

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

**BOARD OF GOVERNORS MEETING – OPEN SESSION**

**Date:** Thursday, January 21, 2021  
**Time:** 1:00 p.m.  
**Place:** Zoom

- |        |  |  |             |
|--------|--|--|-------------|
| 1.0    | Land Acknowledgement   |  |             |
| 2.0    | Adoption of Agenda – Open Session  |  | Approval    |
| 3.0    | Report of the President (A. Shepard)   |  | Information |
| 4.0    | Consent Agenda   |  | Approval    |
| 4.1    | <a href="#">Open Session Minutes of the Meeting of November 19, 2020</a>                       |  | Approval    |
| 4.1(a) | Business Arising from the Minutes  |  | Information |
| 4.2    | Items from the Property & Finance Committee  |  |             |
| 4.2(a) | <a href="#">New Scholarships, Awards, and Prizes</a>   |  | Information |
| 4.2(b) | <a href="#">Key Financial Indicators Report</a>  |  | Information |
| 4.2(c) | <a href="#">Ancillary Financial Report</a>   |  | Information |
| 4.2(d) | <a href="#">Annual Report on Trademark Licensees doing Business with the Western Bookstore</a> |  | Information |
| 4.2(e) | <a href="#">Report of the Investment Committee</a>   |  | Information |
| 4.2(f) | <a href="#">Investment Committee Membership Renewal</a>  |  | Information |
| 4.3    | Items from the Senior Policy and Operations Committee  |  |             |
| 4.3(a) | <a href="#">E-Approvals of December 17, 2020</a>   |  | Information |
| 4.3(b) | <a href="#">Health Sciences Research Ethics Board (HSREB) appointment</a>                      |  | Information |
| 4.4    | Items from the Governance and By-Laws Committee  |  |             |
| 4.4(a) | <a href="#">Revisions to Special Resolution No.3 - Banking</a>                                 |  | Approval    |

4.5	Items from the Audit Committee	
4.5(a)	<a href="#">Western Office of the Ombudsperson Annual Report 2019-20</a>	Information
4.5(b)	<a href="#">Health, Safety &amp; Well-Being Annual Report 2020</a>	Information
4.6	Items from the Fund Raising and Donor Relations Committee	
4.6(a)	<a href="#">Fund Raising Activity Quarterly Report to October 31, 2020</a>	Information
4.7	Items from the McIntosh Gallery Committee	
4.7(a)	<a href="#">Acquisition of Two Photographs by A. Grauerholz</a>	Information
4.8	Items Referred by Senate	
4.8(a)	<a href="#">Introduction of the Master of Management (MM)</a>	Approval
4.8(b)	<a href="#">Guidelines on the Use of Digital Resources Revisions</a>	Information
4.8(c)	<a href="#">Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Change of Title in Section U: Secretary of Senate</a>	Approval
4.8(d)	<a href="#">Revisions to the appointment Procedures for senior Academic and Administrative Officers of the University – Addition of the Associate Vice-President (Equity, Diversity &amp; Inclusion)</a>	Approval
4.8(e)	<a href="#">Western Libraries Annual Report 2019/20</a>	Information
5.0	Items removed from the Consent Agenda	
<b><u>AGENDA</u></b>		
6.0	Report of the Property & Finance Committee	
6.1	<a href="#">Update on Operating Budgets as at November 30, 2020</a>	Information
7.0	Questions from Members	
8.0	Other Business	
9.0	Adjournment to Confidential Session	

**ITEM 1.0 - Land Acknowledgement**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION/DISCUSSION

**EXECUTIVE SUMMARY:**

D. Keddy will read a land acknowledgement.

**ITEM 2.0 - Adoption of Agenda – Open Session**

**ACTION REQUIRED:**    ☒ FOR APPROVAL    ☐ FOR INFORMATION

**Recommended:**        That the Agenda for the Open Session be approved as circulated.



**ITEM 3.0 - Report of the President**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

A. Shepard will provide the Report of the President.

**ATTACHMENT(S):**

[Report of the President](#)

## REPORT OF THE PRESIDENT

To: Board of Governors

From: Alan Shepard

Date: January 13, 2021

Re: Quarterly Report

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Dear Governors,

Happy New Year! I hope you enjoyed a wonderful holiday break.

This report highlights some noteworthy developments since my last report to Board of November 19, 2020.

**COVID-19 update:** Western continues to operate within the restrictions of the [province-wide shut-down](#) that came into effect on Boxing Day. While we had anticipated resuming in-person classes in courses already designated as such on January 25, we decided to delay this re-start to February 21, following Reading Week. We are also staggering the return of students to our residences. A small number of students have received permission for an early return because of pre-arranged travel and other personal circumstances. All other students living in residence are being asked to re-schedule their return to a later date in February. At this time and throughout the duration of the province-wide shut-down, research activities, access to campus for employees and [campus services](#) will continue, with restrictions in place as outlined in our [December 22 update](#). I will provide a further update on our ongoing response to the pandemic in my oral report to the Board. Please watch <https://www.uwo.ca/coronavirus/> for the latest news.

**Strategic planning update:** Since beginning my term as President I have heard regularly from all corners of Western's campus that community members are eager to help set out a new strategic direction for our university. While the pandemic delayed our start, we are now making great progress. The work of the Strategic Planning Steering Committee (SPSC) is well underway and they have now divided into seven "Theme Groups" to engage the full campus community on topics important to our planning.

We are launching a new strategic planning website and social media content that includes videos, and micro-surveys on a variety of important themes. And, we are ready to engage

students, faculty, staff, alumni and the broader community in a series of consultations throughout the winter term. Below is an outline of our progress to date:

Strategic Planning Steering Committee (SPSC)

- The SPSC has met four times and has divided into seven working groups to explore the following themes:
  - Energizing our research, scholarship and creative activity
  - Providing a transformational student experience
  - Innovating in teaching and learning
  - Building partnerships
  - Leading in sustainability
  - Embedding equity, diversity and inclusion into Western's culture
  - Fostering a sense of belonging
- These groups have started to meet independent of the full SPSC
- They are being supported and are empowered to consult the campus and broader community throughout the winter term
- As SPSC Chair, I have had one-to-one meetings with each committee member

Reputation Research Project

- Western is working with The Strategic Counsel to conduct important brand reputation research that will help inform the strategic plan
- We have completed 20 internal 1:1 interviews
- We are well underway in completing 40 external 1:1 interviews with business, community and not-for-profit leaders; municipal, provincial and federal government leaders and partners; research and industry partners; alumni and donors.
- And in the winter term we will conduct a quantitative online reputation survey that will be sent to all students, faculty and staff; alumni and donors; business, government and NGO leaders; Western applicants and prospective undergraduate students; "engaged" public employers; and parents.

Retreats

- Board of Governors Retreat – September 2020
- President's Group Retreat – August 2020
- Provost's Leadership Team Retreat - Preparing for the next Strategic Plan – August 2020
- President's Group and Deans Retreat – June 2020
- President's Group Retreat – May 2020
- President's Group Retreat – December 2019

Consultation Sessions to Date

- Senate Committee on University Planning (SCUP) – January 2021
- 1:1 alumni/ donor engagement meetings – January 2021
- Graduate Education Council – December 2020

Winter 2021 Consultations/ Engagement

- Virtual Western Leaders' Forum (175+ faculty and staff leaders)
- Senate
- Employee groups: UWOSA employee forum; UWOFB Board; Professional Network Forum (PMA staff); Hospitality Services employees; Facilities Management employees; Police Services and Fire Safety.
- Ongoing surveys, focus groups, interviews, mini reports from the SPSC
- Ongoing alumni/ donor engagement meetings with Alan set for January/ February (with more to follow)

Communications

- Public launch of the strategic planning process with a new and dynamic website
  - Online survey submissions accepted through the website
- Mass emails to students, faculty, staff and alumni
- Micro-surveys to solicit broad campus feedback through social media - promoted using videos of SPSC members asking questions - late January to early March

Integrated Planning

- Western Research establishing its own working group in tandem with the broader university engagement
- Deans engaging their Faculties/Schools in tandem with the broader university engagement
- Leaders from major administrative support units being invited to make submissions
- Conversations with community partners (hospitals, research institutes, social and non-profit leaders, government representatives)

**Accolades:** Congratulations to the following campus community members who, among others, received special honours in recent months:

- Western community members named to the Mayor's New Year's Honour List:
  - **Abe Oudshoorn**, Nursing (Housing award)
  - **Betty Anne Younker**, Dean, Don Wright Faculty of Music (Arts award)
  - **Mary Alikakos**, BSC'02 (Diversity award)
  - **Mitch Baran**, HBA'52, LLD'11 (Distinguished Londoner, awarded posthumously)
  - **Sylvia Chodas**, BMus'80, BEd'81 (Heritage award)
  - **Wayne Dunn**, BA'80 (Distinguished Londoner award)
  - **Jeremy McCall**, BA'06 (Humanitarianism award)
- Western community members appointed to the Order of Canada:
  - **Howard Alper**, LLD'17
  - **Stan Dragland**, Professor Emeritus, English & Writing Studies
  - **William Fast**, MBA'63

- **Carol Herbert**, LLD'18 and former Dean of Schulich Medicine & Dentistry
  - **Michele Leering**, BA'80, LLB'83
  - **Elliot Lifson**, MBA'73
  - **Vivian McAlister**, Professor, Department of Surgery
  - **Scott Moir**, LLD'19
  - **John Peller**, LLB'80
  - **Mark Tewksbury**, LLD'01
  - **Tessa Virtue**, LLD'19
- **Jing Jiang** (Electrical & Computer Engineering), **Marlys Koschinsky** (Robarts Research Institute), and **Allan J. Fox** (Medical Imaging) appointed to the Order of Ontario
- Professors awarded or renewed as Canada Research Chairs:
  - **Kelly Anderson**, Tier 2 in Public Mental Health (Epidemiology & Biostatistics)
  - **Beth Greene**, Tier 2 in Roman Archaeology (Classical Studies)
  - **Yolanda Hedberg**, Tier 2 in Corrosion Science (Chemistry)
  - **Joy MacDermid**, Tier 1 in Musculoskeletal Health Outcomes & Knowledge Translation (Physical Therapy)
  - **Andrew Pruszynski**, Tier 2 in Sensorimotor Neuroscience (Physiology & Pharmacology)
- **Ted Hewitt** (on leave from Sociology) reappointed President of the Social Sciences & Humanities Research Council for a three-year term beginning March 1, 2021
- **Roy Allen** (Economics) awarded the 2020 Polanyi Prize in Economic Science for his scholarship in econometrics
- **Michael Cavanagh** (Music) named Artistic Director, Royal Swedish Opera (Stockholm)
- Undergraduate student **Selena Guo** (Media, Information & Technology) named among the Class of 2022 Schwarzman Scholars, enabling her to pursue a master's degree in global affairs at Tsinghua University in Beijing
- Chancellor **Linda Hasenfratz** (BSc'89, EMBA'97, LLD'19) and professor **Maxwell Smith** (Health Ethics, Law, and Policy Lab, Faculty of Health Sciences) appointed members of Ontario's COVID-19 Vaccine Distribution Task Force
- Named among Canada's Most Powerful Women by the Women's Executive Network:
  - **Lisa Saksida** (Director, BrainsCAN & Professor, Physiology & Pharmacology)
  - **Sandra Bosela** (HBA'97), Global Head of Private Equity, OPTrust
  - **Patricia Callong** (BA'84, LLB'87), SVP & General Counsel, Sun Life
  - **Roopa Davé** (HBA'04), Partner, Sustainability & Impact Services, KPMG Canada
  - **Eternity Martis** (BA'14), Journalist/Author
  - **Tracy Moore** (MAJ'00), Television Host, CityTV, Rogers Sports & Media

- **Vasie Papadopoulos** (EMBA'18), Communications & Outreach Manager, Philip Morris International Canada
- **Melissa Sariffodeen** (HBA'10), Co-founder & CEO, Canada Learning Code
- **Krista Scaldwell** (EMBA'08), Vice-President, Communications & Public Affairs, Canada Life
- Professors **Xueliang (Andy) Sun** (Mechanical & Materials Engineering), **Brian Feagan** (Medicine and Epidemiology & Biostatistics), **Danielle Way** (Biology), and **Klaus Meyer** (International Business) recognized as Highly Cited Researchers for 2020 by Clarivate. The annual list identifies researchers who have demonstrated significant influence in their chosen field or fields through the publication of multiple highly cited papers during the last decade.
- Six Ivey alumni named among recipients of BNN Bloomberg's Top 40 Under 40 list, celebrating Canada's up-and-coming leaders:
  - **Michael Block** (HBA'07)
  - **Joelle Faulkner** (BESc'05 / HBA'05)
  - **Jason Mullins** (EMBA'13)
  - **Melissa Sariffodeen** (HBA'10)
  - **James Scongack** (EMBA'17)
  - **Shamez Virani** (HBA'06)

**Leadership update:** As announced November 19, **Andy Hrymak** pivoted to an important new role as Special Advisor on Industry Partnership, the Green Economy, and Sustainability on January 1. The new role will strengthen our institutional partnerships in the area of advanced manufacturing and reinvigorate our commitment to academic and operational initiatives focused on climate change and reducing Western's carbon footprint.

As Provost, Andy has made great efforts to help the university successfully pivot our academic operations during an incredibly challenging time for our sector. In his new role, he will continue helping Western by building partnerships in areas that are critical not only for Western but for our regional and national economy in the post-COVID environment. Andy is a true citizen of the Western community and I am grateful for his ongoing leadership and commitments in his new role.

**Sarah Prichard** is now serving as Acting Provost & Vice-President (Academic) while the search is conducted to recruit our next Provost. In her prior role as Acting Vice-President (Research), Sarah helped Western reinvigorate our research culture and set the stage for our researchers to be bold in tackling big ideas in new ways. I know she will apply that same thinking to how Western approaches teaching, learning and the overall student experience as Provost.

On December 18, **Jayne Garland** was re-appointed Dean of the Faculty of Health Sciences for a second term, beginning July 1, 2021, through June 30, 2026. Jayne has been dean since January

2016 when she returned to Western from the University of British Columbia where she had served for seven years as a professor and head of UBC's Department of Physical Therapy. From 1989 to 2009, she had been a member of Western's faculty, including eight years as Western's Director of the School of Physical Therapy. As dean, Jayne has done a commendable job of leading one of Western's most complex and diverse Faculties. In particular, she has led several initiatives to enhance the Faculty's research culture and productivity, and she has excelled with fundraising and partnership initiatives that have further strengthened the Faculty's teaching and research programs. In 2019, Jayne was also recognized for her research achievements with a fellowship in the Canadian Academy of Health Sciences.

On December 21, **Christy R. Bressette** was named Western's first Vice-Provost & Associate Vice-President (Indigenous Initiatives) to a five-year term beginning March 1, 2021. Christy—whose Anishinabek name is Neeta-Noo-Kee Kwe (Hard-Working Woman)—is currently the National Coordinator for Indigenous Education with the Council of Ministers of Education, Canada, where she has served since 2008. Serving with passion and commitment over the past two decades, Christy has also supported area Anishinabek, Haudenosaunee, and Lenape Nations, as well as Friendship Centres, within work to advance education outcomes for Indigenous learners in the areas of policy, curriculum, and governance.

As one of the first Indigenous women to earn a PhD in Educational Studies from Western, where she also earned her BA (Honours) in History and BEd (with distinction), Christy has strong ties to our university and is uniquely qualified for taking on this important new leadership role. In addition to teaching at the primary and secondary level in Ontario and British Columbia, she has also taught several graduate-level courses related to Indigenous culture and education in our Faculty of Education since 2004. In 2017/18, she co-chaired the *Provost's Task Force on the Implementation of Western's Indigenous Strategic Plan* (2017/18). Throughout her career, Christy has demonstrated an astute ability for bridging cultural differences between people to help ensure inclusive, equitable, and quality education opportunities for all. We look forward to welcoming Christy in March.

**Candace Brunette-Debassige's** appointment as Acting Vice-Provost & Associate Vice-President (Indigenous Initiatives) has been extended until Christy's arrival in March. At that time, Candace will transition to a new role as Special Advisor to the Provost (Indigenous Initiatives) until June 30, 2021. In her new role, Candace will support the Provost and the new Vice-Provost during the leadership transition period. I echo Andy Hrymak's comments that Candace has been a strong leader, advancing the area of Indigenous initiatives in many important ways while at the same time completing her doctoral studies in the Faculty of Education.

The work of review/selection committees for the following senior leadership positions remains underway: Dean of the Don Wright Faculty of Music, Vice-Provost (Academic Planning, Policy & Faculty), University Secretary, Vice-President (University Advancement), and Provost & Vice-President (Academic).

#### **ITEM 4.0 – Unanimous Consent Agenda**

**ACTION REQUIRED:**    ☒ FOR APPROVAL        ☐ FOR INFORMATION

**Recommended:**        That the items listed on the consent agenda with the exception of Items 4.5(b) and 4.8(d), be approved or received for information by the Board of Governors by unanimous consent.

#### **EXECUTIVE SUMMARY:**

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 19, 2020**

The meeting was held at 1:30 p.m. on Zoom.

PRESENT: R. Konrad, Chair  
A. Bryson, Acting Secretary

S. Bennett	S. Pitel
C. Burghardt-Jesson	C. Rorabeck
W. Boye	B. Ross
G. Dick	A. Shepard
K. Gibbons	S. Shortreed
E. Holder	C. Stephenson
C. Karakatsanis	M. Surkont
D. Keddy	P. Thomlinson
J. Kum	J. Toswell
M. Lerner	S. Trosow
S. Neiman	H. Usher
G. Parraga	

By Invitation: B. Barron, A. Blackburn-Evans, R. Chelladurai, P. Eluchok, A. Hrymak,  
D. James, L. Logan, E. Mallory, L. Rigg [Lesley]

Secretariat Resource: L.A. McKivor, D. Salim, C. Price, M. O'Connor, L. Rigg [Lisa]

Regrets: L. Hasenfratz

**Land Acknowledgement**

D. Keddy read a Land Acknowledgement.

**Adoption of Agenda – Open Session**

It was moved by H. Usher seconded by D. Keddy,

That the agenda for the Open Session be approved as circulated.

CARRIED

BG.20-114 **REPORT OF THE PRESIDENT**

The Report of the President, distributed with the agenda, consisted of the following topics: COVID-19 update, new anti-racism and EDI Initiatives, financial aid for students raised in foster care, renewal of the President's Advisory Committee on Environment & Sustainability, Strategic Planning Steering Committee update, and leadership updates.

A. Shepard, President & Vice-Chancellor welcomed new board member M. Surkont to the Board of Governors. During the COVID-19 update, the President stated that the University is committed to doing its part to control the viral spread within the London community and commended faculty, staff and students for their continued work in supporting the ongoing endeavors of the University over the past nine months. He reported that there has been discussion in the media of other post-secondary institutions extending the winter break, but Western University does not intend to extend the break at this point in time.

The President concluded his report by highlighting that the University has had several members of Western Faculty elected to the Royal Society of Canada this year with both the outgoing and incoming President for the Royal Society of Canada being Western Alumni.

BG.20-115 **UNANIMOUS CONSENT AGENDA**

It was moved by H. Usher, seconded by W. Boye

That the items listed in the Unanimous Consent Agenda, save and except items 4.2(c), 4.4(b) and 4.5(a), be approved or received for information.

CARRIED

BG.20-116 **Minutes of the Previous Meeting**

The open session minutes of the meeting of September 22, 2020 were approved as circulated.

BG.20-117 **New Scholarships, Awards, and Prizes**

The new scholarships, awards, and prizes approved by the Property and Finance Committee, on behalf of the Board of Governors, were provided for information in Item 5.1(a).

BG.20-118 **Semi-Annual Ratio Report on Non-Endowed Funds**

The Semi-Annual Ratio Report on Non-Endowed Funds was provided for information in Item 4.2(b).

BG.20-119 **University Discipline Appeals Committee (UDAC) - Membership**

The confirmed appointment of Wolfgang Lehmann (Social Science) to the University Discipline Appeals Committee as approved by the Senior Policy and Operations Committee on behalf of

the Board of Governors was reported to the Board for information in Item 4.3(a).

**BG.20-120      Strategic Planning Steering Committee – Board Representatives**

The confirmed appointments of Susan Bennett and Keith Gibbons to the Strategic Planning Steering Committee as approved by the Board of Governors on October 23, 2020 was reported for information in Item 4.3(b).

**BG.20-121      Board Member Leave of Absence**

The leave of absence of Governor D. Simmonds from the Board of Governors until December 2020 as approved by the Chair of the Board was reported for information in Item 4.3(c).

**BG.20-122      Senior Appointment – Extension of Acting Dean, Faculty of Social Science**

The confirmed extension of the appointment of John Finegan as Acting Dean of the Faculty of Social Science, for the term July 1, 2021 to July 31, 2021 as approved by the Senior Policy and Operations Committee on behalf of the Board of Governors was reported to the Board for information in item 4.3(d).

**BG.20-123      Senior Appointment – Dean, Faculty of Social Science**

The confirmed appointment of Nicholas Harney as Dean of the Faculty of Social Science, for the term August 1, 2021 to June 30, 2026 as approved by the Senior Policy and Operations Committee on behalf of the Board of Governors was reported to the Board for information in Item 4.3(e).

**BG.20-124      Senior Appointment – Dean, Faculty of Education**

The confirmed appointment of Donna Kotsopoulos as Dean of the Faculty of Education, for the term January 1, 2021 to December 25, 2025 as approved by the Senior Policy and Operations Committee on behalf of the Board of Governors was reported to the Board for information in Item 4.3(f).

**BG.20-125      Senior Appointment – Acting Associate Vice-President (Principal Gifts)**

The confirmed appointment of Abbey Baran as Acting Associate Vice-President (Principal Gifts), effective November 16, 2020 as approved by the Senior Policy and Operations Committee on behalf of the Board of Governors was reported to the Board for information in Item 4.3(g).

**BG.20-126      Senior Appointment – Acting Vice-President (University Advancement)**

The confirmed appointment of Dana James as Acting Vice-President (University Advancement), effective November 16, 2020 as approved by the Senior Policy and Operations Committee on behalf of the Board of Governors was reported to the Board for information in Item 4.3(h).

BG.20-127     **Revisions to the Special Resolution No. 4 – Investments**

It was moved by H. Usher, seconded by W. Boye,

That the Board of Governors approve the revisions to Special Resolution No. 4 – Investments, as shown in Item 4.4(a).

Revisions to the Special Resolution No.4-Investments was provided for approval in Item 4.4(a).

CARRIED (Unanimous Consent)

BG.20-128     **Report of the Academic Colleague**

The Report of the Academic Colleague was provided for information in Item 4.6(a).

BG.20-129     **Academic Administrative Appointments**

Academic Administrative Appointments were provided for information in Item 4.6(b).

BG.20-130     **ITEMS REMOVED FROM CONSENT AGENDA**

It was moved by H. Usher, seconded by C. Rorabeck,

That Item 4.2(c), and 4.5(a) be received for information.

CARRIED

BG.20-131     **Annual Report on Underwater Endowments**

The Annual Report on Underwater Endowments was provided for information in Item 4.2(c).

A Board member requested clarification regarding a statement in the Annual Report on Underwater Endowments that states an endowment becomes underwater when the current market value becomes less than the original donated amount noting the statement did not take into consideration the role of inflation. L. Logan, Vice-President (Operations & Finance) stated that the definition for underwater endowments is driven by accounting standards and is considered market value less original donated capital otherwise known as legal capital. She noted that the original capital does not grow at the rate of inflation and stated that each overall endowment grows by investment returns less allocation for spending, noting that inflation is built into the return objectives.

A Board member requested further information regarding the University's response to the volatility of returns in the underwater endowments. L. Logan reported that in 2008/09 the University reduced the percentage rate of payout on newer endowments that had not yet had the opportunity to build the returns on investment. Additionally, she reported that the University typically uses a 3-year average to calculate the payout rate, and during 2008/09 the

University moved to a 5-year average to calculate the payout rate in order to reduce the volatility of returns. She stated that, in response to the volatility in the markets caused by the COVID-19 pandemic, the University's Investment Committee met bi-weekly for several months in order to be able to respond quickly to any impacts resulting. She reported that while monitoring the returns, the Investment Committee also performed a number of stress tests and sensitivity analyses to understand under what scenarios action might be required.

**BG.20-132      Revisions to Special Resolution No. 9 – Election Procedures**

It was moved by S. Bennett, seconded by C. Rorabeck,

That Special Resolution No. 9 – Election Procedures be revised as shown in Item 4.4(b), effective November 19, 2020.

Revisions to Special Resolution No. 9 – Election Procedures was provided for approval in Item 4.4(b).

A Board member inquired whether the web page URL should be embedded in the policy noting that webpages are often renamed. A. Bryson, Acting University Secretary stated that it was considered appropriate by the University Secretariat to include the URL within the policy as it is unlikely that URL would change as it directs the individual to the University Secretariat website and provides clear direction on where to find the nomination form which is relevant to the specified part of the policy. It was noted that feedback regarding the policy could be provided to the Governance and By-Laws committee for further discussion and amendments if appropriate at a future meeting.

A Board member highlighted that the policy requires undergraduate and graduate students to remain as students within their respective constituency in order to retain their elected position, noting that the same requirements are not outlined for elected Faculty or Staff. A. Bryson reported that additions were made to the student section of the policy as a result of an issue that arose within the student constituency this past year and agreed that it would be relevant to include the additions to the other constituencies outlined within the policy. It was agreed that the Board would approve the motion presented but would refer the feedback provided to the Governance and By-Laws Committee for further discussion and review of the other constituencies within the policy and other amendments that may be required.

CARRIED

**BG.20-133      Acquisition of paintings by A.Y. Jackson and Ashoona**

The report on the acquisition of paintings by A.Y. Jackson and Ashoona was provided for information in Item 4.5(a).

A Board member inquired how the A.Y. Jackson painting, which is a painting from the "Group of Seven", aligns with the decolonization policy of the McIntosh Gallery and queried whether the explanation should be clarified to state that not all acquired pieces have to align with the decolonization policy. A. Bryson reported that the Chair of the McIntosh Gallery Committee

indicated that the donated painting is not burdened or associated with any colonial practices which would make it problematic to accept and as such, is in keeping with the decolonization policy.

BG.20-134 **Business Arising from the Minutes**

There were no items noted as business arising from the September 22, 2020 minutes.

**REPORT OF THE PROPERTY & FINANCE COMMITTEE**

BG.20-135 **Enrolment Update**

R. Chelladurai, Associate Vice-President (Planning, Budgeting and Information Technology) provided an update on the final full-time Fall 2020 student enrolment numbers, detailed in Item 6.1. He reported that the total number of international undergraduate and master's level graduate students fell short of projected numbers, as did domestic master's level graduate students, however domestic undergraduate students had increased above projected numbers. He reported that the summer 2020 term enrolment was the highest that the University has had to date for a summer term. He noted that part-time students are not included in the total numbers provided.

A Board member asked what the difference was between international and domestic undergraduate tuition. R. Chelladurai reported that domestic students pay approximately \$6,000 and international students pay approximately \$30,000-\$40,000 for undergraduate.

A Board member inquired whether summer courses are available to casual or part-time students or if they were primarily for full-time students. R. Chelladurai reported that summer students are typically casual or part-time students.

A Board member inquired whether the University was aware of how many students are living in London. R. Chelladurai reported that any evidence provided to the University is anecdotal, but it is assumed that approximately 75% of students are residing within the London vicinity.

BG.20-136 **QUESTIONS FROM MEMBERS**

A Board member inquired whether the University offers assistance to international students regarding immigration. B. Baron, Vice-Provost and Associate Vice-President (International) reported that International Student Services within Western International has four employees who are qualified as immigration advisors. She reported that these employees are meeting the required standards as outlined by Immigration Canada in advising international students in the immigration process.

BG.20-137     **OTHER BUSINESS**

No other business was noted

**ADJOURNMENT TO CONFIDENTIAL SESSION**

The meeting adjourned to the confidential session at 2:27 p.m.

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R. Konrad  
Chair

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A. Bryson  
Acting Secretary



**ITEM 4.1(a) - Business Arising from the Minutes**

**ACTION REQUIRED:**      ☐ FOR APPROVAL      ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

Special Resolution No. 9 - Election Procedures is undergoing further review and will be brought back to the Governance and By-Laws Committee later this spring.

**ITEM 4.2(a) – New Scholarships, Awards, and Prizes**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

At its meeting on January 12, 2021, the Property & Finance Committee approved on behalf of the Board of Governors, the Terms of Reference for the new scholarships, awards, and prizes shown in ITEM 4.2(a). New Scholarships, Awards, and Prizes recommended by the Senate are approved by the Property & Finance Committee on behalf of the Board of Governors in accordance with the Property & Finance Committee Terms of Reference.

**ATTACHMENT(S):**

[New Scholarships, Awards, and Prizes](#)

**New Scholarships, Awards, and Prizes**

**StudentCare Indigenous Bursary (Any Graduate Program)**

Awarded annually to an Indigenous student (First Nations, Inuit or Métis) in any graduate program, based on demonstrated financial need. A one-page statement describing the extent of financial need must be submitted to the School of Graduate and Postdoctoral Studies by October 31<sup>st</sup>. The School of Graduate and Postdoctoral Studies will complete an assessment of financial need and select the recipient. This bursary was established by a generous gift from StudentCare.

Value: 1 at \$2,000

Effective Date: May 2020 to April 2025

**Rosen Sunshine LLP Award in Health Law (Law)**

Awarded annually to a student in Year 2 or 3 in the Faculty of Law who demonstrates excellence in writing and legal research in the area of health law. A paper written for a law school course, for a seminar, or as an individual research paper, or one which has already been accepted for publication by a legal journal, will be considered for the award. Essays must be submitted to the Student Services office within the Faculty of Law by May 15<sup>th</sup>. Final selection will be made by the Scholarship and Awards Committee in the Faculty of Law. This award is made possible by the generosity of Rosen Sunshine LLP.

Value: 1 at \$1,500

Effective Date: 2020-2021 to 2024-2025 academic years inclusive

**Torys LLP Student Support Bursary (Law)**

Awarded annually to full-time students in any year in the Faculty of Law, based on demonstrated financial need. Preference will be given to students entering Year 1. Candidates must complete an online financial assistance application form, which is available through Student Center by October 31<sup>st</sup>. The Office of the Registrar will select the recipients. This bursary was established through generous gifts from Torys LLP and Western Alumni from or otherwise associated with the firm.

Value: Up to 22 at \$5,000

Effective Date: 2020-2021 academic year (with number of awards to be updated in 2021-2022)

**Marilyn Ernest Convocation Award (Occupational Therapy)**

Awarded annually to a student graduating from the Occupational Therapy program who has demonstrated excellence in both academic and fieldwork courses. Academic excellence will be based on the cumulative total of all fieldwork and academic courses in the program. Recipients will be selected by the Director of the School of Occupational Therapy acting on the advice of the Fieldwork Coordinator and the Awards Committee of which at least one representative will hold current membership in the

School of Graduate and Postdoctoral Studies. This award was established through a generous gift from Professor Marilyn (Ernest) Conibear.

Value: 1 at \$1,000

Effective Date: May 2020

Western Women's Hockey Farm Community Award (Any Undergraduate or Graduate Program, Women's Hockey)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Women's Hockey team, with preference given to a student who is from a rural farm community. Candidates who are intercollegiate student athletes 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 recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by the Western Women's Hockey Farm Community.

Value: 1 at \$1,500

Effective Date: 2020-2021 to 2024-25 academic years inclusive

50 Years of Friendship Men's Hockey Award (Any Undergraduate or Graduate Program, Men's Hockey)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Men's Hockey team. Candidates who are intercollegiate student athletes 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 recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was made possible through generous gifts by Members of the Class of 1969 Men's Hockey Team.

Value: 1 at \$1,500

Effective Date: 2020-2021 to 2024-25 academic years inclusive

**ITEM 4.2(b) - Key Financial Indicators**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

This report summarizes the key financial indicators being used to report certain elements of the University's financial position to the various committees of the Board of Governors throughout the year. The information presented is primarily historical; unless otherwise noted the information reflects the most recent fiscal period ending April 30<sup>th</sup>. The summarized data is presented to assist board members with their fiduciary responsibility.

The indicators have been broken into four categories:

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

All indicators have been summarized on the dashboard and the detailed Key Financial Indicators Report provides a brief explanation how each indicator is utilized. The dashboard includes a green/yellow/red colour coding system to highlight areas of escalating focus, with red being an area requiring immediate attention.

The report indicates that despite the onset of the COVID-19 pandemic in the spring of 2020, the University has maintained a solid financial position to April 30, 2020.

**ATTACHMENT(S):**

[Key Financial Indicators - Dashboard](#)  
[Detailed Key Financial Indicators Report](#)

## KEY FINANCIAL INDICATORS - DASHBOARD

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TYPE OF INDICATOR	FREQUENCY & REPORT	PERFORMANCE MEASURE	TARGET/ MAXIMUM	OUTCOME
<b>PERFORMANCE</b>				
Financial Report (Operating Budgets)	Semi-Annual (P&F - January, April)	Performance - Actual versus budget for Operating Budgets Surplus/(Deficit) - forecast of 2021 as at Nov 2020	<b>\$-34.4M</b>	<b>\$-56.4M</b>
Statutory Financial Statements - Combined	Annual (P&F - September)	Excess of revenues over expenses (expenses over revenues) Carryforward Reserve Operating Reserve - forecast of 2021 as at Nov 2020	2019 \$148.2M 2019 \$211.9M \$7.5M	2020 \$65.4M 2020 \$269.9M \$42.1M
Ancillary Financial Report	Semi-Annual (P&F - January, June)	Budget versus actual revenues and expenses for Student Fee Funded units, Ancillaries, Academic Support Units and Associated Companies Surplus/(Deficit)	<b>\$12.4M</b>	<b>\$0.2M</b>
Fundraising	Semi-Annual Development & Fundraising Committee Property & Finance Committee	Performance against fundraising targets 2018-19 2019-20	<b>\$65M</b> <b>\$65M</b>	<b>\$78.1M</b> <b>\$66.8M</b>

## **Key Financial Indicators**

### **CAPITAL DEBT POLICY 2.30**

The Capital Debt Policy and Capital Debt Guidelines define the responsibilities for the approval of capital debt, guide maximum limits on the amount of capital debt and outline the system of accountability.

