

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

BOARD OF GOVERNORS MEETING

**1:00 p.m., Thursday, January 24, 2019
Room 4155 Stevenson Hall**

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

1. Adoption of Agenda - Open Session
2. [Report of the President](#) (Amit Chakma)
3. Unanimous Consent Agenda – [Appendix I](#)
Includes [Open Session Minutes of the Meeting of November 29, 2018](#)
4. Business Arising from the Minutes
5. Reports of Committees:
 - Property & Finance Committee – [Appendix II](#) (Sylvia Chrominska)
 - Senior Policy & Operations Committee – [Appendix III](#) (Paul Jenkins)
 - Audit Committee – [Appendix IV](#) (Keith Gibbons)
 - Fund Raising and Donor Relations – [Appendix V](#) (Carol Stephenson)
6. Items Referred by Senate – [Appendix VI](#) (Amit Chakma)
7. Questions from Members
8. Other Business
9. Adjournment to Confidential Session

Meetings of the Western Board of Governors begin at 1:00 p.m. will normally terminate by 4:30 p.m. unless extended by a majority vote of those present.

SUMMARY OF AGENDA ITEMS – JANUARY 24, 2019 - OPEN SESSION

Adoption of Agenda	ACTION
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Report of the President	INFORMATION
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Unanimous Consent Agenda – Appendix I	ACTION
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Minutes of the Meeting of November 29, 2018 – Open Session	ACTION
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Report of the Property & Finance Committee – [Appendix II](#)

Quarterly Ratio Report on Non-Endowed Funds	INFORMATION
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Report on Trademark Licensees Doing Business with the Book Store at Western January 2019	INFORMATION
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2018-2019 Operating Budget Update as of October 31, 2018	INFORMATION
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Report of the Investment Committee	INFORMATION
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Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies Financial Update	INFORMATION
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Senior Policy & Operations Committee – [Appendix III](#)

Board Appointment	ACTION
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Report of the Audit Committee – [Appendix IV](#)

Western Office of the Ombudsperson Annual Report 2017-18	INFORMATION
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Fund Raising and Donor Relations – [Appendix V](#)

Fund Raising Activity Quarterly Report to October 31, 2018	INFORMATION
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Items Referred by Senate – [Appendix VI](#)

Report of the Academic Colleague	INFORMATION
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Questions from Members	
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REPORT OF THE PRESIDENT

To: Board of Governors
From: Amit Chakma
Date: January 16, 2019
Re: President's Report to the Board

For the January 24, 2019 Board of Governors meeting, I'm pleased to provide the following update on important developments and achievements since the last meeting of the Board on November 29, 2018, for which my written report was submitted on November 22, 2018.

Congratulations to President-Designate: I wish to capture for the record in this report to the Board my warmest congratulations and sincerest best wishes to **Dr. Alan Shepard** on his appointment as Western's 11th President & Vice-Chancellor, announced by Chair Paul Jenkins following the Board's last meeting on November 29, 2018. As was widely publicized, Dr. Shepard will succeed me on July 1 following his successful time as President at Concordia University in Montréal. We look forward to welcoming Alan and his family to London and our senior administrative team is already actively engaged in supporting his transition to Western. I also want to take this opportunity to thank and congratulate the Selection Committee on its work in appointing such a seasoned leader to guide Western through the next chapter of its proud history.

Western leadership update: Apart from my congratulations to Dr. Shepard on his appointment, congratulations are also in order to **Catherine Steeves** on her re-appointment to a second five-year term as Vice-Provost & Chief Librarian, as well as to **Linda Miller** and **John Doerksen** on their respective re-appointments as Vice-Provost (Graduate & Postdoctoral Studies) and Vice-Provost (Academic Programs). Both Linda and John have served Western in their current capacities as Vice-Provosts for the past 10 years, and each has been renewed for an additional three-year term. We also extend a warm welcome to **Lisa Henderson**, incoming Dean of our Faculty of Information & Media Studies. While her appointment was announced in April 2018, Lisa assumed her new role effective January 1.

Meanwhile, the work of selection committees remains underway for the Deans of the Ivey Business School, Faculty of Engineering, and the Schulich School of Medicine & Dentistry.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

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

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

Minutes

1. Open Session Minutes of the November 29, 2019	ACTION
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Report of the Property & Finance Committee – Appendix II

2. Quarterly Ratio Report on Non Endowed Funds	INFORMATION
3. Report on Trademark Licensees Doing Business with the Book Store at Western January 2019	INFORMATION
4. 2018-19 Operating Budget Update as of October 31, 2018	INFORMATION
5. Report of the Investment Committee	INFORMATION
6. Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies Financial Update	INFORMATION

Report of the Senior Policy & Operations Committee – Appendix III

7. Board Appointment	INFORMATION
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Report of the Audit Committee – Appendix IV

8. Western Office of the Ombudsperson Annual Report 2017-18	INFORMATION
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Fund Raising and Donor Relations – Appendix V

9. Fund Raising Activity Quarterly Report to October 31, 2018	INFORMATION
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Items Referred by Senate – Appendix VI

10. Report of the Academic Colleague	INFORMATION
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The Unanimous Consent Agenda

The Board's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

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

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

How it works:

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, she may consult with the Chair of the Board, the relevant committee chair, and principal resource persons. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Board agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Board of Governors prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Board meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.



MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

NOVEMBER 29, 2018

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

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

Ms. S. Bennett	Mr. R. Konrad
Ms. W. Boye	Mr. M. Lerner
Ms. C. Burghardt-Jesson	Ms. L. Logan
Dr. A. Chakma	Dr. K. Mequanint
Ms. S. Chrominska	Dr. G. Parraga
Ms. K. Cole	Mr. B. Ross
Mr. G. Dick	Ms. S. Shortreed
Mr. K. Gibbons	Ms. C. Stephenson
Dr. R. Giffin	Mr. K. Sullivan
Ms. C. Karakatsanis	Dr. J. Toswell
Mr. D. Keddy	Mr. M. Wilson

By Invitation: J. O'Brien, J. Capone, A. Hrymak, M. Ruddock

Land Acknowledgement

D. Keddy read the Land Acknowledgement.

BG.18-94 **REPORT OF THE PRESIDENT**

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

- Ad Hoc Committee on Freedom of Expression
- "Be Extraordinary" campaign impact more than doubles Western's endowment
- International Undergraduate Awards
- 5 Western recipients of the 2018-19 Vanier Canada Graduate Scholarships
- Natural Sciences & Engineering Research Council supports more than 90 Western projects
- Canada Research Chairs Announcements
- Western ranked among the world's top 200 universities
- 2018 Western Award of Excellence
- Dr. Vladimir Hachinski one of 2018's Killam Prize winners
- Western will be hosting the global conference for the International Association for College Admission Counseling (International ACAC) July 9-12, 2019
- Western leadership update

L. Logan provided the Board with comments regarding Broughdale. She stated that the safety of students is paramount for Western. The University is working collaboratively with the City and emergency service partners to address the concerns raised by the internal and external community. This issue is not unique to Western but is occurring across Ontario and Canada and all of the

institutions are working collaboratively. She noted that community feedback and engagement is important, and it will take time to collectively work through the issues, but this is a priority item for the University.

