initiatives which can be used for comparison purposes:

- The Consortium for Student Retention Data Exchange (CSRDE)
- The Association of Research Libraries (ARL)
- The National Survey of Student Engagement (NSSE)

When considering comparisons to American universities, Western selects the group of publicly-funded institutions classified by the Carnegie Foundation as being in the highest category of research-intensity.

The Format for the Indicators

The indicators in this report will be presented in one of three formats, and the selection of a particular format is in large measure a function of data availability. Over time, with increased data availability, the format of a particular indicator may be modified and enhanced. Data will be presented as one of:

1. Western compared to peer institutions over time,
2. Western compared to peer institutions at a point in time (the most recently available year), or
3. Western's performance over a period of time with no peer comparator data.

Acknowledgements

The analyses in this report have been prepared by James MacLean and Anna Bitel of the Office of Institutional Planning and Budgeting. They have been assisted by staff in all of the central administrative offices in the data collection effort. Ruban Chelladurai was responsible for the integrity of the analyses presented here, as well as for the organization of the report.

Secondary School Grades of Incoming Students

Figures 1 and 2

Data Source: Ontario University Applications Centre (OUAC)

Calculation of Indicator: The analysis displays the final Ontario secondary school average grades for all first-time applicants who registered in the first year of study as full-time students at an Ontario university. Figure 1 shows the average for first-year registrants at Western as compared to the aggregate of all Ontario universities.

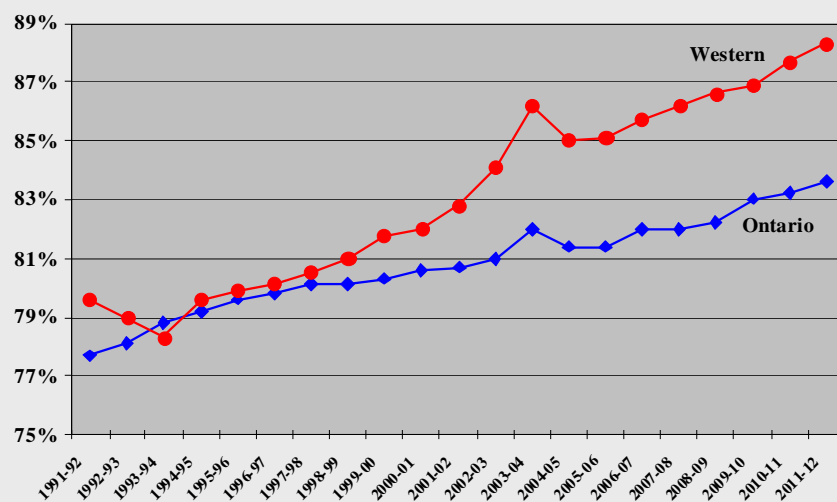
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In the mid-1990s the average entering grade for Western students fell below the Ontario average. This trend has been reversed, and the average entering grade of Western's first-year students is now considerably higher than the provincial average. In 2004-05 there was a decline in the entering average for Western and for all Ontario universities, reflecting the passage of the sharp increase in applicants in 2003-04 occasioned by the double cohort. In 2011-12, the average grade for Western was nearly 5 percentage points higher than the aggregate of other Ontario universities.

The long-term trend is particularly pronounced at the highest end of the grade scale: Western's share of all Ontario secondary school applicants with averages of 85 percent or better has increased by almost 65 percent, from under 6 percent of the provincial total in 1996-97 to nearly 9.4 percent in 2011-12.

Figure 1

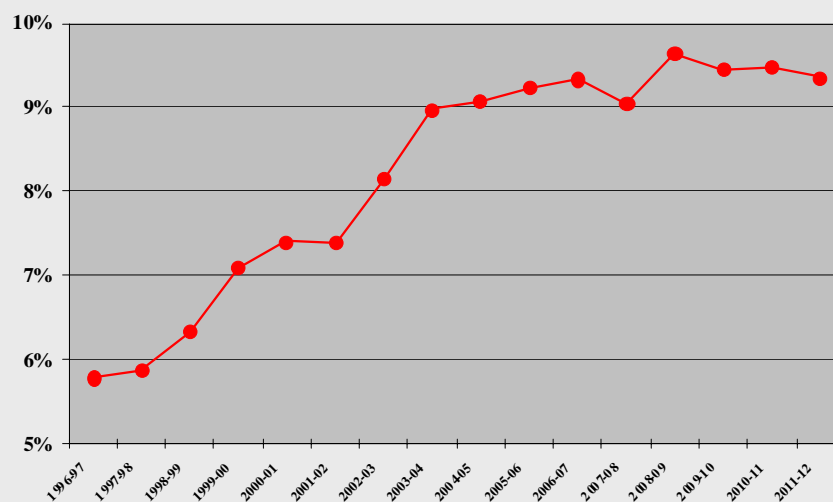
Average Entering Grades of New Full-Time First-Year Ontario Secondary School Students



Source: Council of Ontario Universities and Western University

Figure 2

Western's Share of All First Choice Ontario Secondary School Applicants with Entering Grades of 85%+



Source: Council of Ontario Universities and Western University

Out-of-Province and International Students

Figures 3 and 4

Data Source: Ontario University Applications Centre (OUAC)

Calculation of Indicator: The proportion of Western's first time, first-year registrants in direct entry programs from out-of-Province and out-of-country are compared to the proportion of these first time registrants for the aggregate of all Ontario's universities.

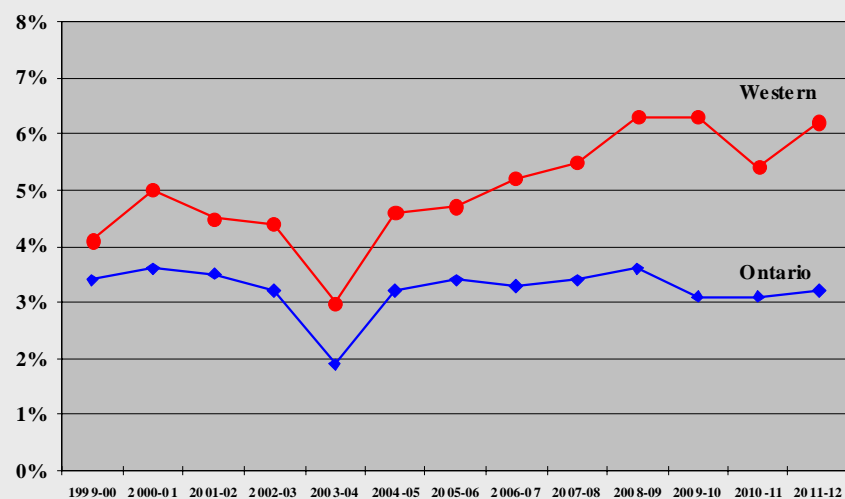
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In cooperation with the Ministry of Training, Colleges, and Universities, all of Ontario's universities, including Western, deliberately reduced the intake of out-of-Province and international students in 2002-03 and 2003-04 in order to create more first-year places for Ontario secondary school students who were graduating as part of the double cohort. This trend has been reversed, and Western's intake of out-of-Province students in 2011-12 was double the provincial average.

Expansion of undergraduate international enrolment is a strategic priority for the University, and an array of recruitment strategies have been implemented to achieve enrolment growth.

Figure 3

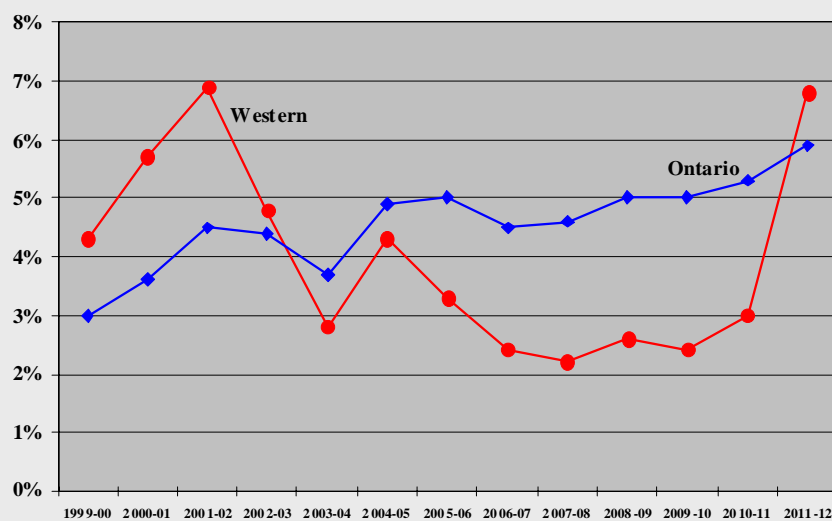
Proportion of First-Year Students from Other Canadian Provinces



Source: Council of Ontario Universities and Western University

Figure 4

Proportion of First-Year Students from Other Countries



Source: Council of Ontario Universities and Western University

Undergraduate Student Retention Rates

Figures 5 and 6

Data Source: Consortium for Student Retention Data Exchange (CSRDE)

Calculation of Indicator: Each year the participants in the CSRDE submit data for the number of students who have successfully proceeded from year 1 to year 2 of study in direct-entry undergraduate programs.

Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium for Student Retention Data Exchange (CSRDE).

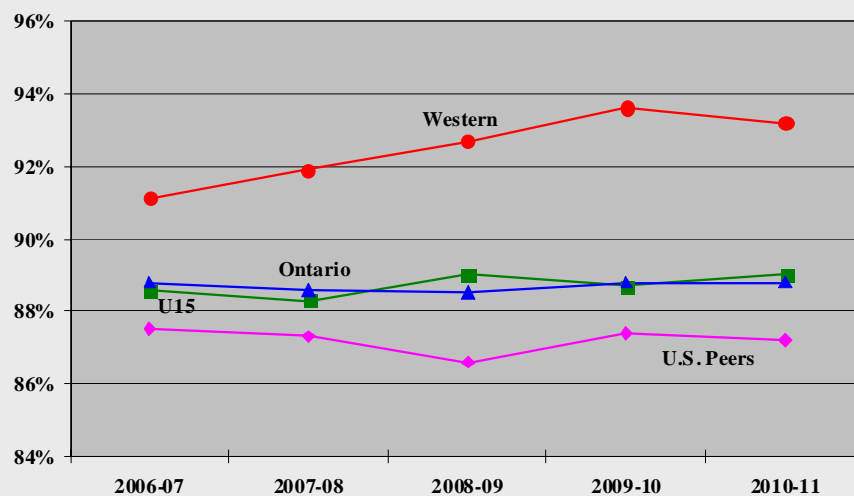
Commentary: In the 2012 reporting cycle, all Ontario universities and twelve of the U15 universities participated in the CSRDE – permitting meaningful comparison of retention rates across institutions.

The data suggest that, as the quality of Western's incoming class (as measured by entering grades) has steadily improved, so too have the retention rates of our students.

Western compares favourably in year 1 retention rates with other Canadian institutions, and considerably exceeds the rates experienced by our American peer institutions. Within the U15 group, only Queen's achieves higher year 1 to year 2 retention rates.

Figure 5

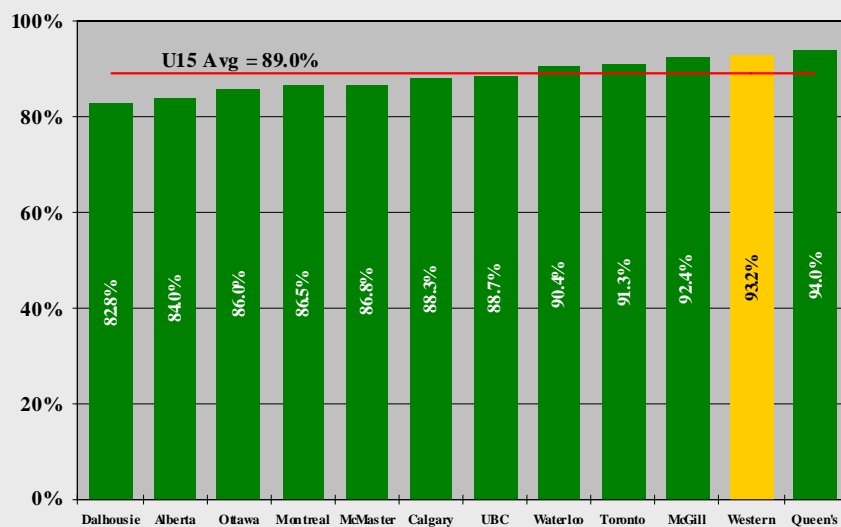
Year 1 to Year 2 Retention Rates 2006-07 to 2010-11 Entering Cohorts



Source: August 2012 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University.

Figure 6

U15 Universities: Year 1 to Year 2 Retention Rates 2010-11 Entering Cohort



Source: August 2012 CSRDE Peer Institutional Reports

Undergraduate Student Graduation Rates

Figures 7 and 8

Data Source: Consortium for Student Retention Data Exchange (CSRDE)

Calculation of Indicator: Each year the participants in the CSRDE submit data for the number of students who have successfully graduated from direct-entry undergraduate programs within six years of their entry into the program.

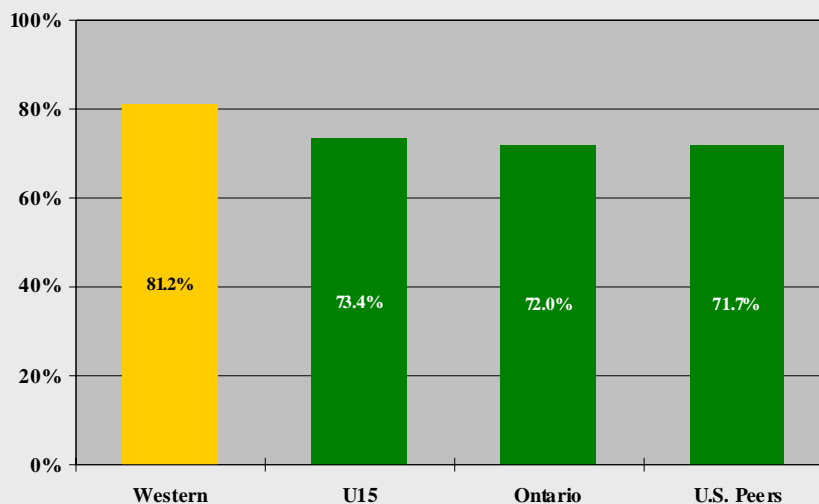
Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium for Student Retention Data Exchange (CSRDE).

Commentary: In the 2012 reporting cycle, all Ontario universities and twelve of the U15 universities participated in the CSRDE – permitting meaningful comparison of graduation rates across institutions.

Western's six-year graduation rate is higher than the U15 average, the Ontario average, and the average for U.S. peer institutions. Within the U15 group, Western's graduation rate is at the higher end of the range – but notably lower than Queen's.