Administration reports semi-annually through the Property & Finance Committee to the Board of Governors on:

- Current and projected debt levels
- The amount of current debt that is on a floating rate basis and on a fixed rate basis
- The term of each loan
- The notional amount of non-endowed funds that have been set aside for the purpose of principal and interest repayment
- Compliance with the debt ratios provided in Procedures related to Capital Debt

The semi-annual 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 & Poor's as part of their annual credit rating review of the University.

### **RATIO REPORT ON NON-ENDOWED FUNDS**

Administration reports semi-annually 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, 2020, the ratio of investments to obligations for non-endowed funds was 1.77. 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.

### **CREDIT RATING**

Standard & Poor's measures financial health using a variety of indicators. The most recent credit rating review was issued February 12, 2020, which reaffirmed Western's AA Stable rating. The rating identified the following rationale for Western's outlook:

- Very strong enterprise profile
- Healthy enrollment and demand profile
- Strong management and governance practices
- Very strong financial profile
- History of strong financial performance
- High levels of available resources
- Moderate debt burden



## FINANCIAL SUSTAINABILITY METRICS

As part of its differentiation policy framework and Strategic Mandate Agreement (SMA) approach, the Ministry of Colleges and Universities (MCU) expressed a desire to develop indicators across several areas, including financial sustainability, as outlined in the SMA template. In spring 2015, the MCU asked the Council of Ontario Universities (COU) to assist in the development of these indicators. A COU working group was struck comprising representatives from COFO, the Council on University Planning and Analysis (CUPA) and the Council of Senior Administrative Officers (CSAO).

On December 2, 2015, Executive Heads provided direction concerning the development and reporting of financial sustainability indicators to the MCU as part of the SMA “report backs.” Executive Heads agreed to five indicators proposed by CSAO, and directed that the scope of the indicators that will be reported to MCU should be expanded beyond the five indicators identified to date to include optional “forward-looking” indicators. At the direction of the MCU, the sector has also established a Financial Sustainability Metrics Working Group to review current metrics and develop relevant thresholds and benchmarks for the current financial sustainability metrics. The working group began its review in 2020, which will continue into 2021.

The approved indicators are based on current, reliable and publicly available information, including from universities’ audited financial statements. These indicators are widely accepted and commonly used among higher education institutions in North America. They are derived from a KPMG model that established benchmarks to assess the financial health of U.S. universities and colleges; they are also the basis for COFO’s Financial Health Indicators.

The five indicators are considered “historical,” as they reflect a specific point in time rather than a prospective outlook.

### Financial indicators approved by Executive Heads and accepted by MCU

*Note that comparable financial data for universities categorized as “large” has been provided (with identifying information removed). Based on agreement within the sector, this financial information remains strictly confidential and is not to be further distributed.*

### Net Income/Loss Ratio

The Net Income/Loss Ratio is a financial performance metric that measures the percentage of an institution’s revenues that actually contribute to its net assets. It provides insight into how well an institution is able to manage its expenses. The objective of this ratio is to track trends in institution’s net earnings.

$$\text{Net Income/Loss Ratio} = \frac{\text{Total Revenues less Total Expenses}}{\text{Total Revenues}}$$

Institution	14-15	15-16	16-17	17-18	18-19	19-20
1	7.9%	3.0%	11.8%	11.2%	13.2%	
2	6.2%	-1.4%	4.5%	6.4%	8.1%	
3	3.4%	6.3%	5.7%	8.3%	4.1%	
4	10.1%	7.2%	13.0%	13.8%	14.1%	
5	3.2%	3.6%	5.4%	5.0%	7.2%	
6	2.0%	2.2%	3.3%	2.1%	12.9%	
<b>Western</b>	<b>6.6%</b>	<b>4.0%</b>	<b>10.9%</b>	<b>10.5%</b>	<b>11.2%</b>	<b>5.2%</b>
<b>Average by Group (Large)</b>	<b>5.6%</b>	<b>3.6%</b>	<b>7.7%</b>	<b>8.16%</b>	<b>10.1%</b>	
<b>Sector Average</b>	<b>3.5%</b>	<b>2.5%</b>	<b>5.1%</b>	<b>5.4%</b>	<b>5.9%</b>	

### Net Operating Revenues Ratio

The *Net Operating Revenues Ratio* is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows over the long run to be financially sustainable. The ratio is calculated as *Cash Flow from Operating Activities* (from the statement of cash flows) over *Total Revenues* (from the statement of operations).

$$\text{Net Operating Revenues Ratio} = \frac{\text{Cash Flow from Operating Activities}}{\text{Total Revenues}}$$

Institution	14-15	15-16	16-17	17-18	18-19	19-20
1	14.7%	7.1%	14.5%	13.6%	15.7%	
2	8.6%	6.4%	2.4%	12.2%	8.5%	
3	8.1%	10.9%	9.1%	10.4%	8.2%	
4	12.9%	11.6%	12.8%	14.1%	11.3%	
5	8.3%	5.1%	7.1%	8.9%	10.5%	
6	6.5%	4.1%	4.1%	11.7%	15.1%	
<b>Western</b>	<b>13.3%</b>	<b>9.6%</b>	<b>17.6%</b>	<b>14.7%</b>	<b>17.3%</b>	<b>11.3%</b>
<b>Average by Group (Large)</b>	<b>10.4%</b>	<b>7.8%</b>	<b>9.7%</b>	<b>12.2%</b>	<b>12.4%</b>	
<b>Sector Average</b>	<b>7.5%</b>	<b>6.6%</b>	<b>9.0%</b>	<b>8.3%</b>	<b>8.1%</b>	

### Primary Reserve Ratio

The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses and provides an indication of an institution's financial strength and flexibility by determining how many days an institution could function using only its financial resources that can be expended without restrictions. *Expendable Net Assets* include unrestricted surplus (deficit), internally restricted net assets and internally restricted endowments, adjusted for the non-cash component of any employee future benefits.

$$\text{Primary Reserve Ratio} = \frac{\text{Expendable Net Assets}}{\text{Total Expenses}} \times 365 \text{ days}$$

Institution	14-15	15-16	16-17	17-18	18-19	19-20
1	130	176	205	207	214	
2	143	115	122	128	158	
3	54	60	57	87	78	
4	160	166	193	228	253	
5	139	141	143	144	152	
6	106	105	117	128	180	
<b>Western</b>	<b>190</b>	<b>205</b>	<b>232</b>	<b>273</b>	<b>306</b>	<b>323</b>
<b>Average by Group (Large)</b>	<b>132</b>	<b>138</b>	<b>153</b>	<b>171</b>	<b>192</b>	
<b>Sector Average</b>	<b>92</b>	<b>94</b>	<b>106</b>	<b>115</b>	<b>125</b>	

### Interest Burden Ratio

The *Interest Burden Ratio* is a measure of debt affordability that compares the level of current debt service with the institution's total expenses. It examines the percentage of total expenses used to cover an institution's cost of servicing its debt. The ratio is calculated as *interest expense* over *total expenses (adjusted for non-cash depreciation)*.

Interest Burden Ratio	=	$\frac{\text{Interest Expense}}{\text{Total Expenses - Depreciation}}$
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Institution	14-15	15-16	16-17	17-18	18-19	19-20
1	1.0%	1.2%	1.5%	1.5%	1.4%	
2	1.2%	1.2%	1.5%	1.8%	1.8%	
3	1.6%	1.7%	1.5%	1.6%	1.3%	
4	1.6%	1.5%	1.5%	1.4%	1.3%	
5	0.2%	0.1%	0.1%	0.4%	0.0%	
6	2.5%	2.4%	2.6%	2.6%	2.4%	
<b>Western</b>	<b>1.7%</b>	<b>1.3%</b>	<b>1.2%</b>	<b>1.3%</b>	<b>1.4%</b>	<b>1.3%</b>
<b>Average by Group (Large)</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.5%</b>	<b>1.4%</b>	
<b>Sector Average</b>	<b>2.3%</b>	<b>2.3%</b>	<b>2.2%</b>	<b>2.2%</b>	<b>2.0%</b>	

### Viability Ratio

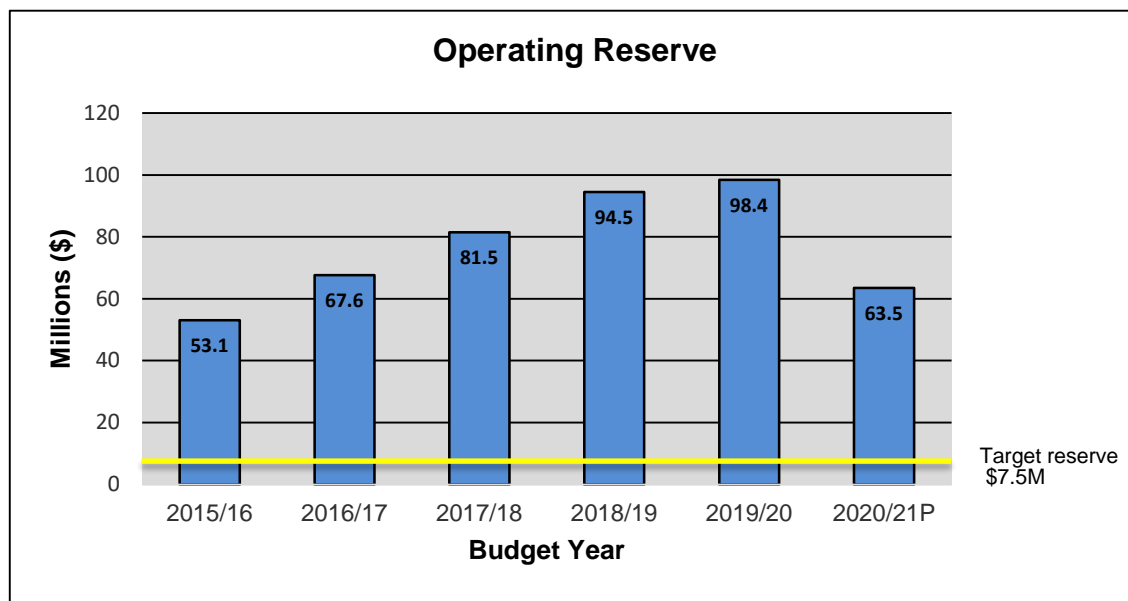
The *Viability Ratio* is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations. It is calculated as *Expendable Net Assets* over *Long-Term Debt*. *Expendable Net Assets* are defined above under *Primary Reserve Ratio*. *Long-Term Debt* is total external long-term debt as disclosed in the institution's financial statements without adding the current portion that may be included in accounts payable.

Viability Ratio	=	$\frac{\text{Expendable Net Assets}}{\text{Long-Term Debt}}$
-----------------	---	--

Institution	14-15	15-16	16-17	17-18	18-19	19-20
1	220.7%	167.0%	202.2%	208.5%	226.9%	
2	219.5%	185.5%	93.5%	98.2%	124.7%	
3	41.1%	48.1%	51.8%	54.9%	53.5%	
4	154.9%	170.7%	206.6%	255.9%	301.1%	
5	N/A	N/A	N/A	N/A	N/A	
6	72.1%	73.3%	68.2%	75.2%	110.5%	
<b>Western</b>	<b>194.6%</b>	<b>219.5%</b>	<b>265.6%</b>	<b>232.9%</b>	<b>278.6%</b>	<b>303.9%</b>
<b>Average by Group (Large)</b>	<b>150.5%</b>	<b>144.0%</b>	<b>147.9%</b>	<b>154.3%</b>	<b>182.6%</b>	
<b>Sector Average</b>	<b>90.5%</b>	<b>90.8%</b>	<b>101.9%</b>	<b>109.2%</b>	<b>129.1%</b>	

## OPERATING RESERVE

The Board of Governors has set a minimum level for the operating reserve at \$7.5M for the current planning cycle. The 2020/21 operating reserve is forecasted to be \$63.454 million as at April 30, 2021 (forecast as at October 31, 2020).



## 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 until it reached \$15.5 million. The annual transfer has been maintained at \$15.5 million since 2017-18, a funding commitment that has established Western as a leader among Canadian universities in maintaining its facilities and dealing with deferred maintenance.

The MMI transfer, coupled with Facilities Renewal Funds received from MCU, will allow Western to allocate \$64.7 million to maintenance and modernization expenditures in 2020-21, representing 2.8% 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 (MCU).

## 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, 2020 was \$804 million, with 145 endowments representing \$3.5 million being underwater at that point in time. The annual return on the Operating and Endowment Fund was -1.6%, net after fees. Since April 30, 2020, capital markets have recovered significantly from the impacts of the COVID-19 pandemic, which is expected to have a corresponding improvement in the number of underwater endowments in 2021.

## 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.

### 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, 2019.

***Annualized returns for periods ending December 31, 2019***

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
S&P/TSX	22.88%	5.81%	6.89%	10.28%	6.28%	6.90%
S&P 500 (in CAD)	24.84%	14.07%	13.99%	12.48%	14.25%	16.00%
MSCI EAFE (in CAD)	16.45%	4.87%	8.88%	6.05%	8.61%	8.27%
FTSE TMX Bond Universe	6.87%	4.10%	3.57%	3.09%	3.18%	4.31%
FTSE TMX 91-Day T-Bills	1.65%	1.51%	1.19%	1.02%	0.94%	0.92%

With the positive market returns of 2019, new gifts and net of the allocation for spending, there was positive growth in our endowments.

### Total Endowments

As of December 31, 2019, Western had endowments of \$845.1 million. Western is the 8th largest Canadian university endowment, down one spot from last year. The following table compares the 10 largest Canadian university endowments at the end of 2019 and 2018. Over the last five years, Western endowments have grown by 9.1% compounded annually, which puts the University in 5th place among all Canadian universities in terms of endowment growth.

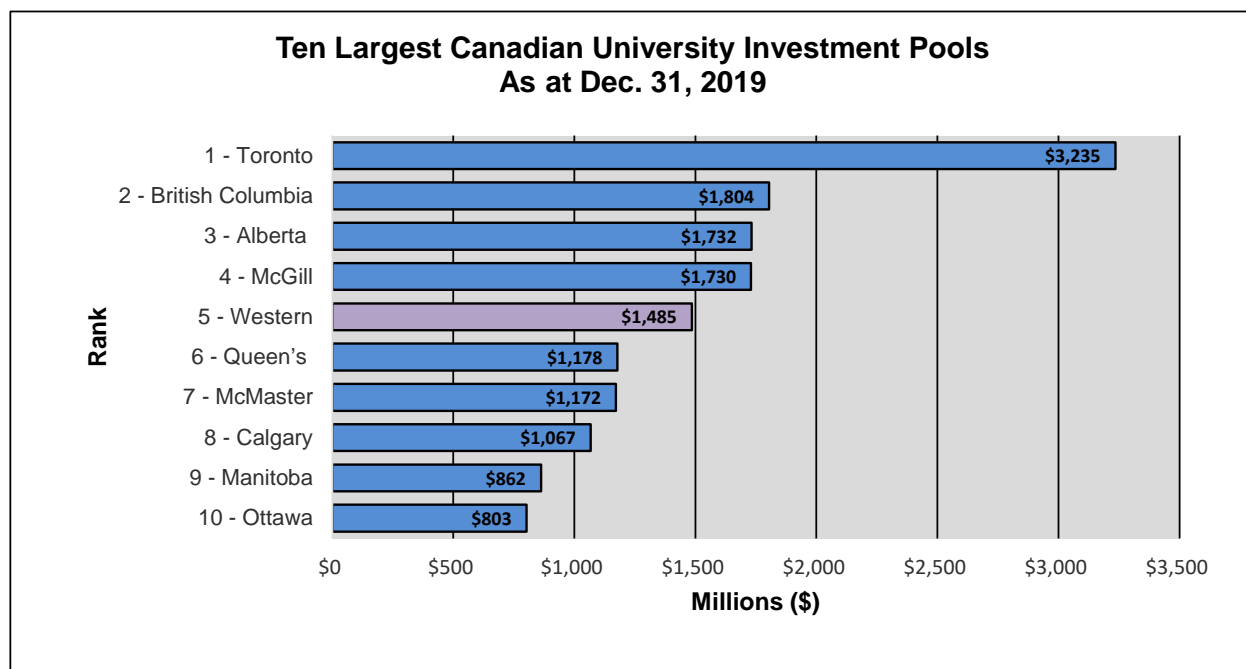
**Ten Largest Canadian University Endowments**  
**As of December 31, 2019**

	University	Endowment Value (millions)		%
		2019	2018	
1	Toronto	\$2,748	\$2,475	11%
2	British Columbia	\$1,804	\$1,676	8%
3	McGill	\$1,730	\$1,584	9%
4	Alberta	\$1,471	\$1,333	10%
5	Queen's	\$1,178	\$1,055	12%
6	Calgary	\$1,067	\$922	16%
7	McMaster	\$848	\$722	17%
8	<b>Western University</b>	<b>\$845</b>	<b>\$727</b>	<b>16%</b>
9	Manitoba	\$791	\$704	12%
10	Victoria (UT)	\$682	\$597	14%
Average change:				+12.5%

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.

**Total Investment Pool**

As of December 31, 2019, Western had a total investment pool of \$1,485 million, the 5<sup>th</sup> largest of Canadian Universities. Western's investment pool for comparison to other Canadian universities includes the Operating & Endowment Fund only. The following chart displays the 10 largest Canadian University investment pools at the end of 2019.



## **Investment Returns**

Starting with the 2016 survey, CAUBO now classifies endowments in four groups, based on asset levels. Western is in the group with the largest asset levels, along with 16 other universities. The threshold to be in that group in 2019 was \$466 million in total assets (including both endowment and operating assets). The table below compares Western returns with those of the universities in the same group. Western's performance was relatively strong in 2019, ranking in the first quartile within the large universities group. Long-term, performance is above median over horizons of two and three years and in the first quartile for horizons greater than four years. Compared to the entire universe of university endowments, Western's returns remain in the first quartile over investment horizons of three, four, five and ten years.

### ***CAUBO Universe of the Largest University Investment Pools Annualized Return as of December 31, 2019***

	<b>1-Yr</b>	<b>2-Yr</b>	<b>3-Yr</b>	<b>4-Yr</b>	<b>5-Yr</b>	<b>10-Yr</b>
95 <sup>th</sup> Percentile	17.2%	9.4%	9.9%	9.0%	9.2%	10.5%
75 <sup>th</sup> Percentile	16.2%	7.7%	8.7%	8.6%	8.4%	9.2%
Median	14.8%	6.8%	8.3%	8.3%	8.1%	9.0%
25 <sup>th</sup> Percentile	13.1%	6.2%	7.6%	7.5%	7.1%	8.7%
5 <sup>th</sup> Percentile	11.6%	4.9%	6.1%	6.5%	6.7%	8.4%
<b>Western</b>	<b>16.2%</b>	<b>7.1%</b>	<b>8.6%</b>	<b>8.6%</b>	<b>8.4%</b>	<b>9.3%</b>

## **EMPLOYEE FUTURE BENEFITS**

The obligation for employee future benefits is projected by actuarial valuation every three years. In the years between valuations, an extrapolation of the actuarial valuation is used to determine the projected benefit obligations. The most recent actuarial valuation was undertaken at April 30, 2020.

Employee future benefits are reported in the annual financial statements, which are presented to the Audit Committee annually in September. In addition, employee future benefits form part of the Long-Term Financial Trends analysis of the annual Operating and Capital Budgets, presented to the Property and Finance Committee annually in April.

### **EMPLOYEE FUTURE BENEFITS (EFB) AS A % OF TOTAL EXPENSES**

	<b>Obligation (\$M)</b>	<b>Expense (\$M)</b>	<b>Total University Expenses (\$M)</b>	<b>EFB Expense as % of Total</b>
2015	482.3	22.5	1,061	2.1%
2016	525.7	25.4	1,079	2.4%
2017	473.5	28.9	1,113	2.6%
2018	495.3	21.8	1,122	1.9%
2019	546.5	23.4	1,170	2.0%
2020	561.8	21.9	1,183	1.9%

### **FINANCIAL REPORT (OPERATING BUDGETS)**

This report is provided to the Property & Finance Committee on a semi-annual 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 semi-annual 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.



**ITEM 4.2(c) – Ancillary Financial Report**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

The Ancillary Financial Report is provided to the Property & Finance Committee and to the Board of Governors annually as part of the financial reporting outlined in the Property & Finance Committee Terms of Reference. The Ancillary Financial Report provides updates to the projected fiscal 2020-21 financial results and year-end reserve positions for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies and provides a brief description of any major variances that have occurred.

**ATTACHMENT(S):**

[Ancillary Financial Report](#)



**Student Fee-Funded Units, Ancillaries, Academic  
Support Units, and Associated Companies Financial  
Update**

**2020-21 Approved Budgets and Updated Projections**

(Mid-Year Update)

**January 12, 2021**

## **Student Fee Funded Units, Ancillaries, Academic Support Units, and Associated Companies**

### **Fiscal 2020-21 Updated Projections (Compared to Fiscal 2020-21 Approved Budgets)**

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#### **For Information**

The attached schedule updates the projected fiscal 2020-21 financial results and year-end reserve positions for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies.

The Fee-Funded Units that are part of the Student Experience Portfolio have been reorganized into three inter-dependent pillars to enhance the integration and coordination of these important services and supports. The presentation in this report now directly aligns with the new organizational structure.

A brief commentary on major variances is provided as follows: *(note: line references correspond to the line numbers appearing on the attached financial summary schedule)*

#### ***Student Experience Portfolio – Sport & Recreation Pillar (lines 2 through 6):***

The projected deficits for the units that comprise the Sport & Recreation Pillar are directly attributed to the implications of COVID-19. Ancillary fee rates were reduced to 50% for the fall and winter terms and no fees were assessed for Campus Recreation in the summer months to reflect lower levels of programming offered by the units. Other ancillary revenues (varsity games ticket sales, faculty/staff membership fees, fitness class revenue, etc.) were also negatively impacted due to the suspension of varsity sports and reduced access to recreational facilities. The impact of lower revenue has been mitigated wherever possible by reducing variable expenses. It should be noted that, at year-end (when budgets are finalized), the University has committed to back-stop the revenue shortfalls in Sport and Recreation. As an outcome of the currently-underway planning process, we will work with the AVP (Student Experience) to assess the level of back-stopping required to ensure the fiscal health of these units.

#### ***Student Experience Portfolio – Wellness & Well-being Pillar (lines 7 through 10):***

The surpluses projected for the units that fall within the Wellness & Well-being Pillar are primarily the result of a Mental Health Services grant that helped support core expenses, salary and benefit savings resulting from unit restructuring, and reduced part-time nursing hours due to a COVID-19 related drop in patient volumes.

#### ***Housing Services (line 22):***

The projected deficit reported for Housing Services is primarily due to a COVID-19 related requirement to de-densify residences. To accommodate students in a safe manner, double rooms in traditional style buildings were reduced to single occupancy. Overall, residence capacity was reduced by 30% (3,700 student vs. the typical 5,300). For occupants of the Western Apartments, Housing Services provided financial relief to tenants by offering rent credits of about \$150 per unit and by pausing evictions due to non-payments. Lower accommodations revenue in residences and the apartments was partially offset by the deferral of some major maintenance projects and reduced variable operating costs resulting from the lower occupancy levels. Housing Services has sufficient reserve levels to cover the shortfall.

***Parking Services (line 23):***

The deficit for Parking Services is due to the suspension of permit fees during the initial campus closure in the spring and summer and reduced permit sales during the phased reopening. Violations revenue was also curtailed throughout these periods. Lower parking revenue will be partially offset by reduced part-time enforcement staff and booth attendants. Enforcement staff has been reduced to basic levels required to maintain fire routes and accessibility spaces and booths remained unattended during the summer months. Some full-time staff were partially re-deployed to support the Pandemic Supplies program and temporarily backfill for Facilities Management capacity gaps.

***Retail & Hospitality Services (24):***

The deficit projected for Retail Services is directly attributed to the implications of COVID-19. Sales from the Bookstore and Graphic Services are expected to be down \$8.2M due to significantly reduced in-store traffic, a dramatic shift from physical textbooks to lower-margin digital course materials, a reduced requirement for printed exams, and the cancellation of in-person Spring and Fall Convocations. Hospitality Services revenue is projected to be down \$12.1M due to the spring and summer campus closure and limited operations during the fall and winter terms. Partially offsetting lower revenue is reduced product costs, a decline in the requirement for part-time staff, and savings resulting from 22 full-time staff retirements under the 2019-20 staff retirement incentive program. As an outcome of the currently-underway planning process, we will be working with the AVP (Housing & Ancillary Services) to chart a recovery plan for this group of units.

***Animal Care and Veterinary Services (line 27):***

The deficit projected for Animal Care and Veterinary Services (ACVS) is primarily due to reduced per diem care revenue and enhanced pandemic pay for attending staff during the COVID-19 campus closure. An application to the Federal Canada Research Continuity Emergency Fund – if successful (and we are hopeful) – may cover up to 75% of the incremental pandemic pay costs, thereby reducing the projected deficit for ACVS by roughly half.

***Surface Science Western (line 31):***

The projected deficit for Surface Science Western is primarily due to lower commercial project revenue due to the COVID-19 shutdown.

***Western Research Parks (incl. Windermere Manor, ADEISS, & AMP) (line 30):***

The projected deficit for the Western Research Parks is expected to exceed the budgeted shortfall due to the closure of Windermere Manor for commercial purposes. Windermere Manor continued to operate on a limited basis to support the isolation of healthcare workers at the hospitals and student quarantining purposes. Rental revenue for the Discovery Park will also be down slightly from budget because of the loss of a couple of smaller tenants due to the financial implications of COVID-19. As part of the currently-underway planning process, we are reviewing the funding support (from the University) to offset costs associated with the isolation of healthcare workers and students quarantining.

***Ivey Business School Foundation (line 31):***

COVID-19 has negatively impacted non-credit enrolments at the Ivey Academy, Ivey publishing revenue and commercial activity for the Ivey Leadership Centre at Spencer Hall and the Donald K. Johnson Centre in Toronto. The reserves for the Ivey Business School Foundation are sufficient to cover the shortfall.

**Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies**  
**2020-21 Budget and Projected (\$ 000)**

		2020-21 Budget			2020-21 Projected			% Change		Projected April 30/21 Reserves	
		Revenues	Expenses	Rev-Exp	Revenues	Expenses	Rev-Exp	Revenues	Expenses	Operating	Capital
1	<b>A - Student Fee-Funded Units</b>										
2	<i>Student Experience - Sport &amp; Recreation Pillar:</i>										
3	Sport	6,524.7	6,413.7	111.0	3,413.7	3,770.1	-356.4	-47.68%	-41.22%	-44.6	
4	Recreation	5,555.7	5,604.3	-48.6	2,186.7	3,773.5	-1,586.8	-60.64%	-32.67%	-980.9	1,028.5
5	Thompson Recreation & Athletic Centre	1,253.6	1,231.4	22.2	520.8	727.7	-206.9	-58.46%	-40.90%	54.1	670.0
6	Spirit & Connection	1,165.0	1,188.8	-23.8	120.0	224.1	-104.1	-89.70%	-81.15%	-48.9	
7	<i>Student Experience - Wellness &amp; Well-being Pillar:</i>										
8	Health & Wellness	6,483.6	6,472.1	11.5	5,683.7	5,268.4	415.3	-12.34%	-18.60%	1,430.5	780.0
9	Wellness & Equity Education	558.1	551.0	7.1	573.3	412.7	160.6	2.72%	-25.10%	261.0	230.0
10	Student Support and Case Management	339.8	326.1	13.7	347.8	245.1	102.7	2.35%	-24.84%	119.4	130.0
11	<i>Student Experience - Leadership &amp; Learning Pillar:</i>										
12	Careers & Experience	1,384.0	1,379.0	5.0	1,414.2	1,304.4	109.8	2.18%	-5.41%	254.9	
13	Academic Support & Engagement	1,619.9	1,588.9	31.0	1,679.0	1,658.9	20.1	3.65%	4.41%	348.3	74.2
14	Financial Aid Office	1,215.1	1,199.7	15.4	1,268.4	1,202.4	66.0	4.39%	0.23%	32.0	
15	International Student Services	498.1	492.4	5.7	500.4	499.8	0.6	0.46%	1.50%	0.4	
16	Indigenous Services	867.1	863.6	3.5	892.8	831.3	61.5	2.96%	-3.74%	371.1	
17	Off-Campus Housing & Housing Mediation Svcs	474.0	468.4	5.6	434.8	416.9	17.9	-8.27%	-10.99%	186.4	
18	Western Foot Patrol	201.9	198.1	3.8	197.1	196.3	0.8	-2.38%	-0.91%	50.1	50.0
19	<b>Sub-Total</b>	<b>28,140.6</b>	<b>27,977.5</b>	<b>163.1</b>	<b>19,232.7</b>	<b>20,531.6</b>	<b>-1,298.9</b>	<b>-31.65%</b>	<b>-26.61%</b>	<b>2,033.8</b>	<b>2,962.7</b>
20	<b>B - Ancillary Units</b>										
21	Family Practice Clinic and Workplace Health Svcs	578.8	572.7	6.1	504.0	605.4	-101.4	-12.92%	5.71%	86.9	
22	Housing Services	82,942.4	76,835.2	6,107.2	61,539.2	71,552.5	-10,013.3	-25.80%	-6.88%	64,598.6	
23	Parking Services	7,131.2	6,244.6	886.6	2,316.1	5,513.0	-3,196.9	-67.52%	-11.72%	2,944.4	
24	Retail & Hospitality Services	33,097.0	33,099.2	-2.2	11,338.7	16,632.1	-5,293.4	-65.74%	-49.75%	-6,495.8	
25	<b>Sub-Total</b>	<b>123,749.4</b>	<b>116,751.7</b>	<b>6,997.7</b>	<b>75,698.0</b>	<b>94,303.0</b>	<b>-18,605.0</b>	<b>-38.83%</b>	<b>-19.23%</b>	<b>61,134.1</b>	<b>0.0</b>
26	<b>C - Academic Support Units</b>										
27	Animal Care & Veterinary Services	6,107.2	6,072.6	34.6	6,467.7	6,816.8	-349.1	5.90%	12.26%	0.0	
28	Boundary Layer Wind Tunnel	2,248.7	2,227.2	21.5	1,945.7	1,937.4	8.3	-13.47%	-13.01%	716.9	300.0
29	University Machine Services	2,177.2	2,073.9	103.3	2,280.0	2,246.9	33.1	4.72%	8.34%	242.2	
30	Fraunhofer Project Centre	1,667.5	1,300.2	367.3	1,206.7	990.4	216.3	-27.63%	-23.83%	-463.1	123.4
31	Surface Science Western	1,755.5	1,613.2	142.3	1,437.2	1,631.6	-194.4	-18.13%	1.14%	59.4	407.4
32	Continuing Studies at Western	2,671.6	2,657.9	13.7	2,665.2	2,591.0	74.2	-0.24%	-2.52%	769.5	
33	<b>Sub-Total</b>	<b>16,627.7</b>	<b>15,945.0</b>	<b>682.7</b>	<b>16,002.5</b>	<b>16,214.1</b>	<b>-211.6</b>	<b>-3.76%</b>	<b>1.69%</b>	<b>1,324.9</b>	<b>830.8</b>
34	<b>D - Associated Companies</b>										
35	Western Research Parks (incl. Windermere Manor, ADEISS & AMP)	7,281.8	8,450.1	-1,168.3	5,105.4	7,094.4	-1,989.0	-29.89%	-16.04%	-16,999.4	
36	Ivey Business School Foundation	34,829.0	31,449.0	3,380.0	18,888.0	19,345.0	-457.0	-45.77%	-38.49%	15,831.9	
37	Ivey Business School Asia Limited	4,029.0	4,016.0	13.0	2,538.0	2,553.0	-15.0	-37.01%	-36.43%	-1,687.7	
38	<b>Sub-Total</b>	<b>46,139.8</b>	<b>43,915.1</b>	<b>2,224.7</b>	<b>26,531.4</b>	<b>28,992.4</b>	<b>-2,461.0</b>	<b>-42.50%</b>	<b>-33.98%</b>	<b>-2,855.2</b>	<b>0.0</b>
39	<b>Grand Total</b>	<b>214,657.5</b>	<b>204,589.3</b>	<b>10,068.2</b>	<b>137,464.6</b>	<b>160,041.1</b>	<b>-22,576.5</b>	<b>-35.96%</b>	<b>-21.77%</b>	<b>61,637.6</b>	<b>3,793.5</b>

**ITEM 4.2(d) – Annual Report on Trademark Licensees doing Business with the Western Bookstore**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

The Report on Trademark Licensees doing Business with the Western Bookstore is provided annually to the Property & Finance Committee and to the Board of Governors as part of the financial reporting requirements outlined in the Property & Finance Terms of Reference.

The Book Store at Western (BSW) continues to maintain full compliance of the code of conduct for all clothing vendors. In addition, no suppliers of bookstore products have been named in any investigation globally by the industry watchdogs.