BG.18-95 **UNANIMOUS CONSENT AGENDA** [Appendix I]

It was moved by B. Ross, seconded by D. Keddy,

That the 12 items listed in Appendix 1, Unanimous Consent Agenda be approved or received for information, except for the Harassment and Discrimination Matters Annual Report, by the Board of Governors by unanimous consent.

CARRIED

BG.18-96 **Minutes from the Previous Meeting**

The open session minutes of the meeting of September 25, 2018 were approved as circulated.

BG.18-97 **Business Arising from the Minutes**

There were no items noted as business arising from the September 25, 2018 minutes.

REPORT OF THE PROVOST'S AD HOC COMMITTEE FOR FREEDOM OF EXPRESSION
[Appendix II]

Prior to considering the Report of the Provost's ad hoc Committee for Freedom of Expression, Andy Hrymak, Provost and Vice-President (Academic) provided a high-level overview of the recent work of the Committee. He thanked the Committee for their thorough work and the widespread consultation that was undertaken in creating this policy. The draft policy was passed unanimously by Senate. The Provost and Vice-President (Academic) noted that approval of this Policy was a Board decision.

BG.18-98 **Policy on Freedom of Expression**

It was moved by M. Lerner seconded by D. Keddy,

That the Board approve the Policy on Freedom of Expression, detailed in Annex 1.

CARRIED

REPORT OF THE PROPERTY & FINANCE COMMITTEE [Appendix III]

Prior to considering the Report of the Property & Finance Committee, R. Konrad provided a high-level overview of the recent work of the Committee.

BG.18-99 **Information Items reported by the Property & Finance Committee**

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

- Scholarships, Awards, Prizes
- Report on Underwater Endowments
- Report of the Investment Committee
- Key Financial Indicators

REPORT OF THE GOVERNANCE & BY-LAWS COMMITTEE [Appendix IV]

Prior to considering the Report of the Governance & By-Laws Committee, M. Wilson provided a high-level overview of the recent work of the Committee.

BG.18-100 **Principles of Engagement (formerly Responsibilities) for Members of the Board of Governors**

It was moved by M. Wilson, seconded by G. Parraga,

That the Board of Governors approve the Principles of Engagement for Members of the Board of Governors, as shown in Annex 1.

CARRIED

BG.18-101 **Principles of Engagement for the Board Chair**

It was moved by M. Wilson, seconded by K. Gibbons,

That the Board of Governors approve the Principles of Engagement for the Board Chair, as shown in Annex 2.

CARRIED

BG.18-102 **Amendments to Special Resolution No. 10 – President & Vice-Chancellor**

It was moved by B. Ross, seconded by D. Keddy,

That the Board of Governors approve the revisions to Special Resolution No. 10 – President & Vice-Chancellor, as shown in Annex 3.

CARRIED (Unanimous Consent)

BG.18-103 **Information Items Reported by the Governance & By-Laws Committee**

The Report of the Governance & By-Laws Committee, detailed in Appendix IV, contained the following items that were received for information by unanimous consent:

- Amendments to Special Resolution No. 3 – Banking
- Board Election Schedule for Spring 2019

REPORT OF THE SENIOR POLICY & OPERATIONS COMMITTEE [Appendix V]

Prior to considering the Report of the Senior Policy & Operations Committee, P. Jenkins provided a high-level overview of the recent work of the Committee.

BG.18-104 **Information Items Reported by the Senior Policy & Operations Committee**

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

- Committee appointments
- Annual Report of the Code of Student Conduct

REPORT OF THE AUDIT COMMITTEE [Appendix VI]

Prior to considering the Report of the Audit Committee, K. Gibbons provided a high-level overview of the recent work of the Committee.

BG.18-105 **Harassment and Discrimination Matters Annual Report**

It was moved by K. Gibbons, seconded by J. Toswell,

That the Board of receive the Annual Report on Harassment and Discrimination Matters for information, as outlined in Annex 1.

CARRIED

A member noted that Western could need to review policies around gender identity, preferred names and equality.

J. O'Brien noted that the concern relating to the integration of systems to address gender identification had been addressed via the use of preferred name versus legal name. She noted that the Registrar's Office has already been updated but the process is being completed upon individual request and requires manual input.

ITEMS REFERRED BY SENATE [Appendix VII]

BG.18-106 **Information Items Referred by Senate**

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

- Report of the Academic Colleague (October 2018)
- Academic Administrative Appointments

The meeting adjourned to the confidential session.

P. Jenkins
Chair

K. Kwan
Secretary

REPORT OF THE PROPERTY & FINANCE COMMITTEE

Contents	Consent Agenda
Quarterly Ratio Report on Non Endowed Funds	Yes
Report on Trademark Licensees Doing Business with the Book Store at Western January 2019	Yes
2018-2019 Operating Budget Update as of October 31, 2018	Yes
Report of the Investment Committee	Yes
Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies Financial Update	Yes

FOR INFORMATION

1. **Quarterly Ratio Report on Non Endowed Funds**

The Quarterly Ratio Report on Non Endowed Funds is provided in [Annex 1](#).

2. **Report on Trademark Licensees Doing Business with the Book Store at Western January 2019**

The Annual Report on Trademark Licensees doing Business with the Western Bookstore is provided in [Annex 2](#).

3. **2018-2019 Operating Budget Update as of October 31, 2018**

The 2018-2019 Operating Budget Update as of October 31, 2018 is provided in [Annex 3](#).

4. **Report of the Investment Committee**

The Report of the Investment Committee is provided in [Annex 4](#).

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

The Report on Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies is provided in [Annex 5](#).