Figure 7

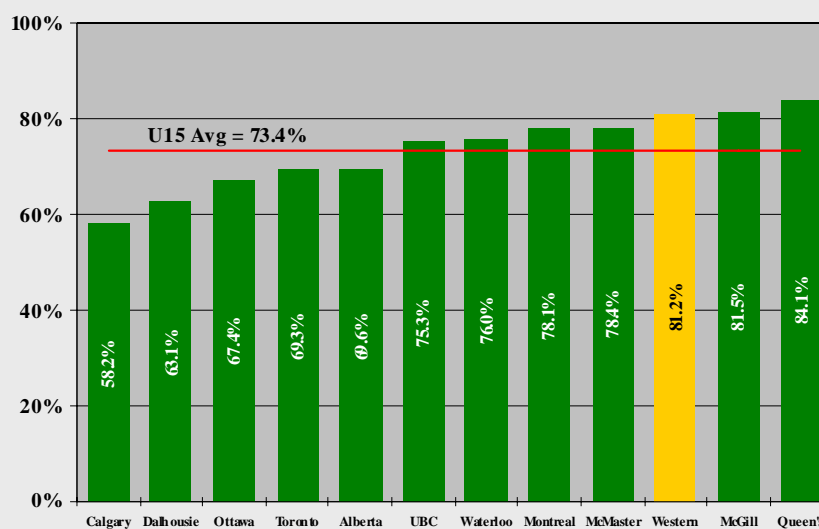
Undergraduate Student Graduation Rates 2005-06 Entering Cohort Six Years After Entry



Source: August 2012 CSRD Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University

Figure 8

U15 Universities: Undergraduate Student Graduation Rates 2005-06 Entering Cohort -- Six Years After Entry



Source: August 2012 CSRD Peer Institutional Reports

Proportion of First-Year Students in Residence

Figure 9

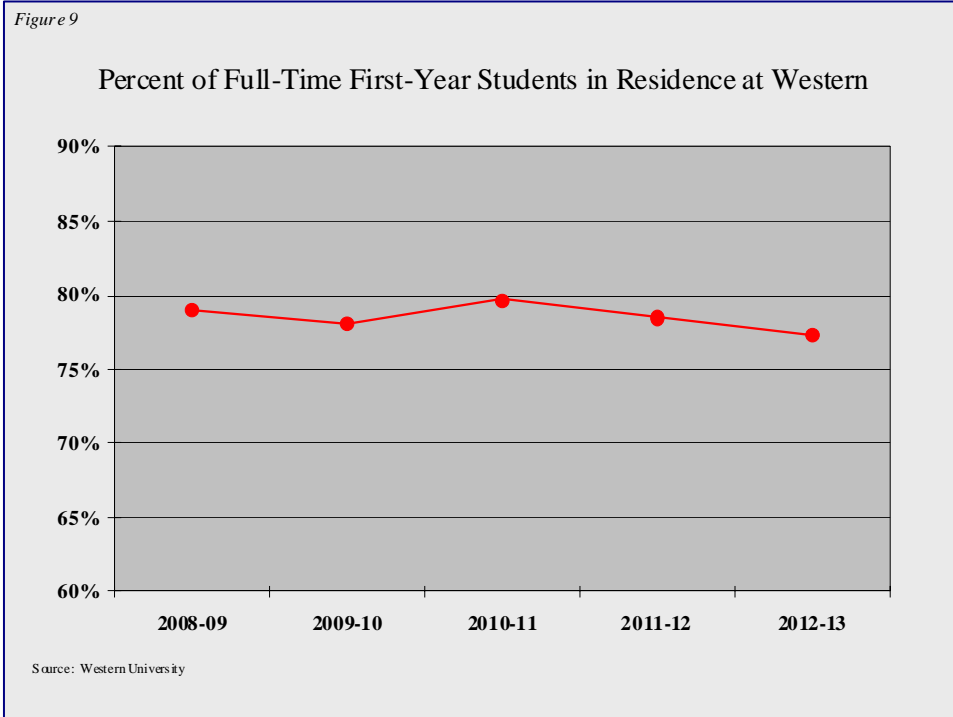
Data Source: Western University

Calculation of Indicator: The number of full-time, first-year students living in Western student residences expressed as a percentage of the full-time first-year student population.

Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: One of the hallmarks of the Western undergraduate experience is the commitment to an offer of a residence place for all first-year students. This has become increasingly important to prospective students and their parents because of the compressed Ontario secondary school curriculum and the resulting younger postsecondary incoming class.

Through the construction of new residences and effective use of existing residences, the proportion of first-year students in residence remains around 80 percent.



Student Satisfaction: Evaluation of Instructor Effectiveness and Overall Satisfaction with Education Received

Figures 10 and 11

Data Source for Figure 10: Instructor/Course Evaluation Survey at Western

Calculation of Indicator: Each year, all Western undergraduate students are invited to submit a course evaluation. Students grade their course experience on a variety of measures, on a scale of 1 (poor) to 7 (outstanding). The indicator summarizes five years of these student evaluations of their course instructor's effectiveness.

Relation to Strategic Plan: Chapter 2: Enhancing the Undergraduate Student Experience. A significant component of the high level of student and alumni satisfaction is the strong interaction among students, faculty, and staff and the feeling of students that faculty and staff take a personal interest in them. Maintaining that interaction will set limits on the future growth of the University at the undergraduate level.

Commentary: The survey results indicate a stable but very high level of satisfaction on the part of students at both the direct-entry and second-entry level.

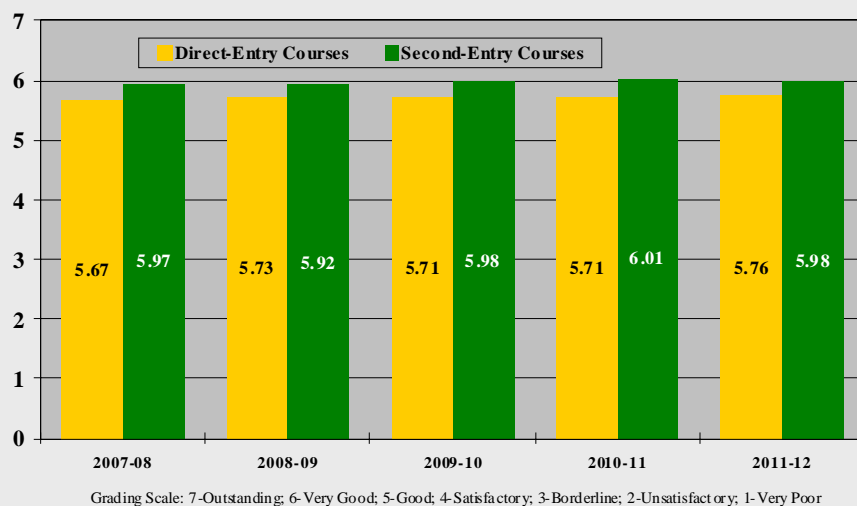
Data Source for Figure 11: Exit survey of all undergraduate students at time of graduation.

Calculation of Indicator: Graduating students are invited to grade their overall undergraduate educational experience at Western on a scale of 1 (not at all satisfied) to 5 (very satisfied). The indicator presents a five-year history of students' satisfaction with the overall educational experience.

Commentary: The results indicate that, at the time of graduation, about 95 percent of Western's undergraduates were satisfied with the overall educational experience. This level of satisfaction has been consistent over the past five years.

Figure 10

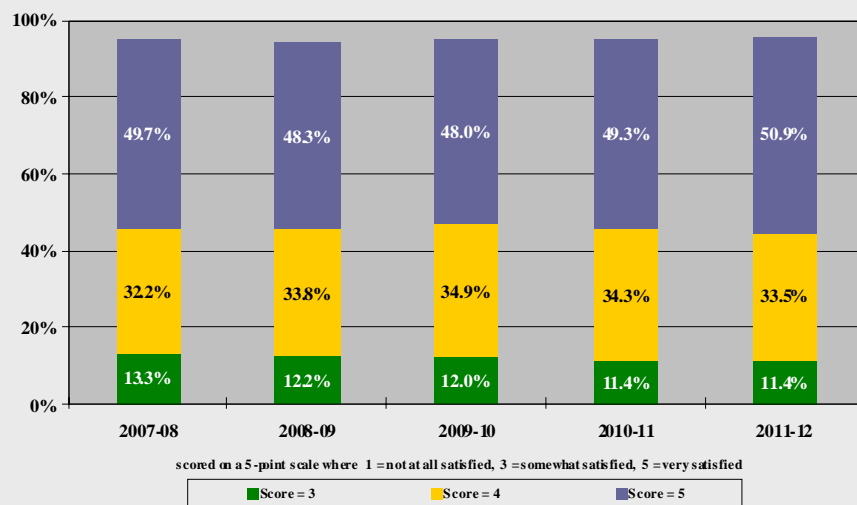
Western's Instructor and Course Evaluations Ratings of Effectiveness of the Instructor



Source: Western University

Figure 11

Overall Satisfaction with Education Received Percentage of Responses Between 3 and 5 (on a 5 point scale)



Source: Western University

Undergraduate Student Engagement

Figures 12 through 16

Data Source: National Survey of Student Engagement (NSSE)

Calculation of Indicator: In the Spring of 2011, over 40 Canadian universities, including Western, elected to participate in the National Survey of Student Engagement (NSSE) administered through Indiana University. The NSSE survey, it must be emphasized, is not a student satisfaction survey, but rather an attempt to measure the extent to which students are involved in campus life and their academic program. Student responses are segregated between first-year and senior-year students in direct-entry undergraduate programs.

Relation to Strategic Plan: Commitment 2.12: Use ongoing involvement in NSSE to establish additional benchmarks for performance in student-related activities and services and measures of Western's success.

Commentary: The NSSE survey contains a very large and rich source of information about the student experience. The 2011 cycle marks the fourth survey at Western – following 2004, 2006, and 2008. The survey will be administered again in 2014.

The major challenge faced by universities in using the NSSE results is to focus upon the particular areas of student response that represent, for the individual institution itself, priorities for the maintenance and improvement of the student experience.

The NSSE Institute provides each participating institution with a benchmark report which groups and aggregates responses to individual questions into five benchmarks:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

In the charts which follow, Western's benchmark scores in these five areas are presented for each of the three years in which the survey was administered to display changes over time. The 2011 results for Western are also compared to the aggregate for all Ontario universities, for all U15 universities, and the aggregate for all American universities in the Carnegie Foundation's category of highly research-intensive universities.

NSSE: Level of Academic Challenge

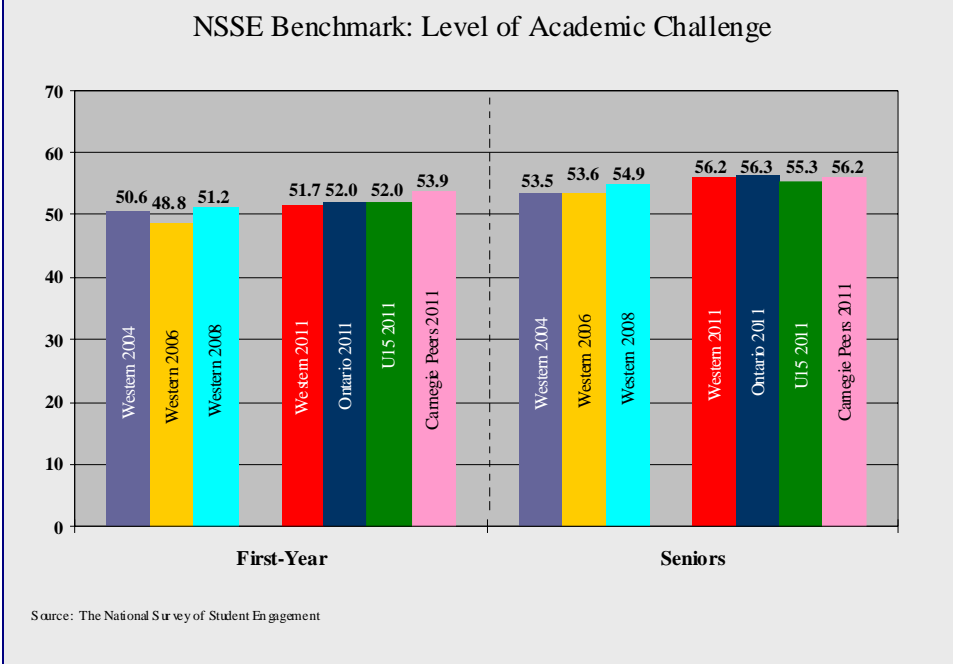
Figure 12

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

Commentary: There has been a slight improvement in Western's benchmark score between 2008 and 2011. For this particular indicator, the results are very tightly grouped for Western and its comparator groups.

Figure 12



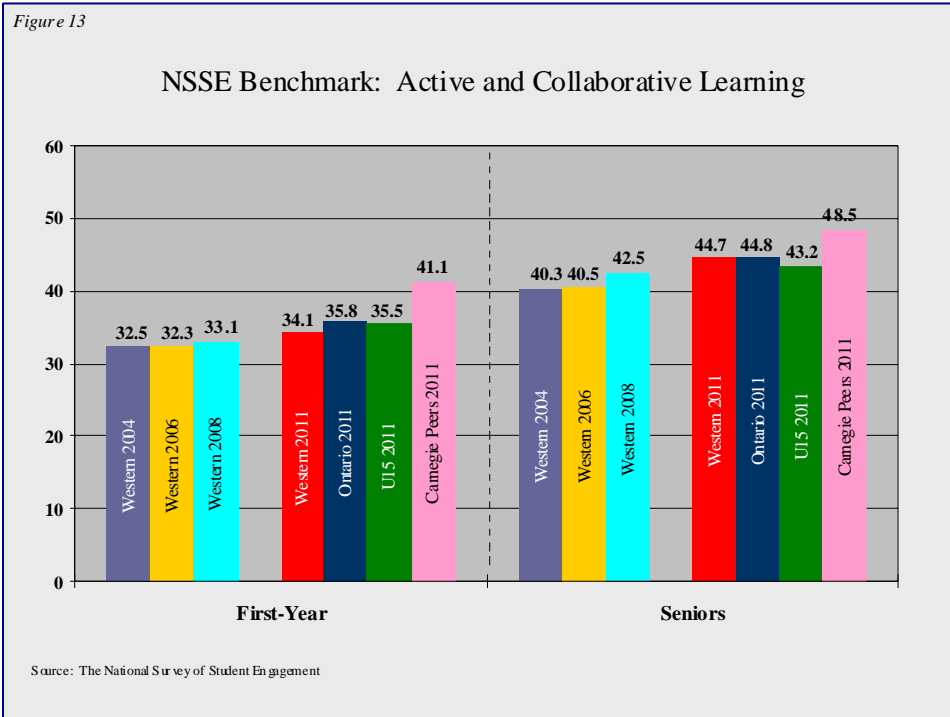
NSSE: Active and Collaborative Learning

Figure 13

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g. service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Commentary: There has been a slight improvement in Western's benchmark score between 2008 and 2011, more so at the level of fourth-year students. For this particular indicator, Western, Ontario, and the U15 are reasonably close in benchmark scores. The gap is most pronounced between Western and its U.S. peer comparators.