The BSW works closely with the National Association of College Stores (NACS) and its network of members across North America to stay aware of potential issues and concerns in the industry. This vigilance is helping advance transparency and promote positive change to ethical principles and employment standards around the world.

The biggest story of 2020 was the issue of China's forced labor policies in Xinjiang where a coalition of human rights groups estimates up to 1.8 million Uighur and other Turkic and Muslim people are detained and forced to work for little or no wage. In July 2020, the coalition published an extensive list of brands it claims continue to source cotton and yarn from the region, or from factories connected to the forced labour of Uighur people, including Gap, Adidas, Tommy Hilfiger and Calvin Klein. This situation has created a need to constantly review the actions of our suppliers and reinforces the need for transparency and a commitment to operate ethically.

In the college apparel industry, one story published in November, involved the University of Pennsylvania purchasing apparel from an unnamed company that uses forced labor in a Chinese factory. The issue was brought to light by the Workers Right Consortium, a labor monitoring organization that tracks violations of workers' personal rights. University of Pennsylvania officials are waiting for the results of a full investigation to find out the details of the alleged violations.

We will continue to collaborate with advocacy groups and other universities to keep monitoring this situation as it develops as well as all other industry issues. All vendors used by the BSW are provided a copy of The University of Western Ontario Code of Conduct for Trademark Licensees doing business with The University of Western Ontario Bookstore: [code\\_of\\_conduct.pdf \(uwo.ca\)](#).

In addition, the Book Store at Western has posted its commitment to environmental sustainability located at [http://www.bookstore.uwo.ca/promos/WRS\\_EnvironmentalSustainabilityPolicy.pdf](http://www.bookstore.uwo.ca/promos/WRS_EnvironmentalSustainabilityPolicy.pdf)

**ITEM 4.2(e) - Report of the Investment Committee**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

The Investment Committee is a subcommittee of the Property & Finance Committee, responsible for establishing the investment policy, objectives and strategy, appointing managers and investment consultants, and periodically reviewing the portfolio performance. This report is provided quarterly to both the Property & Finance Committee and to the Board of Governors.

As at September 30, 2020, the University had \$2.25 Billion (2019 - \$2.09 Billion) in assets under management (“AUM”) across the short-term portfolio, mid-term portfolio (“MTP”), and the operating and endowment fund (the “Fund”). The Fund comprises approximately 66% of the AUM.

The Fund is managed for long-term performance with 5 and 10 year returns of 7.7% and 8.7%, respectively, and has met its objectives over these periods. The endowed portion of the Fund pays an annual allocation for each endowment’s individual intended use at the University.

During 2020 the strategic asset mix policy and targets of the Fund were updated; the Investment Committee and Management are now working to implement new strategic asset classes and engage new managers, as required, over the coming year. Since June of 2020, management has conducted and completed investment manager searches for global low volatility equity, global equity, private debt and renewable energy mandates.

The Fund experienced significant volatility in the first half of 2020 due to the COVID-19 pandemic. Year to date returns as of September 30, 2020 were 0.1%, with the most recent quarterly performance being 4.1%.

**ATTACHMENT(S):**

[Report of Investment Committee including Appendix 1](#)

### **Report of the Investment Committee**

This report outlines the market value of the assets under management and the recent activities of the Investment Committee. In addition, the performance of the Mid-Term Portfolio and Operating & Endowment Fund are provided.

#### **Total Investments:**

The following chart summarizes the total market value of investments held at September 30, 2020:

<b>Asset Portfolio</b>	<b>Market Value</b>
<b>Short-Term Portfolio</b>	<b>584.3</b>
<b>Mid-Term Portfolio</b>	<b>185.1</b>
Operating Portfolio:	
Obligations	531.0
Surplus	<u>116.2</u>
Total Operating Portfolio	<u>647.2</u>
Endowment Portfolio	827.0
<b>Total Operating &amp; Endowment Fund</b>	<b>1,474.2</b>
<b>Jarislowsky Fraser Seg. Investment</b>	<b>2.2</b>
<b>Total Investments</b>	<b>2,245.8</b>

#### **Update on Investment Committee Activities:**

- Management and the Investment Committee maintained their increased interaction during the third quarter focusing on the economy, the capital markets and specifically the impact on the Operating & Endowment Fund and the Mid-Term Portfolio. It was agreed to revert back to quarterly meetings starting with the September 3<sup>rd</sup> Investment Committee meeting, as the financial markets had stabilized.
- As reported in the June 30 update, management conducted and completed manager searches for global low volatility equity, global equity, private debt and renewable energy mandates. All mandates have been approved by the Investment Committee and are currently in various stages of implementation. These changes will result in a reduction of the Operating & Endowment Fund carbon footprint.
- Management and the Investment Committee are also continuing their work on responsible investing, with a focus on furthering our responsible investing strategy, including measuring the carbon footprint of the entire Operating & Endowment Fund, enhancing the Statement of Investment Beliefs to incorporate explicit language about our intentions regarding responsible investing, and developing communications for various stakeholders.
  - The renewable energy mandate referred to above, was the first 2.5% investment mandate that will form part of a 10% investment to sustainable investment strategies.
- In 2021, the Investment Committee expects to continue its work, through a working group, to review its private equity program in light of the increased target allocation to 12.5%.



## Mid-Term Portfolio:

### Performance

The performance related to the Mid-Term Portfolio at September 30, 2020 is as follows:

Account/Group	Ending Market Value CAD	Ending Weight	Policy Weight	% Rate of Return						Inception to Date	Inception Date
				One Month	Three Months	One Year	Three Years	Five Years	Ten Years		
University of Western Ontario	185,168,652	100.00		0.22	2.54	4.86	-	-	-	5.23	08/08/2019
Policy Index UWO				-0.25	2.27	7.69	-	-	-	7.10	08/08/2019
Excess Return				0.46	0.27	-2.83	-	-	-	-1.87	08/08/2019
FTSE 91-Day T-Bills + 300 bps				0.26	0.80	4.28	-	-	-	4.31	08/08/2019
Excess Return				-0.05	1.74	0.57	-	-	-	0.92	08/08/2019

Source: Northern Trust Monthly Financial Reporting

### Objectives

The main objective of the Mid-Term Portfolio is to outperform the FTSE 91-Day T-Bill Index by 300 basis points over a 3 to 5 year period.

As at September 30, 2020, the portfolio achieved its objective since inception. The portfolio does not yet have a three year track record to assess performance over the mid-term.

## Operating & Endowment Fund:

### Performance

The annualized performance of the Operating & Endowment Fund (the “Fund”) was as follows:

Asset Class	1 Year September 2020	5 Year September 2020	Since Inception
<b>Fixed Income</b>	6.7%	4.4%	7.5%
<b>Equities:</b>			
Canadian	-2.5	6.7	8.6
US	11.3	11.5	9.9
International	0.9	6.0	6.5
<b>Private Equity</b>	16.9	16.8	18.8
<b>Real Estate</b>	5.2	7.9	8.3
<b>Infrastructure</b>	3.1	9.2	10.3
<b>Absolute Return</b>	6.3	8.2	8.2
<b>Currency Hedging</b>	-2.0	N/A	-0.5
<b>Money Market &amp; Cash</b>	2.8	1.9	1.6
<b>Total Fund Return</b>	4.0%	7.7%	8.3%
<b>Benchmark Return</b>	5.6%	7.6%	8.0%
<b>Total Fund Real Return</b>	3.5%	6.2%	6.3%

Additional Operating & Endowment Fund performance detail can be found in Appendix 1 to this report.

Objectives

The objectives of the Operating & Endowment Fund are as follows:

*Real return*

One of the Fund objectives is to maintain the purchasing power of the Fund after payout over the long-term. (i.e. to earn an amount after payout, over the rate of inflation, as measured by the Consumer Price Index). Inflation has averaged 1.5% per year for the five year period.

For the five years ending September 30, 2020, the annualized real return was 6.2%.

*Value added*

A second Fund objective is to earn the return produced by the asset mix policy based on the return of the market indices plus a premium to reflect active portfolio management.

Over the five years ending September 30, 2020, the actual annualized return for the Fund was 7.7% and the return generated by the market indices for the portfolio was 7.6% (benchmark return).

Asset Mix

The table below provides the classification and market value of the assets held in the Operating & Endowment Fund at September 30, 2020:

	Market Value	Target Asset Mix			Actual Asset Mix
		Minimum	Target	Maximum	
<b>Equities</b>					
<i>Canadian</i>	244,787,160	7.5%	12.5%	17.5%	16.6%
<i>US</i>	263,249,160	12.5%	17.5%	22.5%	17.9%
<i>EAFE</i>	248,123,625	12.5%	17.5%	22.5%	16.8%
<i>Private</i>	134,701,789	7.5%	12.5%	17.5%	9.1%
<b>Total Equities</b>	<b>890,861,734</b>	<b>52.5%</b>	<b>60.0%</b>	<b>67.5%</b>	<b>60.4%</b>
<b>Fixed Income</b>					
<i>Core Fixed Income</i>	146,089,187	0.0%	5.0%	10.0%	9.9%
<i>Commercial Mortgages</i>	89,607,491	0.0%	5.0%	10.0%	6.1%
<i>Private Debt</i>	-	0.0%	5.0%	10.0%	0.0%
<b>Total Fixed Income</b>	<b>235,696,678</b>	<b>7.5%</b>	<b>15.0%</b>	<b>22.5%</b>	<b>16.0%</b>
<b>Real Assets</b>					
<i>Real Estate</i>	75,285,941	5.0%	10.0%	15.0%	5.1%
<i>Infrastructure</i>	147,257,977	5.0%	10.0%	15.0%	10.0%
<b>Total Real Assets</b>	<b>222,543,919</b>	<b>12.5%</b>	<b>20.0%</b>	<b>27.5%</b>	<b>15.1%</b>
<b>Diversifiers</b>					
<i>Cash &amp; Money Market</i>	87,790,163	0.0%	0.0%	10.0%	6.0%
<i>Absolute Return Strategies, Market Neutral Strategies</i>	47,252,363	0.0%	5.0%	10.0%	3.2%
<b>Total Diversifiers</b>	<b>135,042,526</b>	<b>2.5%</b>	<b>5.0%</b>	<b>12.5%</b>	<b>9.2%</b>
<b>SSgA Dynamic Strategic Hedging</b>	<b>-9,983,295</b>				<b>-0.7%</b>
<b>Grand Total</b>	<b>1,474,161,562</b>				<b>100.0%</b>

Appendix 1

The tables below provide performance data on the Operating & Endowment Fund at September 30, 2020

**Asset Class – Performance Summary for Periods Ending September 30, 2020**

	Market Value	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	10 Yrs	SI Return	SI Date
<b>Total Fund</b>	<b>\$1,474,161,562</b>	<b>4.1%</b>	<b>0.1%</b>	<b>4.0%</b>	<b>6.0%</b>	<b>7.7%</b>	<b>8.7%</b>	<b>8.3%</b>	<b>31-Dec-92</b>
<i>Total Fund Benchmark</i>		<u>3.3%</u>	<u>1.6%</u>	<u>5.6%</u>	<u>6.6%</u>	<u>7.6%</u>	<u>7.9%</u>	<u>8.0%</u>	31-Dec-92
<i>Excess Return</i>		0.8%	-1.5%	-1.6%	-0.6%	0.1%	0.8%	0.3%	

**Asset Class – For Rolling Periods Ending September 30, 2020**

	. 2020	. 2019	. 2018	. 2017	. 2016	. 2015	. 2014	. 2013	. 2012	. 2011	. 2010
<b>Total Fund</b>	<b>4.0%</b>	<b>4.8%</b>	<b>9.2%</b>	<b>11.2%</b>	<b>9.6%</b>	<b>6.2%</b>	<b>16.0%</b>	<b>15.4%</b>	<b>12.8%</b>	<b>-0.6%</b>	<b>7.6%</b>
<i>Total Fund Benchmark</i>	<u>5.6%</u>	<u>5.7%</u>	<u>8.6%</u>	<u>9.1%</u>	<u>9.4%</u>	<u>2.8%</u>	<u>14.0%</u>	<u>13.1%</u>	<u>12.5%</u>	<u>-0.5%</u>	<u>7.8%</u>
<i>Excess Return</i>	-1.6%	-0.9%	0.7%	2.1%	0.2%	3.4%	2.0%	2.3%	0.3%	-0.2%	-0.2%

**Total Fund Real Returns - For Rolling Periods Ending September 30, 2020**

	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	20 Yrs
<b>Total Fund</b>	<b>4.0%</b>	<b>4.4%</b>	<b>6.0%</b>	<b>7.3%</b>	<b>7.7%</b>	<b>7.5%</b>	<b>8.6%</b>	<b>9.5%</b>	<b>9.8%</b>	<b>8.7%</b>	<b>6.2%</b>
<i>CPI</i>	0.5%	1.2%	1.5%	1.5%	1.5%	1.4%	1.5%	1.5%	1.4%	1.6%	1.8%
<i>Real Return</i>	3.5%	3.2%	4.5%	5.8%	6.2%	6.1%	7.1%	8.0%	8.4%	7.1%	4.4%

	. 2020	. 2019	. 2018	. 2017	. 2016	. 2015	. 2014	. 2013	. 2012	. 2011	. 2010
<b>Total Fund</b>	<b>4.0%</b>	<b>4.8%</b>	<b>9.2%</b>	<b>11.2%</b>	<b>9.6%</b>	<b>6.2%</b>	<b>16.0%</b>	<b>15.4%</b>	<b>12.8%</b>	<b>-0.6%</b>	<b>7.6%</b>
<i>CPI</i>	0.5%	1.9%	2.2%	1.6%	1.3%	1.0%	2.0%	1.1%	1.2%	3.2%	1.9%
<i>Real Return</i>	3.5%	2.9%	7.0%	9.6%	8.3%	5.2%	14.0%	14.3%	11.6%	-3.8%	5.7%

Source: Mercer Investment Monitoring Review

**ITEM 4.2(f) - Investment Committee Membership Renewal**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

At its meeting on January 12, 2021, the Property & Finance Committee approved the reappointment to the Investment Committee of David Stenason for a four-year term ending December 2025 and Lee Sienna for a two-year term ending March 2023.

The Investment Committee is a subcommittee of the Property & Finance Committee. The membership is made up of Administration, current or former Board members, and individuals with investment expertise as recommended by the Investment Committee, and approved by the Property & Finance Committee.

Including the above reappointments, the Committee voting members and terms are as follows:

**Appointed by the P&F Committee**

Vacant Position	-
Doug Porter	(February 2022)
Doug Greaves	(August 2022)
Lee Sienna	(March 2023)
Jim Knowles ( <i>former Board member</i> )	(May 2023)
Jeff Parr	(September 2023)
David Stenason	(December 2025)

**Ex-Officio**

Lynn Logan - Vice-President (Operations & Finance)  
Eric Mallory - Associate Vice-President (Financial Services)  
Martin Belanger - Director, Investments

**ATTACHMENT(S):**

[Investment Committee Membership Recommendations](#)

### **Investment Committee Membership Recommendations**

#### **Background:**

##### **David Stenason**

David Stenason is currently the Managing Director and co-owner of Rempart Asset Management in Montréal, Québec. Founded in 2003 under a predecessor name, Rempart offers investment portfolio management services to both private clients and charitable organizations. The firm currently manages about \$525 million.

David received his formal education at Western University (BA – Economics '78) and McGill University (MBA – Accounting & Finance '80), and obtained his Chartered Financial Analyst (CFA) designation in 1989.

David's career began at Gulf Canada Ltd., where he worked in several financial areas throughout the company's operations. In late 1985, he became a "sell side" institutional equities analyst covering the Canadian energy and pipelines industries. He worked as an analyst at Levesque Beaubien (now National Bank Financial), CIBC World Markets, Gordon Capital and Scotia Capital. He left the equities research world in 2002 and initiated plans to develop what is now Rempart Asset Management.

Mr. Stenason was appointed in 2013 to an initial 3-year term ending December 2016. He agreed to a 5 year renewal to December 2021. He has agreed to extend his term to December 2025.

##### **Lee Sienna**

Mr. Sienna recently retired from Ontario Teacher's Pension Plan. In June 2009, he was appointed to the position of Vice-President, Long Term Equities; a newly created portfolio within the private equity group at Ontario Teacher's Pension Plan. From 2002 until his new appointment, he was Vice President, Private Capital of Ontario Teachers' Pension Plan. From 1998 to 2002, Mr. Sienna was partner at Calcap Corporate Finance Limited, a consulting firm specializing in mergers and acquisitions. From 1995 to 1998, Mr. Sienna was Vice President, Corporate Development at Dairyworld Foods. Prior to 1995, he held various positions in management and corporate development for companies in the beverage, food and entertainment industries, primarily with John Labatt Limited. Mr. Sienna serves on the Board of Directors of ALH Holding Inc., Easton-Bell Sports, AOT Bedding Holdings Corporation (Serta), GNC Corporation and GCAN Insurance Company. He is also a Chartered Accountant and a graduate (HBA) of the Richard Ivey School of Business and received an MBA from the Rotman School at the University of Toronto. He is also a member of the Institute of Corporate Directors.

Mr. Sienna has served three terms on the Committee beginning in August 2006, with his current term ending March 2021. He has agreed to a 2 year renewal, extending his membership to March 2023.

**ITEM 4.3(a) - E-Approvals of December 17, 2020**

**ACTION REQUIRED:**    ☐ FOR APPROVAL        ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

As of December 17, 2020, the Special Policy & Operations Committee approved the following senior appointments on behalf of the Board of Governors:

1. Renewal of Dean of Faculty of Health Sciences
2. Extension of Acting Vice-Provost & Associate Vice-President (Indigenous Initiatives)
3. Appointment of Vice-Provost & Associate Vice-President (Indigenous Initiatives)

**ITEM 4.3(b) – Health Sciences Research Ethics Board (HSREB)**

**ACTION REQUIRED:**    ☐ FOR APPROVAL        ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

Dr. Joseph Gilbert resigned as Chair of the Health Sciences Research Ethics Board (HSREB) effective December 31, 2020.

The Terms of Reference for the HSREB indicate that the President appoints the Chair:

“10. ***The President, on behalf of the Board of Governors, shall appoint the Chair of the HSREB*** (“the Chair”). Whenever possible and practicable, the Chair will be selected from experienced HSREB members who have expressed interest in becoming the Chair and who are familiar with the applicable regulations and guidance documents. The Chair shall oversee the work of the HSREB, consult (where the Chair considers such consultation appropriate) with the Secretariat on Responsible Conduct of Research and the Office of Human Research Ethics to ensure that the HSREB is empowered to carry out its mandate.”

The President has appointed Dr. Philip Jones as the HSREB Chair for a three-year renewable term, beginning January 1, 2021.

**ATTACHMENT(S):**

[Signed HSREB Chair appointment letter](#)





November 26, 2020

Dr. Philip Jones  
Professor, Anesthesia & Perioperative Medicine  
Schulich School of Medicine & Dentistry  
University Hospital, Room C3-108

Dear Dr. Jones,

I'm delighted to offer you an appointment as Chair of Western University's Health Sciences Research Ethics Board (HSREB) for a three-year term beginning January 1, 2021, renewable thereafter by mutual consent.

Please review, sign, and return this offer letter to me if you agree with the following terms:

- In your role as HSREB Chair, you agree to work closely with Western's Vice-President (Research) to ensure that research conducted at Western, its affiliated hospitals and partner research institutes conforms with the policies for human participant research established by the University and relevant government and research funding agencies. Specific duties are referenced in the enclosed SOP document titled *Duties of REB Members, Number.Version 202.006*. In addition to chairing scheduled HSREB meetings and attending related meetings with researchers, you agree to be available to members of the Human Research Ethics office as may be required.
- You acknowledge and agree that the services outlined above may be performed only by you in accordance with the obligations and demands of the HSREB.
- Annual compensation for your time and services with respect to your obligations as HSREB Chair will be:
  - 1 January 2021 to 30 June 2021: \$125,000 + HST for 2.5 days per week
  - 1 July 2021 onwards: \$150,000 + HST for 2.5 days per weekto be invoiced on a monthly basis. You will be responsible for all statutory deductions in connection with the provision of services under this appointment.
- To facilitate your role as HSREB Chair, office space will be made available to you, and parking costs related to the fulfilment of your role will be covered by the University.
- In accordance with its travel policy, the University will reimburse the cost of travel for you to attend one annual national conference directly related to the administration of human research.

- The University warrants that it has sufficient coverage to protect you from liability that may be incurred in relation to services properly provided in your role as HSREB Chair. The University also agrees to save harmless and fully indemnify you from and against any and all liability, damages or claims which may arise against him, including defense costs and legal costs, provided you have acted properly and have performed your role in accordance with the terms and conditions of this Appointment and HSREB guidelines. The University shall manage and direct all legal proceedings with respect to any claims made against you for the purposes of this indemnity.
- This appointment can be terminated at any time with six months written notice given by either party. If termination for cause exists, the University may immediately terminate the appointment. The appointment shall be deemed terminated in the event of your death, disability, or court deemed incapacity. "Disability" shall mean any physical or mental condition that prevents you from performing your obligations required under this appointment for more than 90 days during any 12-month period (which need not be consecutive) as determined by the Vice-President (Research).

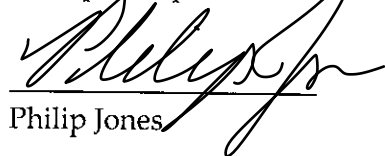
On behalf of Western's Board of Governors and our campus community, I want to thank you for your past service on the HSREB and for your ongoing commitment to providing the critical oversight that will help to ensure our faculty and students conduct high-quality research always with the highest possible ethical standards foremost in mind. \

Yours sincerely,



Alan Shepard

I accept this position as outlined above.

  
Philip Jones

28 Nov. 2020  
Date

**ITEM 4.4(a) – Revisions to Special Resolution No. 3 – Banking**

1. **ACTION REQUIRED:**    ☒ FOR APPROVAL    ☐ FOR INFORMATION

**Recommended:**        That the Board of Governors approve the revisions to Special Resolution No. 3 – Banking, as shown in Item 4.4(a).

2. **EXECUTIVE SUMMARY:**

Continuing Studies have made changes to roles and have requested that the following change be made to the signing authority on Special Resolution No.3 – Banking, under section 8. Trois-Pistoles French Immersion School, “Group B”:

- Replace Program Coordinator for Trois-Pistoles French Immersion School with Administrative Officer, Western Continuing Studies

3. **ATTACHMENT(S):**

[Proposed Revisions to Special Resolution No. 3 – Banking](#)

**Banking**

**Special Resolution:** No. 3

**Effective Date:** September 22, 2020

**Revised:** November 29, 2018; April 21, 2016

---

1. **General**

- (a) Bank accounts in the name of The University of Western Ontario shall be maintained at the Bank of Montreal, herein referred to as the Bank, Main Branch, 270 Dundas Street, London, Ontario, and elsewhere and in such other financial institutions as the Property and Finance Committee may from time to time determine.
- (b) Any one of Group "A", together with any one of Group "B", shall have full power for and in the name of the University to make and confirm arrangements or agreements with the Bank as to advances and loans, including overdrafts, to or for the University and to manage, transact and settle all manner of banking business whatsoever, and to adjust and settle accounts between the University and the Bank.

**GROUP "A"**

Vice-President (Operations & Finance)  
Associate Vice-President (Financial Services)

**GROUP "B"**

Controller  
Director, Treasury Services

2. **Number of Signatures Required**

Cheques issued against bank accounts and other withdrawals therefrom shall bear the signatures of two persons as authorized in this resolution whose signing authority shall be subject to the restrictions herein stated.

3. **Signing Officers for Cheques**

- (a) Any one of Group "A" hereunder may sign cheques issued against bank accounts or other withdrawals therefrom, in any amount, together with any one of Group "B" hereunder.
- (b) In the event that the University implements "Organized Closure" procedures as a result of the Middlesex-London Health Unit raising the pandemic alert level to phase

6, any one of Group "A" OR Group "B" hereunder may sign cheques issued against bank accounts or other withdrawals there from, in any amount.

**GROUP "A"**

Vice-President (Operations & Finance)

\_\_\_\_\_

Associate Vice-President (Financial Services)

\_\_\_\_\_

Controller

\_\_\_\_\_

Director, Treasury Services

\_\_\_\_\_

**GROUP "B"**

Assistant Controller

\_\_\_\_\_

Director, Research Finance

\_\_\_\_\_

Associate Vice-President (Human Resources)

\_\_\_\_\_

Financial Officer, Endowed & Restricted Funds

\_\_\_\_\_

4. **Facsimile Signatures**

- (a) The signature of authorized signing officers may be facsimile signatures given by a cheque-signing machine or by other mechanical means, but no cheque bearing a facsimile signature or signatures shall be issued or presented to the Bank for an amount exceeding the sum of \$100,000 for each cheque, but the University shall, however, remain liable and responsible to the Bank for any and all cheques bearing such facsimile signatures and honored or paid by the Bank, whatever the amount thereof.
- (b) The Bank is authorized and directed to pay any and all cheques drawn on the aforesaid accounts and purporting to be cheques of the University bearing the signatures authorized by the preceding paragraphs and the Bank shall not be liable for any cheque or cheques which may have been irregularly or improperly drawn through the use of a cheque-signing machine or other mechanical means and paid or cashed by the Bank.

5. **Verbal/Facsimile Messages**

The Bank may act on oral instructions and/or facsimile transmission on University letterhead subject to procedures approved by the Board of Governors and attached hereto as [Annex 1](#).

6. **Transfer Deposit Accounts**

Transfer deposit accounts may be opened in the name of The University of Western Ontario on the joint authority of any one of Group "A" together with any one of Group "B" as listed in Section 1.(b) for such special purposes as will facilitate the administration of funds of the University. The sole means of removal of funds from transfer deposit accounts shall be by

transfer to the general accounts of the University or to trust accounts held by an authorized agency.

7. **Advice to Bank**

A certified copy of this resolution and certified specimens of the signatures and facsimile signature of the officers hereby authorized shall be delivered to, and may be acted upon, by the Bank until notice to the contrary shall have been given to the Bank.

8. **Trois-Pistoles French Immersion School**

An account may be maintained at the Caisse populaire des Jardins, Trois-Pistoles, Quebec, to facilitate payment of expenses at Trois-Pistoles French Immersion School, such account to be subject to the following provisos:

- (a) The title of the account shall be "Trois-Pistoles French Immersion School - The University of Western Ontario".
- (b) The terms and conditions of the banking resolution shall apply and shall read as though the words "the bank" as defined therein had reference to the Caisse populaire des Jardins, Trois-Pistoles, Quebec, and
- (c) Any one of Group "A" hereunder may sign cheques issued against this bank account or other withdrawals therefrom, in any amount, together with any one of Group "B" hereunder.

**GROUP "A"**

Director, Western Centre for Continuing Studies

\_\_\_\_\_

Director of Trois-Pistoles French Immersion School

\_\_\_\_\_

Controller, The University of Western Ontario

\_\_\_\_\_

**GROUP "B"**

**Administrative Officer, Western Continuing Studies**

Program Coordinator for Trois-Pistoles French Immersion School

\_\_\_\_\_

Assistant Controller

The University of Western Ontario

\_\_\_\_\_

Bookkeeper for Trois-Pistoles French Immersion School

\_\_\_\_\_

Attached: [Annex 1](#) – Banking Transactions – Verbal/facsimile Messages

Annex 1 – SPECIAL RESOLUTION NO. 3 – Banking

**BANKING TRANSACTIONS – VERBAL/FACSIMILE MESSAGES**

The University of Western Ontario hereby directs the Bank of Montreal (The “Bank”) to act on instructions for banking transactions submitted either verbally (orally) or by facsimile transmission on the University’s letterhead (the “Messages”), subject to the terms hereof. In consideration of the Bank so doing, the University has:

1. Requested that the Bank institute a Call Back Arrangement (“the Call Back Arrangement”) to verify all Messages which purport to transfer funds to third parties. The Call Back Arrangement will involve the Bank calling an authorized signing officer (who did not initiate the payment order) for the account being debited.

Any one of the following authorized signing officers is permitted to verify the Message:

Vice-President (Operations & Finance)  
Associate Vice-President (Financial Services)  
Director, Treasury Services  
Controller  
Assistant Controller  
Director, Research Finance  
Financial Officer, Endowed & Restricted Funds

2. Authorized the Bank to act on all Messages, provided that authentication by Call Back has taken place.
3. Directed the Bank to decline to act if the Call Back Arrangement does not result in authentication, or if the Bank doubts the authenticity of any Message.
4. Acknowledged that all Messages acted upon by the Bank and confirmed by Call Back will, in the absence of gross negligence or wilful misconduct, be deemed conclusively to be valid instruction, whether or not authorized by the University or whether or not accurately transmitted to the Bank.
5. Agreed to indemnify and save the Bank harmless from and against any and all liabilities, costs, charges, losses, damages, demands, complaints, and expenses which the Bank may incur, sustain or suffer, other than pursuant to its own gross negligence or wilful misconduct, arising from or by reason of the Bank acting or declining to act upon any Messages given, in accordance with this agreement as the case may be, including without limitation legal fees and disbursements reasonably incurred by the Bank. This indemnity is in addition to any other indemnity provided by the University to the Bank.

**ITEM 4.5(a) – Western Office of the Ombudsperson Annual Report 2019/20**

**ACTION REQUIRED:**    ☐ FOR APPROVAL        ☒ FOR INFORMATION/DISCUSSION

**EXECUTIVE SUMMARY:**

The MOU governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

**Between August 1, 2019 and July 31, 2020 Ombuds Office staff met with 814 students regarding 875 concerns.** This number is similar to the number of visitors and cases during 2018/19. The Ombudsperson only intervened in two percent of cases. Most cases, 69 percent, required the Ombudsperson to provide advice on issues such as appeals or how to effectively manage a conflict with a professor, supervisor, or peer. The remaining two percent of student visitors required simple answers to questions such as the name of an undergraduate chair or the office responsible for a process. Three percent of student visitors between August 1, 2019 and March 18, 2020 identified as international students. Thirty percent of students visiting the office between August 1, 2019 and March 18, 2020 were referred to the Office by academic counsellors, faculty members, administrators, and peers. (Because of technical issues, the latter two data points were not tracked during the period staff worked remotely.)

Fifty-two concerns were identified strictly as COVID related, although there were many students who raised the pandemic as an issue impacting their grades. Primary issues raised between March 18 and July 31 were:

- Students who were not allowed to write make-up exams in April because of the change in course syllabi due to COVID. Decisions pertaining to graduating students who would be unable to write an exam at a subsequent offering of the course were made on a case-by-case basis.
- Students were unhappy with how the policies brought in impacted their grades.
- Proctortrack privacy and technical issues.

During the 2019/20 year the Ombudsperson continued to play a significant role in educating students how to effectively manage conflict, including presentations on managing conflict in a remote environment.

**ATTACHMENTS:**

[Western Office of the Ombudsperson Annual Report 2019/20](#)



2019/2020

# Annual Report



**Western**  
UNIVERSITY • CANADA





# Western's Office of the Ombudsperson

## Preparing students to prevent, manage and resolve difficult situations.

To the University Community:

I am happy to present the 2019-20 Office of the Ombudsperson Annual Report. The Annual Report provides a statistical summary of the caseload and a summary account of cases.

**Between August 1, 2019 and July 31, 2020, Office staff met with 814 students regarding 875 concerns.** During the previous year, Office staff guided the same number of students through 879 concerns. Two percent of all students at Western visited the Office of the Ombudsperson. The majority of these students (69 percent) visited the Office for *Advice*. Ombuds staff *Intervened* in only two percent of cases, and only with the student's permission. The remaining students (29 percent) needed *Information* such as to whom they should appeal or where to locate a policy.

The Ombuds Office also met with 76 non-students, including faculty, staff, parents and alumni.

In addition to guiding students through policies and procedures, Ombuds staff led conflict management workshops for graduate students as part of the School of Graduate and Postdoctoral Studies' Own Your Future program and also spoke to groups of postdoctoral scholars about best practices for handling conflict. Activities such as these are critical to helping students proactively manage conflict and other situations they encounter.

Ombuds staff transitioned easily to working remotely at the beginning of March and were able to seamlessly provide assistance to students via email, phone and Zoom™. The University Students' Council helped reach out to students by posting infographics advertising our services. Throughout the Spring, we held on-line conflict management workshops through the Graduate Student Life portfolio in Student Experience.

In June, Western's Associate Ombudsperson Anita Pouliot retired after 30 years. Anita guided thousands of students and worked with three Ombudspeople – Frances Bauer, Adrienne Clarke and myself. Anita also volunteered extensively with the Association of Canadian College and University Ombudspeople, most recently serving as Treasurer.

Whitney Barrett joined the Office in July, coming from the Faculty of Engineering where she was the Graduate Officer. Whitney's experience with the complex issues faced by graduate students is a welcome addition.

A major initiative during 2019/20 was the review of the Memorandum of Understanding. The Memorandum of Understanding sets forth the conditions for the operations of the Ombuds Office. The first Memorandum was signed in 1987 and the document has been revised and updated periodically since, most recently in 2009. The 2020 version updated language to be more inclusive and clarified who the Memorandum was among. A sub-committee of the Ombuds Advisory Committee, chaired by Dr John Mitchell of Brescia, met through the Fall and Winter and the final, revised version was distributed to signatories in August. The next review of the Memorandum will be in 2025.

I hope you find this glance at our operations interesting and encourage you to contact me should you have questions or concerns.