FOR INFORMATION

Quarterly Ratio Report on Non Endowed Funds

The attached report shows the non-endowed fund quarterly activity from 1999/2000 to the end of the second quarter of 2018/19 (October 31). The balance in the Undistributed Investment Returns Account at October 31, 2018 was \$283.9 million. At October 31, 2018 the 12-quarter moving average of non-endowed investments to the obligations of the portfolio was 1.96 (column 10), well above the target ratio of 1.08.

- ❑ Net returns (column 1) amounted to -\$19.2 million for the quarter.
- ❑ Allocations to accounts (column 2), represents income distributed to the non-endowed funds. The non-endowed rate is based on the 30-day Treasury bill rate less administrative and management fees of 0.42%. The rate is adjusted quarterly and is applicable to non-endowed fund balances with the exception of Robarts. The non-endowed rate for the period October 1 to December 31 is 0.82 %. In the case of Robarts, in accordance with the operating agreement, the long-term portion of their fund balance will earn the rate of return generated by the Operating & Endowment portfolio.
- ❑ The allocation to the operating budget (column 3) for fiscal 2019 is zero as approved by the Board.
- ❑ The non-endowed investments decreased \$27.2 million (column 6) during the quarter.
- ❑ The total market value of the non-endowed fund's portion of the externally managed portfolio at October 31, 2018 amounted to \$581.9 million (column 7).
- ❑ The obligations of the portfolio amounted to \$298.0 million at October 31, 2018 (column 8).
- ❑ The ratio of investments to obligations stood at 1.95 (column 9) at October 31, 2018.

Western University Non-Endowed Funds: Quarterly Values											
Quarter	Net Returns (1)	To Accounts (2)	Allocations To Operating Budget (3)	Other (4)	Change in amount Owed (5)	Net Change (6)	Total Investments (7)	Total Obligations (8)	Ratio of Investments to obligations (9)	Ratio of Investments to obligations Average for 12 Quarters (10)	
1999/2000	2.4	(0.6)	(1.5)	(0.3)	4.0	4.0	88.0	74.3	1.18	1.23	
2000/2001	0.9	(0.8)	(2.1)	(0.2)	5.9	3.7	113.7	101.0	1.13	1.16	
2001/2002	0.8	(0.7)	(1.5)	0.0	5.9	4.6	127.0	125.5	1.01	1.10	
2002/2003	(2.6)	(0.3)	(0.3)	0.0	0.4	(2.7)	120.6	132.3	0.91	1.02	
2003/2004	6.3	(0.5)	0.0	0.0	1.3	7.1	140.7	135.5	1.04	0.99	
2004/2005	2.9	(0.4)	0.0	0.0	3.6	6.2	157.7	141.1	1.12	1.03	
2005/2006	7.0	(0.7)	0.0	0.0	2.9	9.3	199.4	160.4	1.24	1.13	
2006/2007	7.6	(1.2)	(1.3)	0.0	6.2	11.4	236.9	179.1	1.32	1.22	
2007/2008	0.4	(1.0)	(1.6)	(0.3)	2.7	0.2	258.7	197.7	1.31	1.29	
2008/2009	(12.2)	0.3	0.0	(0.2)	(2.5)	(14.6)	213.3	197.7	1.08	1.24	
2009/2010	10.5	(0.7)	0.0	(0.6)	(3.6)	5.7	219.1	181.2	1.21	1.20	
2010/2011	6.9	(0.5)	0.0	(0.4)	(1.0)	5.1	234.5	174.5	1.34	1.22	
2011/2012	1.2	(0.2)	0.0	(0.4)	9.9	10.6	260.9	194.4	1.34	1.30	
2012/2013	10.7	(0.8)	0.0	(0.9)	3.7	12.7	315.1	223.7	1.41	1.37	
2013/2014											
Q1	10.6	(0.2)	0.0	0.0	7.9	18.3	353.8	233.9	1.51	1.39	
Q2	19.2	(0.2)	0.0	0.0	1.6	20.6	374.4	235.5	1.59	1.40	
Q3	17.7	(0.3)	0.0	0.0	(4.3)	13.1	387.5	231.2	1.68	1.42	
Q4	14.1	(3.4)	0.0	(6.4)	29.9	34.2	421.7	261.1	1.62	1.45	
2014/2015											
Q1	13.2	(0.2)	0.0	0.0	1.9	14.9	436.6	263.0	1.66	1.47	
Q2	6.8	(0.2)	0.0	0.0	(3.7)	2.9	439.5	259.3	1.69	1.50	
Q3	22.8	(0.3)	0.0	0.0	(14.5)	8.0	447.5	244.8	1.83	1.54	
Q4	14.0	(2.8)	0.0	(3.5)	5.2	12.9	460.4	250.0	1.84	1.59	
2015/2016											
Q1	12.7	(0.1)	0.0	0.0	14.6	27.2	487.6	264.6	1.84	1.63	
Q2	(9.6)	(0.1)	0.0	0.0	2.2	(7.5)	480.1	266.8	1.80	1.67	
Q3	(6.8)	0.0	0.0	0.0	(1.9)	(8.7)	471.4	264.9	1.78	1.69	
Q4	6.6	0.0	0.0	(1.9)	40.8	45.5	516.9	305.7	1.69	1.71	
2016/2017											
Q1	25.9	0.0	0.0	0.0	14.9	40.8	557.7	320.6	1.74	1.73	
Q2	9.9	0.0	0.0	0.0	(1.8)	8.1	565.8	318.8	1.77	1.75	
Q3	22.3	0.0	0.0	0.0	(15.1)	7.2	573.0	303.7	1.89	1.76	
Q4	27.5	(3.3)	0.0	(0.2)	(17.3)	6.7	579.7	286.4	2.02	1.80	
2017/2018											
Q1	0.7	0.0	0.0	0.0	(5.5)	(4.8)	574.9	280.9	2.05	1.83	
Q2	23.6	(0.1)	0.0	0.0	(11.5)	12.0	586.9	269.4	2.18	1.87	
Q3	16.4	(0.1)	0.0	0.0	(16.6)	(0.3)	586.6	252.8	2.32	1.91	
Q4	0.8	(2.4)	0.0	(49.9)	47.2	(4.3)	582.3	300.0	1.94	1.92	
2018/2019											
July 2018 Q1	21.8	(0.5)	0.0	0.0	5.5	26.8	609.1	305.5	1.99	1.93	
October 2018 Q2	(19.2)	(0.5)	0.0	0.0	(7.5)	(27.2)	581.9	298.0	1.95	1.96	

General notes:

[A] For 1995/96 through to 2008/09 the figures are the average for the four quarters.