NSSE: Student-Faculty Interaction

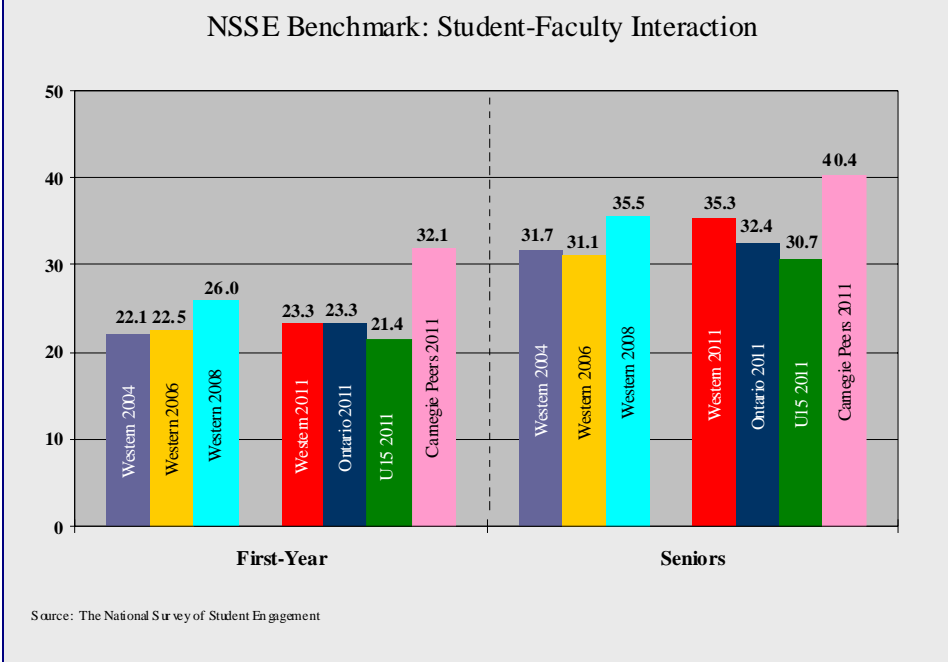
Figure 14

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Commentary: In this indicator, Western outperforms the Ontario and U15 groups, but we continue to lag significantly behind our peer institutions in the U.S. – in all likelihood due to better student-faculty ratios prevailing at those institutions.

Figure 14



NSSE: Enriching Educational Experiences

Figure 15

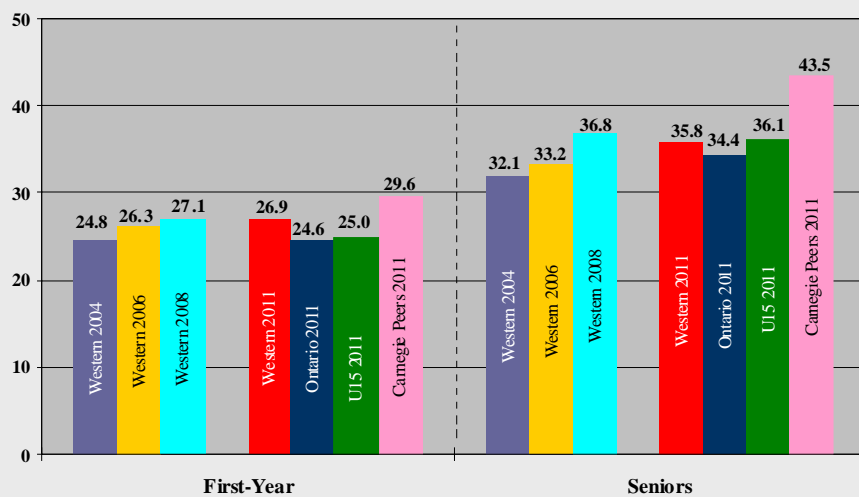
Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g. listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Commentary: Western has achieved improvement in this benchmark since 2004, and we outperform our Canadian peer institutions. However, we lag significantly behind our peer institutions in the U.S.

Figure 15

NSSE Benchmark: Enriching Educational Experiences



Source: The National Survey of Student Engagement

NSSE: Supportive Campus Environment

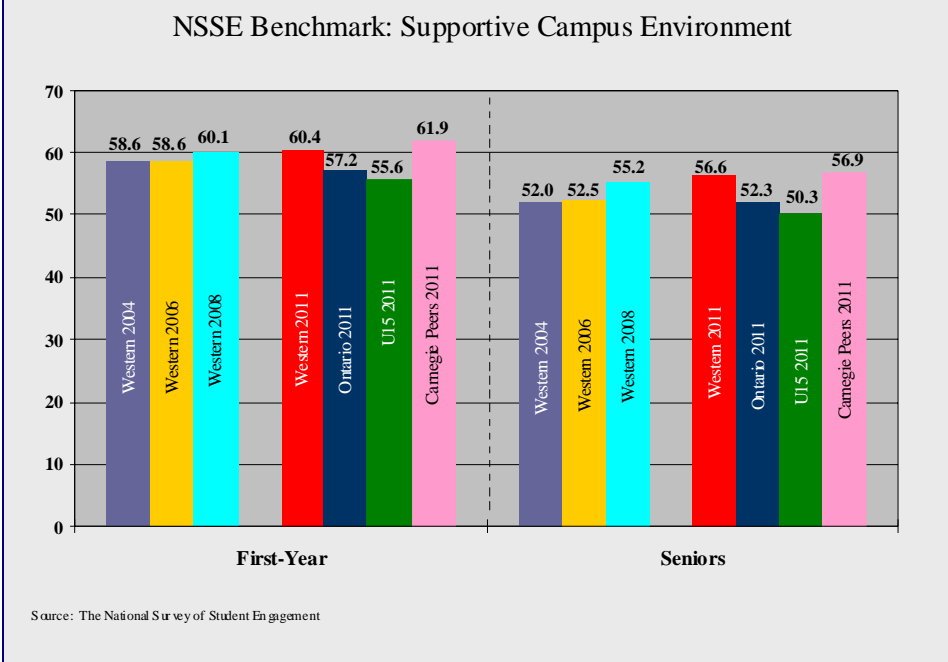
Figure 16

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Commentary: In this benchmark Western outperforms its Canadian peers and is near the performance of its U.S. peers.

Figure 16



Student Aid Funding at Western

Figure 17

Data Source: Western University

Calculation of Indicator: Total operating budget expenditures for student aid divided by total full-time equivalent (FTE) enrolment, 1999-2000 through 2011-12. Student aid provided from gifts and endowments is shown separately.

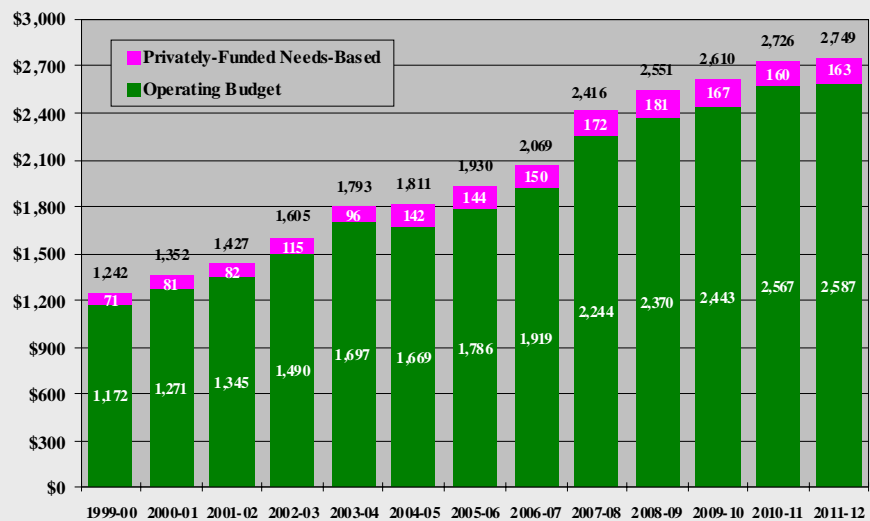
Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: Commencing in 1996-97, Ontario universities were required to set aside 30 percent of revenues arising from tuition rate increases for needs-based student aid. Historically, Western has exceeded this requirement by providing additional needs-based student aid. Ontario's universities continue to work with the Provincial Government on the implementation of a Province-wide 'Student Access Guarantee' which will better integrate student aid from institutional and provincial sources.

Western's per-student expenditure for student aid has more than doubled from \$1,242 per FTE student in 1999-2000 to over \$2,700 per FTE student in 2011-12. Student aid is a high priority in our current fundraising campaign.

Figure 17

Student Aid Funding from the Operating Budget per FTE Student at Western



Source: Western University

Student Debt

Figure 18

Data Source: Western's exit survey of all undergraduate students at time of graduation

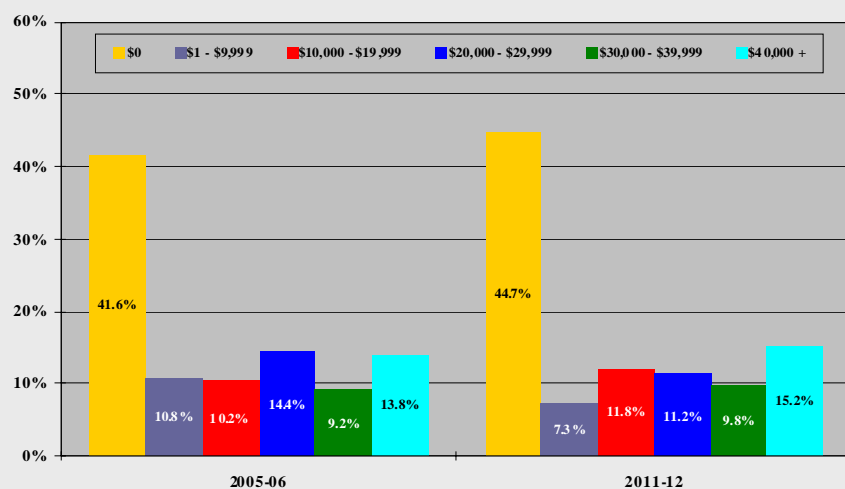
Calculation of Indicator: All undergraduate students, including students in second-entry undergraduate programs, are asked to report on the level of education-related debt they have accumulated at the time of graduation. Reported debt is presented for the 2005-06 and 2011-12 graduating classes.

Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: The analysis indicates that over half of Western's undergraduates continue to graduate with debt less than \$10,000, and the proportion who graduate with no reported debt is almost 45 percent of the total. However, there has been a slight increase in the number of graduates with debt in excess of \$40,000. This latter group of students are primarily from second-entry professional programs.

Figure 18

Education-Related Debt at Graduation Western Graduates from Undergraduate Programs



Source: Western University

International Graduate Student Enrolment as a Proportion of Total Graduate Student Intake

Figure 19

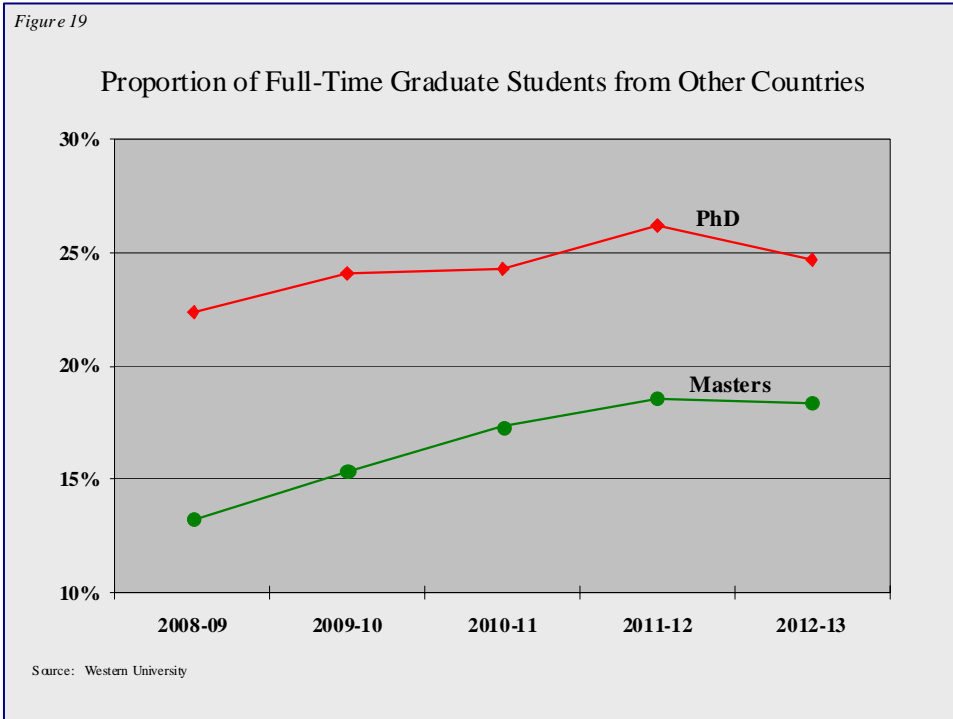
Data Source: Western University

Calculation of Indicator: First-time, full-time international Masters and PhD students as a percentage of all first-time, full-time Masters and PhD students.

Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commitment 3.1: Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.

Commentary: Demand is very strong for access to our graduate programs from international students. The absolute number of international graduate students has increased steadily over the past five years, and in proportional terms approximately 19 percent of Masters and 25 percent of doctoral students are from other countries. This is occurring at the same time as a significant expansion of domestic graduate student enrolment funded by the Province.



Graduate Student Enrolment as a Proportion of Total Enrolment

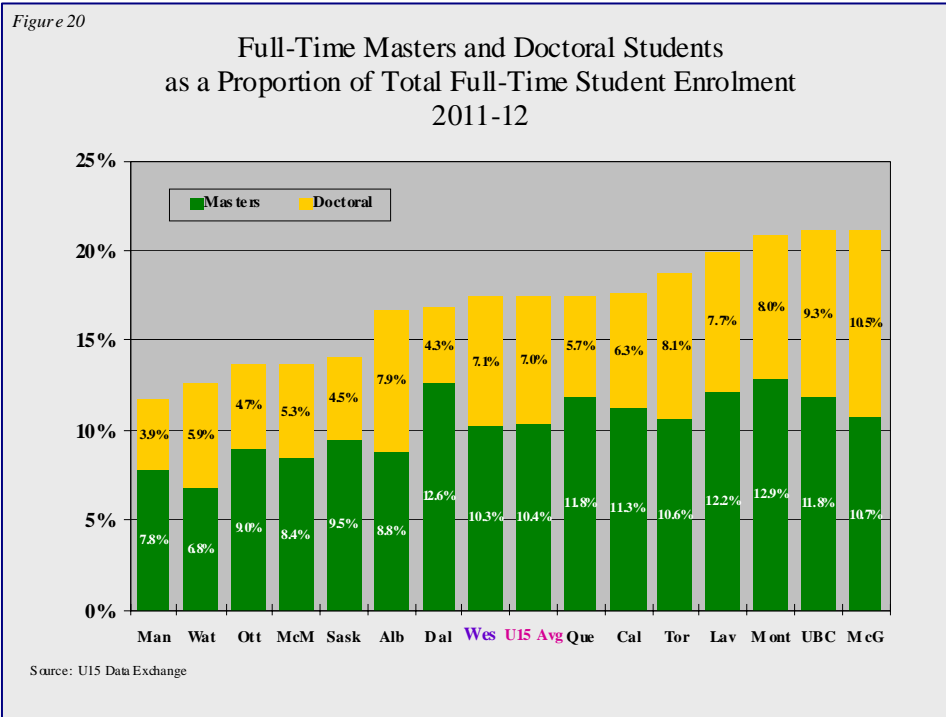
Figure 20

Data Source: U15 Data Exchange

Calculation of Indicator: For each of the U15 universities, fall full-time headcount enrolments for Masters and Doctoral students are expressed as a percentage of total fall full-time headcount enrolment.