Jennifer Meister,  
Ombudsperson, Western University



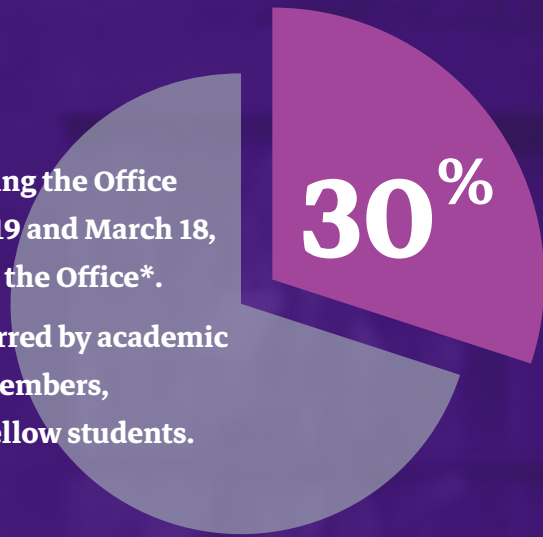
814  
STUDENTS

875  
CONCERNS

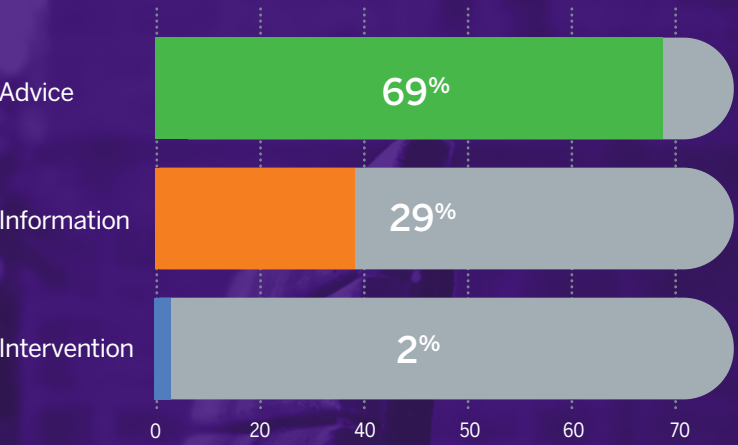


30% of students visiting the Office  
between August 1, 2019 and March 18,  
2020 were referred to the Office\*.

Individuals were referred by academic  
counselors, faculty members,  
administrators and fellow students.



Reason student approached office:



1 out of every 49 students  
contacted us in 2019/20



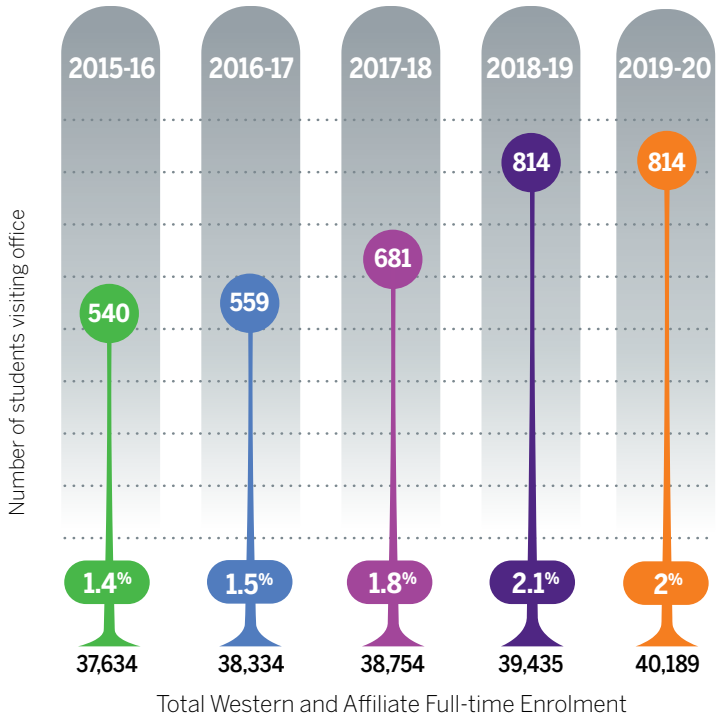
(\*This data was not tracked while working remotely.)

Visitor  
Overview

The following pages paint a picture  
of who came to the Ombuds Office  
in 2019/20 and why.

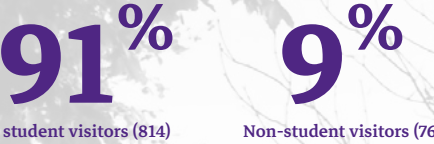
Student visitors over time

(Note: Some students come to the Ombuds Office for more than one  
concern. The number of concerns brought to the Office was 875.)

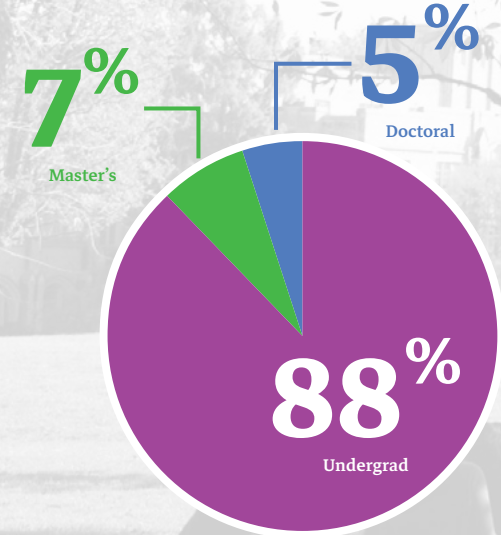


\*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison located at [https://www.ipb.uwo.ca/documents/2020\\_five\\_year\\_enrolment\\_comparison.pdf](https://www.ipb.uwo.ca/documents/2020_five_year_enrolment_comparison.pdf)

890  
TOTAL  
VISITORS



DEGREE LEVEL  
OF STUDENT  
VISITORS



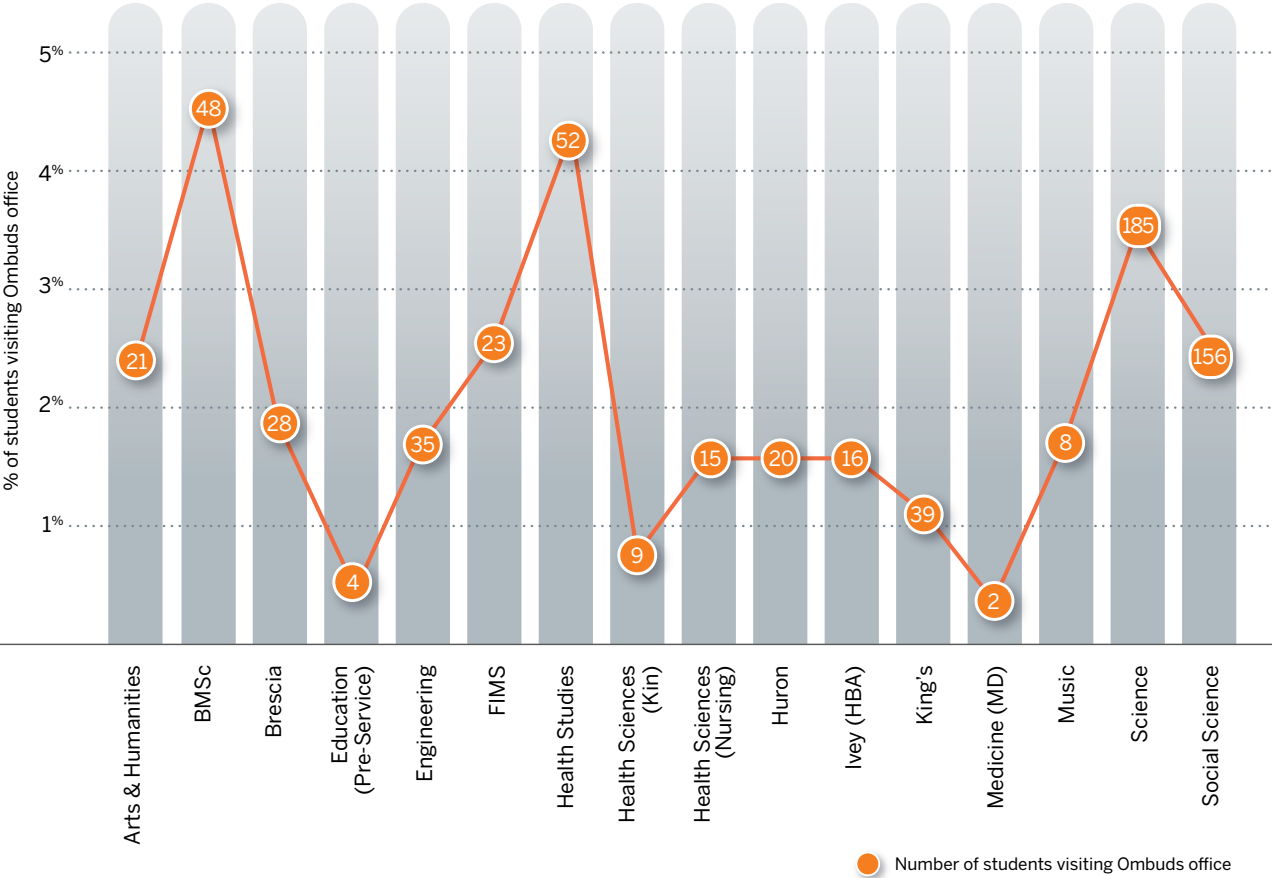


# Undergraduate Student Visitors

Undergraduate students take courses across Western faculties and the affiliates. For that reason, we track a student's home faculty or affiliate as well as the faculty or affiliate in which their concern resides. By tracking how many students come from each faculty or affiliate we can see where we might need more outreach. By tracking the faculty or affiliate of concern, we can see where there may be a systemic issue.

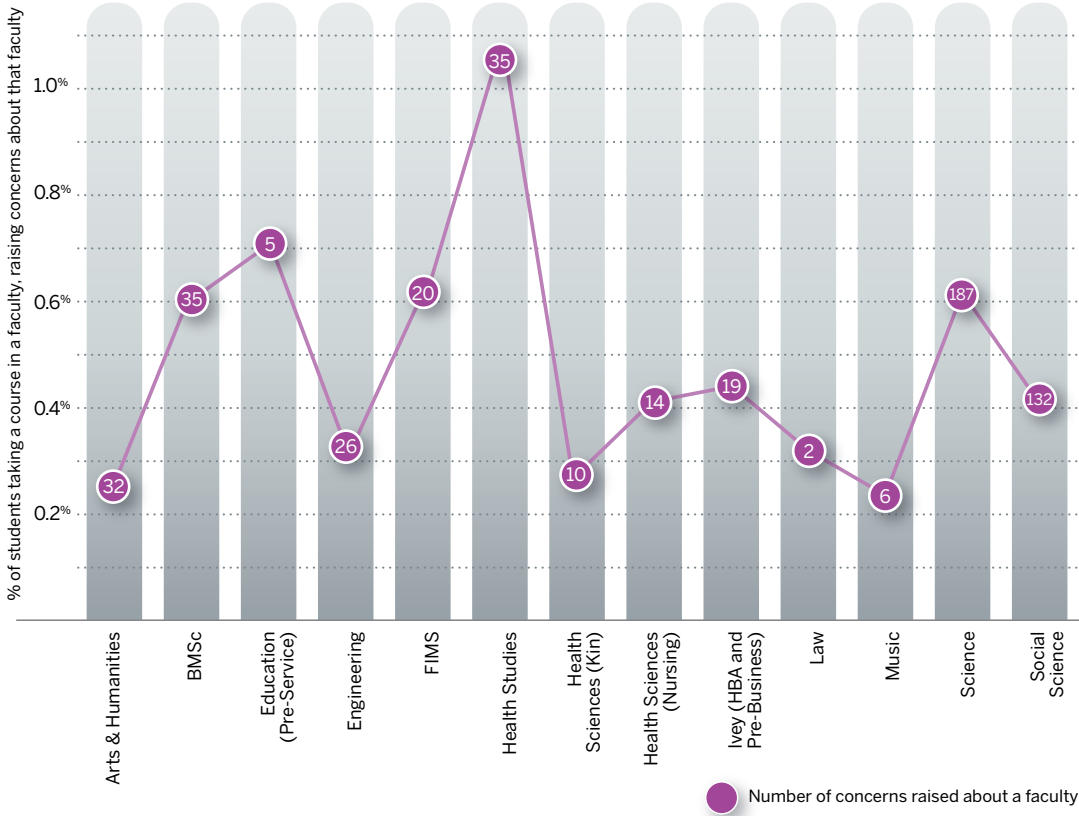
## Undergraduate student visits by home faculty

The following graph illustrates the home faculty of undergraduate students visiting the Office (Note: Not all students tell us their program so they are not included below, but are included in the overall count of student visitors earlier in this report.)



## Undergraduate students by faculty of concern

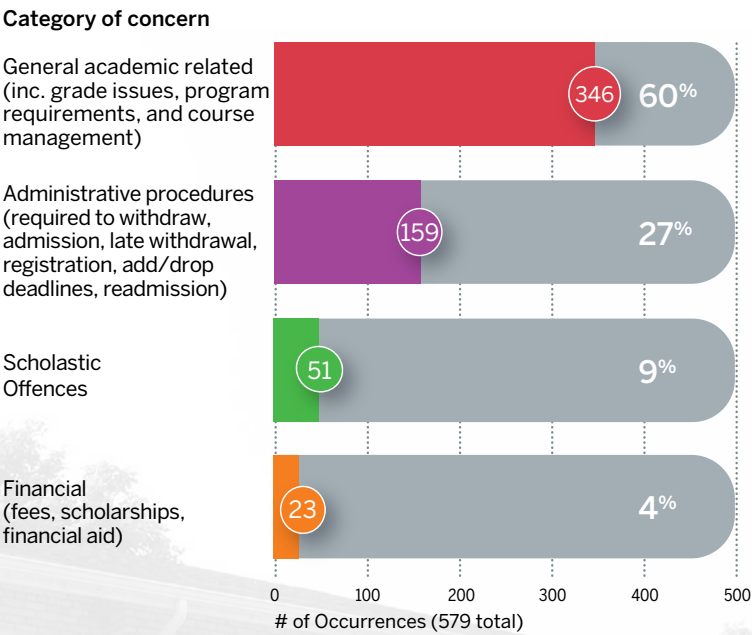
The following chart illustrates visitors who have concerns about courses in a faculty other than their home faculty.



\*Brescia (20 concerns), Huron (20 concerns), and King's (37 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

## Undergraduate concern breakdown

The chart to the right illustrates the academic and financial concerns raised by undergraduate students who visited the Office of the Ombudsperson. In addition, there were students who raised concerns specific to policies surrounding COVID. These included postponement of make-up exams due to syllabus changes, access to technology for remote learning, and use of Proctortrack for invigilation. These concerns are addressed in the second chart (next page).





COVID-related concerns

COVID-19 presented a unique challenge for students, staff, faculty and administrators. There were students who raised concerns while discussing other topics, such as grade appeals or being required to withdraw, and scholastic offences that occurred once courses went online. Those concerns are recorded as part of the overall data on page five.

The 52 concerns tracked below are from students who contacted the Ombuds Office specifically because of a COVID-19 situation.

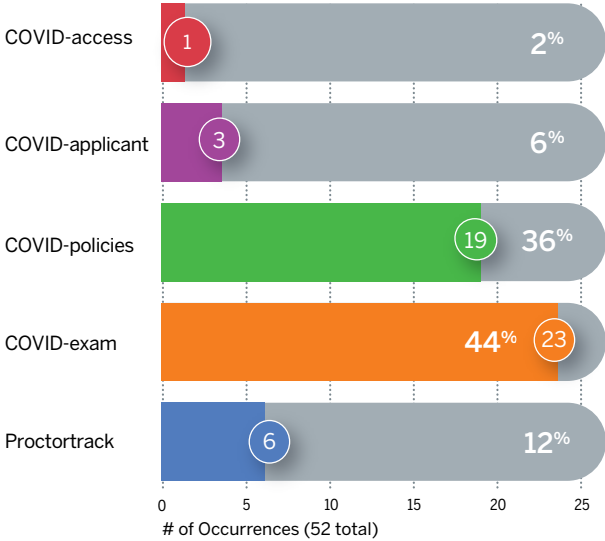
*COVID-access* refers to a student who had difficulty completing course work in March due to poor internet access. The Faculty was able to accommodate the student with alternate assignments and the problem was alleviated.

*COVID-exam* refers primarily to students who had their plans for make-up exams stymied because of COVID-19. Some students had the weight of a pre-COVID mid-term exam transferred to the final exam in a course because of either a self-declared or accommodated absence. Changes to course syllabi meant that many final exams were simplified or done away with completely. For this reason, some departments and/or faculties stated that the student could not receive a numerical grade for a course. They were only eligible for a Pass/Fail grade. Students who wished a numerical grade were given an incomplete (INC) in the course and permitted to write the exam the next time the course is offered (December 2020 or April 2021). Decisions pertaining to graduating students who would be unable to write at a subsequent offering were made on a case-by-case basis, usually under appeal to the Associate Dean.

*COVID-applicant* refers to applicants to Schulich’s MD program and to the Internationally Trained Dentist Program. In both cases, significant changes were made because of COVID and applicants felt they were disadvantaged.

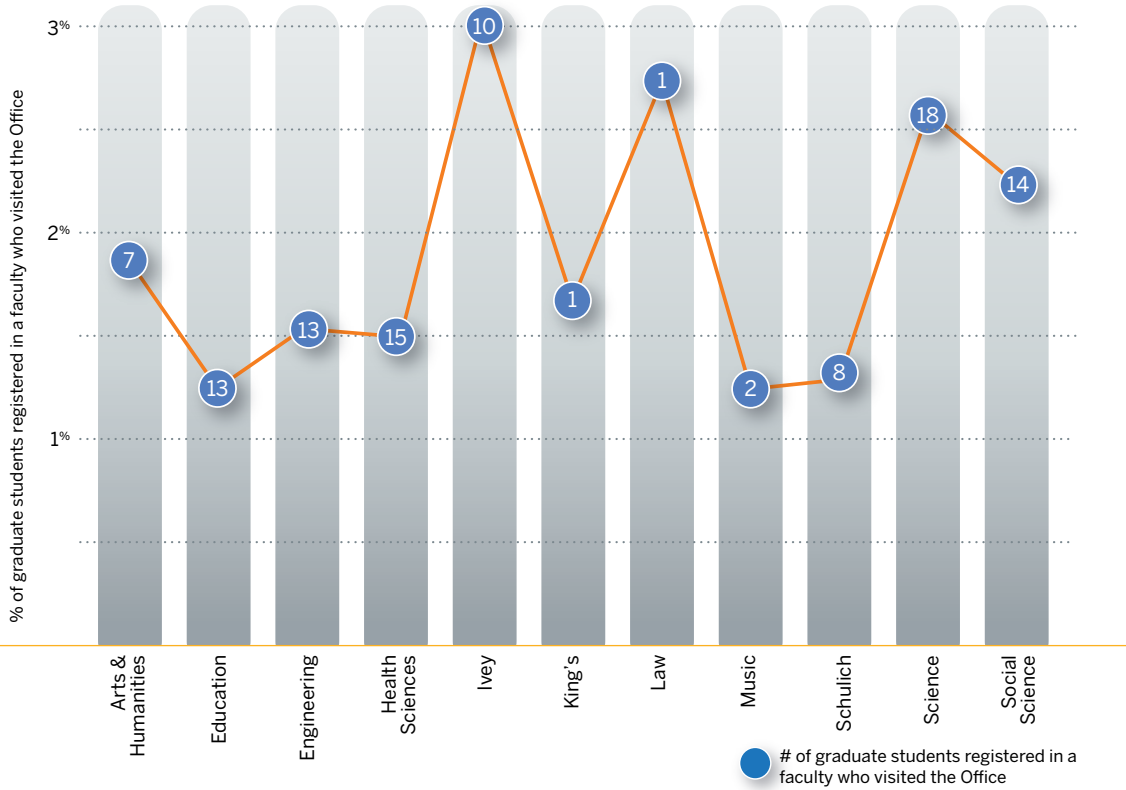
*COVID-policies* refers to general concerns related to policies the University brought in as the result of COVID-19. Examples include students unhappy with reweighting of assignments and removal of final exams upon which students were depending to increase their grades.

*Proctortack* refers to technical issues encountered when using Proctortrack for April exams or questions regarding privacy. Western’s Information and Privacy Office and Office of the Registrar created a Frequently Asked Questions document that addressed many of the concerns we were hearing.



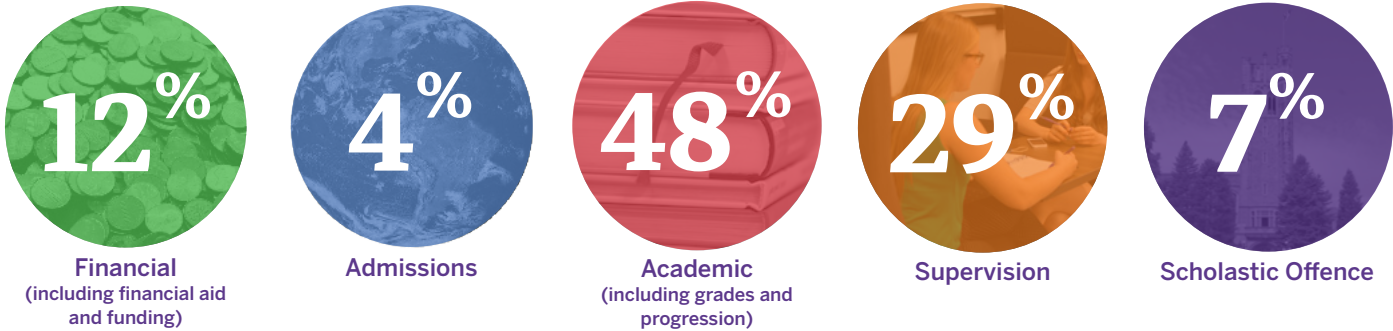
Graduate Student Visitors

Although graduate students register in the School of Graduate and Postdoctoral Studies, when they visit the Office of the Ombudsperson, we record the faculty hosting their program. The graph below shows the number and percentage of master’s and doctoral students visiting the Office from various disciplinary faculties. Note: Not all students identified their discipline, so they are not included below but they are considered in the overall count of student visitors earlier in this report.



Graduate concerns – academic and financial

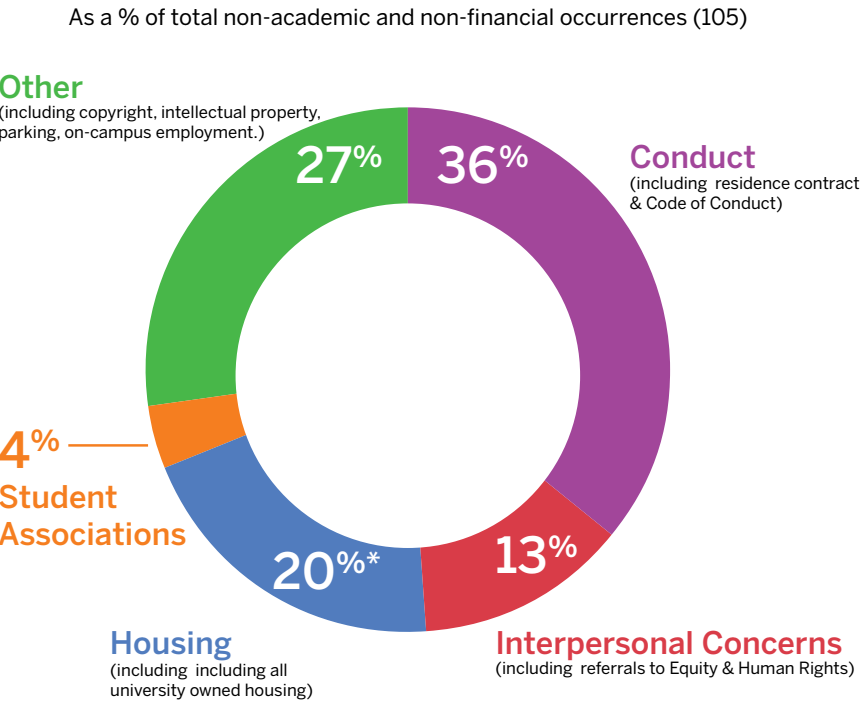
84 concerns raised by graduate students dealt with academic or financial issues.





# Undergraduate and Graduate non-academic concerns

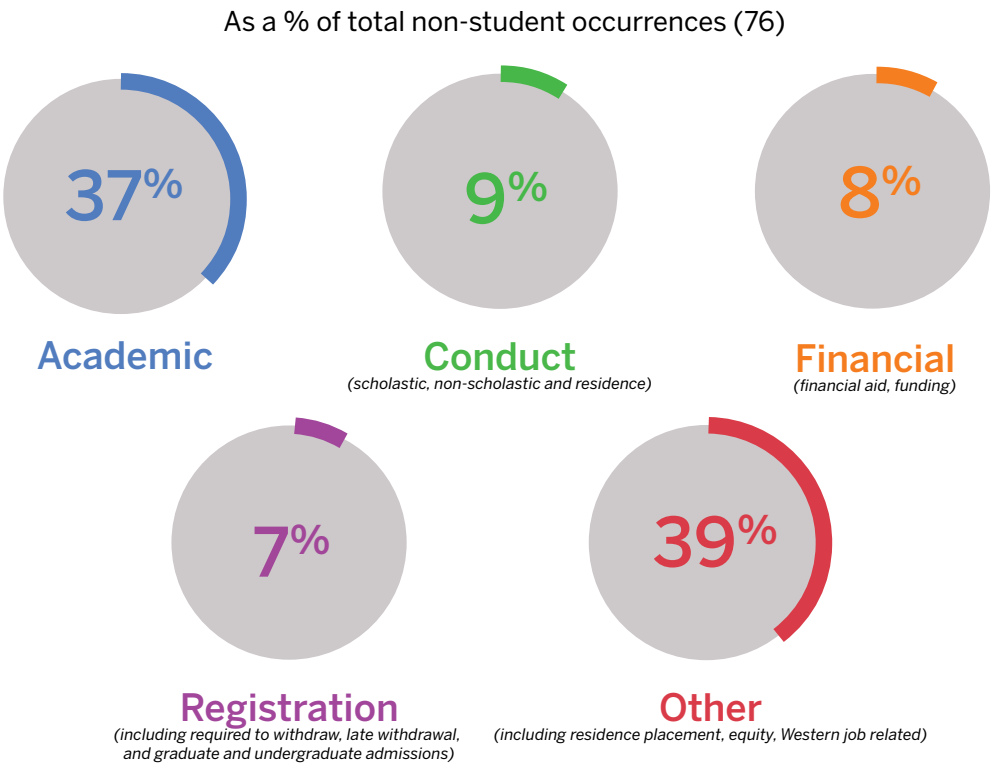
The Office of the Ombudsperson also guides students through non-academic concerns, including Code of Conduct violations, residence and residence conduct issues, and concerns related to parking on campus. The Office of the Ombudsperson is not an official office of complaint for the University but does act as an effective listener when a student wants to be heard.



\*Housing contacts were significantly higher than 2018/19 because Residence was oversubscribed and students whose deposit was not received by the deadline lost their spot.

# Non-Student Data

In 2019/20 we heard from 76 administrators, staff, family members of students, and members of the public. These individuals had concerns such as accommodation for their family member who was attending the University, use of Campus Recreation, and a family member's academic progression. Ombuds staff also responded to academic administrators regarding grade appeals and scholastic offence accusations.





# Case Examples 2019-2020

As mentioned earlier, 69 percent of students visiting the Ombuds Office came for Advice, 29 percent needed Information and in only two percent of cases did we Intervene. Following are three scenarios we encountered this past year.

## Appeals past the deadline

- » A fourth-year student felt their first- and second-year grades were impacting their ability to access further education. The student was tested for a learning disability between second and third year and found to have attention deficit hyperactivity disorder. The student was treated for the condition and their grades improved dramatically. Personnel from Accessible Education referred the student to the Ombuds office to discuss options for appealing their first- and second-year grades. Ombuds staff discussed with the student what they wanted, i.e. late course withdrawals or some kind of grade reweighting. This student envisioned a combination of outcomes. We then explained there were appeal deadlines and no formal policy mechanism for appealing past deadlines; however, we did say that the Associate Deans were very empathetic and open to reviewing appeals on grounds such as this student had. Ombuds staff then reviewed the student's appeal to the Associate Dean. The appeal was denied at the Associate Dean level and the student appealed further to the Senate Review Board Academic (SRBA). Again, Ombuds staff guided the student through the SRBA process and reviewed their appeal.
- » Similarly, a student who attended Western in 2016/17 was referred to the Office of the Ombudsperson by one of the academic counseling offices. The student suffered from a mental health condition and wanted to appeal to have their grades changed to passes, rather than having a numerical grade. Ombuds staff guided the student through an appeal to the Associate Dean. The Associate Dean denied the appeal and the student did not appeal further.

## Upset student

- » A Master's student dropped into the Ombuds Office one morning at 8:15. They were in tears and looked as though they had not slept. The student had received a scathing email from their supervisor, which the student showed Ombuds staff. After assuring the student that the language used was not appropriate, Ombuds staff suggested the student meet with their graduate chair. The student was not comfortable doing that, but they were comfortable meeting with the Associate Dean of Graduate Studies in their faculty. The student was eventually given a co-supervisor so that they could finish their program with minimal contact with the supervisor.

## Course access disagreements

- » An undergraduate chair sent a fourth-year student to the Ombuds Office. The student had asked and received special permission to take a course even though they had failed the prerequisite. The undergraduate and department chairs had both given the student permission to take the course, but the professor was saying the student could not enroll. Ombuds staff recommended the student speak to the professor to see what their reservation was and to explain other courses with similar content that the student had taken. This approach was not successful so Ombuds staff suggested the student seek advice from the department chair. The department chair ended up intervening and the professor allowed the student to enter the class.

## The case of the delayed visa

- » An international applicant to a graduate program was on a work visa and experienced delays in getting the visa converted to a study visa. The individual had applied for the permit in plenty of time, and in fact had done everything possible. The program admitted the student but said that if they did not have their permit by a specific date they would have to reapply for another term. Western International, the School of Graduate and Postdoctoral Studies and the Ombuds Office worked extensively with the program to either extend the date they would accept the visa or to defer admission to the next term – rather than making the student reapply. The student eventually received their visa before the extended deadline and was able to start the program.





Jennifer Meister  
Ombudsperson



Whitney Barrett  
Associate Ombudsperson

# Who We Are

Jennifer Meister, Ombudsperson, and Whitney Barrett, Associate Ombudsperson, are the faces of the Ombuds Office.

# Spreading the Word

## Outreach

- » SOGS Amazing Race, stop on the race
- » SGPS Fall graduate student orientation, booth
- » Student Experience/Graduate Student Life graduate student orientation, presentation
- » SOGS International Student Orientation, booth
- » SOGS Welcome to your Grade Club, booth
- » Conflict Management workshops, SGPS Own Your Future
- » USC Peer Support Training, presentation
- » USC Orientation Week Services Fair, booth
- » Postdoc Conflict Management Workshop

## Committee Participation

- » Graduate Student Life Advisory Group
- » Task Force on Undergraduate Scholastic Offences

## Conference Attendance

- » Association of Canadian College and University Ombudspersons mid-year meeting

# Advisory Committee

The Office of the Ombudsperson Advisory Committee is a sounding board and advisor to the Ombuds Office on issues such as outreach, budget and the annual report. The composition of the Advisory Committee is set out in the Memorandum of Agreement.

## Thank you to the 2019/20 Advisory Committee:

- Mr Pranjan Ghandi, University Students' Council
- Ms Jina Kum, Society of Graduate Students
- Dr Angela Mandich, Senate Representative
- Dr Ken Meadows, President's Representative
- Dr John Mitchell, Brescia, Affiliate Faculty representative
- Mr Emmanuel Ukposidolo, Master of Business Administration
- Ms Hailley White, King's, Affiliate Students' Council representative





## Office of the Ombudsperson

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is jointly funded by the University  
of Western Ontario, the Affiliated  
University Colleges, the University  
Students' Council and Student Councils  
of the Affiliated University Colleges,  
the Society of Graduate Students, and  
the MBA Association.

**ITEM 4.5(b) – Health, Safety & Well-Being Annual Report 2020**

**ACTION REQUIRED:**    ☐ FOR APPROVAL        ☒ FOR INFORMATION/DISCUSSION


**EXECUTIVE SUMMARY:**


The Health, Safety & Well-Being Report is provided annually to the Board of Governors for information in accordance with the Audit Committee Terms of Reference.

**ATTACHMENT(S):**

[Health, Safety & Well-Being Annual Report 2020](#)





Western 

# HEALTH, SAFETY & WELL-BEING

## 2020 Annual Report

Prepared for the Audit Committee



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## Executive Summary

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The Health, Safety and Well-being team has had an unprecedented year of work supporting our Western University community in response to the COVID-19 pandemic. As outlined in this report, we have carefully followed ministry regulations, guidelines and directives from Public Health. Our ongoing partnership with the Middlesex London Health Unit (MLHU) has allowed us to implement changes quickly and operate safely – in the midst of the pandemic.

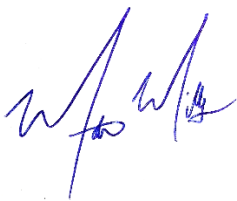
This year has been unlike any other. Our team has worked hard since the start of COVID-19 to ensure that our campus remains safe, while supporting the learning and research mission of our institution.

We have done things that at times, seemed impossible. Each one of our skills and abilities have been put to the test. We've learned new things, adapted, pivoted and then pivoted again! We've formed valuable partnerships across our organization and with external stakeholders. But most of all, we have created a culture that never compromises the safety of our campus community members.