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

Notes:

- (1) Net investment returns, including changes in unrealized capital gains, net of consulting and investment management fees. This total includes returns on internally managed funds and other sundry investment earnings less overdraft interest and interest paid to employee benefit accounts.
- (2) Allocations from the fund to all accounts and associated companies, except the Operating budget and Other allocations (column 4)
- (3) Allocations to the Operating budget.
- (4) In April 2014 a special allocation of \$10.0 was made to capital. The amount was netted by a cost recovery of 3.6 million associated with year end adjustments related to the debenture and the new residence financing.
- (4) The April 2015 amount is related to a year end mark-to-market value adjusted on the RBC SWAP interest agreement
- (4) The April 2016 amount is related to a year end mark-to-market value adjusted on the RBC SWAP interest agreement as well as the cost to carry related to unused debenture proceeds.
- (4) The April 2017 amount is the net of the year end mark-to-market value adjusted on the RBC SWAP interest agreement and the cost to carry related to unused debenture proceeds.
- (4) April 2018 special allocations: \$30.0 to set up sinking funds related to the debenture issues; \$20.0 to capital. The above amount is netted by the year end mark-to-market adjustment on the RBC SWAP interest agreement and the cost to carry related to unused debenture proceeds (0.1).
- (5) The change in the amount owed to other funds for the quarter is the net cash flows into the accounts less any transfers to Western's bank account.
- (6) Quarterly net change, is the sum of columns (1) to (5) and is the change in the value of the fund in column (7), which is the change in the market value of investments during the quarter.
- (7) Total non-endowed externally managed funds. Endowed funds are not included.
- (8) Total of the non-endowed externally managed funds that are owed to University accounts and other creditors.
- (9) The ratio of column (7) to column (8).
- (10) The average of this ratio over the previous 12 quarters. The Board target for this ratio is an average of 1.08.

FOR INFORMATION

Report on Trademark Licensees Doing Business with The Book Store at Western January 2019

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 around the world.

The biggest story of 2018 involved Badger Sportswear, a major supplier to the college store industry. Badger was found to be sourcing clothing created by forced labour in Chinese internment camps. The company is based in North Carolina and ships to dozens of campus bookstores across North America. The BSW does not purchase from Badger nor has any inventory from them in our system.

This story opened the bigger issue of the growing number of internment camps in China where the UN estimates up to one million people are detained and forced to work for little or no wage. 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.

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.

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

FOR INFORMATION

2018-19 Operating Budget Update as of October 31, 2018

The attached table provides an update on the University's 2018-19 Operating Budget – based on the best available information as of October 31, 2018 – and compares the updated figures to the budget as approved by the Board of Governors in April 2018. Major changes are as follows:

Revenues (lines 7 to 11)

1. Undergraduate tuition revenue (line 7) is projected to be higher by \$7.9 million – primarily due to about 200 more international students, which is the result of higher-than-expected acceptance rates at the first-year level.
2. Tuition revenue in Ivey Programs (line 8) are expected to be lower by \$1.8 million – and is the result of lower-than-planned enrolments in the HBA and MBA programs.
3. Tuition revenue deriving from International Medical & Dental programs (line 9) is projected to be lower by \$1 million – due to a decline in the number of medical residents from Saudi Arabia, relative to initial plan. *It should be noted that this reduction occurred prior to the political situation with Saudi Arabia.*
4. The net result is that total operating revenue is projected to be \$5.2 million higher than the original budget (line 11).

Expenditures (lines 12 to 16)

5. Starting in 2018-19, the tuition fee rate for international Ph.D. students is set at the same level as domestic students. As a result of this change (to the lower tuition rate), Faculties have to provide lower amounts of funding support to international Ph.D. students. The result is that \$3.3 million is being withdrawn from Faculty budgets (line 12).
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 \$1.8 million reduction to the Ivey budget (line 13).
7. Tuition deriving from self-funded international medical & dental programs flows to the Schulich School's budget. Therefore the reduction in tuition revenue noted above results in a \$1million reduction to the Schulich budget (line 14).
8. The net result is that total operating expenditures are projected to be \$5.9 million lower than the original budget.

Operating Reserve (line 6)

9. As a result of the above changes in revenue and expenditures, the Operating Reserve is projected to be at \$71.8 million – which is \$12 million higher than the initial budget.

Western University
2018-19 Operating Budget Update
as of Oct 31, 2018
(\$000)

<a> Summary

		As Approved by Board	Revised Forecast	Increase/Decrease	
				\$	%
1	Revenues 	787,345	792,578	5,233	0.66%
2	Expenditures <c>	808,173	802,297	(5,876)	-0.73%
3	Surplus / (Deficit)	(20,828)	(9,719)	11,109	
4	Operating Reserve -- Beginning of Year	80,253	81,477	1,224	
5	Surplus / (Deficit)	(20,828)	(9,719)	11,109	
6	Operating Reserve -- End of Year	59,425	71,758	12,333	

** Revenue Changes**

7	Tuition Revenue: Undergraduate			7,900	
8	Tuition Revenue: Ivey Programs			(1,800)	
9	Tuition Revenue: International Medical & Dental Students			(1,033)	
10	All Other			166	
11	Total Revenue Changes			5,233	

<c> Expense Changes

12	Faculties: International PhD Tuition Adjustment			(3,332)	
13	Ivey School: Flowthrough of Tuition Revenue			(1,800)	
14	Medicine & Dentistry: International Students			(1,033)	
15	All Other			289	
16	Total Expenditure Changes			(5,876)	

FOR INFORMATION

Report of the Investment Committee

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

Performance

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

<u>Asset Class</u>	Annual September 2018	Annual September 2017	Annual September 2016	Annual September 2015	Annualized for Four years Ending September 2018
Equities:					
Canadian	8.18%	10.57%	13.62%	-.084%	7.75%
US	19.53	10.46	12.83	9.68	13.06
Non North American	7.55	18.42	4.53	4.63	8.64
Private	23.78	15.28	12.94	32.35	20.85
Fixed Income	2.50	-1.47	5.97	5.41	3.06
Real Estate	8.89	9.03	5.76	7.73	7.84
Absolute Return Strategies	8.93	8.57	8.85	9.30	8.91
Infrastructure	10.80	10.27	16.85	13.08	12.72
<i>Total Fund Return</i>	<u>9.23%</u>	<u>11.16%</u>	<u>9.57%</u>	<u>6.21%</u>	<u>9.03%</u>
<i>Policy Return</i>	<u>8.56%</u>	<u>9.06%</u>	<u>9.37%</u>	<u>2.81%</u>	<u>7.42%</u>

Returns in relation to the real rate of return objective

One of the Investment Committee's objectives is to earn a 4% real rate of return over the long term (i.e., to earn 4% over the rate of inflation, as measured by the Consumer Price Index). Inflation has averaged 1.5% per year for the four year period and 1.5% per year for the ten year period.