Relation to Strategic Plan: Commitment 3.1: Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.

Commentary: Western's doctoral enrolment currently stands at 7.1 percent of total enrolment, whereas UBC and McGill are in the 9 to 11 percent range. If we achieve our current graduate enrolment plans up to 2014-15, Western's graduate enrolment will increase to nearly 19 percent of total enrolment (7.5 percent at the PhD level), moving us closer to the front ranks within the U15.



Doctoral Students: Completion Rates and Time-to-Completion

Figures 21 and 22

Data Source: U15 Data Exchange

Calculation of Indicator: In order to accurately measure the completion rates and time-to-completion for students in doctoral programs, the U15 data exchange developed a detailed methodology which tracks each entering student on a term-by-term basis for nine years after first registration. This gives a precise reading on the percentage of each entering cohort who graduate, as well as the length of time involved to complete the program. The exchange has gathered information on the 1998 through 2002 entering cohorts.

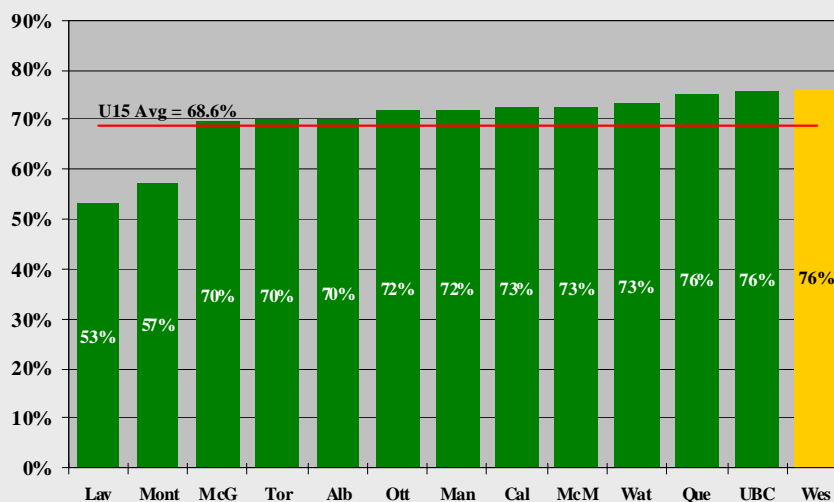
Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: 76 percent of Western's doctoral students successfully complete their PhD, taking an average of under five years to do so. Both indicators for Western are better than the U15 average, and both are improving over time. As Western proceeds with expansion of doctoral enrolment, it will be important to monitor these two indicators.

A cautionary note about these two indicators: both the completion rate and the time-to-completion will vary significantly by disciplinary group, with lower completion rates and longer completion times, for example, in the humanities disciplines across all universities.

Figure 21

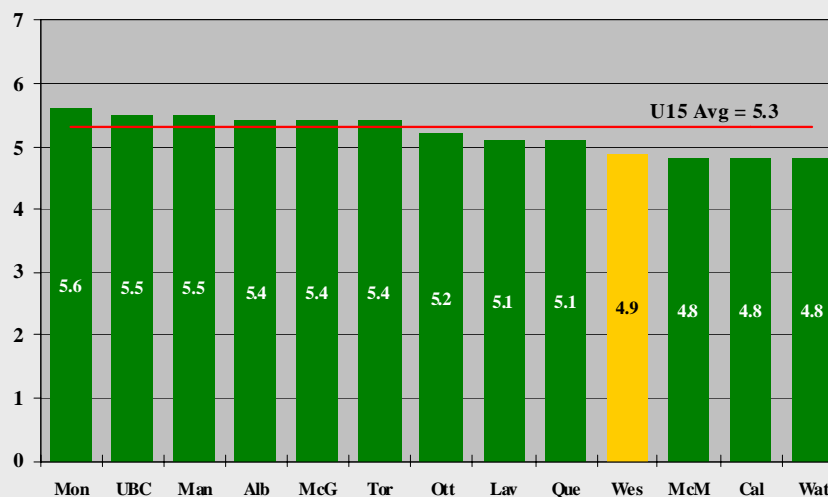
Doctoral Degree Completion Rates
1998-2002 Entering Cohorts – All Disciplines
at Nine Years After Entry



Source: U15 Data Exchange. UBC data are for 1998 and 1999 only; Laval data are for 1998, 1999 and 2002 only; Ottawa data are for 1999, 2000, 2001 and 2002 only; Manitoba data are for 2001 and 2002 only

Figure 22

Average Number of Years to Doctoral Degree Completion
1998-2002 Entering Cohorts – All Disciplines



Source: U15 Data Exchange. UBC data are for 1998 and 1999 only; Laval data are for 1998, 1999, and 2002 only; Ottawa data are for 1999, 2000, 2001 and 2002 only; Manitoba data are for 2001 and 2002 only

Graduate Student Satisfaction

Figures 23 to 26

Data Source: Graduate and Professional Student Survey

Calculation of Indicator: From January through April 2010 Western, along with thirty-seven other Canadian universities, administered the Graduate and Professional Student Survey to all graduate students, excluding those enrolled in the MBA program. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use. It assesses student satisfaction in all areas of the graduate student experience. The survey has been administered in 2005, 2007, and 2010. It will next be administered in early 2013.

Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: The survey results indicate a very high level of satisfaction on the part of graduate students with most aspects of the Western experience. For PhD students there has been a sustained improvement in the overall quality of the student experience, and in the quality of the student life experience. Students reported an increase in the quality of the academic experience and in the quality of their program from 2005 through 2007, but indicated a slight decline in these two measures from 2007 through 2010.

Masters students reported an increase in all aspects of their experience from 2005 through 2010.

When asked a series of questions concerning their willingness to recommend graduate studies at Western to others, or to enrol in their program if they were to start over again, the response trends were mixed for both Masters and PhD students. The strongest positive responses were to the question ‘If you were to start again, would you select this same program’.

Figure 23

Graduate Student Survey Results at Western: PhD % Responses Very Good or Excellent

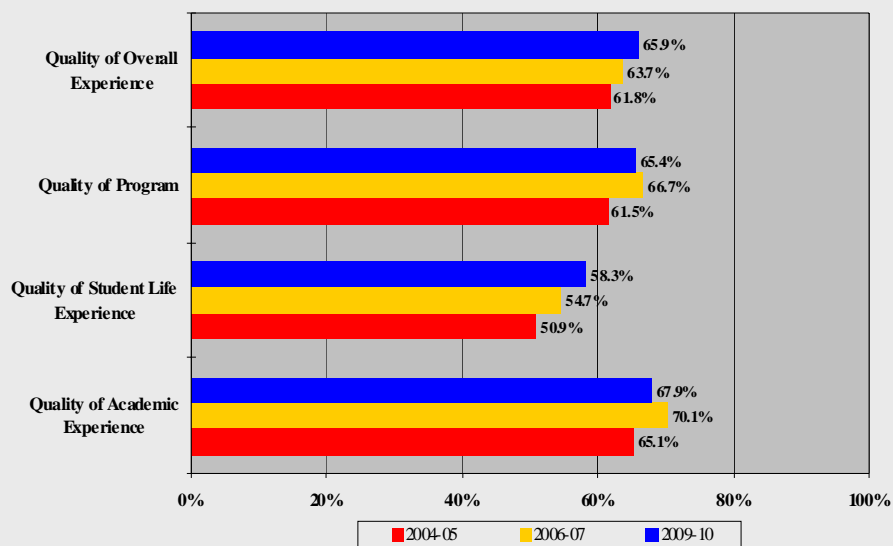
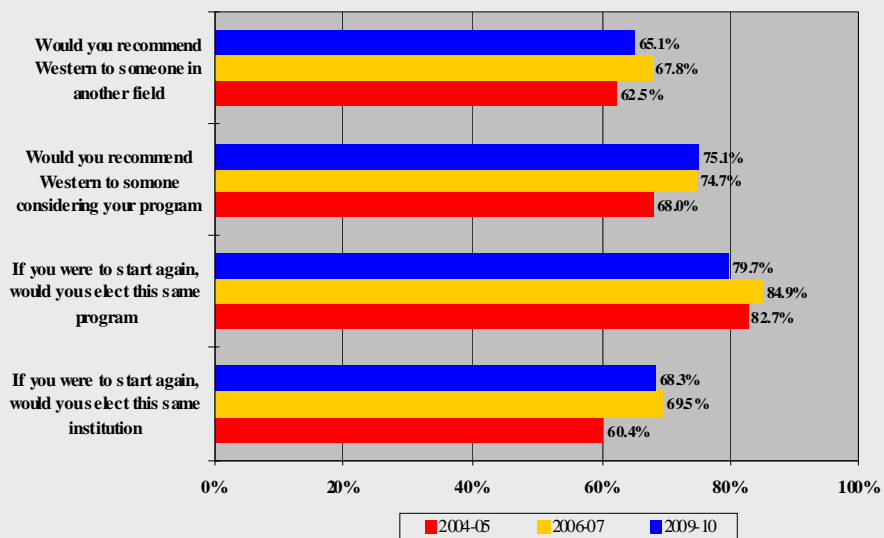


Figure 24

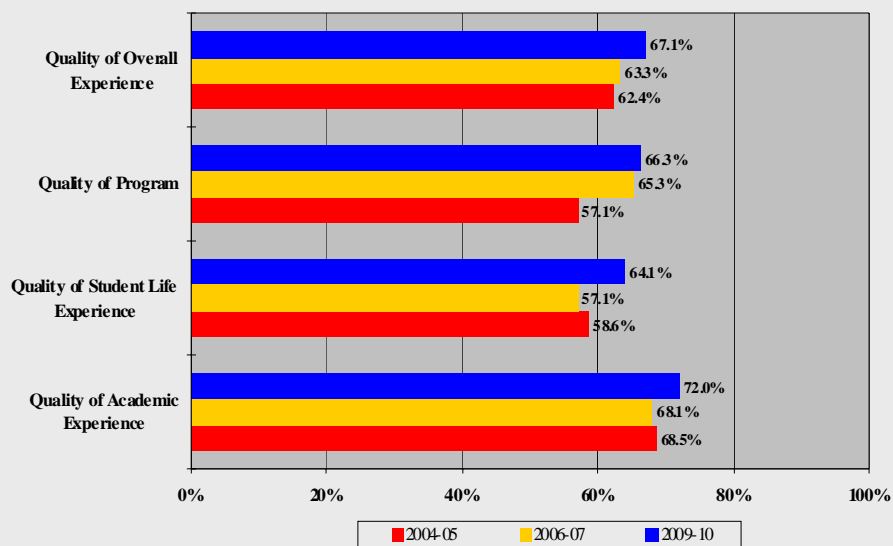
Graduate Student Survey Results at Western: PhD % Responses Probably or Definitely



[this page intentionally left blank]

Figure 25

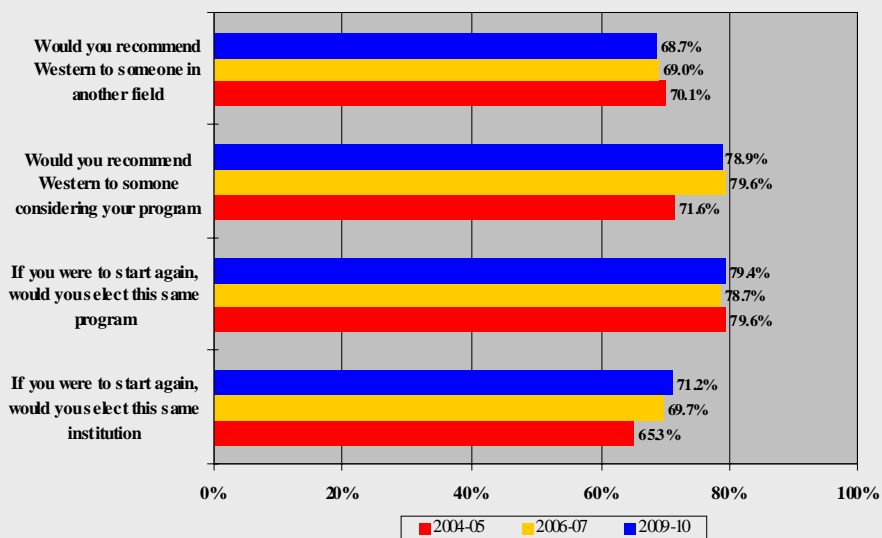
Graduate Student Survey Results at Western: Masters % Responses Very Good or Excellent



Source: Graduate and Professional Student Survey

Figure 26

Graduate Student Survey Results at Western: Masters % Responses Probably or Definitely