Western is committed to creating an environment that will only be sustained if everyone—students, faculty, post docs, librarian/archivists, and staff —takes responsibility for their own health and safety and the health and safety of those around them. This was the premise of our [Take Care](#) campaign; that we must take thoughtful and persistent steps to take care of ourselves, each and our community.

I'm incredibly proud of the dedication and resilience of our team and our partners – and I know that you will find the information contained within this report to align with our ongoing commitment to the health, safety & well-being of our campus community.

Take Care,

A handwritten signature in blue ink, appearing to read 'Matthew Mills', is positioned above the printed name.

**Matthew Mills, MBA**

Director, Health, Safety & Well-being

## Strategic Achievements

- We created a safe environment that supported the new hybrid learning model and research through a formal [Return To Campus Plan](#)
- Compliance with various levels of international, federal, provincial and municipal regulations (e.g. multiple Radiation program audits with zero non-compliances)
- Supported the expansion of our [Biosafety program](#) and related COVID (SARS-COV-2) research
- Successful implementation of the Safety Ambassador program, allowing us to comply with constantly evolving public health guidelines & best practices (e.g. health assessment questionnaire, indoor mask use, physical distancing, space capacities, etc.)
- 11,275 students involved in face to face learning and research with no COVID-19 transmission in any of our structured classroom, laboratory, learning or workplace environments

## 2021 Areas of Focus

### Planning for Well-Being & Mental Health

Mental health conditions are the leading cause of disability, absence, and presenteeism. At Western, over 40% of LTD claims are related to mental health, with an average cost of \$1.2M/year. This situation could be exacerbated due to the radical changes resulting from the pandemic. During the past eight months, more than 31% of EFAP clients have reported a significant negative impact on their mental health.

Western is in the early stages of implementing the Healthy Minds program; which is adapted from The National Standard of Canada for Psychological Health and Safety in the workplace. The program aims to promote mental health resources and stress management techniques for employees, while providing education as it relates to the thirteen psychosocial factors experienced in the workplace. Leaders will be able to participate in this professional development offering through the [Excellence in Leadership](#) program beginning in January, 2021.

Continued growth of our [Living Well](#) program will also be an area of focus. This past year saw a move to both asynchronous and live streamed activity classes, as well as a number of new offerings for employees, including Virtual Music Coffeehouses and 'Art After Dark' workshops (e.g. painting nights).

"At Western, over **40%** of LTD claims are related to mental health, with an average cost of **\$1.2M/year**"

This provided an opportunity for employees to address their physical and mental well-being, regardless of work location.

## Safe Return to Campus

Throughout 2021 we will continue to leverage our strong partnership with the Middlesex London Health Unit to ensure that public health guidelines and [directives](#) are in place to support and protect members of our campus community through the various stages of return to campus.

## Technology Upgrade

Currently the administration of the Biosafety, Nuclear/X-ray/Laser Safety, Laboratory Safety and Environmental Safety programs uses older databases. Accident reporting and WSIB administration as well as case management records are supported by a legacy system with limited functionality. We plan to invest in a system to ensure our continued strong safety record at Western.

The return on this technology investment will be better business intelligence, reporting and focus on safety issues.

# COVID-19

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## Health and Well-being of the Community

We play a leadership role in the health, safety and well-being of our campus community. This responsibility is shared with many other support services including Facilities Management, Student Experience, Housing and Ancillary Services and all Deans and AVPs. With thoughtful and persistent steps to take care of ourselves, each other, and our community, we quickly responded to introduce new safety precautions, protocols, and guidelines as we navigated the COVID-19 pandemic.

Those returning to campus experienced a new environment; additional signage, new rules and regulations, changes to our physical spaces; things looked and felt a lot different.

We worked closely with our partners in Communications & Public Affairs to convey a message that our students, faculty, and staff, are important partners in these new efforts and that when each of us adheres to these changes and follows the appropriate precautions, we make our entire community safer. A new website focused on [‘Health & Safety Measures’](#) was launched during the early days of the pandemic (March, 2020) and acted as a resource for new information, FAQ’s, guidelines (e.g. PPE, labs, offices, residences) and training in support of a safe return to campus.

During COVID-19 the risk of new mental illness and/or deteriorating mental conditions has been heightened. The Well-being team has carefully monitored for signs and symptoms of stress, anxiety and depression as employees and leaders reach out for support and services.

The screenshot shows a web browser window with the URL [uwo.ca/coronavirus/health-safety.html](https://uwo.ca/coronavirus/health-safety.html). The page title is "COVID-19 (Coronavirus)". The navigation bar includes links for UPDATES, FAQs, STUDENT HUB, FACULTY & STAFF, PHASED RETURN, HEALTH & SAFETY, and RESEARCH RESOURCES. The main content area features a large image of a hand using a hand sanitizer dispenser, with the text "Health & Safety Measures" and "TAKE CARE WESTERN". Below the image, it states: "The health and safety of our campus community is our top priority. Those returning to campus will experience a new environment - additional signage, new rules and regulations, changes to our physical spaces - things will look and feel a bit different. Our students, faculty, and staff, are important partners in these efforts. When each of us adheres to these changes and". To the right, there is a section titled "Return to Campus Plan Fall 2020 (.pdf)" with a thumbnail image of a Western University building and a link to "Employees: Steps to take when returning to campus (.pdf)". At the bottom of this section is a purple button that says "WORKING TOGETHER FOR A SAFER CAMPUS COMMUNITY".

## EFAP Trends







Throughout the COVID-19 pandemic, we have seen lower utilization of our EFAP provider. For employees seeking support, we saw common themes focused around the areas of anxiety, personal stress, relationships and depression.





## New Employee Resource Webpage

At the beginning of the COVID-19 pandemic, we worked closely with our employee groups to create a one-stop [webpage](#) with supports for a variety of topics including; Working from Home, Mental Health, Physical Health, Family & Kids, Financial Information, and COVID-19 Updates.

 <b>Working from Home</b> <ul style="list-style-type: none"><li>&gt; <a href="#">Resources for Working from Home</a></li><li>&gt; <a href="#">Workstation Set Up Guide</a> (Western Ergonomics)</li><li>&gt; <a href="#">WTS Resources</a></li></ul>	 <b>Mental Health</b> <ul style="list-style-type: none"><li>&gt; <a href="#">Employee &amp; Family Assistance Plan</a></li><li>&gt; <a href="#">Emotional Wellbeing During COVID-19</a> (Morneau Shepell)</li><li>&gt; <a href="#">COVID-19 and Mental Health</a> (Can. Mental Health Association)</li><li>&gt; <a href="#">Gov. of Ontario Free Mental Health Support</a></li></ul>	 <b>Physical Health</b> <ul style="list-style-type: none"><li>&gt; <a href="#">Virtual Activity Classes</a> (Western Campus Recreation)</li><li>&gt; <a href="#">Living Well @ Western</a></li><li>&gt; <a href="#">Canada's Food Guide</a></li></ul>
 <b>Family &amp; Kids</b> <ul style="list-style-type: none"><li>&gt; <a href="#">Working from Home with Kids</a></li><li>&gt; <a href="#">Virtual Camps for Kids</a></li><li>&gt; <a href="#">STEM @ Home for Kids</a>- Eng.</li><li>&gt; <a href="#">Talking with Your Child about Coronavirus</a> (Morneau Shepell)</li><li>&gt; <a href="#">Reducing Kids' Pandemic Panic</a></li><li>&gt; <a href="#">Help Your Kids Learn this Summer</a></li></ul>	 <b>Financial Information</b> <ul style="list-style-type: none"><li>&gt; <a href="#">Investing During Market Turmoil</a></li><li>&gt; <a href="#">Financial Wellness Webinars</a></li><li>&gt; <a href="#">COVID-19 and Your Money</a> (Ontario Securities Commission)</li><li>&gt; <a href="#">Financial Support During COVID-19</a></li></ul>	 <b>COVID-19 Updates</b> <ul style="list-style-type: none"><li>&gt; <a href="#">Western COVID Information</a></li><li>&gt; <a href="#">Phased Return to Campus</a></li><li>&gt; <a href="#">Face Masks and Other Safety Measures on Campus</a></li><li>&gt; <a href="#">A Statement from Equity &amp; Human Rights on COVID-19</a></li></ul>

## Safe Return to Campus – Phased Plan

As provincial and local health agencies issued guidelines for safe workplace and learning environments, the campus began transforming to ensure the physical distancing, use of masks, proper hand hygiene and incident reporting was in place to support the campus community. Our team lead the procurement of 160,000 branded reusable face coverings, various cleaning supplies, hand sanitizers and other personal protective equipment and designed a [process](#) for the efficient distribution across campus.

Equity and Human Rights Services played a role on the Safety & Facilities Working Group to ensure accessibility was considered as part of COVID-19 planning, and made recommendations to ensure the safety & inclusion of those with disabilities – including our taking the lead on acquiring and distributing the transparent masks.



Members of our team took the lead and worked with facilities management and local facilities staff to design and install signage for the 90+ buildings across main campus; on floors, furniture, elevators, staircases, classrooms, washrooms, labs and any shared spaces where 2 metres of physical distance would be challenging without reminders.

## WORKING TOGETHER FOR A SAFER CAMPUS COMMUNITY

### SAFETY PRACTICES



Stay home if you are sick



Practice physical distancing  
(2 metres apart)



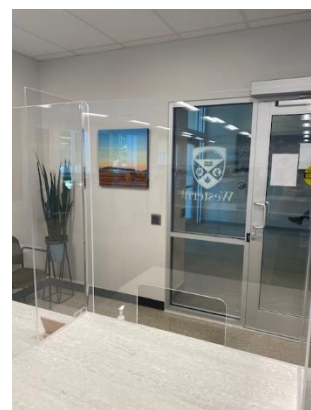
Avoid touching surfaces



Wash your hands with soap and water  
and/or use hand sanitizer frequently

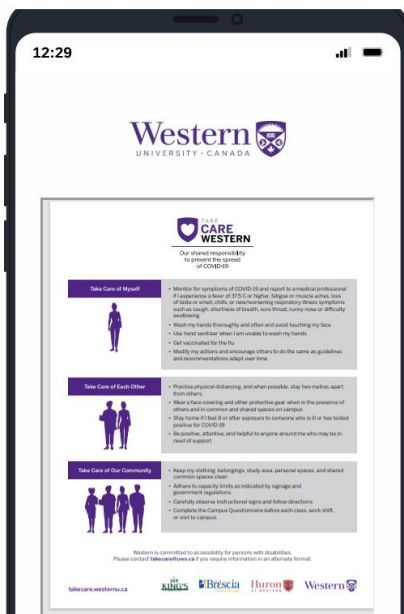
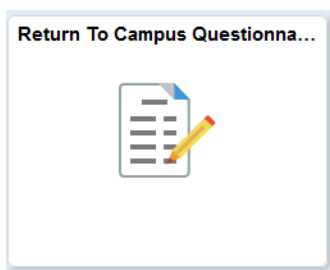


*Examples of barriers created for the Faculty of Music, Classrooms and Office Areas:*



## Return to Campus – Health Assessment Questionnaire

We worked closely alongside the Human Resources HRIS team to quickly develop and create a health assessment questionnaire in our Peoplesoft [‘myhr’](#) system. The questions were guided by information provided by Public Health and we communicated that before returning to campus, all employees must complete the health assessment questionnaire. This process was repeated in collaboration with our colleagues from WTS for an [‘app’](#) in qualtrics that could be used for all students, prior to their return in September. Both applications have now been integrated into a card swipe reader system, so that an individuals health status can be checked via their Western ONE card when entering classrooms, shared spaces like the Libraries or Sports & Recreation or for our [seasonal flu clinic](#).



Thank you for completing the questionnaire. Based on your replies, please report to campus when required.



Status: **APPROVED**  
Timestamp: Tuesday, September  
1st 3:27 PM

## Safety Protocols and Training

In collaboration with other areas across campus (Housing, Libraries, Hospitality, Sports & Recreation) a [series of videos](#) was created to help communicate our “new normal”. Many new safety precautions and protocols were developed to support our students, faculty and staff that would be returning to campus as part of our 4 Phase Return To Campus.

<b>Phase 1 – May 12 (3 Weeks)</b> ▶ Core Services (Approximately 10% of Western employees are on campus)
<b>Phase 1B – June 3</b> ▶ Faculty and Principal Investigators
<b>Phase 2 – July (2 Weeks)</b> ▶ (Approximately 20% of Western employees are on campus)
<b>Phase 3 – August 4</b> ▶ (Approximately 30% of Western employees are on campus)
<b>Phase 4 – August 31</b> ▶ (Approximately 40% of Western employees are on campus)

The Health, Safety & Well-being team developed guidelines for the use of Personal Protective Equipment (PPE), as well as environment specific guidelines for offices, labs, trades, research, classrooms, clinics and residences.

In addition, protocols were developed for exposures & testing which included a partnership with London Health Sciences Centre / St. Joseph’s Health Care Laboratory for sample analysis.

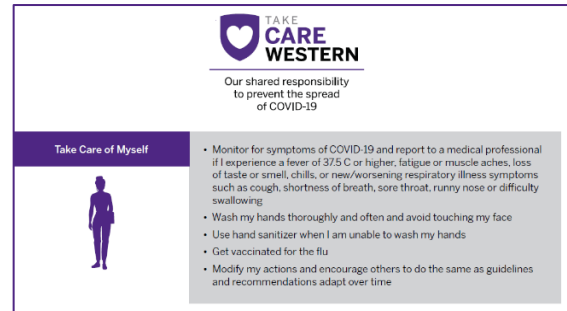
## Classroom/Building Ambassadors and Health and Safety Ambassador Program

To help create a safer and healthier Western community, the Classroom/Building Ambassador program and the Health & Safety Ambassador program was established. Western has **77 Classroom/Building Ambassadors** and **18 Health & Safety Ambassadors** that supported our various faculties and schools from September through December 2020. These staff have acted as our ‘boots on the ground’ to ensure a safe environment and compliance with safety protocols. They provide reminders about physical distancing, the use of face coverings, and good hygiene practices. As well, they assist with the proper loading and unloading of classrooms, swiping of student cards (to ensure health assessment / questionnaire completion) and will often be the first point of contact for questions related to the ‘new normal’.



## Take Care Western Campaign

To ensure clear and consistent messaging throughout the pandemic, we have worked in close coordination with Communications & Public Affairs on regular and timely updates, as well as strategic campaigns, such as 'Take Care Western' which advocates for our shared responsibility of the health and safety of our community. The pillars of this campaign are to take care of ourselves, others and our community. Although this messaging speaks to our broader community, a concerted effort was made to students which included our Health & Safety team holding multiple training sessions for Housing leadership, residence Dons and Sophs prior to orientation week.



## Testing Centre

In September, after reports of off-campus students testing positive for COVID-19, a cross functional team quickly established an [on-site testing centre](#) with guidance from public health. This was done in an effort to quickly respond and support any affected or concerned students, as well as alleviate the burden on community healthcare resources, as local assessment centres were reaching maximum capacities each day. We relied on the partnership we had formed with the PaLM Clinic over the summer, to provide us with testing results within 24 hours.

By the end of 2020, we had tested a total of 10,504 community members (93.3% students, 5.2% employees, 1.5% family practice).

This testing facility is located at the Western Sports & Recreation Centre, and is primarily staffed by Student Health Services, with Dr. Sonya Malone as our medical lead. The centre typically operates from 9:30am – 4:30pm Monday – Friday, and is open to all Western students, faculty and staff that meet the [criteria](#) outlined by public health.



## Well-being (Rehabilitation and Ergonomics)

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### Employee Well-being

This dedicated [team](#) of Health & Well-being Consultants and a Wellness Coordinator are committed to supporting employees who work at Western.

Their work includes assisting employees impacted by illness, injury or disability, including accommodation, return-to-work and stay-at-work programs, and providing documentation that may be required. They provide information and support regarding ergonomics and prevention of musculoskeletal disorders (MSDs) and work has been done to update resources to allow proactive measures for both on-campus and remote faculty staff. They offer wellness information and programs to help employees achieve balance and well-being and assist employees to identify supports for mental wellness.

For 2020, a total of 718 clients were served through this office. Throughout 2020, Health & Well-being Consultants have worked with departments across campus to provide leader consultations to support the safe return to campus during COVID-19.

<b>486</b> Open Client Files	<b>718</b> Clients Served (since January 2020)
---------------------------------	---

### Living Well @ Western

Living Well @ Western is our free programming for employees that addresses all 8 domains of wellness, including physical fitness classes and facilitated wellness breaks.

Our program has seen considerable growth since its initial launch in 2015. In 2019, lunch-time activity classes expanded to include resistance training and high-intensity interval training. Prior to COVID-19, the program was offering 14 activity sessions/week with average participant numbers reaching an all-time high. The 'Bring Living Well to You' service offered on-site wellness breaks for numerous departments across campus. Prior to COVID-19, the wellness coordinator was delivering 17 activities/week for 12 unique groups.

Living Well paused operations in April, 2020 due to COVID-19 and re-launched in a virtual capacity in October, 2020. It has been adapted to support employees regardless of work location (home or on-campus) and has included moving our Living Well programming to virtual (live streaming of 3 activity classes), as well as recorded activity sessions for virtual programming for repeated viewing or asynchronous use. Wellness breaks (yoga, meditation, stretching) have been offered both as live, as well as recorded sessions available via the [website](#). We've also created new opportunities for social interactions via Virtual Music Coffeeshouses and 'Art After Dark' workshops (e.g. painting nights), as well as highlighting free community resources such as CMHA.

The response from participants has been positive and sessions will continue throughout 2021. Six wellness break videos were produced and are featured on the Living Well @ Western website, providing an opportunity for employees to address their physical and mental well-being, regardless of work location.

Coming soon:

- Wellness Platform
  - Early in 2021, Western will be transitioning from the *Workhealthlife* website to a user-friendly option that offers expanded programming. LifeWorks (Morneau-Shepell) is a wellness platform that will allow us to organize individual and team challenges, offer self-directed learning modules, and contains an extensive library of articles, podcasts and videos on a wide-range of wellness topics. Engagement will be enhanced by receiving points and progressing through tiers that unlock rewards and exclusive offers
- [Healthy Minds](#)
  - This is a program based on the National Standard for Psychological Health and Safety in the Workplace. Quarterly workshops, covering the 13 psychosocial factors affecting mental health in the workplace, will be offered through the *Excellence in Leadership* program. These workshops provide an opportunity for leaders to understand the pressures facing employees, how to mitigate risk, and raise awareness of the resources and supports available to employees. This program is being introduced to leaders in January 2021
- Education Opportunities
  - Throughout 2021, we will be engaging our various union groups and associations to provide targeted education on Mental Health Literacy

## Safety Program Areas

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### Laboratory Safety Program

Western has over 500 active laboratories involved in complex research projects which handle a variety of sensitive biological, chemical and nuclear/radioactive sources.

Our [laboratory safety program](#) verified the completeness of the inventory by conducting a physical audit across the Faculties of Engineering and Science this past year. Our focus in 2021 will be to conduct a physical audit throughout all of the laboratories in the Schulich School of Medicine & Dentistry. The HECHMET system has been well-adopted and utilized by researchers across campus and supports good risk management practices. A sub-system was also developed for ACVS controlled drug dispensing that allows us to maintain compliance with Health Canada reporting.

Throughout 2020 Laboratory inspections were conducted across campus for compliance with university policies and procedures and regulations under the Occupational Health and Safety



Act and the Ontario Fire Code. Particular focus was on reducing the inventory of old and unused chemicals and improving labelling practices.

## Emergency Lab Closure

The provincial lockdown and closure of all research labs in March, 2020 required a rapid assessment and evaluation of the university's labs readiness to close for an extended period. The health and safety consultants physically inspected each lab and followed up with researchers where corrective action was required to remove hazards and reduce the potential of a lab accident while unoccupied.

When completed, all hazardous waste was removed from the university, hazardous chemicals and biological materials were properly stored, and all nuclear laboratories were left as per our radiation protection program. All X-ray and Laser equipment were turned off or put in standby mode. During the provincewide emergency closure, some labs required regular monitoring of gases and critical equipment, so we worked collaboratively with departments to put those plans in place.

## Biosafety Program

The [biosafety](#) function oversees safety measures related to the effects of biological research on humans, plants and the environment, and specifically monitors the risk of biohazards such as bacteria and viruses used in laboratories. Other examples of biohazards can include plant pathogens, zoonotic diseases, and human source material.

With the opening of the state-of-the-art [ImPaKT Facility](#), Western was primed to become a major player in pathogen research on the world stage, even without COVID-19. ImpaKT is Canada's only containment lab (CL2+/CL3) with integrated multi-modality imaging suites that allow for infectious disease research with real time tracking of infectious agents and monitoring immune responses simultaneously. This required constant communication with the Public Health Agency of Canada as well as the internal Biosafety Committee at Western. The onboarding and training for ImPaKT personnel as well as certification of all standard operating procedures ensured the safe usage of the facility, while allowing us to attract both public and private research funding. In 2020, the Biosafety Program witnessed a huge boost in attention from the Public Health Agency of Canada (PHAC) and private businesses.



The Biological Safety Officer was an instrumental force behind the successful approval of these unique projects. PHAC approvals were obtained within days and specialized research started immediately as COVID-2 samples were received by ImPaKT.

Last year, 670 researchers and graduate students completed our required online Biosafety Training. 67 new Biological Agents Permit Applications were reviewed and approved by the Biohazards Subcommittee. These efforts support the regulatory requirements so that Western can maintain a high level of biosecurity and compliance in handling toxins and pathogens.

## **Radiation, X-ray, Laser Safety**

### **Consolidated License Amendment**

To help aid our newly developed ImPakt facility on their ongoing efforts on virus pathogenesis, vaccine development and expand the research in clinical research in immunology and infectious disease, we have made a request to the federal government for an overall increase in our ability as an institution to handle increased amounts of nuclear and medical isotopes on campus.

Western's biological-level 3 facility where they are currently researching viruses including COVID-19 will start using medical isotopes similar to nuclear medicine procedures as their research on viruses expand.

We have requested a complete institutional license amendment to classify ImPaKT as a high-level radioactive facility for the use of unsealed and sealed nuclear substances in accordance with the Canadian Nuclear Safety Commission. We anticipate receiving approval in 2021.

The license amendment requested will allow the ImPakt facility the ability to import, store and handle over seven new radioactive isotopes for the facility and conduct nuclear medicine procedures to help expand their in vivo imaging procedures, drug and vaccine development techniques.

### **Nuclear Device Transfer - McMaster University**



In September of 2020 we successfully removed a highly radioactive sealed source from a nuclear device and transported it to McMaster University as per the Nuclear Safety and Control Act. In addition to the sealed source(s), we also successfully transferred a Variable-energy Positron Beam.

This was a joint effort between McMaster University, Stuart Hunt & Associates and researchers at both institutions. We have requested an institutional license amendment to reflect this change.

### **New Laser Facility**

We successfully commissioned a new high-powered Class 4 Laser for the Physics & Astronomy Department. The device and equipment set-up was successfully transferred to Western from the University of Toronto. This effort helps to expand our institution's research in MRI Systems Development.

## International & Federal Audits

Western is one of only a few licensed institutions in the province to handle, transfer, possess, use and store radioactive materials associated with the Nuclear Fuel Cycle.

As a result, in February 2020, the International Atomic Energy Agency (IAEA) along with the Canadian Nuclear Safety Commission (CNSC) conducted a joint audit to investigate our [radiation safety program](#) and handling of Uranium and Uranyl salts by principal investigators on campus. The review assessed our handling of radioactive materials and methodologies used in quantifying and tracking of Uranium isotopes on site. The audit spanned a period of six weeks and included extensive document reviews, interviews of various staff, faculty and suppliers of Western and confirmed our ongoing compliance with regulations.

## Class II Nuclear Facility (Tandetron) - License Amendment

We made significant structural changes to expand our research capacity of the particle accelerator facility (Faculty of Science) and were successful in renewing/recertifying our Canadian Nuclear Safety license for our Tandetron Accelerator. We expanded the facility to add an additional beam-line. The new beam-line not only expands the facility's capabilities but also enables researchers to use the device for commercial applications and receive samples from private institutions. It was successfully re-licensed and certified in June, 2020.

## Radiation Safety Officer (RSO) Certification

CNSC and federal staff contacted our candidate to schedule a certification examination and based on the examination(s), Western's RSO was successfully certified.

## X-ray Facility



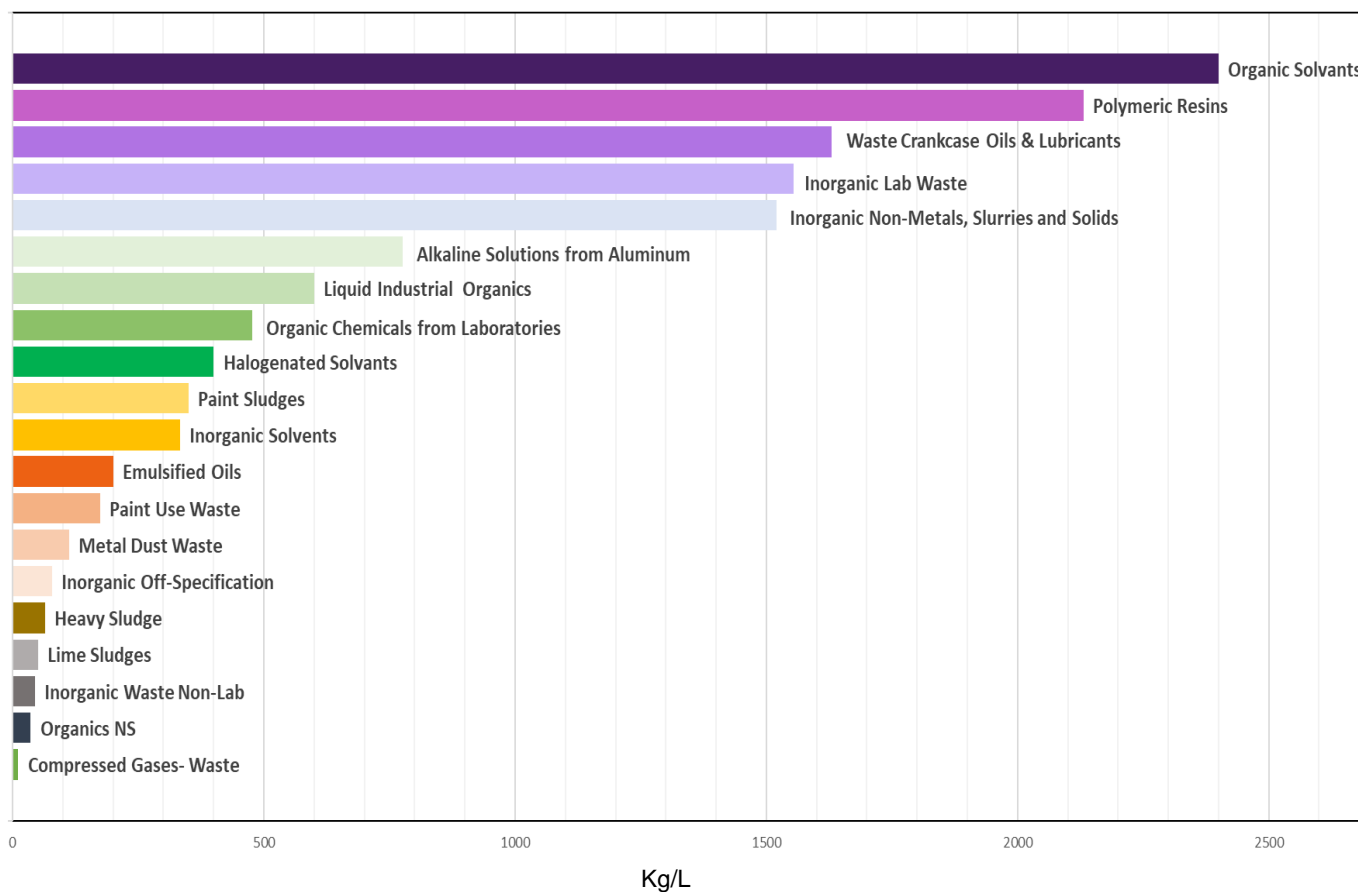
We have commissioned a new CT-scanner for Robarts Research Institute (RRI) that has been installed and has undergone successful quality testing. The device is currently undergoing final stages of approval with the Ministry of Health and Long Term Care (MOHLTC) and applicable agencies. The Imaging group at Robarts Research Institute and Schulich School of Medicine & Dentistry will be using the new CT-Scanner for both pre-clinical and clinical applications.

## Environment

### Hazardous Materials and Waste

Western maintains good standing in its [hazardous waste disposal program](#), with all sites in compliance with the Ministry of the Environment (MOE) as well as other various regulations (e.g. Transportation of Dangerous Goods). We continue to partner with RPR Environmental as our external contractor in disposing of weekly hazardous waste generated through research.

**Figure 1:** Western Hazardous Waste Profile in Kg/L

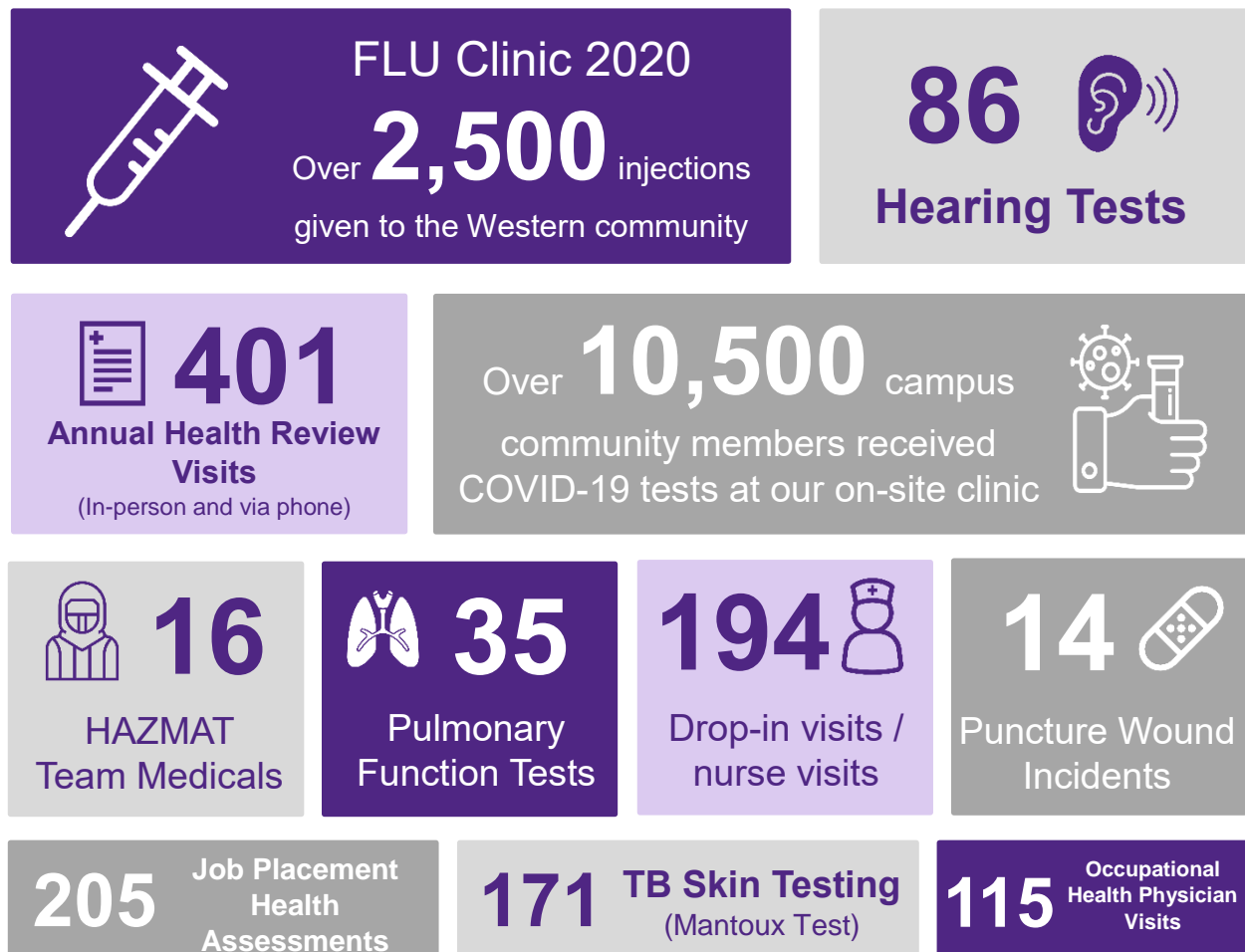


The pathological waste (pharmaceutical & biological) services vendor, Daniels Health that we introduced in April 2019 has proven themselves to be a trusted third party provider and are on campus bi-weekly to remove pathological waste streams for proper disposal and incineration.

As required, the Ministry of Environment received our annual report and cited no concerns related to our hazardous management program.

## Workplace Health

The primary role of Workplace Health is to provide health surveillance to employees at Western. There are several different surveillance programs that are provided. As well, drop in visits for workplace injuries, blood pressure screening, crisis and support for employees as needed.



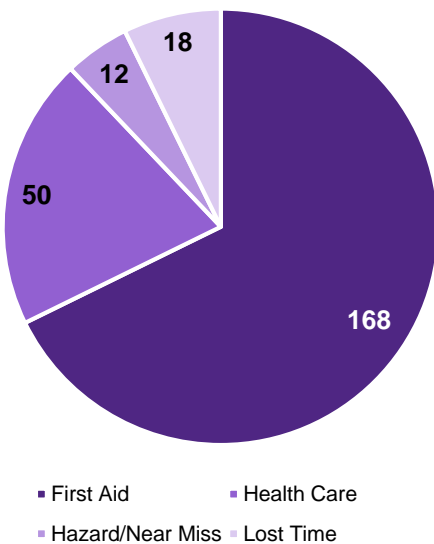
## Workplace Accident / Incident Trends

Our overall accident/incident totals dropped significantly over our previous year. 2019 saw a total of 409 incidents vs. 248 incidents in 2020. Some of the reduction was in line with the reduced workforce on campus due to the pandemic and increased focus on working remotely where possible. It's also important to note that our two highest areas of accidents/incidents (Facilities Management & Hospitality Services) saw a significant improvement, while still supporting our campus community as part of our core service offering.