For the four years ending September 30, 2018, the annualized real rate of return was 7.5%. For ten years ending September 30, 2018, the annualized real rate of return for the portfolio was 7.4%.

Value added by Active Management

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

Over the four years ending September 30, 2018, the actual annualized return for the portfolio was 9.0% and the return generated by the market indices for the portfolio was 7.4% (the policy return). Over the ten years ending September 30, 2018, the actual annualized return for the portfolio was 8.9% and the return generated by the market indices for the portfolio was 7.9%. The objective was met for both of these periods.

Please refer to the attached pages for additional information related to total fund value added and the real returns for periods ending September 30, 2018.

The table below provides the classifications and market value of the assets held at September 30, 2018:

	Market Value	Target Asset Mix			Actual Asset Mix
		Minimum	Target	Maximum	
Equities					
<i>Canadian</i>	275,339,545	15.0%	20.0%	25.0%	20.0%
<i>US</i>	226,655,199	15.0%	20.0%	25.0%	16.5%
<i>EAFE</i>	314,340,254	15.0%	20.0%	25.0%	22.9%
<i>Private</i>	90,860,805	0.0%	5.0%	10.0%	6.6%
Total Equities	907,195,802	60.0%	65.0%	70.0%	66.0%
Fixed Income					
<i>Core Fixed Income</i>	124,306,059	5.0%	10.0%	30.0%	9.0%
<i>Commercial Mortgages</i>	67,597,231	0.0%	5.0%	10.0%	5.0%
Total Fixed Income	191,903,290	10.0%	15.0%	35.0%	14.0%
Real Assets					
<i>Real Estate</i>	67,654,560	0.0%	5.0%	10.0%	4.9%
<i>Infrastructure</i>	138,319,433	5.0%	10.0%	15.0%	10.1%
Total Real Assets	205,973,993	5%	15%	20%	15.0%
Diversifiers					
<i>Cash</i>	32,169,370	0.0%	0.0%	10.0%	2.3%
<i>Absolute Return Strategies, Market Neutral Strategies</i>	32,651,680	0.0%	5.0%	10.0%	2.4%
Total Diversifiers	64,821,051	0%	5%	15%	4.7%
SSgA Dynamic Strategic Hedging	3,859,001				0.3%
Grand Total	1,373,753,137				100.0%

The following chart summarizes the total investments held at September 30, 2018:

Investment Portfolio	Value Invested
Short term	551.8
Operating:	
Obligations	300.5
Surplus	306.9
Total Operating	607.4
Endowed	766.3
Total Operating & Endowed Portfolio	1,373.7
Segregated Investment	2.1
Total Investments	1,927.6

Update on Investment Committee Activities

- The Asset mix was reviewed and in light of market conditions, the Committee decided to reduce the equity exposure to the minimum target range of 60% directing the funds to the short term bond strategy.
- The Committee approved the hiring of Mercer, replacing Russell Investments as the general investment consultant for the Operating & Endowment fund. Mercer will also provide private markets investment consulting services.
- The Working Group on Responsible Investing completed the Terms of Reference which were approved by the Investment Committee.

UWO Operating - Combined

Total Fund Real Returns – September 30, 2018

A Real Return of 7.5% over the last 4 years and well above the 4% Real Objective in all annualized time periods

	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	20 Years
UWO Annualized Returns	9.2	10.2	10.0	9.0	10.4	11.2	11.4	9.9	9.6	8.9	7.3
CPI (Inflation)	2.2	1.9	1.7	1.5	1.6	1.5	1.5	1.7	1.7	1.5	1.9
Real Return	7.0	8.3	8.3	7.5	8.8	9.7	10.0	8.2	7.9	7.4	5.3

	Yr Ending 9/30/2018	Yr Ending 9/30/2017	Yr Ending 9/29/2016	Yr Ending 9/30/2015	Yr Ending 9/30/2014	Yr Ending 9/30/2013	Yr Ending 9/29/2012	Yr Ending 9/30/2011	Yr Ending 9/30/2010	Yr Ending 9/30/2009
UWO Annual Returns	9.2	11.2	9.6	6.2	16.0	15.4	12.8	-0.6	7.6	2.8
CPI (Inflation)	2.2	1.6	1.3	1.0	2.0	1.1	1.2	3.2	1.9	-0.9
Real Return	7.0	9.6	8.2	5.2	14.0	14.3	11.6	-3.8	5.7	3.7

UWO Operating - Combined

Total Fund Value Added – September 30, 2018

Good value added from active management in all annualized time periods beyond the last year!

	1 Year Annualized	2 Years Annualized	3 Years Annualized	4 Years Annualized	5 Years Annualized	6 Years Annualized	7 Years Annualized	8 Years Annualized	9 Years Annualized	10 Years Annualized
UWO Annualized Return (1)	9.2	10.2	10.0	9.0	10.4	11.2	11.4	9.9	9.6	8.9
Policy Return (2)	8.6	8.8	9.0	7.4	8.7	9.4	9.9	8.5	8.4	7.9
Value Added	0.7	1.4	1.0	1.6	1.7	1.8	1.6	1.3	1.2	1.0
	Yr Ending 9/30/2018	Yr Ending 9/30/2017	Yr Ending 9/29/2016	Yr Ending 9/30/2015	Yr Ending 9/30/2014	Yr Ending 9/30/2013	Yr Ending 9/29/2012	Yr Ending 9/30/2011	Yr Ending 9/30/2010	Yr Ending 9/30/2009
UWO Annual Return (1)	9.2	11.2	9.6	6.2	16.0	15.4	12.8	-0.6	7.6	2.8
Policy Return (2)	8.6	9.1	9.4	2.8	14.0	13.1	12.5	-0.5	7.8	3.2
Value Added	0.7	2.1	0.2	3.4	2.0	2.3	0.3	-0.2	-0.2	-0.4
Policy Mix as of September 30										
S&P/TSX Composite	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
S&P 500	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
S&P 500 Hedged Currency	4%	6%	11%	11%	11%	11%	11%	11%	11%	10%
Russell 3000	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%
S&P 400 Hedged Currency	5%	4%	4%	4%	4%	4%	4%	4%	4%	5%
MSCI EAFE	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
MSCI EAFE Hedged Currency	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total Equity	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
FTSE TMX Bond Universe (3)	18%	18%	18%	18%	25%	25%	25%	40%	40%	40%
MSCI All Country World (ACWI)	5%	5%	5%	5%	5%	5%	5%	0%	0%	0%
90-Day LIBOR	3%	3%	3%	3%	5%	5%	5%	0%	0%	0%
Infrastructure (CPI + 5)	10%	10%	10%	10%	0%	0%	0%	0%	0%	0%
Real Estate (4)	5%	5%	5%	5%	5%	5%	5%	0%	0%	0%