Source: Graduate and Professional Student Survey

Average Financial Support per Masters and Doctoral Student

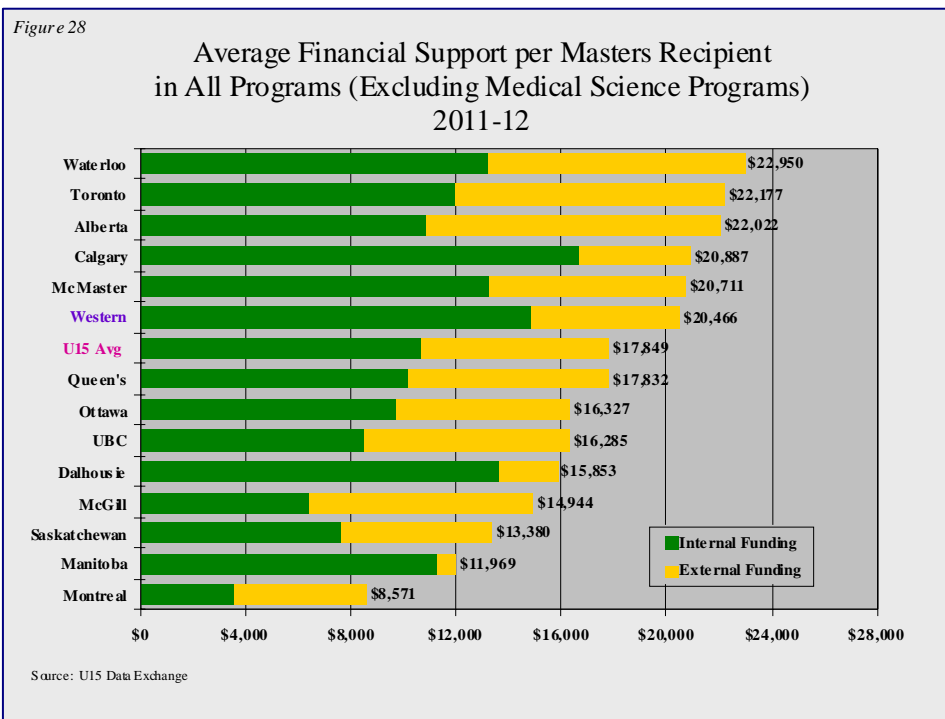
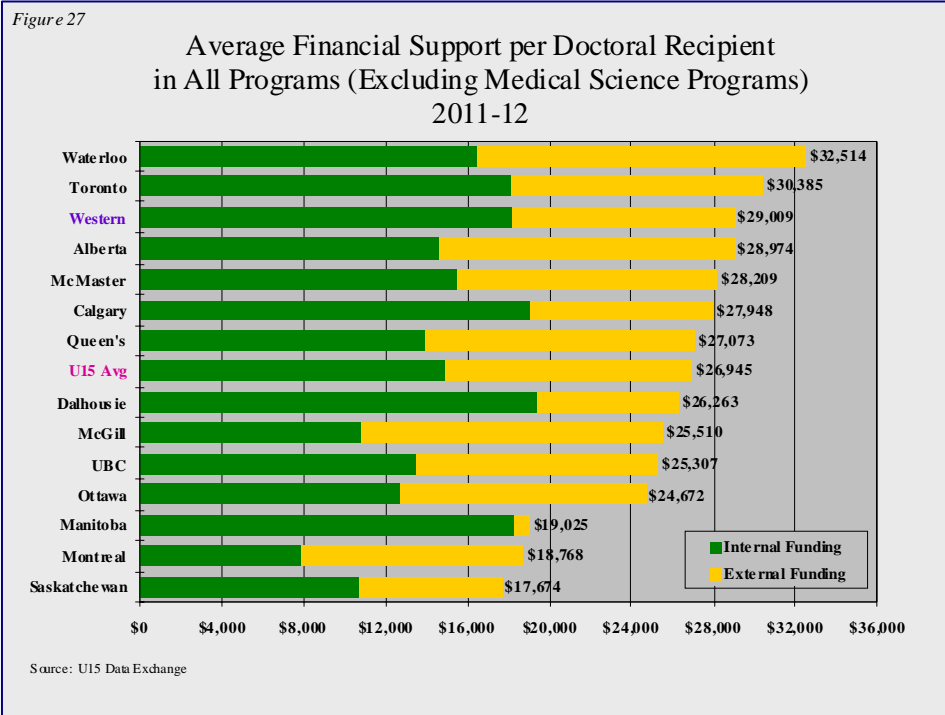
Figures 27 and 28

Data Source: U15 Data Exchange

Calculation of Indicator: The U15 institutions have submitted a record-level file of all student support provided to its masters and doctoral students for the 2011-12 academic year. The data exchange has noted certain problems of data comparability in the medical sciences, and has thus excluded them from the analysis.

Relation to Strategic Plan: Commitment 3.3: Ensure competitive levels of graduate student financial support from internal and external sources.

Commentary: In order to realize its plans to significantly increase doctoral enrolment, Western must offer a competitive package of financial support to prospective students. The data indicate that Western's total support, both from internal and external sources, is competitive among the leading research universities, but that Western provides a lower proportion of its support from external sources.



Graduate Student Support from Federal Granting Councils

Figures 29 through 31

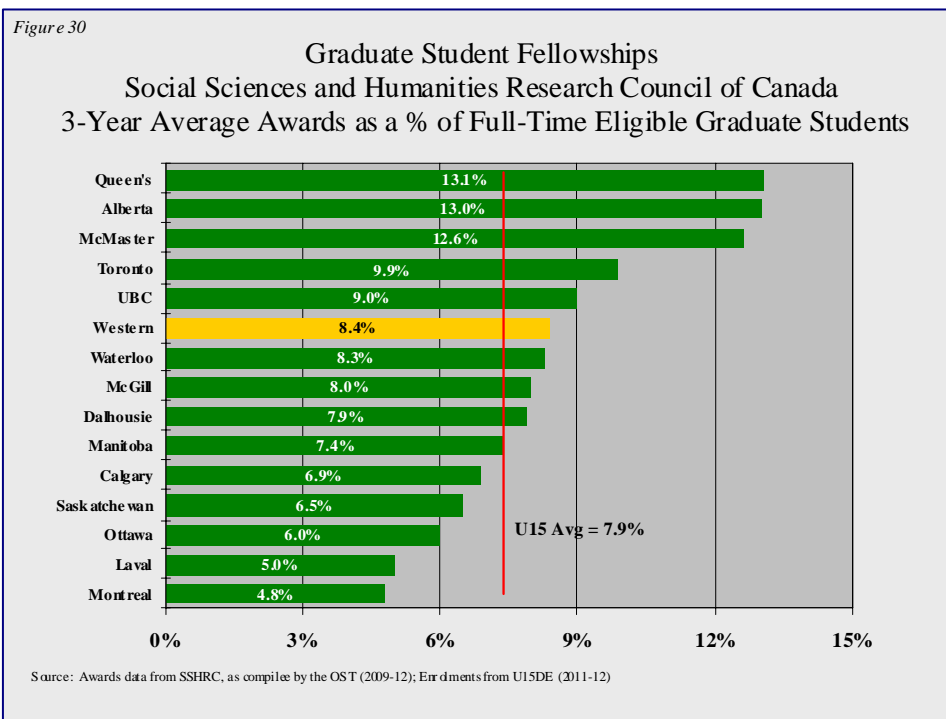
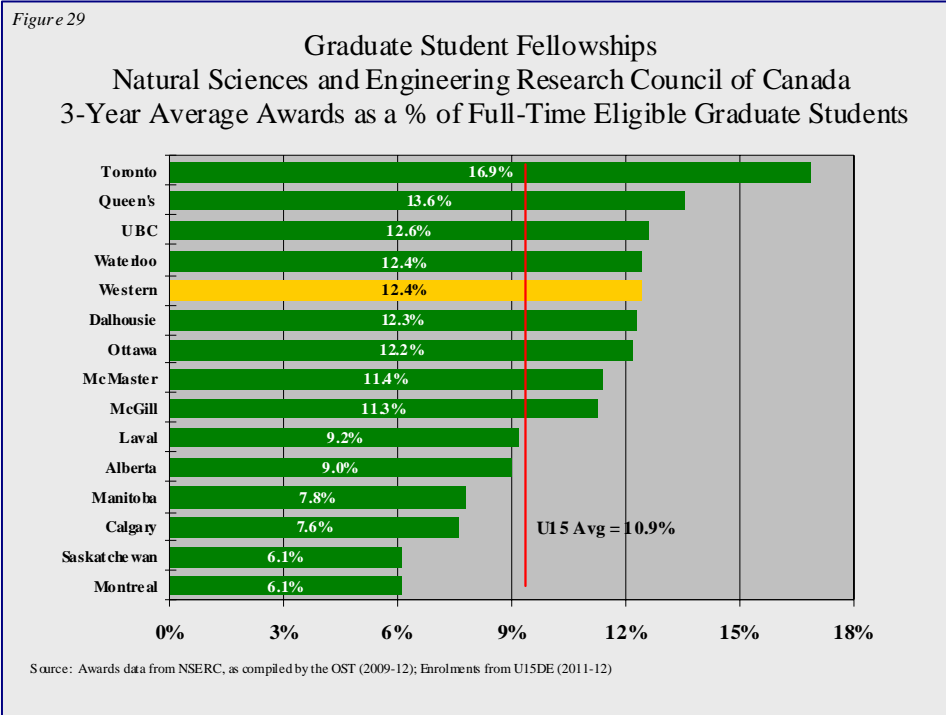
Data Source: Awards data from the three federal granting councils for the years 2009-10 through 2011-12 have been compiled for the U15 by the Observatoire des Sciences et des Technologies. Graduate enrolment data has been provided from the U15 data exchange for the academic year 2011-12.

Calculation of Indicator: The average number of fellowships from the three federal granting councils are expressed as a percentage of the total graduate student population (masters and doctoral) at each of the U15 institutions. The graduate enrolments for each institution have been subdivided into the three granting council categories for the analysis: engineering and physical sciences (NSERC); humanities and social sciences (SSHRC); and health sciences (CIHR).

Relation to Strategic Plan: Commitment 3.2: Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students, engaging and supporting faculty members to be the leaders of this process.

Commentary: The data suggest that Western is above the average of the other U15 institutions in competition for graduate student awards from NSERC and SSHRC, but well below average in the CIHR disciplines. Consequently, Western must commit more of its own internal resources to maintain competitive funding packages.

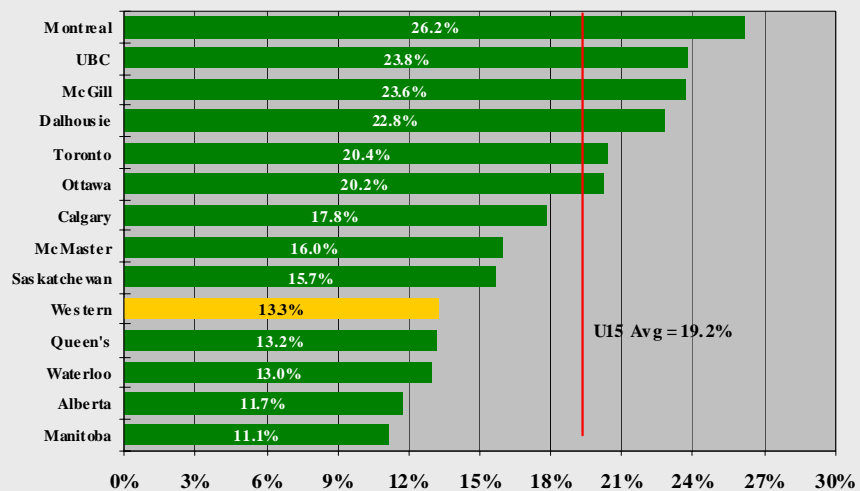
This is an important indicator to monitor as Western realizes its aspirations for growth in doctoral stream programs.



[this page intentionally left blank]

Figure 31

**Graduate Student Fellowships
Canadian Institutes of Health Research
3-Year Average Awards as a % of Full-Time Eligible Graduate Students**



Source: Awards data from CIHR, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

Gender Balance of Tenure-Track Faculty Appointments

Figures 32 and 33

Data Source: U15 Data Exchange

Calculation of Indicator: All new tenure-track faculty appointments for 2011-12, as well as the total tenure-track complement, are shown by gender and by institution.

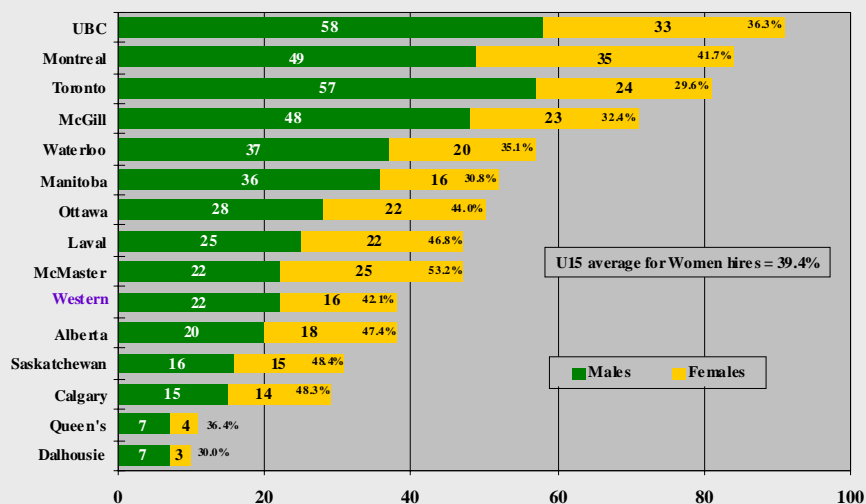
Relation to Strategic Plan: Commitment 6.2: Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are not greater than for men.

Commentary: For the 2011-12 academic year, just over 39 percent of new tenure-track faculty at the U15 institutions were women. For Western, 42 percent of all new hires were women..

In terms of total tenure-track complement, Western is slightly below the U15 average of 33 percent women.

Figure 32

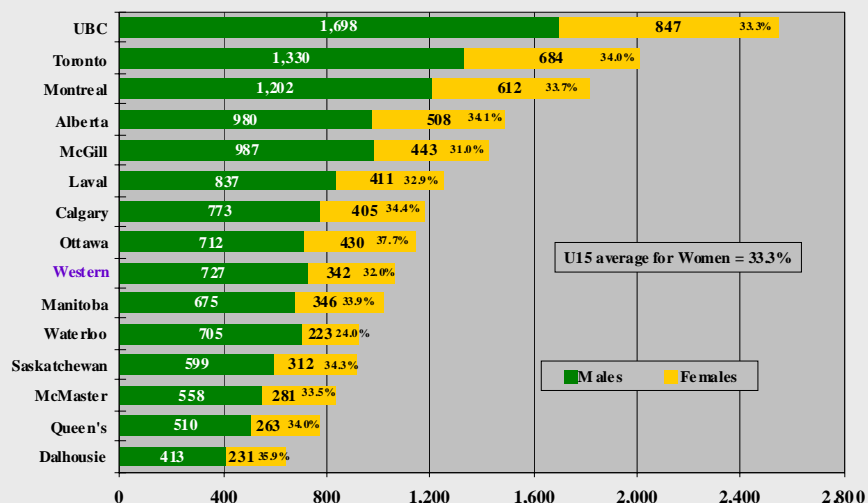
New Tenured and Probationary Appointments by Gender 2011-12



Source: U15 Data Exchange

Figure 33

Total Tenured and Probationary Faculty by Gender 2011-12



Source: U15 Data Exchange

Student-Faculty and Student-Staff Ratios

Figures 34 and 35

Data Source: U15 Data Exchange and Western's Student and Human Resources databases.

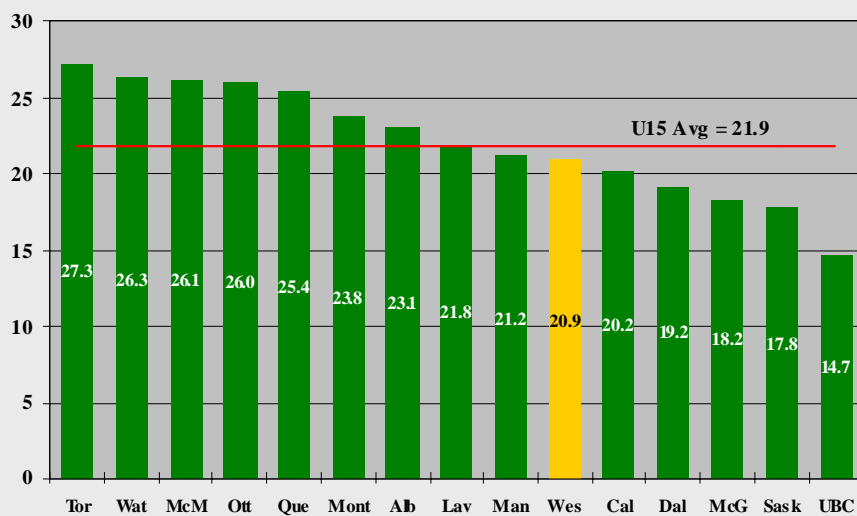
Calculation of Indicator: Two indicators are presented: the full-time student to full-time faculty ratio for the U15 universities for 2011-12; and a summary of the full-time student to full-time faculty and full-time student to full-time staff ratios at Western from 2007-08 through 2011-12.