As a percentage of our overall accidents / incidents, Lost Time remains low and in line with previous years, but continues to be the priority focus of our Health & Well-being Consultants. One area of particular focus for us this past year has been in the Hospitality Services portfolio where we took the lead on implementing a new knife safety program to reduce the accidents / incidents associated with cuts in our residence dining kitchens. To date, 151 staff have participated in our redesigned training program. We expect to see sustained long-term results once Hospitality Services operations normalize post-pandemic.

**Figure 2:**

**All Incidents: 2020**



**Figure 3:**

**2019 vs. 2020 Total Number of All Incidents**



## WSIB

We received our WSIB NEER statement in November, 2020 for our 2019 results. NEER is a cost driven plan, linked to prevention and effective return to work for injured employees. It evaluates past performance and predicts future (expected) costs.

This past year, our NEER 'Performance Index' finished at 0.66. Any time your index is under 1.00, you are in a rebate position. As such, we received a **rebate totalling \$160,934.05** in 2020.

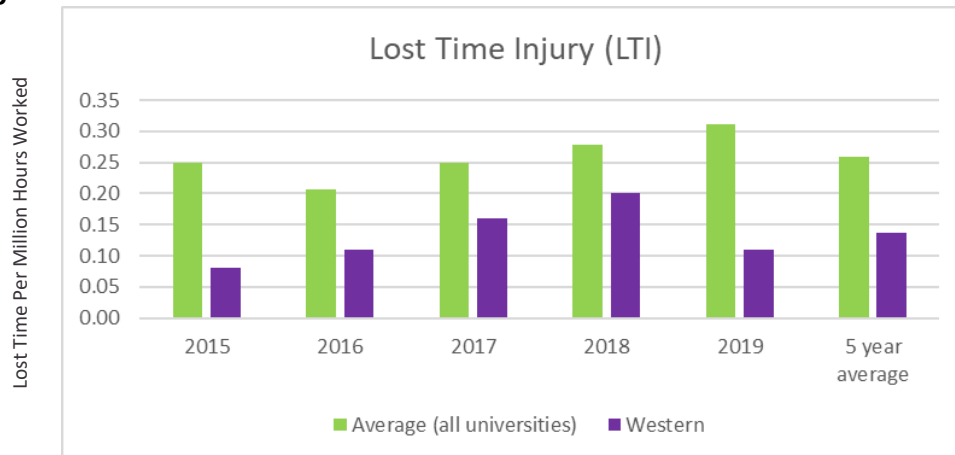
As a note, the WSIB introduced a new rate framework that came in to effect January 1<sup>st</sup>, 2020. The new model uses a two-step approach (based on a six year period) to set and adjust premium rates for businesses.

- Step one involves setting an average rate for each industry class based on their risk profile and share of responsibility to maintain the insurance fund.
- Step two looks at how your individual claim history compares to the rest of the businesses in your class. This means that your overall rate under the new model will reflect your individual claims experience and risk.

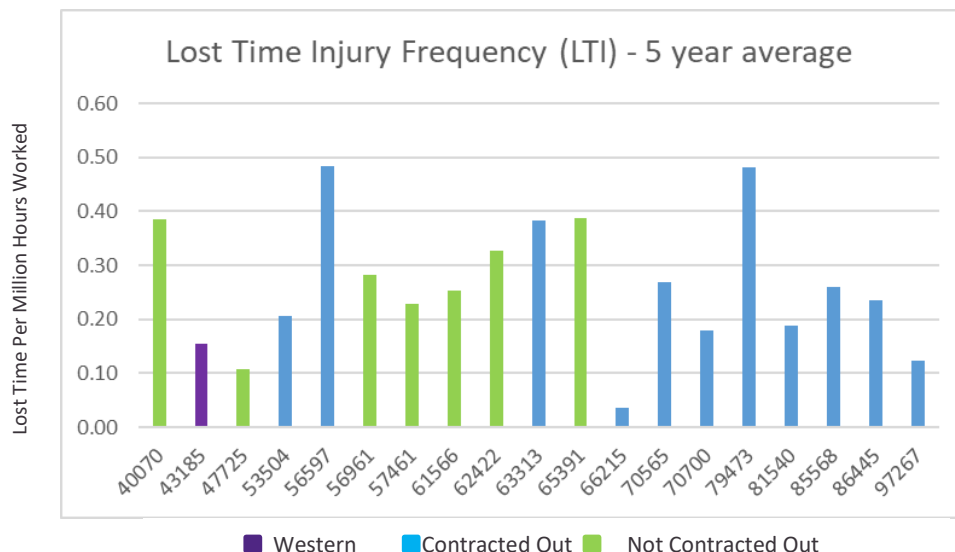
## Council of Ontario Universities - Comparison

Western has consistently performed well with our five-year Lost Time Injury Frequency (LTIF) average, relative to our peer institutions.

**Figure 4:**



**Figure 5:**



\*Note, the numbers under each bar represent Ontario universities



## Emergency Response

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### Residence COVID-19 Outbreaks

In September, we welcomed over 3,700 students into our Residence system. In consultation with MLHU, and in combination with the Safety & Facilities Working Group, residence buildings were de-densified to hold approximately 70% of normal capacity. This included students assigned to traditional residences being provided their own bedroom, as well as an enhanced cleaning, safety protocols related to mask use, physical distancing, completion of health assessment questionnaires prior to arrival, as well as [additional measures](#).

We had a total of 3 outbreaks declared throughout the Fall academic semester. London Hall on Oct.11<sup>th</sup>, Saugeen Maitland Hall on Nov.19<sup>th</sup> and Perth Hall on Nov.21<sup>st</sup>.

In each case, it was determined that transmission occurred as a result of the social interactions of students. Dr.Chris Mackie (MLHU) summed this up during a media briefing with the following: “What we’re seeing is not related to in-person classes at Western. It is afterhours parties that are driving those numbers. It wouldn’t improve things to reduce in-person learning. The precautions Western is taking are extremely strong. We don’t see the need to reduce in-person learning.”

The [protocols](#) that were developed for self-isolation and quarantine during the summer months, prior to residence move-in, helped us to mount quick, coordinated and efficient responses in each case and prevent further spread throughout the campus community.

### Hazmat Team



In its commitment to ongoing emergency preparedness, Western works cross functionally with a team of 14 volunteer staff to conduct exercises alongside the London Fire Department.

In addition, Western’s Hazardous Materials ([Hazmat](#)) Emergency Response Team took on a new role in preparation for potential local outbreaks of the COVID-19 virus. Team members were trained on the disciplined approach to emergency response and quickly assembled to review governmental and biosafety infection control requirements. This team has been available 24/7 to support the research community and Facilities Management personnel as they perform necessary maintenance work in Western’s various residence buildings.



### **Health, Safety & Well-being Team**

Tony Hammoud (Health & Safety Consultant - Biological Safety Officer / Facilities)

Anne Marie McCusker (Health & Safety Consultant – Laboratory Safety Officer)

Ryan Das (Health & Safety Consultant – Radiation Safety Officer)

Lindsay Plaisant (Manager, Employee Well-being)

Adam Craig (Wellness Coordinator)

Tammy Johnston (Health & Well-being Coordinator)

Renee Uruski (Health & Well-being Consultant)

David Schlotzhauer (Health & Well-being Consultant)

Mary Ann Dunham (Health & Well-being Consultant)

Kristine Brown (Occupational Health Nurse)

Dr. Sidney Siu (Chief Medical Consultant & Occupational Physician)

Jacob Mortensen (Science Intern)

Gina Choi (Work Study Student)

Matt Mills (Director, Health, Safety & Well-being)

[uwo.ca/hr/safety](http://uwo.ca/hr/safety)

**ITEM 4.6(a) – Fund Raising Activity Quarterly Report as at October 31, 2020**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

The Fund Raising Activity Quarterly Report is provided quarterly to the Board of Governors as outlined in the Fund Raising and Donor Relations Committee Terms of Reference.

The report shows \$18M in contributions received, trending similar to the same time last fiscal. There are also high-valued pledges in arrears due to the pandemic, however a low rate of pledge cancellations.

**ATTACHMENT(S):**

[Fund Raising Activity Quarterly Report as at October 31, 2020](#)



**FUND RAISING QUARTERLY REPORT  
as at October 31, 2020**

*(with comparative figures for Fiscal Year 2020 and 2019)*

**PLEDGE DATA**

	May 1, 2020 to October 31, 2020 (000's)			Fiscal Year 2020 (000's)		Fiscal Year 2019 (000's)	
	Target	Actual	Actual as a % of Target	Year to Date May to Oct	Year End May to April	Year to Date May to Oct	Year End May to April
Pledges outstanding May 1st <sub>1</sub>	90,430	90,430	N/A	103,042	103,042	91,903	91,903
New Gifts & Pledges (Gross)	60,390	12,098	20.03%	22,535	66,792	43,285	78,123
Pledges cancelled/amended on new/prior pledges	-1,887	-474	25.12%	26	-2,092	-1,379	-2,010
<b>Net New Pledges/Gifts</b>	<b>58,502</b>	<b>11,624</b>	<b>19.87%</b>	<b>22,561</b>	<b>64,699</b>	<b>41,905</b>	<b>76,113</b>
Contributions received in payment of pledges/gifts <sub>2</sub>	55,845	18,123	32.45%	17,689	77,311	23,944	64,974
<b>Net Pledges Outstanding</b>	<b>93,087</b>	<b>83,931</b>	<b>90.16%</b>	<b>107,914</b>	<b>90,430</b>	<b>109,865</b>	<b>103,042</b>

**COST PER DOLLAR RAISED**

	May 1, 2020 to October 31, 2020 (000's)			May 1, 2019 to April 30, 2020 (000's)			May 1, 2018 to April 30, 2019 (000's)		
	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised
Advancement Fund Raising Units	8,809	4,588	NA	57,329	8,949	\$0.16	56,248	9,259	\$0.16
Alumni Relations & Development	3,255	618	NA	9,014	1,098	\$0.12	21,558	1,101	\$0.05
Richard Ivey School of Business									
<b>Total Expenses/Cost Per Dollar Raised</b>	<b>12,064</b>	<b>5,206</b>	<b>NA</b>	<b>66,343</b>	<b>10,047</b>	<b>\$0.15</b>	<b>77,806</b>	<b>10,359</b>	<b>\$0.13</b>
<b>3-Year Average Cost Per Dollar Raised<sub>3</sub></b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>71,390</b>	<b>10,040</b>	<b>\$0.14</b>	<b>68,279</b>	<b>9,820</b>	<b>\$0.14</b>

**RETURN ON INVESTMENT**

	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment
Fundraising/Development/Advancement	16,309	5,206	NA	62,492	10,047	\$6.22	47,751	10,359	\$4.61
<b>Total Return on Investment</b>	<b>NA</b>	<b>5,206</b>	<b>NA</b>	<b>62,492</b>	<b>10,047</b>	<b>\$6.22</b>	<b>47,751</b>	<b>10,359</b>	<b>\$4.61</b>
<b>3-Year Average Return on Investment</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>54,384</b>	<b>10,040</b>	<b>\$5.42</b>	<b>51,077</b>	<b>9,820</b>	<b>\$5.22</b>

<sub>1</sub> Includes total activity of:

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

<sub>2</sub> Represents all contributions including cash, gift in kind and gift in purchase discounts entered in the CRM within reporting period and may differ from the general ledger reporting period.

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

**ITEM 4.7(a) – Acquisition of Two Photographs by A. Grauerholz**

**ACTION REQUIRED:**    ☐ FOR APPROVAL        ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

On December 7, 2020 via electronic approval, the McIntosh Gallery Committee approved the acceptance of the following works into the McIntosh Gallery permanent collection:

Musée Carnavalet #7 2018

inkjet print on Arches paper

102 x 152.4 cm

edition of 5

Musée Carnavalet #26 2018

inkjet print on Arches paper

102 x 152.4 cm

edition of 5

The two works in question are from German-born, Canadian artist, Angela Grauerholz's extraordinary series of photographs taken at the Musée Carnavalet in Paris, France, a rare French Renaissance building, during a period of extensive renovation. These images capture a moment of rupture between the contemporary world and its heritage/memory where the sumptuous ornamentation is contrasted with evidence of construction: plastic sheeting hangs in doorways to keep the dust contained, and brown packing tape stuck to a wall is rivalled only by garish plastic buckets and tubs as a visual non-sequitur. This signs of ongoing contemporary restoration are jarringly juxtaposed to the faded ornamentation, betraying the inevitable impact of time on the opulent interior. The works are excellent examples of Grauerholz's continuing interest in museums and archives as sites of collective memory, as well as dialogues between public and private spaces.

The McIntosh currently has a number of Grauerholz's photographs from as early as 1993, which are part of its growing collection of contemporary Canadian women photographers — a group that has been and continues to be under-represented. The current pieces also fill a gap in the McIntosh's Grauerholz holdings as its most recent piece is from the Privation series of 2001.

Angela Grauerholz (1952- ) is one of Canada's most important contemporary artists and photographers. She was a co-founder of Artexte centre d'information en art contemporain in Montréal. Her work has been exhibited internationally at such significant events as the Sydney Biennale (1990); Documenta IX in Kassel, Germany (1992); and the Carnegie International in Pittsburgh (1995). She has exhibited at the MIT List Visual Arts Center, Cambridge, Massachusetts; the Musée d'art contemporain de Montréal; the Albright-Knox Art Gallery, Buffalo, New York; the Power Plant, Toronto, and at the Contemporary Art Gallery, Vancouver. In 2010 the National Gallery of Canada mounted The Inexhaustible Image, a major retrospective of her work. Grauerholz has been the recipient of several of Canada's most important awards in the visual arts, including Quebec's Prix Paul-Émile-Borduas (2006), the Governor General's Award for Visual and Media Arts (2014), and the Scotiabank Photography Award (2015).

**ATTACHMENTS:**

[Musée Carnavalet #7 2018, inkjet print on Arches paper](#)

[Musée Carnavalet #26 2018 inkjet print on Arches paper](#)

Musée Carnavalet #7



Musée Carnavalet #26



**ITEM 4.8(a) - Introduction of the Master of Management (MM)**

**ACTION REQUIRED:**    ☒    FOR APPROVAL    ☐    FOR INFORMATION

**Recommended:**        That, pending Quality Council approval, the Master of Management (MM) be introduced in the Ivey Business School, as set out in ITEM 4.8(a), effective September 1, 2021.

**ATTACHMENTS:**

[Proposal for the Introduction of a Master of Management \(MM\)](#)  
[Master of Management Final Assessment Report & Implementation Plan](#)



### **Proposal for the Introduction of a Master of Management (MM)**

#### **OVERVIEW OF THE PROGRAM**

The MM program will be delivered as follows:

- The one-year program will be divided into three terms of approximately 16 weeks each.
- Mid-week and/or weekend classes held in Toronto approx. every other week throughout the year.
- Four residence periods in London, to be held at the start of Term 1, in between Terms 1 and 2, between Terms 2 and 3, and at the end of Term 3.
- Include exams, project presentations, written assignments and group activities.

#### **STRUCTURE OF THE MM PROGRAM**

The courses in this program are grouped into two different types:

1. Core to the MM program in any field of specialization
  - This consists of: Business Foundations (i.e., Ivey Essentials) and the Ivey Field Project
  - These courses will be taken by all students in the MM program regardless of the field of specialization
2. Specific to the field of specialization
  - This consists of Field Core Courses and Field Elective Courses
  - These courses will only be taken by students in the specific field of specialization (e.g., only students in the field of analytics will take the analytics courses)

Core courses are offered every year; elective course offerings may change from year to year.

Courses that are core to the MM program:

**Business Foundations (“Ivey Essentials”).** These are business and leadership foundation courses needed by business professionals in every business discipline. These courses ensure that everyone in the program has a base level of understanding in six fundamental areas of business: Accounting, Finance, Marketing, Operations, Organizational Behavior, and Strategy. Collectively, this set of courses are referred to as “Ivey Essentials”. The courses provide the background to help program graduates understand the business case for the problems they are addressing, and they provide a background for effective application of the methods of their field of specialization. The topics covered in these courses are essential for graduates of any business program.

**Field Project.** This applied research project is a capstone component of the program spanning the last two terms. Focusing on the field of specialization, students will collaborate with a partnering business or organization. Students will identify a problem and then use the tools gained through their coursework to identify an appropriate solution. The general requirements of the Ivey Field Project (IFP) will be the same across all fields, although expectations related to content will vary by field.

Courses that are specific to the field of specialization:

**Field Core Courses.** These courses will vary for each field of specialization. A description for the field of analytics is provided in the next section.

**Field Elective Courses.** These courses are specific to the field of specialization but are not core. The elective courses offered may vary each year. A description for the field of analytics is provided in the next section.

## DETAILED STRUCTURE OF THE MM IN THE FIELD OF ANALYTICS

There are several popular frameworks to describe analytics tools and methods. There are also several frameworks that describe an organization's ability to implement and use analytics. The MM program in the field of analytics will use these and other frameworks as indicators of best practice in developing talented analytics professionals. It will also build on the structure of Ivey's successful full-time MSc in Management. The courses are as follows:

1. **Business Foundations ("Ivey Essentials").** These are business and leadership foundation courses needed by business analytics professionals. They provide the background to help program graduates understand the business case for the problems they are addressing, and they provide a background for effective use of analytics, by providing the types of skills and knowledge measured in many of the frameworks that describe organizational use of analytics. They provide the managerial background to succeed in several of the activities described in the APMM model (e.g., managing and operating infrastructure, governance, allocating resources). The Business Foundations (Ivey Essentials) courses are also a unique, differentiating, feature of the program – most analytics programs do not include similar coursework.
2. **Field Core Courses.** These cover core knowledge in analytics, including statistics, data management, predictive analytics and prescriptive analytics. These courses will ensure that all students know the fundamentals of analytics, and will be designed to ensure that students know the core concepts from the 3-level and 8-level analytics frameworks. Similar courses are standard in most analytics master's programs.
3. **Field Elective Courses.** The field elective courses will address important emerging topics, such as artificial intelligence, fraud detection, social media analytics and revenue management.
4. **Field Project.** Focusing on the analytics field, students will complete a project involving an analytics problem, an analytics implementation, or analytics strategy, either in their own organization or in a participating organization. This experience will allow students to get a sense of the practice of analytics. As new fields are added to the program, the Field Project will be adapted for the new fields.

The program is summarized in Table B, Program Requirements.

**Table B. Program Requirements**

<b>Program Requirements</b>	
<b>Core to the Program</b>	<b>Specific to the Field of Specialization (Analytics)</b>
<b>Term 1. Fall Term</b>	<b>Term 1. Fall Term</b>
9950 Ivey Essentials: Accounting (0.25 weight) 9951 Ivey Essentials: Leadership (0.25 weight) 9952 Ivey Essentials: Operations (0.25 weight)	9960 Art of Modelling (0.25 weight) 9961 Business Statistics (0.5 weight) 9962 Data Management (0.5 weight)
<b>Term 2. Winter Term</b>	<b>Term 2. Winter Term</b>
9953 Ivey Essentials: Finance (0.25 weight) 9954 Ivey Essentials: Marketing (0.25 weight) 9955 Ivey Essentials: Strategy (0.25 weight) 9980 Ivey Field Project – 1 (0.5 weight)	9963 Predictive Analytics (0.25 weight) 9964 Prescriptive Analytics (0.5 weight) 9965 Simulation and Risk Analysis (0.25 weight)
<b>Term 3. Summer Term</b>	<b>Term 3. Summer Term</b>
9981 Ivey Field Project – 2 (0.5 weight)	9970 Artificial Intelligence for Managers (0.25 weight) 9971 Revenue Management (0.25 weight) 9972 Social Media Analytics (0.25 weight) 9973 Financial Analytics (0.25 weight) 9974 Analytics Best Practice (0.25 weight)
<b>Core Credits:</b> 2.5 full course equivalents	<b>Field Credits:</b> 3.5 full course equivalents

Using the terminology developed earlier, courses are classified as follows:

Business Foundations: 9950, 9951, 9952, 9953, 9954, 9955

Field Core: 9960, 9961, 9962, 9963, 9964, 9965

Field Electives: 9970, 9971, 9972, 9973, 9974

Field Project: 9980, 9981

## **ADMISSION REQUIREMENTS**

### General Admission Requirements

All fields of the MM program share these admission requirements:

- An undergraduate degree with at least two years of fulltime work experience.
- A strong academic history with a B average, or 75%, or 3.0 GPA, achieved during the two most recent years of academic study.
- Online application, including the completion of the required written essay questions and video questions.
- Unofficial post-secondary institution(s) transcripts. One copy of official/certified transcripts will be required if applicants receive an admissions offer.
- Professional resumé (two page maximum).
- Two reference letters.
- A strong level of English proficiency: TOEFL (minimum 100) or IELTS (minimum 7) score if required, for ESL applicants.
- GMAT score or GRE score (not required at time of application).
- Application fee of \$100.

Analytics Field Specific Admissions Requirements.

An undergraduate degree in any field, along with the following requirements:

- University level course work in the following three areas: Calculus, Linear Algebra, Probability and Statistics
- Knowledge of at least one programming language, demonstrated through university-level course work or work experience
- Demonstrated readiness and enthusiasm to translate theoretical concepts and quantitative analysis into meaningful insights as demonstrated through your references, undergraduate experiences and admissions interview.
- While a GMAT or GRE score is not required, it may be recommended to help strengthen the application.

Our admission requirements will continue to include computer science as one of the relevant degree programs in addition to a proficiency in a programming knowledge.

As new fields are added to the program, specific admission requirements pertaining to the designated field may be recommended.

**DEGREE REQUIREMENTS: CURRICULUM: ANALYTICS FIELD**

**Table C. Analytics Field Curriculum**

All courses are required.

<b>Term 1. Fall Term</b>	
<b>Business Foundations 1 and Business Analytics Fundamentals</b>	
9950	Business Foundations (Ivey Essentials): Accounting (0.25 weight)
9951	Business Foundations (Ivey Essentials): Leadership (0.25 weight)
9952	Business Foundations (Ivey Essentials): Operations (0.25 weight)
9960	Art of Modelling (0.25 weight)
9961	Business Statistics (0.5 weight)
9962	Data Management (0.5 weight)
<b>Term 2. Winter Term</b>	
<b>Business Foundations 2 and Business Analytics Fundamentals</b>	
9953	Business Foundations (Ivey Essentials): Finance (0.25 weight)
9954	Business Foundations (Ivey Essentials): Marketing (0.25 weight)
9955	Business Foundations (Ivey Essentials): Strategy (0.25 weight)
9963	Predictive Analytics (0.25 weight)
9964	Prescriptive Analytics (0.5 weight)
9965	Simulation and Risk Analysis (0.25 weight)
9980	Ivey Field Project – 1 (0.5 weight)
<b>Term 3. Summer Term</b>	
<b>Analytics Modules and Capstone Completion</b>	
9970	Artificial Intelligence for Managers (0.25 weight)
9971	Revenue Management (0.25 weight)
9972	Social Media Analytics (0.25 weight)
9973	Financial Analytics (0.25 weight)
9974	Analytics Best Practice (0.25 weight)
9981	Ivey Field Project – 2 (0.5 weight)

<b>Total Credits:</b> 6.00 full course equivalents
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## **PROGRESSION REQUIREMENTS**

### **MM: PROGRAM PROGRESSION AND GRADUATION REQUIREMENTS**

Students will be evaluated through in-class contribution, quizzes, individual and group reports, interim assignments, and final exams or presentations.

The progression and graduation requirements for the MM program will be consistent with those of Ivey's other Master's programs, e.g. MSc in Management, MBA and Executive MBA.

#### **Progression Requirements**

- In order to progress through the MM program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- Exchange grades will be recorded on Western transcripts as Pass/Fail, but the equivalent of a Western grade of 60% is required in each course.

#### **Graduation Requirements**

- In order to graduate from the MM program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.



## Master of Management Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Richard Ivey School of Business	
<b>Degrees Offered</b>	Master of Management (MM)	
<b>Date of Last Review</b>	New program not previously reviewed	
<b>Approved Fields</b>	Analytics	
<b>External Consultants</b>	Marco Bijank	Assistant Professor, University of Calgary
	Fatma Gzara	Associate Professor, University of Waterloo
<b>Internal Reviewers</b>	Greg Kopp	Professor, Faculty of Engineering, Western University
	Joshua Littleton	Ph.D. student, Geophysics Western University
<b>Date of Site Visit</b>	September 26-27, 2019	
<b>Date Review Report Received</b>	October 15, 2019	
<b>Date Program/Faculty Response Received</b>	January 24, 2020	
<b>Evaluation</b>	<b>Approved to Commence</b>	
<b>Approval Dates</b>	SUPR-G: March 25, 2020 SCAPA: April 29, 2020 Senate:	
<b>Year of Next Review</b>	2027-2028	

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Richard Ivey School of Business.

This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website The Final Assessment

Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

### **Executive Summary**

The Ivey Business School is introducing a new degree called the Master of Management (MM). It will be a part-time, professional degree program. The program, as proposed, includes one field in the area of analytics, with others to be developed in the future. The Master of Management program is a hybrid of the existing full-time MSc program and the existing Executive MBA (EMBA) and Accelerated MBA programs, filling a niche between these, targeting working professionals with at least two years of work experience.

The MM program will be delivered as follows:

- The one-year program will be divided into three terms of approximately 16 weeks each.
- Mid-week and/or weekend classes held in Toronto approximately every other week throughout the year.
- Four residence periods in London, Ontario, to be held at the start of Term 1, in between Terms 1 and 2, between Terms 2 and 3, and at the end of Term 3. The second and third residence weeks will include some activities to wrap up the term that is ending and some to introduce the term that is beginning.
- Include exams, project presentations, written assignments and group activities.
- Courses are grouped into two different types: 1. Business Foundations (referred to as “Ivey Essentials”) and 2. Field-Specific Courses
  1. Core to the MM program in any field of specialization
    - This consists of:
      - Business Foundations (i.e., Ivey Essentials)
      - Ivey Field Project
    - These courses will be taken by all students in the MM program regardless of the field of specialization
  2. Specific to the field of specialization
    - This consists of:
      - Field Core Courses and Field Elective Courses
    - These courses will only be taken by students in the specific field of specialization (e.g., only students in the field of analytics will take the analytics courses)
    - Core courses are offered every year
    - Elective course offerings may change from year to year
- Students in the Master of Management program will:
  - Gain a deep understanding of a specific field as demonstrated through mastery of field-specific foundational core courses and advanced specialized electives.
  - Gain an understanding of fundamental business and management concepts through the Ivey Essentials courses.
  - Be able to apply knowledge of their field by solving a real problem faced by an organization.
  - Be able to manage teams of highly qualified personnel in their field of specialization.

### **Significant Strengths of the Program**

The external reviewers noted that the program “will benefit from case-based instruction which is a differentiator of Ivey programs from other highly ranked business degrees in Ontario and Canada. Faculty have vast experience with case-based instruction. The CVs provide substantial evidence on faculty expertise on analytics-related topics. The collective record on scholarly research and innovation virtually guarantees high intellectual quality of the program that will enrich the student experience. Students will also benefit from the residence periods at the start and end of each term to enrich their experiences and extend their learning beyond the curriculum.”

### **Areas of Concern Identified**

The external reviewers identified several recommendations, which are itemized in the table below along with the program’s response. In addition, the external reviewers identified two more substantive

recommendations, stating: “The goals and objectives of the program are clear, and the need for the program is well justified. The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future.” These concerns and recommendations are, in essence, related to the clarity of the proposal, and not with direct concerns about the program. The revised proposal addresses the detailed concerns raised in the external reviewers’ report.

Reviewers’ Recommendation	Program/Faculty Response
Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.	
<p><i>“the requirements of the program and its associated learning outcomes are not clearly described”</i></p> <p><i>“This requires that a distinction be made between the requirements and learning outcomes of the MM framework and those of the MM in Analytics. All specialized MM programs have to satisfy the general requirements and learning outcomes that are outlined in this proposal, whereas the requirements and learning outcomes that are specific to the MM in Analytics may be replaced by the other fields.</i></p>	Section 1.4 in Volume 1 proposal dated November 2019 separates and clarifies the distinction between the goals, objectives and learning outcomes of the MM program (Section 1.4.a) and those of the MM in Analytics (MM-A) program (Section 1.4.b).
<p><i>“Another recommendation regarding the degree level requirements concerns the comparison between the proposed MM program and the other programs offered by the Ivey Business School.”</i></p>	A detailed comparison of curricula and learning outcomes of the proposed MM Program, the Accelerated MBA Program, and the Executive MBA Program has been provided to SUPR-G.
<p><i>“Concerning the requirement of two years of full-time work experience, there might be value to specify that the work experience has to be related to the field of specialization (i.e., for the MM in Analytics program, the experience has to be in analytics).”</i></p> <p><i>“It is not clear why the potential student needs a minimum of two years of work experience”</i></p>	<p>Career experience related to the field of specialization is not necessary. Students from a variety of employment backgrounds are preferred for the program. The MM-A program will appeal to individuals who are already working in the field of analytics or to those who wish to switch careers to analytics. Future MM program streams are expected to appeal to individuals who are already working in the particular field or to those who wish to switch careers.</p> <p>The MM program is a part-time program designed for working professionals with at least two years of full-time work experience. A minimum of two years of full-time work experience is necessary because of the Ivey case method approach to study. Students need some full-time work experience to be able to draw upon their previous experiences in</p>



	<p>order to put context around the topics being discussed. The class discussions would be less effective if students had no experience from which to draw upon.</p>
<p><i>“In the requirement “A strong academic history with a B average achieved during the two most recent years of academic study”, it is not clear whether the two most recent years of academic study refers to the undergraduate degree or the most recent degree”</i>  <i>“Relative to the above requirement, it is common to consider “the most recent number of courses” or “the most recent two years of study” to account for part-time programs of study.”</i></p>	<p>The academic average will be determined on the two most recent years of the applicant's undergraduate degree. This requirement is consistent with the manner in which we calculate admissions averages for our other graduate programs. If an applicant has academic qualifications beyond an undergraduate degree, then this will be considered as part of the application package but it will not affect the calculation of the average grade.</p>
<p><i>“It is not clear what the requirement of course work in Computer Science refers to. If it refers to knowledge of computer programming, this is covered by the requirement of proficiency in at least one programming language. It is suggested that Computer Science to be removed from the list of course work requirements, while keeping the proficiency in a programming language.”</i></p>	<p>The following are also required for the MM-Analytics. An undergraduate degree in any field, along with the following requirements:</p> <ul style="list-style-type: none"> <li>• University level course work in the following three areas: Calculus, Linear Algebra, Probability and Statistics</li> <li>• Knowledge of at least one computer programming language, demonstrated through university-level course work or work experience</li> <li>• Demonstrated readiness and enthusiasm to translate theoretical concepts and quantitative analysis into meaningful insights as demonstrated through your references, undergraduate experiences and admissions interview.</li> </ul>

<p><i>“The rationale for the length of the program is not specified in the proposal.”</i></p> <p><i>“The courses in the specialized MM program can also be divided into core knowledge courses and advanced knowledge courses.”</i></p>	<p>We have examined the length of the proposed MM program with similar program offerings at other universities. The 12-month length fits with the structure of the curriculum and with the marketplace of candidates preferring to complete a part-time program in one year's time while remaining employed.</p> <p>Field-specific courses are now described as either Core or Elective in Sections 1.1 and 1.3.1. A specific example for the MM in the field of Analytics is given in Section 1.3.2.</p>
<p><i>“There is no comparison between the curriculum of the different programs offered by the Ivey Business School.”</i></p> <p><i>“First, the course Analytics Best Practices seems to be a recap course (based on its description). It would be better to either revise the description to make it an introductory course, or to relocate the course to a later term in the program. Second, the description of Financial Analytics does not mention any financial aspects. In fact, that course description fits that of a prescriptive analytics course.”</i></p> <p><i>“The unique characteristic of the MM in Analytics program (i.e., the Ivey Essentials courses) in comparison to similar MM in Analytics programs offered by other universities is not addressed explicitly.”</i></p>	<p>This is addressed in the detailed comparison of curricula and learning outcomes of the proposed MM Program, the Accelerated MBA Program, and the Executive MBA Program.</p> <p>The course description for Financial Analytics has been updated.</p> <p>The course description for Art of Modelling has been updated.</p> <p>We now indicate the “The Ivey Essentials courses are also a unique, differentiating, feature of the program – most analytics programs do not include similar coursework.” (Section 1.3.2).</p>
<p><i>“The proposal states that blended learning will be used as one mode of delivery for the MM program, but the proposal does not provide sufficient details how this will be integrated in the program... Blended learning is an innovative feature of the MM program. The proposal may benefit from clarifying its role in the program delivery.”</i></p>	<p>At the time of program launch the MM program will not use blended learning. All classes will be traditional, face-to-face instruction.</p> <p>In the future, the MM program may introduce a blended learning component, after we have had a chance to learn from the experience of the new Ivey Accelerated MBA program.</p>

<p><i>“The table in Section 1.4 tries to address the proposed methods for the assessment of student achievements. However, the third and fourth columns in the table are very confusing. ... At times the assessment is addressed in the third column and at other times in the fourth column. ... Furthermore, there is quite a bit of repetition in these columns.”</i></p> <p><i>“The completeness of plans for documenting and demonstrating the level of performance of students is not appropriately discussed in the proposal.”</i></p>	<p>The tables have been rewritten in response to other feedback provided by the external review team. The methods by which the program will support the various learning objectives have been clarified. In many instances the methods of evaluation have been left in a generic format (“In-class contribution, quizzes, assignments, reports, individual and group projects”) since these methods are common in most courses at Ivey. Since the earliest planned program launch is more than 18 months away, a finer level of detail has not yet been specified, and may change from year-to-year depending on the instructor.</p> <p>Note that Ivey’s Curriculum and Program Review Committee (CPRC) conducts regular reviews of Ivey’s degree programs. The objectives of the CPRC are to:</p> <ul style="list-style-type: none"> <li>a. Conduct a regular, systematic review of the overall curriculum and individual courses in the HBA, MSc, MBA, EMBA, Graduate Diploma in Accounting, Pre-Business, and future programs, to assess world-class quality.</li> <li>b. Provide a developmental and quality control role to support continuous improvement, for example, by offering advice to faculty colleagues and Program Directors on new, or substantially changed, courses and program innovations.</li> <li>c. Promote innovation. This review process is not meant to stifle innovation, on the contrary it is hoped that course and program innovation is frequent and persistent.</li> </ul> <p>The CPRC will be actively involved in ensuring that the program meets internal standards both at launch and on an ongoing basis.</p>
<p><i>“The only supervisory duties that may be required in the program are relative to the Ivey Field Project course. The proposal does not specify the supervisory duties by the field project, and does not provide a discussion how such duties would be distributed.”</i></p>	<p>The Field Project is treated as a course. Depending on the class size, one or more faculty members would be assigned to teach this course as part of their normal workload. Course descriptions for the Field Project courses (9980 and 9981) were included in the initial proposal.</p>

<i>“The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future.”</i>	The program brief has been revised to clarify the components of the program and to articulate, in more detail, the learning outcomes and assessments.
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### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

Recommendation	Proposed Action and Follow-up	Responsibility
<i>*“The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future.”</i>	These issues have been addressed in a revised brief and should be monitored over the first couple of years following the launch of the program. Specifically, the integration of the core program components and field specific components in achieving the articulated learning outcomes should be monitored, as well as the effectiveness of the proposed methods of evaluation in assessing the learning outcomes.	<ul style="list-style-type: none"><li>• Graduate Program Chair</li><li>• Associate Dean, Graduate Programs</li></ul>

### Other Opportunities for Program Improvement and Enhancement

This is a newly proposed program, and the responses to the external reviewers' comments have been adequately addressed.