FOR INFORMATION



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

**2018-19 Approved Budgets and Updated
Projections**
(Mid-Year Update)

January 15, 2019

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

**Fiscal 2018-19 Updated Projections
(Compared to Fiscal 2018-19 Approved Budgets)**

For Information

The attached schedule compares the updated fiscal 2018-19 projected results for Student Fee Funded Units, Ancillaries, Academic Support Units, and Associated Companies to the original approved budget for the same period. This schedule also reports the closing operating and capital reserve balances projected to April 30, 2019.

A brief commentary on major variances is provided as follows: (note: line references refer to the corresponding line from the supporting financial schedule)

Housing Services (line 17):

Approved 2018-19 Budget - \$4,331,300 surplus, Updated 2018-19 Projection - \$8,848,500 surplus.

Housing is projected to end the year in a much better position primarily due to a lower vacancy rate, lower utility costs, and reduced major maintenance expenses.

Animal Care and Veterinary Services (line 22):

Approved 2018-19 Budget - \$132,400 deficit, Updated 2018-19 Projection - \$260,200 deficit.

The deficit for Animal Care and Veterinary Services is projected to be higher than anticipated primarily due to the conversion of sessional animal care technicians to full-time status – as required by collective agreements.

University Machine Services (line 24):

Approved 2018-19 Budget - \$89,300 surplus, Updated 2018-19 Projected - \$76,700 deficit.

University Machine Services is projecting a \$76,700 deficit (vs. a \$89,300 budgeted surplus) primarily due to one-time retroactive salary costs resulting from a new collective agreement, lower project activity, and one major project that came in over budget.

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

Approved 2018-19 Budget – \$5,500 surplus, Updated 2018-19 Projection - \$452,700 deficit.

The deficit projected for the Western Research Parks is primarily due to lower hotel accommodation and food & beverage revenue for Windermere Manor and lower product sales for ADEISS. The lower sales for ADEISS is attributed to delays in obtaining required certifications.

Ivey Business School Foundation (line 31):

Approved 2018-19 Budget - \$3,928,000 surplus, Updated 2018-19 Projection – \$2,887,000 surplus.

The surplus for the Ivey Business School Foundation is projected to be lower than anticipated primarily because of one-time upfront course development fees for new Executive Education Programs to be introduced in the coming year.

Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies
2018-19 Budget and Projected (\$ 000)

		2018-19 Budget			2018-19 Projected			% Change		Projected April 30/19 Reserves	
		Revenues	Expenses	Rev-Exp	Revenues	Expenses	Rev-Exp	Revenues	Expenses	Operating	Capital
1	A - Student Fee-Funded Units										
2	SRS: Campus Recreation	5,904.2	5,902.4	1.8	5,769.0	5,720.3	48.7	-2.29%	-3.09%	701.5	628.5
3	SRS: Intercollegiate Athletics	6,384.4	6,374.5	9.9	6,912.4	6,908.7	3.7	8.27%	8.38%	114.9	
4	SRS: Thompson Recreation & Athletic Centre	1,334.0	1,332.8	1.2	1,218.2	1,217.1	1.1	-8.68%	-8.68%	272.2	499.4
5	Financial Aid Office	1,133.4	1,133.2	0.2	1,157.6	1,158.4	-0.8	2.14%	2.22%	52.1	
6	International Student Services	466.6	466.8	-0.2	457.5	457.5	0.0	-1.95%	-1.99%	0.2	
7	Indigenous Services	823.7	823.7	0.0	829.7	812.9	16.8	0.73%	-1.31%	143.1	
8	Services for Students with Disabilities	468.6	468.6	0.0	475.1	468.7	6.4	1.39%	0.02%	35.3	74.2
9	Student Development Centre	2,634.4	2,634.4	0.0	2,684.1	2,666.9	17.2	1.89%	1.23%	332.1	150.0
10	Student Success Centre	1,636.3	1,752.2	-115.9	1,723.9	1,727.4	-3.5	5.35%	-1.42%	421.0	
11	Student Health Services	4,554.3	4,630.0	-75.7	4,535.4	4,532.1	3.3	-0.41%	-2.11%	728.9	500.0
12	Off-Campus Housing & Housing Mediation Svcs	450.8	457.2	-6.4	455.8	454.1	1.7	1.11%	-0.68%	148.2	
13	Western Foot Patrol	188.0	187.0	1.0	189.9	189.8	0.1	1.01%	1.50%	34.4	45.1
14	Sub-Total	25,978.7	26,162.8	-184.1	26,408.6	26,313.9	94.7	1.65%	0.58%	2,983.9	1,897.2
15	B - Ancillary Units										
16	Family Practice Clinic and Workplace Health Svcs	573.6	549.6	24.0	511.1	504.4	6.7	-10.90%	-8.22%	177.0	
17	Housing Services	76,909.1	72,577.8	4,331.3	79,364.5	70,516.0	8,848.5	3.19%	-2.84%	69,799.6	
18	Parking Services	6,003.4	5,856.3	147.1	5,858.1	5,836.1	22.0	-2.42%	-0.34%	4,941.4	
19	Retail Services	32,758.1	32,771.4	-13.3	32,819.8	32,789.8	30.0	0.19%	0.06%	1,436.8	
20	Sub-Total	116,244.2	111,755.1	4,489.1	118,553.5	109,646.3	8,907.2	1.99%	-1.89%	76,354.8	0.0
21	C - Academic Support Units										
22	Animal Care & Veterinary Services	4,496.0	4,628.4	-132.4	4,461.8	4,722.0	-260.2	-0.76%	2.02%	15.4	
23	Boundary Layer Wind Tunnel	2,450.0	2,434.3	15.7	2,249.3	2,239.5	9.8	-8.19%	-8.00%	624.8	300.0
24	University Machine Services	2,106.0	2,016.7	89.3	1,883.2	1,959.9	-76.7	-10.58%	-2.82%	336.2	
25	Fraunhofer Project Centre	1,597.8	1,399.2	198.6	1,249.8	1,200.2	49.6	-21.78%	-14.22%	-712.1	113.0
26	Surface Science Western	1,842.4	1,842.4	0.0	1,752.1	1,750.7	1.4	-4.90%	-4.98%	289.3	407.4
27	Continuing Studies at Western	2,507.2	2,431.6	75.6	2,567.6	2,412.8	154.8	2.41%	-0.77%	564.3	
28	Sub-Total	14,999.4	14,752.6	246.8	14,163.8	14,285.1	-121.3	-5.57%	-3.17%	1,117.9	820.4
29	D - Associated Companies										
30	Western Research Parks (incl. Windermere Manor, ADEISS & AMP)	8,752.9	8,747.4	5.5	8,370.6	8,823.3	-452.7	-4.37%	0.87%	-12,948.0	
31	Ivey Business School Foundation	31,432.0	27,504.0	3,928.0	30,780.0	27,893.0	2,887.0	-2.07%	1.41%	15,738.5	
32	Ivey Business School Asia Limited	4,158.0	4,363.0	-205.0	3,591.0	3,974.0	-383.0	-13.64%	-8.92%	-2,877.2	
33	Sub-Total	44,342.9	40,614.4	3,728.5	42,741.6	40,690.3	2,051.3	-3.61%	0.19%	-86.7	0.0
34	Grand Total	201,565.2	193,284.9	8,280.3	201,867.5	190,935.6	10,931.9	0.15%	-1.22%	80,369.9	2,717.6