Relation to Strategic Plan: Commitment 11.2: Plans have been guided by the concept of Making Choices, that is, investments in faculty, staff, and support resources are strategic and selective.

Commentary: The comparative analysis indicates that Western experiences a lower student-faculty ratio than the U15 average. The five-year history for Western shows trends with slight increases in student-faculty and student-staff ratios.

Figure 34

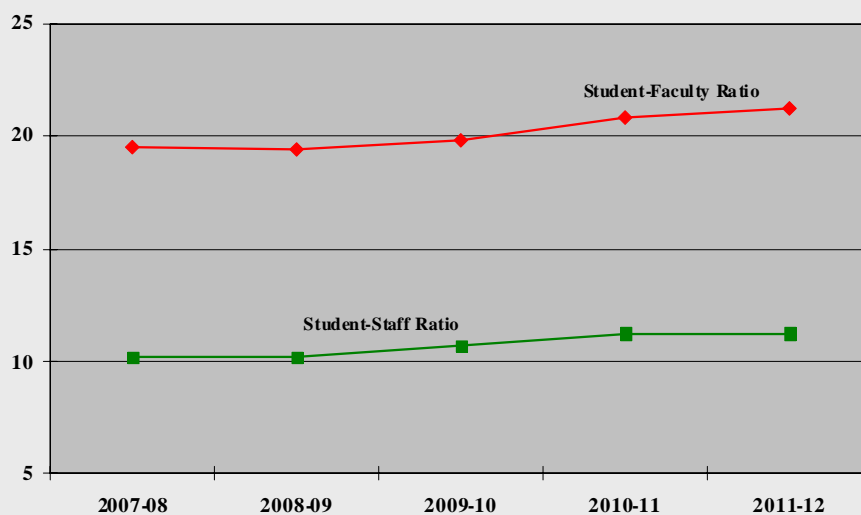
Full-Time Student to Full-Time Faculty Ratio 2011-12



Source: U15 Data Exchange

Figure 35

Full-Time Student to Full-Time Faculty and Staff Ratios at Western



Source: Western University

Research Funding: SSHRC Awards per Eligible Faculty Member

Figure 36

Data Source: Social Sciences and Humanities Research Council (SSHRC) grants as compiled by the Observatoire des Sciences et des Technologies; and U15 data exchange for faculty counts.

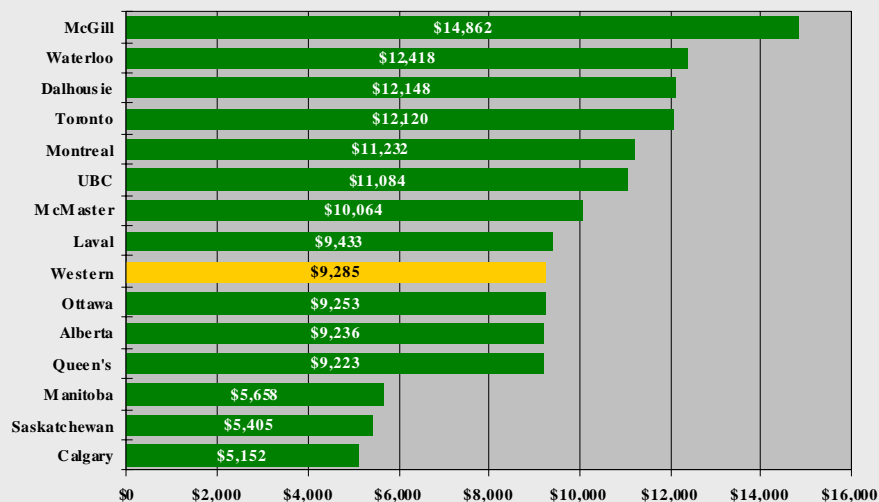
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the SSHRC in 2011-12 divided by the number of tenure-track faculty members at each institution in SSHRC disciplines.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Natural Sciences and Engineering Research Council (NSERC) and the Social Science and Humanities Research Council (SSHRC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: On a per-faculty-member basis, Western's success in competition for SSHRC grants is in the mid-range of the U15 universities.

Figure 36

SSHRC Awards Funding per SSHRC-Eligible Tenure-Track Faculty Member 2011-12



Source: SSHRC, as compiled by the OST, Faculty counts from U15DE. All data are from 2011-12.

Research Funding: NSERC Awards per Eligible Faculty Member

Figure 37

Data Source: Natural Science and Engineering Research Council (NSERC) grants as compiled by the Observatoire des Sciences et des Technologies; and U15 data exchange for faculty counts.

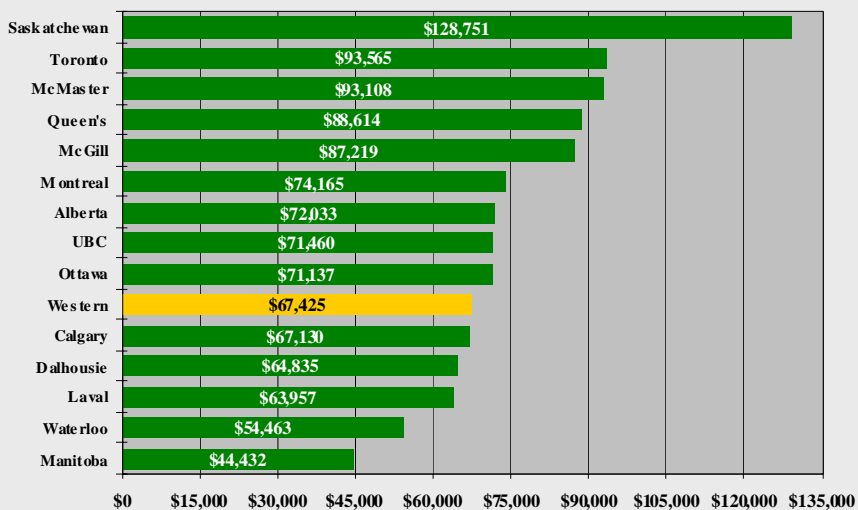
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the NSERC in 2011-12 divided by the number of tenure-track faculty members at each institution in NSERC disciplines.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: On a per-faculty-member basis, Western's success in competition for NSERC grants increased in 2011-12, yet remains at the lower end of the range of the U15 universities.

Figure 37

NSERC Awards
Funding per NSERC-Eligible Tenure-Track Faculty Member
2011-12



Source: NSERC, as compiled by the OST, Faculty counts from U ISDE. All data are from 2011-12.

Research Funding: CIHR Awards by Institution

Figure 38

Data Source: Canadian Institutes for Health Research (CIHR) as compiled by the Observatoire des Sciences et des Technologies.

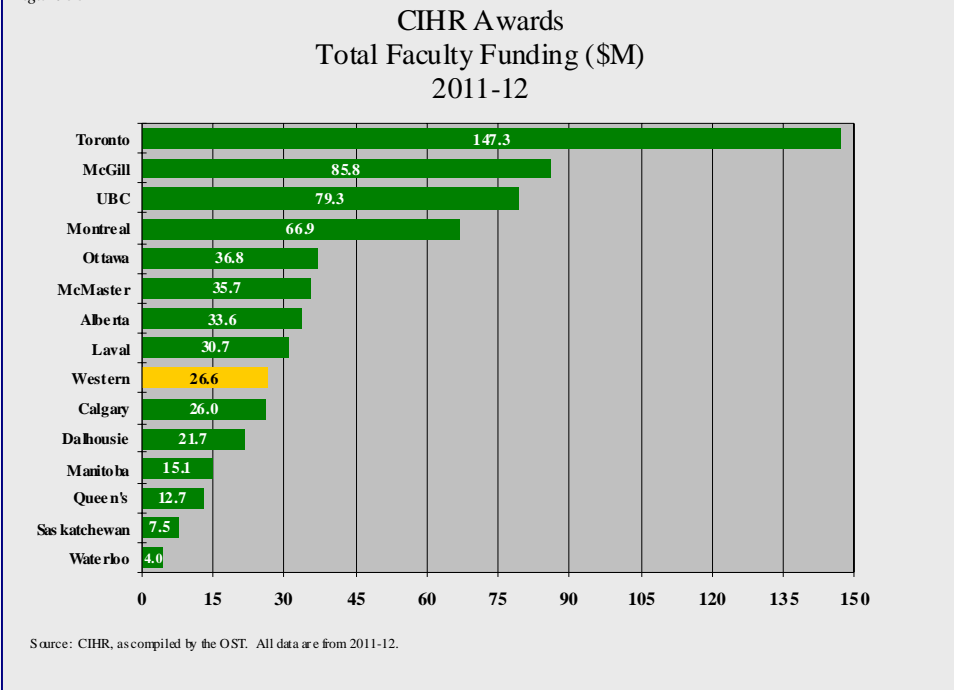
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the CIHR in 2011-12 as compiled by the Observatoire des Sciences et des Technologies, by institution.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: This particular indicator, unlike the comparable indicators for SSHRC and NSERC, presents the dollar value of CIHR awards by institution in order to give an overall sense of scale of the health research enterprise at each of the U15 institutions. It is not possible to compute the grants on a per-faculty-member basis due to different practices from one institution to the next in counting clinical faculty members.

Western's relative position continues to remain at the low end of the range among the U15 institutions.

Figure 38



Bibliometric Measures: Publications per NSERC-Eligible Faculty Member

Figure 39

Data Source: Observatoire des Sciences et des Technologies (OST) for publication counts; and the U15 data exchange for NSERC-eligible faculty counts.

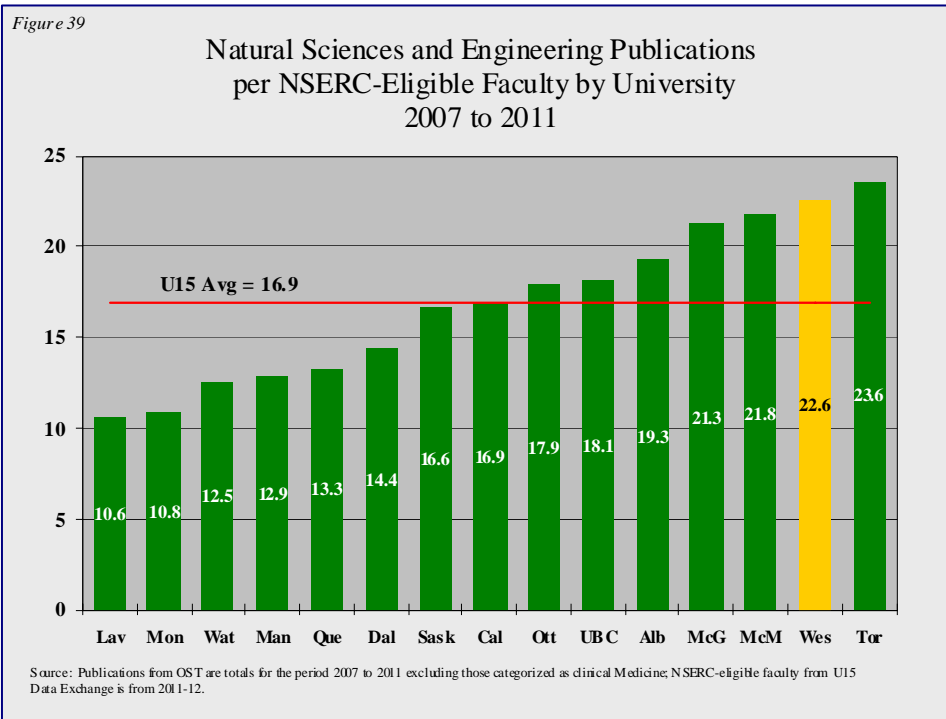
Calculation of Indicator: The OST collects data on the publications of Canadian faculty members in refereed journals via the International Science Indicators (ISI). The number of publications by faculty members at the U15 institutions in NSERC disciplines are expressed on a per-faculty-member basis.

Relation to Strategic Plan: Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

Commentary: Western's faculty members in the NSERC disciplines publish in refereed journals at above the average rate of the U15 group. Bibliometric output is commonly used as a proxy for research productivity.

Western's output increased from last year's report, compared to an overall decline in the U15 average.

Comparable analyses for the SSHRC and CIHR disciplines are not presented here. While the analysis is reliable for the NSERC disciplines, in the case of SSHRC the ISI does not capture the full spectrum of published faculty output. With respect to CIHR disciplines, the U15 has been unsuccessful in attempts to accurately and consistently report the clinical research population to which the clinical discipline publications could be normalized.



Contract Research Revenue

Figure 40

Data Source: Western University

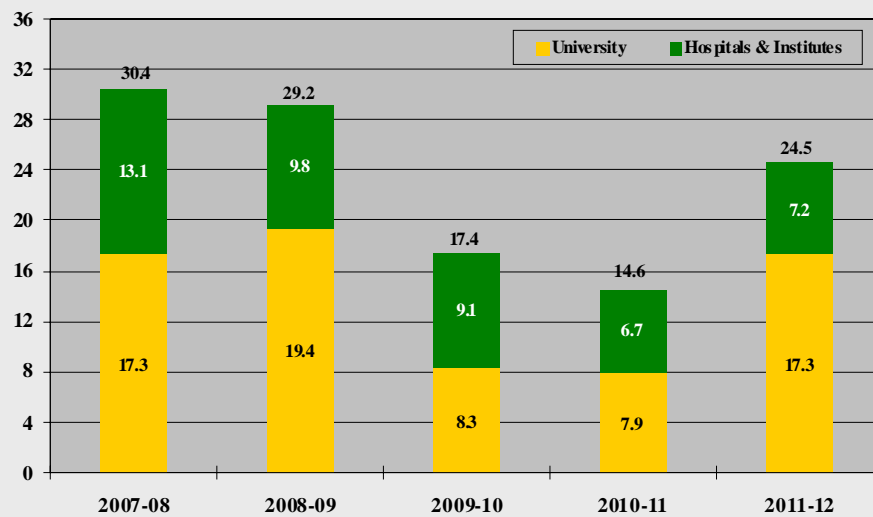
Relation to Strategic Plan: Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

Calculation of Indicator: This indicator is a five-year summary of Western's revenue from research contracts, excluding government research contracts. Research contracts administered through the hospitals and affiliated research institutes are included but displayed separately.

Commentary: The volume of contract research is a limited measure of the University's research collaboration with industry. In 2007-08 and 2008-09 the volume of contract research at Western was about \$30 million. However, there was a substantial decrease beginning in 2009-10 and continuing in 2010-11 – which, in all likelihood, is attributable to the economic downturn in 2008-09. In 2011-12, the volume has once again increased and is now at about 85% of the 2007-08 and 2008-09 levels.