### Personnel Issues (Confidential and If Applicable)

n/a

**ITEM 4.8(b) – Guidelines on the Use of Digital Resources**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

The Guidelines on the Use of Digital Resources are provided in ITEM 4.8(b) for information.

**ATTACHMENT(S):**

[Guidelines on the Use of Digital Resources](#)

**Western University**

**GUIDELINES ON THE USE OF ONLINE AND DIGITAL RESOURCES**

Last updated: December 2020

**Background**

The Ministry of Colleges and Universities (MCU) regulates the ability of universities to charge Compulsory Ancillary Fees, which are defined as those fees, other than tuition, that students are required to pay to enroll in, or successfully complete, any credit course.

MCU regulations permit charging fees for online and digital learning materials, which may include assessment tools. However, while recognizing the value of digital resources in teaching, the MCU wants to ensure that the central role of instructors in teaching and assessing students is covered by tuition, and that students are not being charged extra for materials that replace the instructor's role.

In order to comply with Ministry guidelines, and as a matter of good pedagogy and fairness to students, the following should be satisfied when using digital and online resources.

**Guidelines**

1. Students cannot be compelled to purchase a specific textbook, whether printed or electronic. It is understood that when a textbook is listed as "required" for a course, students are permitted to access the required material through alternatives to purchasing that textbook, including purchasing a used copy, purchasing a previous edition, borrowing from the Library, or sharing with a classmate.
2. Instructors may require students to purchase access to digital learning resources used to assess student performance, provided that their use does not form a substantial part of the overall assessment. Normally, the fraction of the course grade determined by such assessment tools should not exceed 25%. Fractions above 25%, to a maximum of 35%, must be approved by the Vice-Provost (Academic Programs).
3. Where such digital learning resources have been bundled with a print textbook, to which they might have access by other means, an option to purchase access to the digital learning resources separately must be supplied.
4. In requiring students to purchase digital learning resources, instructors should be mindful of the overall cost of these resources and endeavour to keep them at an affordable level for the students. Costs above \$75 per half-credit course for standalone access to such resources require approval by the Vice-Provost (Academic Programs). Instructors should endeavour to have options available for students for whom the cost of such resources would cause undue hardship.
5. If a digital learning resource is used to assign more than 35% of a course grade or has a cost above \$125, the instructor must provide a free alternative, such as alternative assignments or an alternative grading scheme.

6. With approval from the Vice-Provost (Academic Programs) in consultation with the instructor and upon review of the MCU regulations, exceptions to these guidelines can be made when the digital learning resource is integral to the course – e.g., for the purchase of required software that remains the property of the student.
7. Instructors should consider privacy and security of student data when selecting digital learning resources. Students should be informed of the privacy policy governing the third-party resource. Ideally, such resources would be integrated with Western's learning management system (e.g., OWL). Depending on the type of resource in question and the nature of the data being collected, there may be a need for further discussion on a case by case basis.



**ITEM 4.8(c) – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Change of Title in Section U: Secretary of Senate**

**ACTION REQUIRED:**    ☒ FOR APPROVAL    ☐ FOR INFORMATION

**Recommended:**        That the Board of Governors approve the title of “Secretary of Senate” in the *Appointment Procedures for Senior Academic and Administrative Officers of the University (Section U)* be changed to “University Secretary”.

**EXECUTIVE SUMMARY:**

At its meeting on December 4, 2020, Senate approved a motion that the title of “Secretary of Senate” in the *Appointment Procedures for Senior Academic and Administrative Officers of the University* be amended to “University Secretary” to more accurately reflect the scope of this role. This motion is now presented to the Board of Governors for approval.

**ATTACHMENT(S):**

[Revised Appointment Procedures for Senior Academic and Administrative Officers of the University](#)

**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**  
[https://www.uwo.ca/univsec/board/appointment\\_procedures.html](https://www.uwo.ca/univsec/board/appointment_procedures.html)

*The first part of this policy is unchanged*

**U. UNIVERSITY SECRETARY ~~SECRETARY OF SENATE~~**

Composition of Selection Committee

A committee to select a **University Secretary** ~~Secretary of Senate~~ shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) the Provost & Vice-President (Academic)
- (c) the Vice-President (Operations & Finance)
- (d) 4 members of Senate elected by Senate
- (e) 2 members of the Board elected by the Board

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

**ITEM 4.8(d) – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Associate Vice-President (Equity, Diversity & Inclusion)**

**ACTION REQUIRED:**    ☒ FOR APPROVAL    ☐ FOR INFORMATION

**Recommended:**        That the Board of Governors approve the *Appointment Procedures for Senior Academic and Administrative Officers of the University* be amended to include the Associate Vice-President (Equity, Diversity & Inclusion) as shown in Item 4.8(d).

**EXECUTIVE SUMMARY:**

At its meeting on December 4, 2020, Senate approved a motion to amend the *Appointment Procedures for Senior Academic and Administrative Officers of the University* to include the Associate Vice-President (Equity, Diversity & Inclusion). This motion is now being brought forward to the Board of Governors for approval.

In January 2020, the President & Vice-Chancellor established an Anti-Racism Working Group to better understand Western's campus climate – particularly from the perspective of ethnocultural and racialized groups – and to make recommendations that aim to make Western a safer, more respectful and more equitable environment in which to study, research, work and live. The Final Report of the Anti-Racism Working Group was released to the community in June 2020. Among the Report's key recommendations was a call to create a senior administrative role to help lead Western's equity, diversity and inclusion (EDI) efforts.

On August 6, 2020, the President appointed two interim Special Advisors to help lead the next phase of Western's anti-racism efforts and to establish the scope and responsibilities of a new administrative position. One of their key priorities was to develop a role description for a new senior administrative role – they have proposed a new permanent role of Associate Vice-President (Equity, Diversity & Inclusion).

The Associate Vice-President (AVP) will provide education, strategic institutional leadership and guidance to build and sustain a more equitable, diverse, and inclusive environment. The AVP will be responsible for the promotion, development, coordination, and support of EDI programs, best practices, initiatives, and policies that contribute to a sustainable culture of diversity at Western. The AVP will work collaboratively with stakeholders across Western and consult with key external constituencies to ensure strategic EDI objectives align with Western's Strategic Plan.

Reporting to the President & Vice-Chancellor, the AVP will be an integral member of Western's Senior Leadership Team. The AVP will oversee the new office of EDI, which will provide education, training, and support for initiatives that address systemic barriers faced by underrepresented groups in the academy.

The proposed composition of the Selection Committee is provided in the attachment.

**ATTACHMENT(S):**

[Revised Appointment Procedures for Senior Academic and Administrative Officers of the University](#)

**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**  
<https://www.uwo.ca/univsec/pdf/board/apptproc.pdf>

**Associate Vice-President (Equity, Diversity & Inclusion)**

Composition of Selection Committee

A committee to select an Associate Vice-President (Equity, Diversity & Inclusion) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President selected by the President & Vice-Chancellor
- (c) the Associate Vice-President (Student Experience)
- (d) the Associate Vice-President (Human Resources)
- (e) 2 faculty members elected by Senate, one of whom shall be a Dean
- (f) 1 staff member elected by Senate
- (g) 1 undergraduate student elected by Senate
- (h) 1 graduate student elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

It is intended that the candidate be appointed for a five year term, with the opportunity for renewal.

**ITEM 4.8(e) – Western Libraries Annual Report 2019/20**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

The Western Libraries Annual Report is provided to the Board of Governors for information via Senate.

**ATTACHMENT(S):**

[Western Libraries Annual Report 2019/20](#)





# A Message from Catherine

As I write this to you, the context in which we are operating and supporting research and student success has changed considerably. Early 2020 brought a global pandemic that required us all to adjust to a new, often challenging, daily reality. This report of activities for 2019/20 is a welcome opportunity to reflect on the extraordinary work of the Western Libraries team and to highlight stories of achievement, big and small, that have made a difference to the campus community.

Inside our annual report, you will read about the migration of our legacy catalogue to a new, collaborative library services platform and search tool with partners from across the Ontario Council of University Libraries. Staff from across the library system are to be congratulated for their efforts managing this complex data migration and system implementation that impacted nearly all areas of library service. The launch of Omni – the new, online search tool – provides fast, easy and enhanced access to millions of scholarly resources across the partner universities. Building upon stakeholder consultations, we completed the design development for the new Learning Commons and conducted a major collections management project to prepare for the first phase of the Weldon Library Revitalization. These demanding projects are significant accomplishments that promise to advance and enrich the virtual and in-person library experience for future generations.

Beyond these major undertakings, you will see that Western Libraries staff had a fulsome year. Our team conducted user experience studies, curated exhibitions, and digitized gems from special collections and archives. We worked to advance open access and sustainable publishing models, and continued to develop our collections to support scholarship. We provided data sets and expertise for statistical and geospatial analysis, and worked collaboratively to support research data management. And, we provided critical information literacy instruction to enhance students' learning outcomes and research skills.



I think you will agree that much was accomplished by mid-March, when, in response to the pandemic, the province required the closure of libraries and, soon after, the entire University. Along with the rest of campus, we responded swiftly and shifted to remote work and online delivery of collections and services to support the successful conclusion of the winter semester. We then adapted priorities to meet the transition to remote delivery of spring and summer courses and the resumption of the research enterprise. You can read all about this unanticipated final chapter of 2019/20 at the conclusion of this report.

Looking to the months ahead, Western Libraries will continue to respond to the needs of campus researchers, teachers and students amid pandemic circumstances. We will build on our online programs and services to showcase our breadth of research collections and expertise, while ensuring that safety and public health remain at the forefront of on-site library access.

Thank you for sharing the past year with us and for your continued engagement and support as we work together to define how to best support student success and research in these unprecedented times.

Catherine Steeves  
Vice-Provost and Chief Librarian

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**Contributors**

Articles written by or adapted from: Matt Barry, Tom Belton, Magnus Berg, Katrina Fortner, Robert Graves, Jessica Jones, Julie Kiser, Jennifer Robinson, Harriet Rykse, Will Sharpe, and Kristi Thompson. Editing by Jennifer Robinson, Julie Kiser, and Katrina Fortner. Photographs by Nina Nouwens and Rayanne Tipert.





# Disappearing Data? Librarians to the Rescue!

Got data? Your options for storing, publishing and sharing it are about to change in Canada, thanks in part to the work of librarians.

“There’s so much going on,” says Research Data Management Librarian, Kristi Thompson.

“You’ve got policy changes and infrastructure development. One of the biggest concerns now is preservation – archiving research data that could otherwise be lost.”

As you’re reading this, Canada’s major funding agencies are developing a policy that will require researchers who collect research data using public funds to archive their data in a public data repository. Open data promotes research

transparency, facilitates collaboration, and allows data to be reused to make new discoveries. But for data to be accessible, researchers need a place to put it, and Canada has never had a national data archive. Librarians are working to solve this problem. Through a number of working and expert groups in the Canadian Association of Research Libraries, Canada’s data librarians have been driving the development of data infrastructure, working directly with software developers.

“We’re currently developing two archiving solutions,” explains Kristi. The first is the Federated Research Data Repository (FRDR). It’s a national system that will store really large



data sets – in the terabytes. “As a member of the policy team I was responsible for the collections policy and helped with several others, like the information security and the deaccession policies. On the development side, I’m a part of the user testing working group. We’re developing testing protocols to help us make sure that the interface is as user-friendly as possible.”

The second archiving solution in development is Dataverse North. While FRDR is for big data, Dataverse North is on a smaller scale. It’s a Canadian implementation of a very popular archiving system that was developed at Harvard. Individual institutions administer their own local Dataverses as part of an integrated system, and Western already has a Dataverse that can accept data from every Western-affiliated researcher.

Western hosts a number of data collections, on topics ranging from geomorphology to

urbanization. Eventually these collections will be rolled into the national network. That’s where Kristi comes in.

“I’ve been working on Dataverse North’s preservation policy. We do a lot of research when we develop these policies, and of course many archives around the world have dealt with similar issues. It’s important to make sure that we are covering all the bases and doing it in a way that’s adapted for the Canadian context,” said Kristi.

Open data is a key component of our commitment to open access and a priority for the University. Last fall, Western appointed its first Special Advisor to the President on Data Strategy, Mark Daley. Kristi, alongside the rest of our Research and Scholarly Communication team, is excited to partner with Mark to help campus researchers master research data management and preserve knowledge for future generations. **Q**

### **Meet Kristi Thompson, Research Data Management Librarian**

As a member of the Research and Scholarly Communication team, Kristi works with faculty and students from across campus to help them manage their research data and incorporate sound data practices into their research grants. She teaches workshops on data handling, administers Western’s data archiving software, and is known for her work on Canada-wide data infrastructure projects. Her favourite part of the job is digging into disorganized data. “I love the little data problems people bring me. I enjoy taking a pile of messy spreadsheets and showing people how to create order and structure, and how that makes it possible to derive meaning from data,” explains Kristi. Currently, she’s working with a faculty member on a database looking at historical weather through documentary evidence. “It’s fascinating to get these glimpses into people’s research.”





# Site Maps Migrations in the American Revolution

Travel back in time and across an ocean with the [Loyalist Migrations mapping project](#). It tells a timely tale: the journeys of thousands of families displaced by war and conflict.

The story begins in 1783, when the American Revolution shattered British control over the Thirteen Colonies and sparked a migration of approximately 60,000 Loyalists – colonists who remained loyal to the British Crown. Defeated and exiled, thousands of Loyalists travelled north and settled in British North America, present-day Canada. Approximately one in 10 Canadians can claim Loyalist heritage.

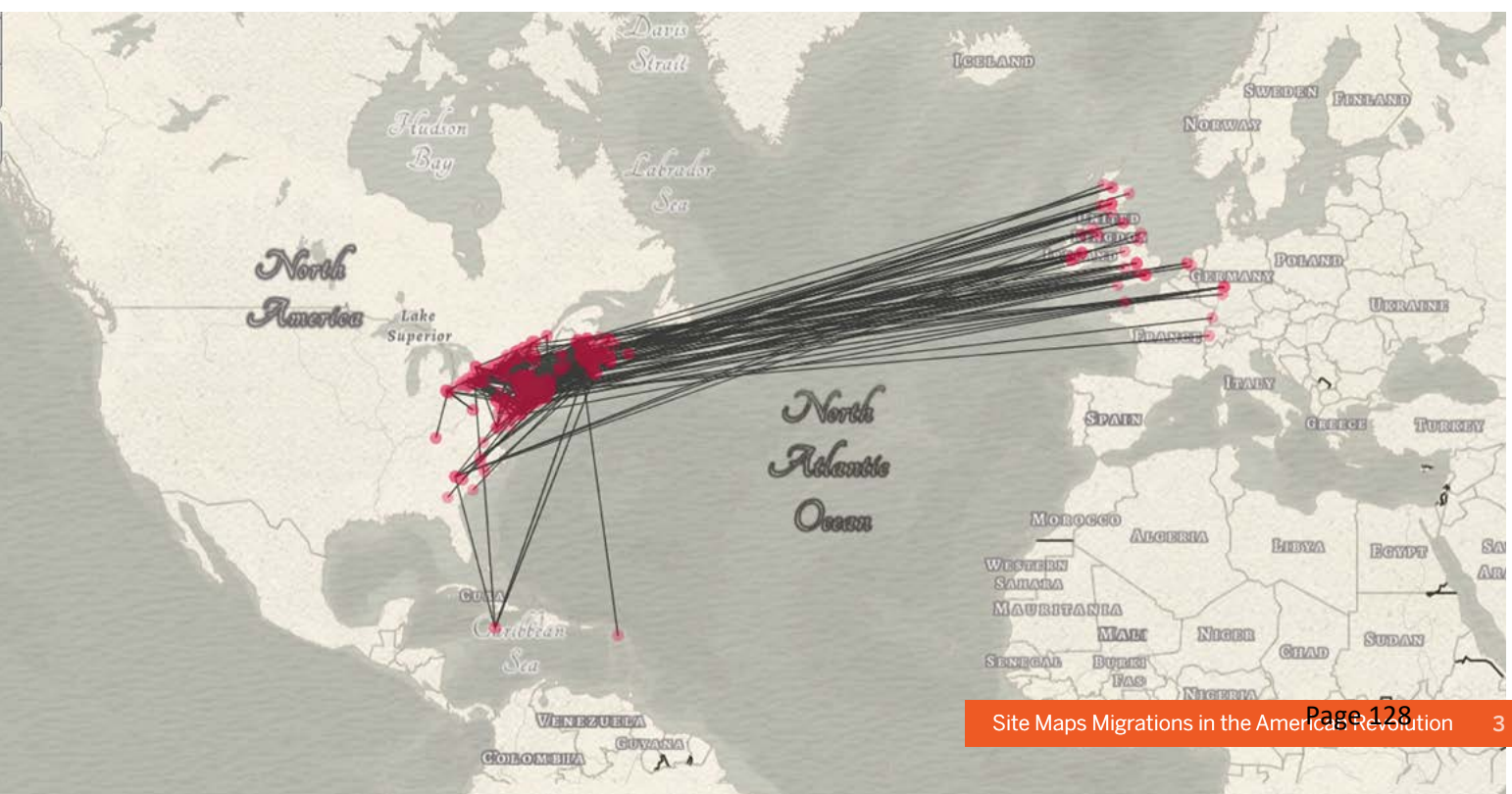
The Loyalist Migrations project plots the journeys of thousands of these Loyalist families. It's a collaborative venture between The United Empire Loyalists Association of Canada (UELAC), Dr. Timothy J. Compeau, students at the Huron Centre for Community History, and

Liz Sutherland, Western Libraries' Geographic Information Systems (GIS) Technical Specialist.

"I was fascinated by the story, by the movement of these people," said Dr. Compeau, a history professor at Huron University College. "Wouldn't it be interesting to visualize this migration?"

The web map is a stunning visualization. Lines span the Atlantic from Britain to the Northeastern United States and then disperse across North America. "Each of these lines represents a family," Dr. Compeau points out. "We can click on one and get a small snippet of a life turned upside down by war and displacement. These are not abstract names and dates: these are stories that still have a life."

The UELAC provided the family data and genealogy that made this project possible. Their directory of over 9,000 families who left the United States at the end of the American



Revolution provides the foundation for this interactive map.

“This past summer, our Community History research fellow, Tom Lang, meticulously went through the data provided by the UELAC, noting the places of birth, settlement, and death for hundreds of people,” Dr. Compeau explains. “It’s these events that are plotted on the map.”

Dr. Compeau also sees the Loyalists’ movements as part of a broader human migration story. “Once you’ve visualized data like this, you can begin to look for patterns. As the map fills in, we hope to see new patterns emerge that perhaps weren’t as clear before.”

Liz Sutherland built the project’s interactive web map. It was the first time she had applied GIS data to a field like human migration, and she immediately recognized the potential. “We’ve created something visual and spatial that can be applied to a lot of different humanities and social science research projects. It’s about more than just people — we could track animals, ideas, anything.”

For Liz and Dr. Compeau, Loyalist Migrations is an opportunity to involve the public; it’s a collaborative project that brings together academics, public historians, and community groups to share Canada’s collective history.

“The fact that the Map and Data Centre is here, that we have the resources to support research like this is incredible,” Dr. Compeau said. “The resources are here at Western to facilitate this kind of research. It really is amazing.” Q

The Research and Scholarly Communication team collaborates with researchers across campus to advance the creation, management, dissemination, and preservation of research and scholarship. They assist with open access publishing, GIS and statistical data, data management, researcher identifiers, research impact, and copyright.



# Advancing Research and Open Access

Western Libraries is proud to serve the research mission of the University. In addition to our collections, we have many colleagues who contribute their expertise to research at Western. In 2019/20, we saw an increase in cross-unit partnerships, enabling us to expand our capacity to engage in innovative and exciting initiatives.

For example, we are proud of our partnership with Western Research where, as part of the Knowledge Exchange School, we teach faculty how to increase their scholarly impact, preserve their work, and meet grant funding agency requirements. We show faculty the structure of the scholarly publishing system, how to preserve and disseminate their work and meet open access requirements through the repository, and how to incorporate techniques such as GIS and research data management planning into their research. The library plays an important role in the dialogue about knowledge exchange, how research benefits society, and how the production of new knowledge is cyclical.

Among our most significant activities to support the University's research mission was leadership in the Provost's Open Access Task Force. Established in spring 2019, the Open Access Task Force was charged with creating a better understanding of the needs and perspectives of Western's researchers and academics with respect to scholarly publishing, making recommendations for how Western can move towards more open methods of scholarly dissemination, and addressing financial sustainability and improved access to the scholarly output of Western's researchers.

Over the course of its first term, the Open Access Task Force identified and drew upon the expertise of many colleagues across Western Libraries and numerous faculties. One of the most interesting aspects of this exploration was a growing understanding of the scope of the variety of perspectives on open access and scholarly communications and the complicated issues surrounding academic publishing, academic freedom, and promotion and tenure.

At the end of its initial term, the Task Force issued [an interim report](#) and concluded that more time was needed to investigate the issues, to undertake consultation with campus partners, and to develop a comprehensive proposal as to how Western can best succeed in this important area. In recognition of this, the group's mandate has been extended into 2021. We're excited to continue this work that champions open access and the transformation of scholarly communication. Q







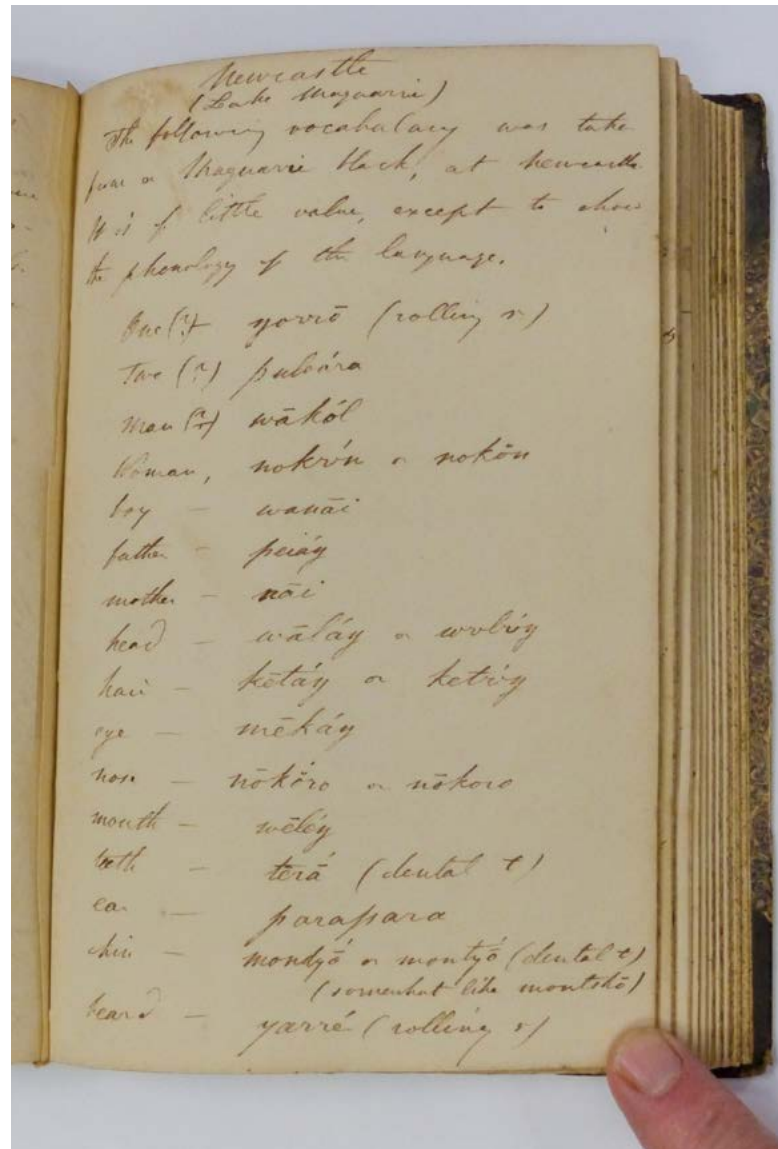
# Rare Notebook Journeys to Australia

Approximately 180 years after its creation, a modest-looking notebook containing a unique set of Aboriginal linguistic data has made its way [back to Australia](#) after being in Canada since the 1850s. How did the notebook arrive here? For answers, we turn to its creator, Horatio Hale.

Hale was an American ethnographer who served on the United States Exploring Expedition to the Pacific Ocean between 1839 and 1842. Hale's role was to gather information about the languages of the peoples indigenous to the Pacific. He compiled this data in multiple notebooks, recording words that he and others gathered from their contacts, along with notes on heritage, anthropology, and geography. Hale eventually married a Canadian, Margaret, and settled in southwestern Ontario, where he practiced law and raised a family until he died in 1896.

Hale's notebook, "Notes on the Natives of Australia and their Dialects," was one of many he kept on the expedition and contains the earliest known records of endangered Australian Aboriginal languages. Its unique record of vocabularies and dialects is of significant cultural importance to Australian Aboriginal people, as many languages are no longer used, or are repressed, after years of colonization and residential schooling.

While most of Hale's notebooks are scattered across the globe in various repositories, this particular notebook found its way to Western Libraries' Archives and Special Collections (ASC). In 1940, decades after Hale's death, a family descendant donated the notebook to Western



⌘ Example of Horatio Hale's notebook.

University. It remained here until summer 2019 when it made the return voyage to Australia.

We partnered with The State Library of New South Wales in Sydney to loan Hale's notebook to be part of an exhibit, *Living Language: Country, Culture, Community*, co-curated by its Indigenous Engagement Branch with Elders and language custodians. The loan was then extended so the book could go "on tour" to enable Aboriginal

elders to see evidence of their ancestral languages from the early 1840s. Unfortunately, this tour never took place due to the COVID-19 pandemic; however, the State Library has digitized the notebook to facilitate virtual conversations.

“The possibility of taking the time to present this material to [Aboriginal] communities outside of an exhibition context is an exciting one for our Indigenous staff and for the relevant communities” said New South Wales State Librarian, Dr. John Vallance. “Consultation and recent conversations with various Elders show that there is a great need to allow more time for Elders to work with original materials that have been derived from their language and culture. This is particularly true of materials which have

not been accessible to them physically or online such as the Hale notebook.”

While ASC has extensive experience with international loans, shipping a one-of-a-kind artifact halfway around the world was no easy feat. “There’s never been the level of detail and documentation and handling as with this exercise,” former Western University Archivist Robin Keirstead told Western News. For the team, there’s no question it was worth it. The loan stands out as an example of how international collaborations can go beyond research opportunities to make an important cultural impact, and ensure that the words and languages of the world will not be lost to time. 🌐

## New Site is Next Chapter in Barnett’s Story



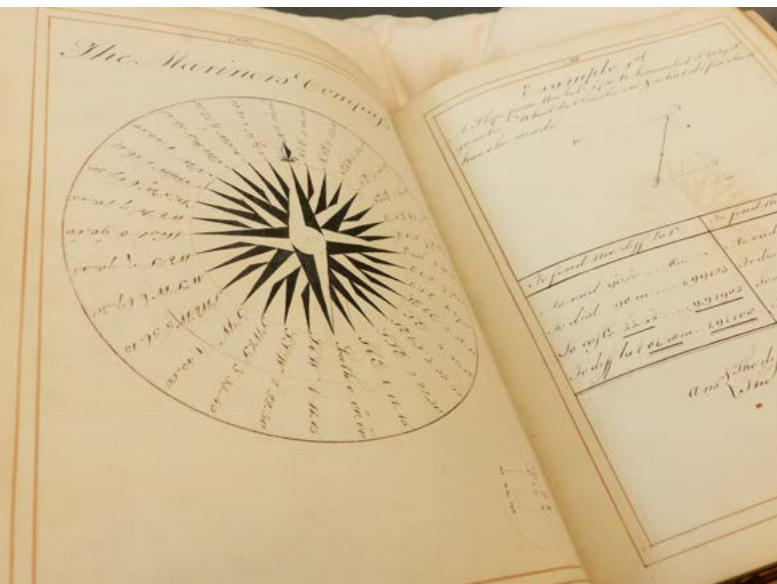
In 1918, John Davis Barnett donated 40,000 books and other items to Western, turning our 3,000 volume collection into an academic library. In 2018, we celebrated the 100th anniversary of his gift and with the generous support of our donors, developed the Barnett Legacy Digitization Project. For 2019/20, we launched the [Western Libraries Digitized Collections website](#), an important initial step towards Barnett’s goal of making every page available to “any earnest seeker of knowledge.”

With funds raised through the Barnett Legacy Digitization Project, we purchased a high-resolution scanner — affectionately dubbed “Scandalf” by library staff — and hired a Master of Library and Information Science student, Rebecca Power.

« Rebecca pictured with “Scandalf,” our new high-resolution scanner.

Rebecca worked as a co-op student under the supervision of Digitization and Digital Preservation Librarian, Leanne Olson. She digitized three manuscripts from Barnett's donated collection, all unique items from Western's Special Collections.

The works include a two-volume set on Jewish history, *Jewish Antiquities*, written in a combination of shorthand, Ancient Greek, Latin, Hebrew, and English; *The Elements of Navigation*, handwritten by Patrick Crichton, a student from early nineteenth century England; and a volume that contains title entries from the personal library of Bishop Isaac Hellmuth, founder of Huron University College and Western. All three of these manuscripts are excellent examples of how a book can be valuable not just for its content, but also its form as an artifact.



⌘ Example from *The Elements of Navigation*.

"We chose to digitize these manuscripts because we wanted to make sure we were presenting something completely unique," said Deb Meert-Williston, Special Collections and Rare Books Librarian. Deb believes that digitizing unique items in the collection will "increase the reputation of Western as having an important library research

The Archives and Special Collections team acquires, preserves, and provides access to special collections and archives — including rare and unique materials in all formats — to support the teaching and research missions of the University. They also engage with and welcome use of the archives and special collections by members of the broader community.

collection, as well as assure our donors that their contributions to the library are being utilized and appreciated."

She also sees the site as valuable to the growing field of Barnett research. "There are lots of people doing work on Barnett, all these different angles, and I see this website as a potential hub to connect these researchers with his collections and with each other."

When building the website, Rebecca envisioned collaboration between curious readers and researchers alike. "The site is open-access, anyone can see and use it. Especially with the coded Jewish antiquity lectures, we want to see if anybody knows anything that can help unlock these books. They're a fascinating puzzle waiting to be solved."

Now that her co-op term is complete, Rebecca looks forward to more work in this field. "I'd love to be part of a digitization team. There's a prestige that comes with showing off a collection, and I want to be a part of that. Digitization projects also have the potential to make these amazing books available to everyone — it's about open access and sharing information."

Rebecca echoes the essence of Barnett's legacy. And with digitization, we can share more knowledge than he could have ever dreamed. 🌐





# Bringing the Past to the Present

Archives and Special Collections (ASC) curated or oversaw several public exhibits in The John A. Schweitzer Gallery and The D.B. Weldon Library Reference Hall throughout 2019/20.

In the spring, undergraduate public history students curated an exhibit on the history of nursing at Western as part of a class assignment.