REPORT OF THE SENIOR POLICY & OPERATIONS COMMITTEE

Contents	Consent Agenda
Board Appointment	Yes

FOR INFORMATION

1. **Committee Appointments**

On behalf of the Board of Governors, the Senior Policy & Operations Committee, approved the following appointment:

- Keith Gibbons to the Western Research Park – Board of Directors for 2019-20 and on a continuing basis thereafter, effective January 16, 2019.

REPORT OF THE AUDIT COMMITTEE

Contents	Consent Agenda
Western Office of the Ombudsperson Annual Report 2017-18	Yes

FOR INFORMATION

1. **Western Office of the Ombudsperson Annual Report 2017-18**

The annual report of the Western Office of the Ombudsperson is provided in [Annex 1](#).

FOR INFORMATION



ANNUAL REPORT

2017/2018

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

In accordance with the Ombudsperson Memorandum of Agreement, I am happy to present the annual report for the period August 1, 2017 to July 31, 2018.

As with past reports, Ombuds staff will post this report on our web site, distribute it to university administrators and student council leaders, and present the findings to the University Board of Governors and Senate.

At the time that I was preparing this year's report, a student leader met with me to discuss issues affecting their constituency. About half way through the conversation, we began speaking about the role of the Ombudsperson. The student asked *what* we do for students and *how* we go about our work. I started telling them about how we are impartial and guide students through concerns at the university. I gave my *elevator pitch*.

The Office of the Ombudsperson is a confidential and impartial office that guides students through concerns at the University. We can help with academic and non-academic problems and serve all students on main campus and at the affiliates, whether they are graduates or undergraduates.

The student interrupted me and said, 'No. I mean, *exactly* how do you work with students'?

My goal with this year's report is to paint as accurate a picture as possible of what happens when a student emails, phones or walks into our office. I hope to present who we are, how we work, and what the concerns are that we address. I also hope that if our readers have questions, they will pop in to see us in Room 3135 of the Western Student Services Building or email ombuds@uwo.ca.

Jennifer Meister

“My goal with this year’s report is to paint as accurate a picture as possible of what happens when a student emails, phones or walks into our office.”

ABOUT THE OMBUDSPERSON

WHAT IS AN OMBUDSPERSON?

I am the first to admit that Ombudsperson is not an accessible word – especially for international students; however, Ombudsman is the title given to offices that are independent of management or government; promote fairness; are impartial; and perform their work confidentially. Ombudsman comes from the Swedish word *umbuds man*, meaning representative. The Swedish government appointed the first Citizens Representative – or Ombudsman -- in 1809. Today there are organization and government ombudspersons around the world. All Canadian provinces and territories, except for Prince Edward Island and Nunavut, have Ombudspersons and there are Ombudspersons at approximately 25 universities and eight colleges across Canada. Western's Office of the Ombudsperson was established in the 1970s.

HOW DOES THE OMBUDS OFFICE ADDRESS STUDENT CONCERNS?

Students often contact us before they file an appeal or speak to a decision maker about a concern. For example, when they receive a disappointing grade or have been accused of a scholastic offense. In these instances, we provide students with **information** such as steps in a process, contact information for the person to whom they should appeal, or the appeal deadline.

The majority of students who come to the Ombuds Office come because they are now aware of their options and need **advice**. For example, a student may feel a quiz administered by a professor was unfair; however, they need to talk to someone about the value of appealing when the quiz is only worth two per cent of their final grade. The advice category also includes when we review appeal letters. We may provide basic editing, but more importantly, we ensure the student has included all the critical information. We also provide advice to graduate students who are experiencing conflict or progression issues.

Finally, on occasion we **intervene** in cases. We do not necessarily intervene on behalf of the student. Usually we intervene to find out more information or to ensure we understand why an administrator made a specific decision. We only intervene with the student's permission. We have an intake sheet that the student signs to give us permission to discuss the situation with a specific office.

WHO ARE WE?

Western's Office of the Ombudsperson has two employees – the Ombudsperson and the Associate Ombudsperson.

I, Jennifer Meister, have been Ombudsperson since August 2011 and served as Acting Ombudsperson between August 2010 and August 2011. I hold a Master's in Education from the Ontario Institute of Studies in Education (OISE) at the University of Toronto and am working toward my Conflict Management Certificate through Western Continuing Studies. Before working at Western, I worked in communications. When not at work, I love quilting and stitching anything that you can put a needle and thread through!