Figure 40

Western's Non-Government Contract Research Revenue (\$M)



Source: Western University

Total Endowment Value

Figure 41

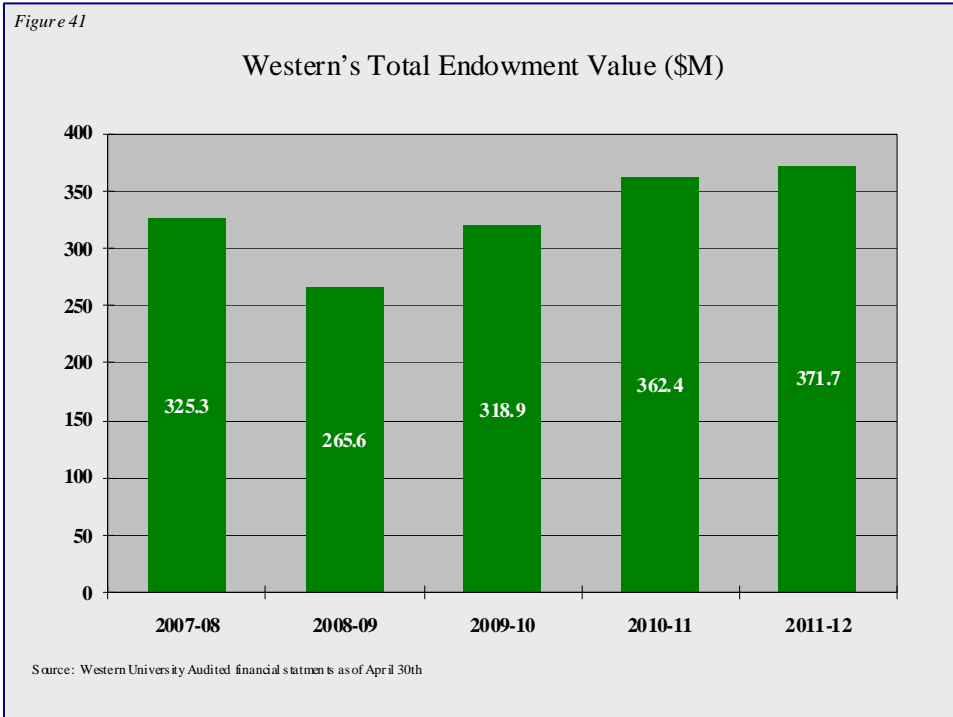
Data Source: Western University

Calculation of Indicator: This indicator is a five-year summary of the value of Western's endowments at the end of the fiscal year.

Relation to Strategic Plan: Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

Commentary: Western's endowment increased significantly between 2006 and 2010, in large measure due to the Ontario Student Opportunity Trust Fund (now the Ontario Trust for Student Support), a provincial government matching program to encourage endowed gifts for student aid.

The market downturn of 2008-09 had a significant downward impact on Western's endowments. The recovery in 2009-10 has continued through 2011-12.



Total Gifts to Western

Figure 42

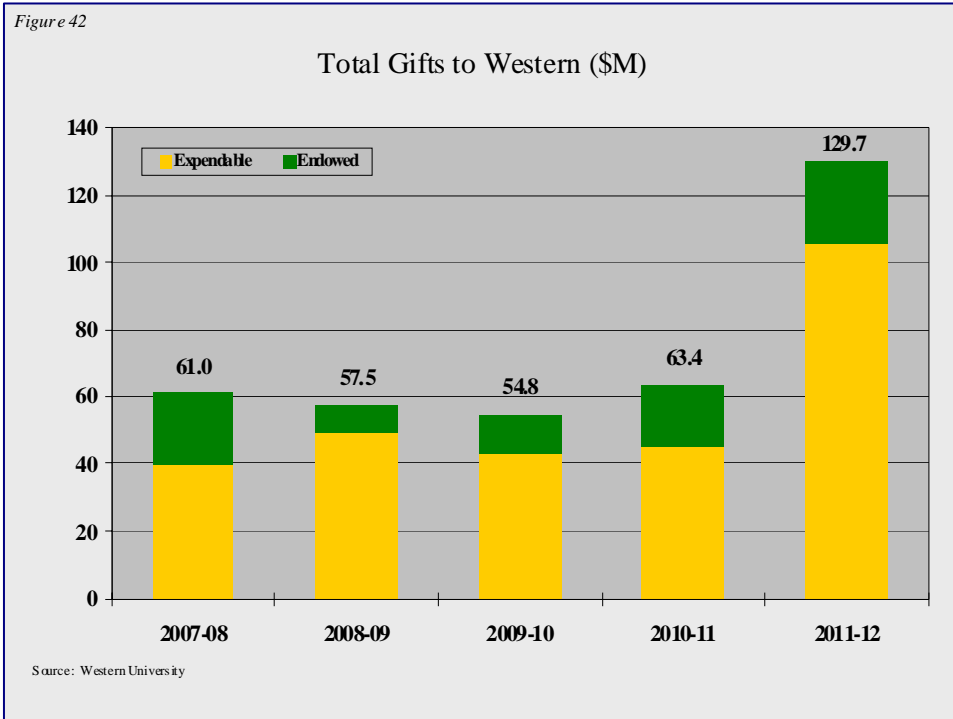
Data Source: Western University

Calculation of Indicator: This indicator is a five-year history of gifts to Western, segregated between endowed and expendable purposes.

Relation to Strategic Plan: Commitment 9.1: Implement the next major institutional fundraising campaign from 2007-2013 based on approved academic and research priorities.

Commentary: The annual target for 2011-12 was \$60 million, and the actual fundraising figure for the year was nearly \$130 million – which included a \$65 million in-kind donation from IBM Canada. There was a marked increase in endowed gifts in 2011-12 which can be attributed to the priority of doubling our endowment by 2018 and the implementation of the endowed chair matching program.

Our current fundraising campaign is well underway – with a total goal of \$750 million by April 30, 2018.



Comparative Endowment Levels

Figures 43 and 44

Data Source: Canadian Association of University Business Officers (CAUBO)

Calculation of Indicator: Data on the total market value of endowments as at December 31, 2011 for the U15 universities are displayed both in terms of the absolute value, and as a value per FTE student.

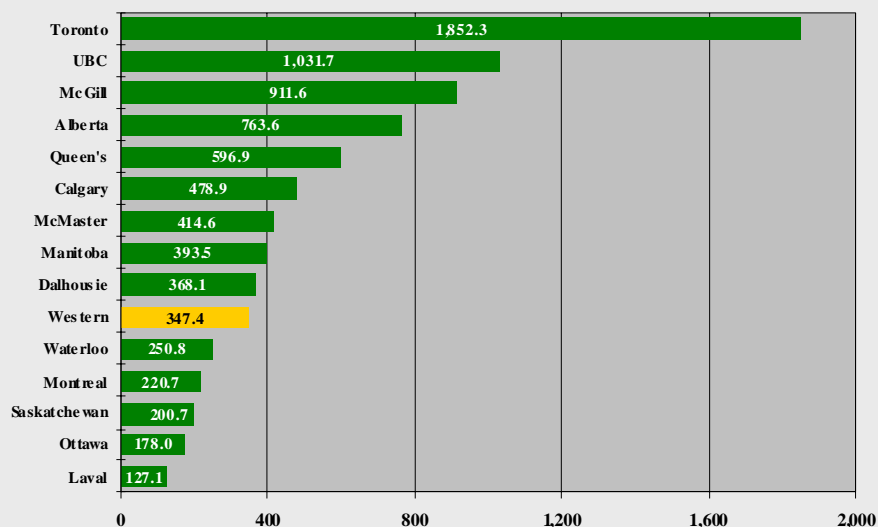
Relation to Strategic Plan: Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

Commentary: The analysis indicates that Western's endowment fund, as compared to other U15 institutions, is quite modest both in absolute terms and on a per-FTE-student basis. Western's relative position within the U15 is unchanged from last year's report.

Endowment levels at all of the U15 institutions have now increased as a result of the continued recovery of the equity markets.

Figure 43

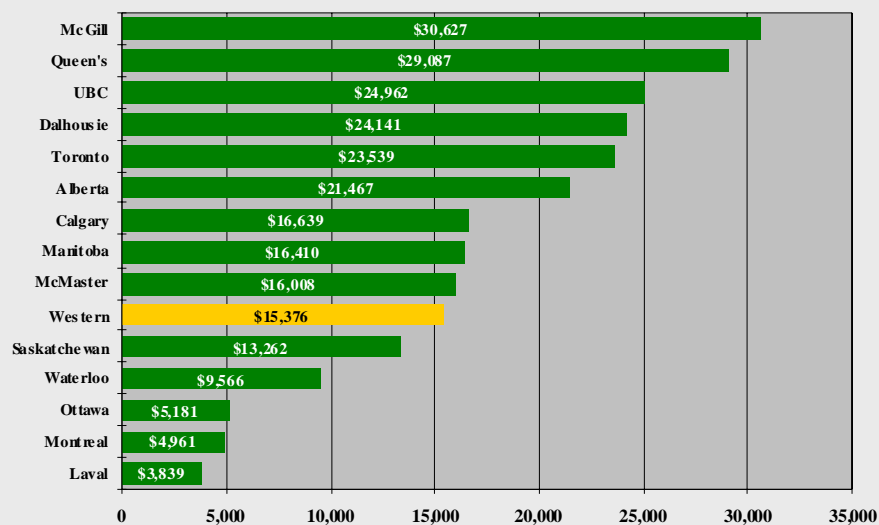
Total Market Value of Endowments in 2011 (\$M)



Source: CAUBO University Investment Survey (December 31, 2011)

Figure 44

Endowment Assets per FTE Student in 2011



Source: CAUBO University Investment Survey (December 31, 2011)

Physical Infrastructure: Actual Space vs. Required Space

Figure 45

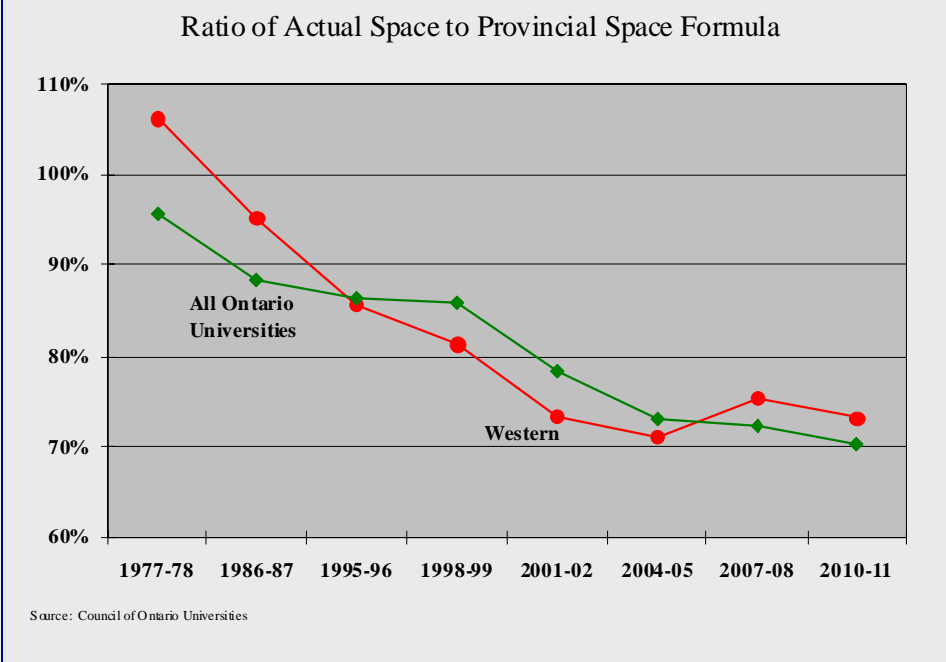
Data Source: Council of Ontario Universities (COU)

Calculation of Indicator: On a triennial cycle, each Ontario university reports to COU, quantifying space inventory in a number of categories such as research space, classrooms, faculty offices, student services. The COU then calculates the amount of space required by each university through the use of space standards formulae. The analysis then computes each university's actual space inventory as a percentage of the space requirement generated by the formula.

Relation to Strategic Plan: Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

Commentary: The analysis indicates that Western, and all Ontario universities, have fallen considerably below the provincial space standard. Ontario's universities have for a number of years absorbed significant enrolment and research growth without adequate expansion of capital facilities.

Figure 45



Maintenance, Modernization, and Infrastructure Expenditures

Figure 46

Data Source: Western University

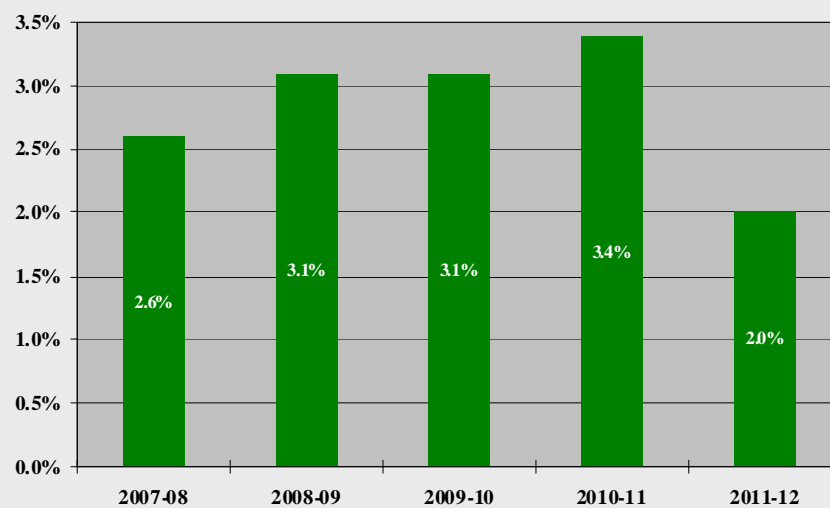
Calculation of Indicator: Annual expenditures for facilities maintenance, modernization, and infrastructure are expressed as a percentage of the estimated building replacement value, excluding the value of student residences.

Relation to Strategic Plan: Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

Commentary: The substantial drop in 2011-12 is due the timing of major building renovation projects in our Long-Range Space Plan. We are currently in the early stages of planning for the next round of major renovation projects – and, when these projects begin, our expenditures in this area will also increase.