ASC staff created an exhibit displayed in University College for Founder's Day in March that was later installed in the Schweitzer Gallery until September.

In the fall, two new three-month exhibits with gothic and macabre themes were installed: *Tonics, Potions and Elixirs* and *Western's Discovery of Witches*.

We also hosted an exhibit on Walt Whitman, featuring rare items from Western's collections and assembled by the students in *American Cult Classics*, an undergraduate English course offered by Professor Joshua Schuster.



✧ Alyssa and her class preparing the *Black Thought in the Great Lakes Region 1790-1890* exhibit.

In the winter term, a new exhibit was installed to commemorate 100 years of nursing at Western.

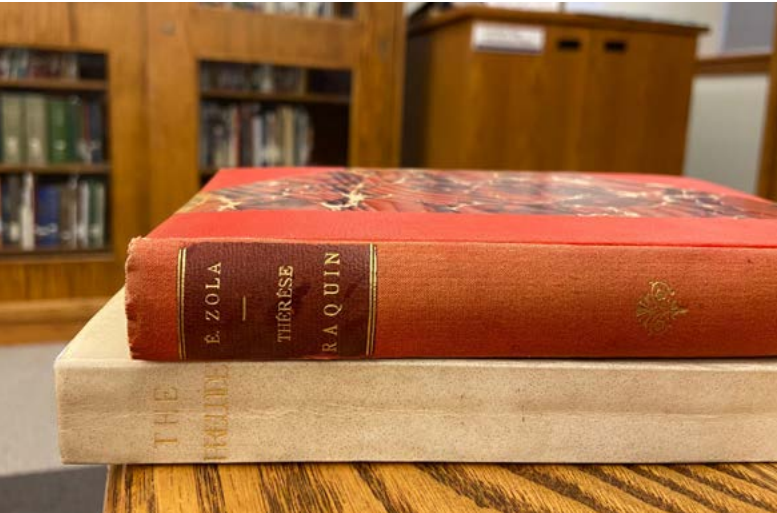
And graduate students from English Professor Alyssa MacLean's *Representing Slavery* course created *Black Thought in the Great Lakes Region 1790-1890*, an exhibit featuring rare books and archives from our collections. 📖

✧ Checking out the operating room diorama that was part of the exhibit commemorating 100 years of nursing at Western.



# Featured Acquisitions

Each year, Western Libraries continues to build world-class collections with the addition of print and digital materials that support the teaching, learning, and research of our campus community. What follows is a snapshot of significant acquisitions and a few gems acquired in 2019/20.



## Archives and Special Collections

### ***Thérèse Raquin, La Terre, and L'Assommoir, Emile Zola***

In consultation with Dr. Genevieve DeViveros from the department of French Studies, Deb Meert-Williston facilitated the purchase of three rare, early volumes by author Emile Zola (*Thérèse Raquin*, *La Terre*, and *L'Assommoir*) from booksellers in Canada and France. These volumes support teaching and research within the French department.

### ***The Prelude, William Wordsworth***

Using funds donated by Dr. James Good, Western Libraries purchased a 1915 First Doves Press edition of *The Prelude* by William Wordsworth from a bookseller in England. This rare edition, limited to 155 copies on handmade paper, continues to build on the Dr. James Good Collection of William Wordsworth and Samuel Taylor Coleridge.

## General Collections

### **JSTOR Journal Packages**

Aligning with our strategy to provide permanent, stable access to digital back files of academic journals, Western Libraries purchased five disciplinary packages of journal content from JSTOR. Ownership of these files enhances access to critical journal content for teaching and research across a number of faculties, most strongly supporting Arts and Humanities, Music, and Social Sciences.

### **Harvard Business Collection**

A collection of over 600 e-books published by Harvard Business Review Press, providing unlimited user access with no turnaways, regular e-book additions, and an optimized search and reading experience.

### **TumbleBook Library**

A curated database of children's e-books with over 1,100 titles for elementary school children, including animated and talking picture books, chapter books, graphic novels, non-fiction books, and books in Spanish and French. This collection supports students in the Bachelor of Education program.

### **STEM and Medicine E-books**

Western users will have access to the complete catalogue of e-book collections from several STEM and Medicine publishers for 12 months, after which Western Libraries will retain the highest used titles in perpetuity. This is one example of demand-driven acquisition, which initially sees users having access to over 61,000 e-books from American Chemical Society, Elsevier, IGI Global, and Wiley.

### ***Future History: Reclaiming Our History, Harnessing Our Future***

In response to requests for more streaming video content, Western Libraries purchased a number of video series including the documentary, *Future History: Reclaiming Our History, Harnessing Our Future*, which explores Indigenous knowledge and indigenizing the future. 📺

# Connecting Through Collections

Developing and managing collections is a foundational role for libraries. Although building strong collections to support research, scholarship, and teaching largely takes place behind the scenes, it's key to upholding the academic mission of Western University. Every year, we acquire the latest publications and manage ongoing subscriptions and licenses to a variety of content. A selection of these acquisitions from the past year is showcased on [page 10](#).

Western Libraries collections management and development is guided by a series of [public collections policies and strategies](#) to support the academic and research profile of the University, refined over time by librarians and archivists. The broader collecting environment, characterized by information over-abundance, increasing costs, and space constraints informs these policies. In 2019/20, we undertook a number of collections projects designed to continue connecting scholars with the research they need to be successful and to manage within available resources.


The [serials review project](#) that began in 2019/20 aims to identify the most relevant journal collection for Western and to manage costs within budget, in the face of unsustainable annual publisher price increases. Through this project, we are identifying content that brings highest value to the scholarship at Western and exploring new ways of securing access to content, such as through evidence-based acquisition and articles on demand. We appreciate the contribution faculty and graduate students made to this process over these past months, and look forward to continued engagement as we complete the review in the coming year.

In 2019/20, we conducted a significant collections maintenance project in Weldon Library to enable the construction of a new Learning Commons ([page 21](#)), following the principles outlined in our [Physical Collection Preservation and Storage Strategy](#). This project involved the movement of low-use materials to retrievable storage and preservation facilities. A significant lesson learned for Western Libraries was the missed opportunity to fully engage with faculty and effectively

communicate the collections management decisions necessary to support the revitalization. The collections shifts and the movement of materials to offsite storage and the [Keep@Downsview](#) preservation facility raised concerns in some faculties and led to discussion and debate on the Senate floor.

Recognizing our shared commitment to Western's collections, we worked to improve communication channels between librarians and faculty members, including participation in newly formed faculty and department-based library committees, and continued participation in departmental meetings and Faculty Councils.

We have also released a new [collections strategy](#). This strategy provides overarching context and clarity to the work of managing library collections, and highlights the different ways in which librarians engage with faculty on collections activities. It outlines the principles and policies we've adopted to develop and manage general collections.

World-class research requires world-class collections. Guided by continually updated collections strategies, reflecting the evolving higher education, research, and scholarly publishing landscape, and informed by key stakeholders, Western Libraries collections continue to advance student success and the research of today and tomorrow. 

Collections Management, Discovery, and Access is committed to providing seamless and convenient access to information to support research, scholarship, and teaching. They work with users to select and acquire materials to meet their changing needs and ensure thoughtful management and preservation of resources for future scholars.





# Omni – Discover it All

In December, Western's access to library materials increased by millions of items thanks to Omni, our new academic search tool. An outcome of the Ontario Council of University Libraries Collaborative Futures initiative, Omni provides fast and easy access to a vast collection of diverse print and digital academic resources from across 14 partner institutions.

After more than 20 years, Western's previous catalogue was outdated and unable to realize the full potential of our networked digital world. Omni provides direct access to online resources at the article level and will be able to provide seamless delivery of materials to any location selected by the user at any partnering institution. With this shared system, scarcity of general materials is less of a concern and loan periods are now 120 days with unlimited renewals, and fines have been eliminated.


Omni also offers enhanced features for many items including book reviews, author information, and virtual browsing – a feature that has been particularly useful since the closure of library shelves due to COVID-19. Browsing in Omni enables our users to see print and digital items together on a virtual shelf for the most complete discovery experience possible and integrates

options for requesting these materials seamlessly from within item records.

Skilled staff members across many departments, including acquisitions, cataloguing, information technology, and user services dedicated hours of time over many months, including evenings, weekends, and holidays, to bring this project to life for the Western community and beyond.

For our Discovery, Description, and Metadata team in particular, the transition was a massive undertaking. In one year they cleaned over 24 years of cumulative data to prepare more than 11-million records for migration to the new system. Team lead Christina Zoricic describes it as a once-in-a-career migration. "There were a lot of highs and lows," she said. "As a team, we would celebrate each new thing we learned and take the mistakes we made as an opportunity to learn and try doing something new."

Omni went live in December and, as is common with any large-scale system migration, some significant clean up of records was required, particularly related to e-resource links, post-launch. The support of our users was critical in helping us to identify and address problems with e-resource access. We will be working to continually improve the user experience of our new academic search tool.

With Omni, Western Libraries can offer broader access to resources for our communities and explore new ways of discovering information. Rather than working in isolation, Omni enables us, with our partners, to consider innovative ways to provide enhanced and increased access to world-class resources. We'll have the common infrastructure needed to work together in new ways, share expertise, and collaborate more efficiently in managing and preserving our collections. 



# Adventures in Experiential Learning



## **Jessica Jones, User Services Co-op Student**

During my co-op placement, I assisted users at the C.B. “Bud” Johnston Library and helped them navigate Omni, the newest library search tool. I also helped the Content Management, Discovery, and Access team with serial and database reviews, evaluations, and compiled a list of resources for a Recreational Resources Research Guide.

The shift to providing online assistance and working from home due to COVID-19 provided me with a unique experience. I witnessed the library adapt to ever-changing situations to continue providing access to integral resources and services. My co-op has influenced my outlook on librarianship. It’s re-affirmed my desire to work within collections management and helped me realize my interest in working directly with users.



## **Magnus Berg, Archives and Special Collections Co-op Student**

Working for Western Libraries’ Archives and Special Collections (ASC) allowed me to grow both professionally and academically while pursuing my Master of Library and Information Science. I completed several projects, including arranging and describing archival fonds, providing reference services, and performing outreach in person and through social media. I also learned how to create research guides and digital exhibits, including a LibGuide on primary source literacy, an exhibit on the centenary of nursing education at Western, and a digital acquisition and exhibition site that collects community materials related to the COVID-19 pandemic. I learned so much from the archivists and librarians in ASC and can’t wait to apply the skills I gained in my new position as a Digital Asset Archivist!



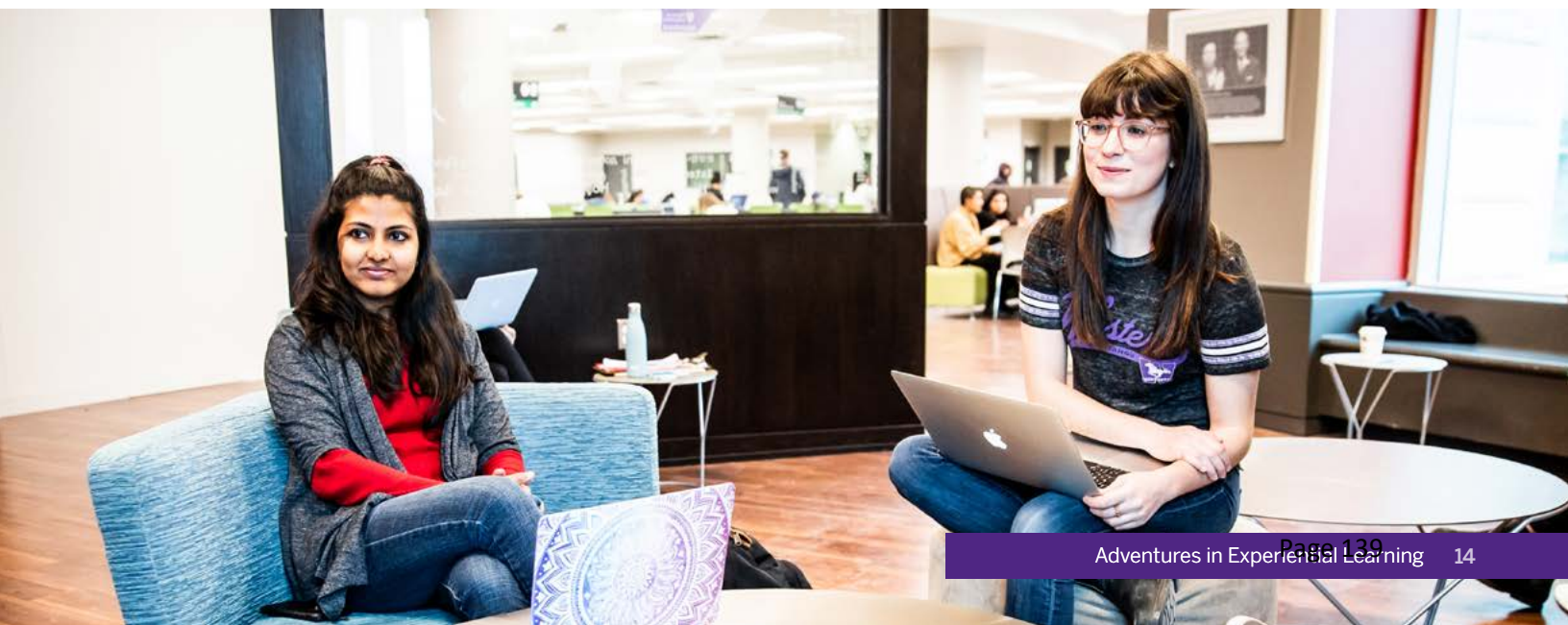
### **Will Sharpe, Marketing and Communications Intern**

I spent eight months as a marketing and communications intern with Western Libraries, and I couldn't imagine a better learning experience. I benefited from a behind-the-scenes look at the library system and I've come to appreciate it as a truly special place.

My tasks focused on drafting copy and assisting in the production of graphics for social media and other communications. I completed several projects that I'm very proud of, including news articles about the Barnett Legacy Digitization Project and Loyalist Migration Project – the latter of which was published by Western News.

Almost all of my projects at Western Libraries spanned departments, and I owe much of my experience to the wonderful people that work there. My colleagues pushed me to take on projects outside of my comfort zone, and they helped me feel like a valuable addition to the team.

Western Libraries understands the importance of experiential learning and we are committed to providing meaningful opportunities for students to develop their skills and strengthen their employability. We are grateful for the fresh ideas and modern skills our students bring to the table and for the many meaningful contributions they make to our organization.





# Putting the “You” in User Experience

While it's easy to think of the library as the place you go to pick up books, in reality the modern library has many moving parts. Over the past year, Western Libraries welcomed more than one million visitors to our physical spaces and fulfilled almost 69,000 service desk requests, helping in-person visitors find materials, learn how to use library technology and locate resources, and access study and meeting areas. Online, we had more than one million visits to our website, where users reached out for online support with an additional 39,257 questions for staff.

User Services designs and delivers a suite of virtual and in-person library services that support the teaching, learning, and research goals of the Western community. The team continually studies and assesses user behaviours, needs, and interactions to design services that deliver an optimal user experience.

The User Experience team supports evidence-based decisions about the library, keeping user perspectives, and observed behaviours at the forefront when it comes to the design and development of library spaces and services.


Western Libraries can be a complicated environment, with a number of services and a variety of digital and material resources and collections available via multiple channels. For the librarians and staff who support these services every day, it can be easy to forget the challenges of navigating between them. To ensure we're

providing a great experience, we turn to the expert on using the library: you.

In February 2020, our User Experience (UX) team launched the first UX Café. Armed with a sign, a laptop, a box of granola bars, and a lot of coffee, UX Librarian Matt Barry sat down at The D.B. Weldon Library's front entrance and asked passing students to try their hand at searching using Omni, the new library search tool.

“The goal of the UX Café is to make talking to users a more accessible part of how we offer our services,” said Matt. “When the Library is busy making sure our search tool works, it's hard to make the time to set up a big user study to assess that it's working effectively. By having the UX Café as a running event that happens weekly, we can quickly transform questions about what works, or doesn't, into answers based on real users' experiences.”

The UX Café ran three sessions before the COVID-19 pandemic limited in-person library access, making it difficult to keep meeting face-to-face with students. But in that time, we learned about areas where students were getting stuck when using Omni, what draws students to events on campus, and what works or doesn't work when trying to log into databases that require separate passwords. In all of these cases, talking to students helped us discover problems, and arrive at solutions, that we may not have otherwise.

Regardless of what the world looks like, we want to be sure to provide the best Western Libraries experience possible and we're continually consulting experts – our users – when it comes to what it's like to use the library and how to improve every interaction. 



### Meet Matt Barry, UX Librarian

Matt and the rest of the UX team work with librarians, students, faculty, and others from across campus to understand the ways our users interact with our programs and services, identify user issues and work to fix them, and look for gaps between Western's strategic goals and the help that we're actually providing to our users.

Matt's passion for adopting a user-centered design methodology comes from the belief that the strongest form of expertise is the experience of actually using a service, participating in a program, or living in a city.

For Matt, any good solution relies on understanding specific problems through lived experience, and seeking out and amplifying the solutions that users come up with for themselves.



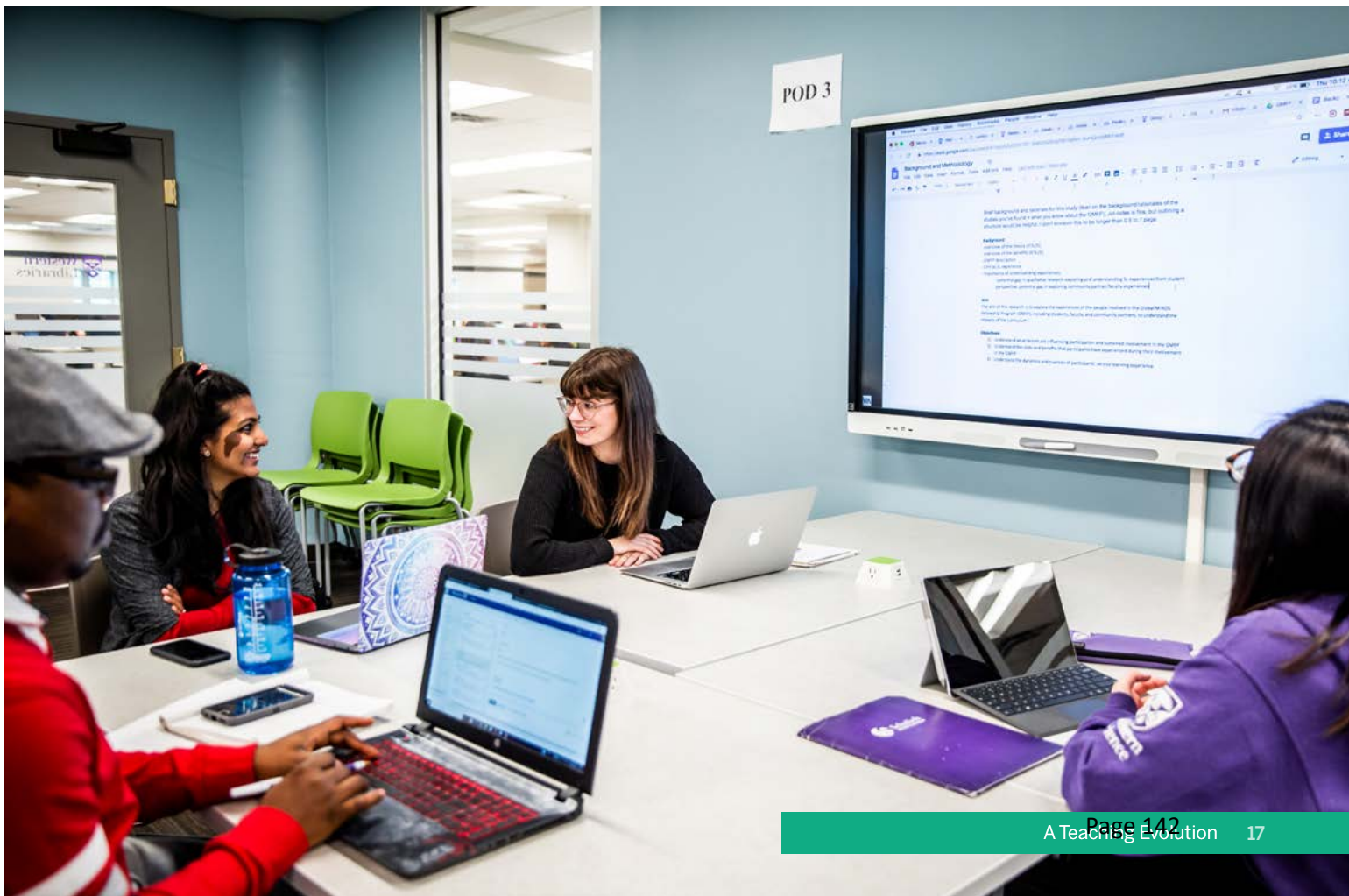


# A Teaching Evolution

This year saw a complete redesign of the Taylor Instruction Room, Western Libraries' primary lab for information literacy instruction. The renewed space is no longer rows upon rows of computers but is instead a dynamic and collaborative learning environment equipped with six large screens that can be turned into virtual whiteboards or for students to connect their devices to, to show their work. Surrounding the screens are movable tables and chairs to allow for more flexibility and collaboration. What once was a dull, boring area that offered little in terms of a unique learning experience is now a new, technologically driven space focused on active learning for students and staff.

In total, 221 classes with more than 7,800 participants were led by Western Libraries over the past year. A perfect example of how the Taylor Instruction Room was used to its full potential as part of this programming is with Writing 1030G, a course for nursing students that teaches them how to research and write scholarly papers throughout their nursing career, both in school and in the workforce. Students are required to write and research an academic paper, and the research component is where the library comes in.

Each winter, Western Libraries provides a session dedicated to teaching nursing students how to develop a research topic and then, using the library website and the databases Western





Libraries subscribes to, find literature to help them write their papers. In the updated Taylor space, we first split the class up into six groups, each with their own screen; the screens then turned into a virtual whiteboard where the groups developed answerable research questions and began to brainstorm concepts and keywords for their literature searches. The results were lively, active learning sessions that had students engaging not only with their assigned group, but also the instructor and other groups to help clarify their research topic and grow their list of search terms. Individual groups could also share their whiteboard with the class and discuss how they developed their topic and their list of terms.

After this process, students were given a quick demonstration on how to search one of the databases and shown how to connect one group member's laptop to their screen. Each group then worked in the database to search for their topic. By doing the searches live and together as a group, the students can confidently search for their topic with assistance from the instructor when needed.

Feedback from instructors and students is often positive, but this year the instructors were especially impressed with the new space and the way we had restructured the class. The final result of this important session is a group of students who are now able to develop and research an academic paper with confidence. The skills these students have learned will help them not only throughout their schooling, but also be useful as they graduate and enter the health care workforce and begin their own research. ☺

The Teaching and Learning team creates learning experiences that empower students to become successful graduates who are information literate and able to achieve their full potential as global citizens and leaders.

# Connections and Community



## #1Lib1Ref

In February, we partnered with FIMS Graduate Library to host a citation-a-thon in The D.B. Weldon Library. #1Lib1Ref is a campaign that invites users to improve the quality of Wikipedia articles by adding missing citations. Many of the attendees had never edited on Wikipedia before. As a result of the campaign, we added 17 new editors and 350 new citations to Wikipedia, earning us the top spot among academic libraries in Ontario, and fourth across Canada.

## Indigenous Literary Reading

In January, we had the privilege of welcoming Janet Marie Rodgers to The D.B. Weldon Library Atrium for a reading of her work, as well as an interview with Indigenous graduate student Jennifer Komorowski.

Janet is a Mohawk/Tuscarora writer from Six Nations Ontario and has held residencies in Edmonton, Vancouver, and Santa Fe. We collaborated with the Indigenous Student Centre to host this event, and it was a great success. Janet read from her key works, and Jennifer led a fascinating discussion. We're proud to partner with the Indigenous Student Centre and continue to highlight the diverse voices on campus.



## Rosé Exhibit and Events

In January, we held a public concert and academic panel to compliment the *Alma and Arnold Rosé: Only the Violins Remain* exhibit, which celebrated the life and work of two musicians who fell victim to the Nazi regime in World War II.

The events were a great success and the exhibit was the result of an international collaboration with the Haus der Geschichte Österreich (a branch of the Austrian National Library) and the Royal Academy of Music in London, England, to explore the legacy of the Second World War through music. With over 35 documents from our Gustav Mahler-Alfred Rosé Collection on display, we demonstrated the rich research potential of our Special Collections. ☺




# Pivoting in a Pandemic

While it only affected two months of the 2019/20 academic year, the early days of the COVID-19 pandemic had a profound impact on the campus community, including Western Libraries. In the middle of our winter term, we were forced to close our doors, and with them, access to our on-site services, including print collections. There is perhaps no other event in our organization's history that challenged us more professionally and personally. We worked at lightning speed, with ever-changing information, to expand digital access and services to enable students to finish their term. In many ways, we were already well positioned to deliver services online. For decades we have been building robust online services and digital collections to meet the demands of modern life. Even still, we knew we'd have to adapt to continue to support the teaching, learning, and research needs of our community.

answered by staff in March and April, a significant increase over the typical number of inquiries, as we made sure our users could get help no matter where they were working. Information literacy classes also went virtual using new tools like Zoom to reach students, and librarians moved specialized research consultations online.

Without a doubt our biggest achievement during this time were the enhancements made to our digital collections. We quickly converted a number of print-only required course readings into digital options, and our Collections and Content Strategies team rose to the occasion by exploring a number of strategies to enhance the general digital collection for students, staff, and faculty unable to access campus. Where possible, we removed restrictions on simultaneous users, which allows more users to access content in e-books and e-journals at the same time. We added over 300,000 new e-books to our collection – with 250,000 free from rights restrictions allowing for a flexible user experience. We added over 6,000 new videos for streaming to help enhance online teaching and learning. In addition, we purchased many resources on request and continue to do so.

We've come a long way since the beginning of the pandemic and we continue to adjust our services as the situation evolves. We look forward to reflecting back on the lessons we've learned along the way in the 2020/21 edition of our annual report. One thing we know for certain? We'd never get through it without our exceptional staff that have stepped up to provide the best possible service in the age of COVID, and our community's patience and willingness to embrace new ways of experiencing library services and collections. 



⌘ Staff creating a social media post to promote our library@uwo.ca email address.

Adapting our service started with equipping our staff to work effectively from home, a new experience for many. Once set up with the proper technology, our team took quickly to exclusively using our Chat service to help students complete their course work and research papers online. Through our Chat, nearly 1,000 questions were

# Weldon Library Revitalization: From Consultation to Design

In 2019/20, our most significant and long-term project – the revitalization of The D.B. Weldon Library (Weldon) – continued to progress with essential planning for phase one renovations.

After consultation with campus stakeholders in spring 2019, the project team spent the following months using the insights gathered to confirm and revise projects, initiate design development, and to conduct a technical and engineering review of the building to help inform initial cost estimates. In the fall, the projects approved by the Board of Governors for inclusion in this phase of construction were a learning commons, the fifth floor renovation for staff and student space, compact shelving installation, and essential infrastructure upgrades.

In October, we invited students, staff, and faculty to a pop-up reveal of initial designs for the new two-level Learning Commons, a priority project to transform the current Reference Hall and mezzanine. The reinvigorated Learning Commons will enhance and expand student learning spaces and provide a place for integrated academic support programming delivered by our team and Student Experience partners.

At the pop-up, guests reiterated their wish list for the space: more study spaces, comfortable and flexible furniture for solo and group study, easy access to power outlets, and lots of natural light. We also heard about the importance of library collections and the need to maintain appropriate, physical materials in Weldon to support browsing, coursework, and research. A solution to the practical concern of continued onsite collection growth is through the installation of compact shelving, scheduled for the coming year. To round off the design review process, we held a focus group with students for an initial exploration of Learning Commons furniture options.

In the winter of 2020, Perkins+Will, the architecture firm leading the Weldon revitalization, presented modified designs to the project team. The onset of the pandemic temporarily halted construction work, but headway has been made. With construction specifications for the project now complete, the process to identify a builder is set to begin with a goal of tackling staff space construction in early 2021 and starting the Learning Commons construction that spring.

Like any good building project, it's best to measure twice and cut once. This is a once-in-a-generation renovation and we need to get it right. For Western Libraries that means continued and improved engagement with stakeholders, taking time to consider their perspectives, and building consensus on how our new spaces should look and function. With the help of our partners, we are ready and excited to begin the next phase of the Weldon renovation with confidence. 🌱







## Western Libraries

Office of the Vice-Provost and Chief Librarian  
Western University, London, Ontario N6A 3K7  
May 2019 - April 2020  
Produced November 2020

**ITEM 5.0 - Items Removed from the Consent Agenda**

**ACTION REQUIRED:**    ☐ FOR APPROVAL    ☒ FOR INFORMATION/DISCUSSION

**EXECUTIVE SUMMARY:**

Item 4.5(b) - The Health, Safety and Well-being Annual Report 2020

Item 4.8(d) - Revisions to the appointment Procedures for senior Academic and Administrative Officers of the University – Addition of the Associate Vice-President (Equity, Diversity & Inclusion)

**ITEM 6.1 – Operating Budget Update as at October 30, 2020**

**ACTION REQUIRED:**    ☐ FOR APPROVAL        ☒ FOR INFORMATION

**EXECUTIVE SUMMARY:**

Operating budget updates are provided semi-annually to the Board of Governors as part of the financial reporting outlined in the Property & Finance Committee Terms of Reference. The Operating budget update outlines updated figures to the budget as approved by the Board of Governors in April of each year and highlights any changes that have occurred to revenues, expenditures, and the operating reserve.

**ATTACHMENTS:**

[Operating Budget Update as at October 30, 2020](#)



**2020-21 Operating Budget Update**  
As at October 31, 2020

The attached table provides an update on the University's 2020-21 Operating Budget – based on the best available information as of October 31, 2020 – and compares the updated figures to the budget as approved by the Board of Governors in April 2020. Major changes are as follows:

**Revenues** (lines 7 to 11)

1. Undergraduate tuition revenue (line 7) is projected to be higher by \$21.9 million – due to an additional 1,450 FTE students (than initially projected), which is the result of a higher first-year class (6,007 compared to plan of 5,430), higher retention rates in upper-years, and higher part-time enrolment.
2. Graduate tuition revenue (line 8) is projected to be lower by \$1.5 million – due to lower-than-planned masters enrolment (about 240 FTEs).
3. Tuition revenue from Ivey Programs (line 9) is estimated to be lower by \$3.2 million – due to the postponement of the September 2020 intake of the Executive MBA to February 2021.
4. Tuition revenue deriving from International Medical & Dental Programs (line 10) is projected to be higher by \$330,000 – due to slightly higher enrolments.
5. The net result is that total operating revenue is projected to be \$17.6 million higher than the original budget (line 11).

**Expenditures** (lines 12 to 17)

6. Under the Ivey School funding model, tuition from Ivey Programs flows to the Ivey budget. The reduction in tuition revenue noted above results in a \$3.2 million reduction to the Ivey budget (line 12).
7. The major portion (85%) of tuition deriving from self-funded International Medical & Dental Programs flows to the Schulich School's budget. Therefore the increase in tuition revenue noted above results in a flow-through of \$281,000 to the Schulich budget (line 13).
8. Undergraduate scholarship costs are projected to be higher by about \$2 million (line 14) – as a result of the additional 600 first-year students.
9. Government policy requires us to set aside 10% of incremental domestic tuition for needs-based student financial aid – and we estimate an additional \$1 million allocation for this purpose (line 15).
10. Line 16 shows the sum of various one-time costs related to our response to the global pandemic – which is estimated to be \$18.1 million (to-date). The costs include pandemic supplies, health & safety improvements to facilities, enhanced building maintenance and security, classroom ambassadors, on-line course conversion activities, enhanced student service initiatives, and I.T infrastructure expansion.
11. The net result is that total operating expenditures are projected to be \$18.2 million higher than the original budget (line 17).

**Operating Reserve** (line 6)

12. As a result of the above changes in revenue and expenditures, the Operating Reserve is projected to be at \$63.5 million – which is \$6.8 million higher than the initial budget. *Note that this projected change in the Operating Reserve is due to the difference in the prior-year final reserve amount (which was \$7.4 million higher – as shown in line 4) – and not due to the changes described above for the current year.*

Western University  
**2020-21 Operating Budget Update**  
as at Oct 31, 2020  
(\$000)

**<a> Summary**

		As Approved by Board	Revised Forecast	Increase/Decrease	
				\$	%
1	Revenues <b>	807,496	825,066	17,570	2.18%
2	Expenditures <c>	841,854	860,012	18,158	2.16%
3	Surplus / (Deficit)	-34,358	-34,946	-588	
4	Operating Reserve -- Beginning of Year	91,028	98,400	7,372	
5	Surplus / (Deficit)	-34,358	-34,946	-588	
6	Operating Reserve -- End of Year	56,670	63,454	6,784	

**<b> Revenue Changes**

7	Tuition Revenue: Undergraduate			21,900	
8	Tuition Revenue: Graduate			-1,460	
9	Tuition Revenue: Ivey Programs			-3,200	
10	Tuition Revenue: International Medical & Dental Students			330	
11	Total Revenue Changes			17,570	

**<c> Expenditure Changes**

12	Ivey School: Flowthrough of Tuition Revenue			-3,200	
13	Medicine & Dentistry: International Students			281	
14	Incremental Undergraduate Scholarships			2,000	
15	Incremental Tuition Re-Investment for Student Aid			1,000	
16	Pandemic-related Costs (to-date)			18,077	
17	Total Expenditure Changes			18,158	