Figure 46

Western's Maintenance, Modernization, and Infrastructure
Expenditures as a Percentage of Building Replacement Value



Source: Western University; Replacement Value includes Non-Residential Buildings, Utilities and Infrastructure

Western University

2013-14 Enrolment Summary

							2013-14			
		2008-09	2009-10	2010-11	2011-12	2012-13	SUEPP	Actual	Est'd - SUEPP	Est'd - 2012-13
1	Constituent University									
2	Full-Time Undergraduates									
3	Arts & Humanities	1,312	1,275	1,260	1,232	1,180	1,148	1,147	-1	-33
4	Business (HBA)	706	812	935	979	1,065	1,130	1,116	-14	51
5	Dentistry	249	251	251	260	266	264	264	0	-2
6	Education	728	726	732	700	677	668	597	-71	-80
7	Engineering	1,098	1,132	1,147	1,262	1,335	1,392	1,449	57	114
8	Health Sciences									
9	BHSc Program	1,056	1,098	1,117	1,185	1,160	1,202	1,170	-32	10
10	Kinesiology	1,159	1,194	1,204	1,246	1,203	1,193	1,169	-24	-34
11	Nursing	781	777	797	808	820	815	825	10	5
12	Therapies	39	40	0	0	0	0	0	0	0
13	Sub-Total	3,035	3,109	3,118	3,239	3,183	3,210	3,164	-46	-19
14	Law	456	467	458	465	476	485	480	-5	4
15	Media, Information, & Technoculture	915	890	972	963	919	980	930	-50	11
16	Medicine									
17	MD Program	569	591	621	646	667	684	680	-4	13
18	BMedSci Program	603	591	653	688	778	892	862	-30	84
19	Music	555	535	535	527	542	530	512	-18	-30
20	Science	3,795	3,737	4,020	4,222	4,334	4,305	4,482	177	148
21	Social Science	6,035	6,408	6,433	6,618	6,648	6,780	6,674	-106	26
22	Total Full-Time Undergraduates	20,056	20,524	21,135	21,801	22,070	22,468	22,357	-111	287
23	Concurrent Programs	81	110	121	144	155	165	173	8	18
24	Medical Residents	685	725	798	810	829	850	853	3	24
25	Full-Time Graduates									
26	Masters	2,606	2,648	2,800	2,823	2,756	3,151	2,977	-174	221
27	Ph.D.	1,614	1,771	1,904	1,947	2,021	2,085	2,026	-59	5
28	Total Full-Time Graduates	4,220	4,419	4,704	4,770	4,777	5,236	5,003	-233	226
29	Total Full-Time Enrolment	25,042	25,778	26,758	27,525	27,831	28,719	28,386	-333	555
30	Part-Time FTEs									
31	Undergraduate <1>	2,067	2,134	2,197	2,243	2,317	2,350	2,300	-50	-17
32	Education (AQs) <1>	929	922	803	745	673	670	650	-20	-23
33	Masters	130	129	134	140	175	140	149	9	-26
34	Ph.D.	29	24	21	26	22	25	27	2	5
35	Total Part-Time FTEs	3,155	3,209	3,155	3,154	3,187	3,185	3,126	-59	-61
36	Total Constituent FTEs	28,197	28,987	29,913	30,679	31,018	31,904	31,512	-392	494
37	Affiliated University Colleges									
38	Full-Time Undergraduates									
39	Brescia	918	934	964	1,067	1,121	1,166	1,150	-16	29
40	Huron	1,143	1,235	1,254	1,272	1,230	1,250	1,250	0	20
41	King's	3,118	3,122	3,216	3,286	3,244	3,265	3,169	-96	-75
42	Total Full-Time Undergraduates	5,179	5,291	5,434	5,625	5,595	5,681	5,569	-112	-26
43	Part-Time Undergraduate FTEs <1>									
44	Brescia	78	82	83	94	94	95	90	-5	-4
45	Huron	55	57	56	70	63	55	65	10	2
46	King's	239	249	245	252	239	235	240	5	1
47	Total Part-Time FTEs	372	388	384	416	396	385	395	10	-1
48	Graduate FTEs									
49	Brescia	27	26	30	29	32	31	32	1	0
50	Huron	15	13	12	14	10	20	8	-12	-2
51	King's	33	30	34	31	33	34	31	-3	-2
52	Total Graduate FTEs	75	69	76	74	75	85	71	-14	-4
53	Total Affiliate FTEs	5,626	5,748	5,894	6,115	6,066	6,151	6,035	-116	-31
54	Total UWO FTEs	33,823	34,735	35,807	36,794	37,084	38,055	37,547	-508	463

Western University

2013-14 Enrolment Summary

							2013-14			
		2008-09	2009-10	2010-11	2011-12	2012-13	SUEPP	Actual	Est'd - SUEPP	Est'd - 2012-13
55	Rows 55 to 86 Included above									
56	International Students									
57	Constituent Full-Time									
58	Undergraduates	573	631	703	923	1,257	1,665	1,611	-54	354
59	Medical Residents	120	109	121	127	108	115	112	-3	4
60	Masters (excluding Ivey)	254	320	378	452	463	394	439	45	-24
61	MBA (Regular), Ivey MSc	21	17	27	30	22	46	43	-3	21
62	Executive MBA	71	71	80	44	22	107	40	-67	18
63	Ph.D.	361	426	463	510	499	540	516	-24	17
64	Affiliates Full-Time									
65	Undergraduates	511	536	524	497	476		497		21
66	Masters	2	2	2	2	4		3		-1
67	Year 1 Only									
68	Constituent									
69	Arts & Humanities	312	259	258	272	236	225	213	-12	-23
70	Engineering	327	343	351	416	412	435	430	-5	18
71	Health Sciences									
72	BHSc Program	273	270	273	314	292	310	338	28	46
73	Kinesiology	349	347	330	366	331	350	315	-35	-16
74	Nursing	129	130	133	128	128	125	132	7	4
75	Media, Information, & Technoculture	363	333	361	334	314	320	332	12	18
76	MOS Program	727	773	740	846	816	840	741	-99	-75
77	Music	153	135	141	142	144	135	121	-14	-23
78	Science	1,097	1,106	1,366	1,388	1,313	1,325	1,347	22	34
79	Social Science	789	757	771	850	837	835	878	43	41
80	Total Year 1 - Constituent	4,519	4,453	4,724	5,056	4,823	4,900	4,847	-53	24
81	Affiliated University Colleges									
82	Brescia	254	268	260	292	284	297	309	12	25
83	Huron	406	397	404	381	367	405	388	-17	21
84	King's	949	946	916	878	821	840	848	8	27
85	Total Year 1 - Affiliates	1,609	1,611	1,580	1,551	1,472	1,542	1,545	3	73
86	Total UWO Year 1	6,128	6,064	6,304	6,607	6,295	6,442	6,392	-50	97
87	Masters									
88	All Programs (excluding Ivey)	2,204	2,262	2,364	2,380	2,420	2,689	2,583	-106	163
89	Ivey (excl. EMBA)	162	157	188	183	144	190	181	-9	37
90	Executive MBA	240	229	248	260	272	272	213	-59	-59

For Information

90	Year 1 International Students	122	120	146	347	476	500	532	32	56
----	-------------------------------	-----	-----	-----	-----	-----	-----	-----	----	----

<1. 2013-14 part-time undergraduate FTEs are an estimate.

Western University

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2014 Entrance Standards for First-Year Undergraduate Admissions

A. Constituent University

At its November 2010 meeting, Senate approved SUEPP's recommendation on Western's enrolment strategy for the coming years. The specifics of the recommendations were as follows:

1. Western maintain the current (i.e. fall 2010) minimum entrance requirement for first-year admission at 83% mid-year grade (and 81% final grade). For selected limited-enrolment programs, based on annual reviews by the Provost and the Deans, the entrance requirements could be higher.
2. The approach of using the common entrance requirement be continued. The result of this approach is that student demand/choice drives program-specific enrolments.
3. By the end of the upcoming 4-year planning period, we work to increase our first-year international enrolment to 400 from the current level of 150.
4. We continue to monitor the gap in entrance requirements between Western and the Ontario average -- with the objective of maintaining the current gap.
5. We 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.
6. We continue with our First-Year Residence Guarantee initiative -- with the understanding that we may need to expand our residence capacity.
7. The Provost encourage the Faculties (through the Deans) to develop upper-year entry niche undergraduate programs, including 2+2 programs and partnership arrangements.
8. Western continue with the graduate enrolment aspirations outlined in *Engaging the Future*, and continue the doctoral expansion trends of the past decade. In 2009-10, full-time graduate enrolments comprised of 17% of the total full-time enrolment at Western.
9. As a research-intensive institution, enrolment planning will include the objective of maintaining or increasing the relative proportion of graduate student enrolments (currently 17%).

Update on Fall 2013 Admissions

**The minimum entrance requirement was 84% (mid-year) and 83.0% (final).
First-year international enrolment totaled 532 students.**

Plans For Fall 2014 Admissions

For the fall 2014 admissions cycle, the above recommendations will be followed for the Constituent University and it is expected that the entrance requirement will be no less than 84% mid-year grade and 83.0% final grade. For 2014-15, the plan at the Constituent University is a first-year class between 4,900 – 5,000 students, with a goal of up to 600 international students.

B. Affiliated University Colleges

For fall 2013, entrance requirements (final grades) at the Affiliated University Colleges were as follows:

Brescia	76%
Huron	77%
King's	78%

As a follow-up to the Constituent University's strategy on enrolment planning, the Affiliated University Colleges have committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. The specifics of the Colleges' strategy are as follows:

1. By 2014-15, the Colleges will increase their entrance requirements (final grades) to 78%.
2. 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 requirement. The proportion of the entering class with final averages below the minimum requirement (e.g. 78% in 2014-15) shall not exceed 2%.
3. The 2014-15 first-year targets for the Affiliated University Colleges are as follows:

Brescia	304
Huron	405
King's	890

4. The Affiliated University Colleges will be bound to the minimum entrance requirements established by the Constituent University for limited-enrolment programs, where applicable, including BHSc and Kinesiology.

**Council of Ontario Universities
Report to Senate of the Academic Colleague
Kathleen Okruhlik, December 2013**

The COU Academic Colleagues met in Toronto on October 31, 2013; there was also a meeting of the full Council. (And at a dinner the previous evening, COU presented the David Smith Award to Dalton McGuinty, former Premier of Ontario, in recognition of his support for post-secondary education.)

Background on Differentiation: The draft differentiation framework distributed by MTCU in September 2013 does not include a plan for categorizing (“tiering”) universities but does identify components for evaluation plus metrics that might be associated with each component. The Ministry has asked COU for advice about additional metrics. There seems to be fairly widespread agreement that a single province-wide set of metrics will not be useful and that metrics should instead be shaped so that they are relevant to individual institutions. Many universities would like to have more information about how the metrics will be used, the relationship of these metrics to the Strategic Mandate Agreement (SMA) process, and whether they will be tied to the allocation of resources.

Presentation by Academic Colleagues at the Meeting of the Full Council: This presentation was organized under four headings; the goal was to represent the interests and concerns of faculty members across the university sector. (1) *Collaboration*: The emphasis here was on the need to preserve collegiality among universities, within universities, and with the college sector during the differentiation process. “We serve Ontarians best when...working together in ways that acknowledge our differences.” (2) *The Virtuous Link between Teaching and Research*: Research is important to *all* universities. It is a critical long-term investment for society and provides good return on investment. Faculty members maintain their currency and relevance through research. They bring their research experience into the classroom, thus enriching the student experience. (3) *Metrics and the SMA Framework*: Colleagues expressed concern that some of the metrics presently under consideration may undermine core academic goals of the university. For example, the idea that the number of teaching-only positions at a given university provides a good measure of the quality of student learning must be abandoned. Those metrics that are adopted must take into account disciplinary traditions and should measure substantive impacts, not just the amounts of money involved. (4) *Differentiation and College-University Linkages*: There is a contradiction in government policy directions between differentiation on the one hand and sectoral integration on the other, especially with respect to college/university integration. The missions and activities of universities cannot be seamlessly integrated, except in specific areas where articulation agreements are appropriate.

Presentation by Paul Genest, Deputy Minister for Francophone Affairs and Special Advisor: Strategic Mandate Agreements (Universities): Dr. Genest stressed that there will be no top-down categorization of universities; the emphasis will be on something more akin to bottom-up negotiations. New instructions will ask each university to say “who you are, where you want to go, what levers you need to get there.” He urged universities to root their SMAs in their own strategic planning processes, budgetary models, etc. He stressed that it will be necessary to move from input-based to output-based models. (With respect to students, the relevant questions will be “Where are they when they come in?” and “Where are they when they come out?”) Since approvals will have to be policy-based, those policies (as well as a better evidence base) will have to be developed in the near term. In answer to a question from the floor asking whether this exercise is mostly about politics or about driving real change, Genest said it’s about both. He also stressed that the public cares much more about education than about research.

COU Update: A new edition dated November 22nd 2013 is available from Nancy Martinelli upon request. Bear in mind that this is not a public document and that it is made available only to assist you in your work as Senators.

**Council of Ontario Universities
Report to Senate of the Academic Colleague
Kathleen Okruhlik, January 2014**

The COU Academic Colleagues met in Toronto December 12-13, 2013; there was no meeting of the full Council.

Strategic Mandate Agreements: There seems to be less fear (at COU) that SMAs will “freeze universities in their pasts” and more confidence that the process really is about priorities for the future. The program approval process, both graduate and undergraduate, will be tied to the SMA process. It is likely that the only long-term lock-in (three years) will be graduate allocations. The government does not presently control undergraduate enrollment planning, and there is no reason to think that this situation is going to change any time soon.

Demographics: The Council on University Planning and Analysis (CUPA) forecasts a flattening of demand for university enrolment – not so much a “demographic cliff” as a demographic plateau. (Forecasts are based largely on JK-high school enrolments.) It is important to note that demographics are not the same everywhere. In particular, student enrolments continue to grow in the GTA, from which Western draws many undergraduate students. A related issue of demographic interest for COU is the ratio of undergraduate to graduate students on Ontario university campuses.

Ontario Online: MTCU has recently announced a plan to spend \$42-million to establish a Centre of Excellence in online and technology-enabled learning. The Centre will feature a course hub where schools can post and promote their online offerings in a central list. It will be launched in 2015 and will be run by colleges and universities as an independent not-for-profit enterprise. It will not be a credentialing body and will not award degrees. Participation will be optional, but those colleges and universities that do opt in will be required to give credit for courses approved, regardless of which school offers them. Between now and 2015, the focus will be on course development and redevelopment of existing courses. The Ministry is making funds available for this purpose.

Funding Formula Review: In recent months Minister Duguid has frequently mentioned “funding formula review”. He tends to focus on growth-based (or “outcomes-based”) incentives, sometimes with specific allusions to the Tennessee Model. The Executive Heads seem to be united at the moment in opposing such a review. Even if there are problems and inequities in the present system, continuing with it strikes many senior administrators as preferable to a review. If the Ministry pursues this path, however, COU thinks it may be in universities’ best interests “to proactively engage in a dialogue about changes”. So it has produced a paper called “Performance-Based Funding”, which you can download from the COU website. The Academic Colleagues will discuss this topic at our next meeting.

Stories about Teaching and Learning: If you have some “good news” stories about teaching and learning in your Faculty or Department, please send these stories directly to Wendy McCann wmccann@cou.on.ca, copied to Jennifer Grass jgrass@cou.on.ca. University websites tend to be full of stories about research achievements and large financial donations, but voters are more interested in hearing about good things that are happening on the teaching and learning front. Community service stories that involve students are also helpful.