Associate Ombudsperson Anita Pouliot has been with the Office of the Ombudsperson since May 1990. A Western graduate, Anita has a wealth of historical knowledge about university policies and why they are written as they are. She also knows many people across campus and can help guide students to those best able to help them. Anita is a specialist in undergraduate situations, and has led thousands of students through grade appeals, petitions for dean's waivers, and reconsiderations of admission. Of course, no biography of Anita would be complete with mentioning her love of golf.

Students can phone, email, drop in, or request an appointment via the Contact Us area of the Ombuds web site. During the week, we always return email and voice mail within 24 hours of the message. Our office is conveniently located on the third floor of the Western Student Services Building.



JENNIFER MEISTER
Ombudsperson



ANITA POULIOT
Associate Ombudsperson

Between August 1, 2017 and July 31, 2018, **681 students** reached out to the Office of the Ombudsperson about **732 different issues**.

1 OUT OF EVERY 50

Western students contacted us in 2017/18

What was required from these concerns:

246

Information

419

Advice

55

Intervention

12

Not specified



SCENARIOS

The following will give you an idea of what we do when a student arrives in our office. I highlight examples from the most common issues of 2017/18. Some issues are distinctively undergraduate or graduate; however, others cross the chasm between graduate and undergraduate.

Most of my peers at other universities provide recommendations in their annual reports. Earlier drafts of this report included recommendations, but I don't believe it's appropriate to make recommendations based on the small window into an issue we in the Office of the Ombudsperson have. Instead, I hope that administrators will take the information provided and determine what warrants consideration. The Ombudsperson does have right to investigate an issue, which I will if I feel it is appropriate and necessary.

When reading this document, please also note that students don't visit the Office of the Ombudsperson when life is great. We don't hear when a professor says they know questions on an exam were "bad" questions and therefore have increased everyone's grade by a per cent. Nor do we hear when students who struggled through their degree return to thank academic counselors for the guidance they provided. There are thousands of good news stories out there – but we don't get to hear them and so they are not in this report! As well, because we don't always hear the outcome after we have made suggestions to students, in this report I can only say what Ombuds staff did in a specific situation. We do sometimes get a thank you when a student resolves their concern, or a follow up message wondering what else the student can do if a suggestion has not worked out.

Close But far away

A student came to us needing 60 per cent in a course in order to stay in their module. The student received 59 per cent. We suggested the student meet with academic counseling to determine whether 59 per cent would indeed be a problem or if it would be 'close enough' to progress. Following a meeting with academic counseling and determining that 60 per cent was a firm requirement, we suggested the student meet with the professor to review their exam. We then explained that if the grade remained at 59 per cent, the student could appeal to the undergraduate chair in the program to remain in the module. We reviewed the student's appeal letter. In the end, the program permitted the student to remain in their module. In this situation, the administrators involved made an exception to a policy. Exceptions are fine, as long as the administrator is willing to make an exception when a similar situation arises in the future. My concern with this exact case is that this student chose to appeal and therefore the situation came to the attention of program management. The program may not have registered other students who received 59 per cent in the course.

I missed the deadline

A student realized past the deadline for adding courses that they wanted to add a course and drop another one. The student had been attending the class they wanted to add, and the professor had agreed. Academic counseling denied the request. The Ombuds office reviewed the student's appeal to the associate dean to do this late course swap; however, we also explained that the deadlines set by Senate are firm. Deadlines are only set aside under exceptional compassionate or medical circumstances.

I want to overload

A student had to drop some courses the previous school year because of a newly diagnosed medical condition. The next term, the student requested permission to overload so that they would be able keep up with their program. Academic counseling and then the associate dean denied the request. The student did not believe this was fair because they had a cumulative average of 76.6 per cent and felt they had proven every year that they could handle the workload. The faculty publishes a requirement of 80 per cent in order to overload. In this case, we guided the student through their letter to the associate dean, but we also explained the published rule and explained that such rules are in place to ensure student success.

Grade adjustments

Scenario #1: A fourth-year student received 79 per cent on a mid-term exam. The professor entered the grade into OWL as 75 per cent. The student talked with the professor regarding the change. The professor had removed some questions from the exam because the professor acknowledged problems with the questions. The professor explained that because of this, some students' grades went up while others went down. We pointed out to the student that grade adjustments are fair as long as all students are treated the same. After reviewing the appeal process and discussing the situation a bit more, the student decided to review their exam and consider whether to appeal to the undergraduate chair.

Scenario #2: A Dean's Honours student finished an elective course with 75 per cent. The student received high marks on all elements of the course except for an essay portion of an exam. The student reviewed the exam with the professor and felt the professor was not able to explain where the student went wrong or what an ideal response would be. The student believed the professor was intentionally lowering marks on the essay portion of the exam because the grades in the other sections were high. We explained the student could appeal their grade or contact the undergraduate chair of the department offering the course to discuss their concerns.

Some students believe the only way to voice concerns about a course is to appeal. This is not true. We often suggest that after speaking with the professor, students write a letter or that a small, representative group from a course visit the chair of the program to discuss concerns. Course evaluations are also a valuable way to communicate constructive comments regarding a course. The University is to be commended for the introduction of on-line evaluations, which make it easier for students to submit course feedback.

Scenario #3: A student in a professional program was receiving high grades in a course but then received a poor grade on the final exam. The student was confused because things that would be marked correct on an assignment were marked incorrect on the exam. We guided the student through the appeal process. The associate dean granted the student a PAS in the course (as opposed to a numerical grade). In

this program, a PAS is not included in the calculation of the cumulative average, so the student agreed to this solution. This seemed like a good solution, but as with a previous situation, the program gave the student a PAS because the student appealed. Students who didn't appeal, and those for whom a PAS wouldn't be the best solution, should also be considered.

Scenario #4: An upper year student came to us with concerns regarding grading. A midterm exam included both multiple choice and short answer questions. The professor gave students the higher grade they earned. i.e. If they earned an 82 per cent on the multiple-choice section of the exam, and a 57 per cent on the short answer, they were given 82 per cent on the exam. Students had not been notified before or during the exam that this was how it would be graded. The student who visited the Ombuds Office earned 76 per cent and 79 per cent on the two sections; therefore, they earned a grade of 79 per cent whereas the student who received 57 per cent and 82 per cent on the different sections, would have earned 82 per cent. The student discussed the situation with the professor who felt it was fair. We explained the appeal process to the student, but suggested they speak to the undergraduate chair before appealing because this situation affected all students in the class.

Scenario #5: According to OWL gradebook, a fourth-year student with aspirations for Law school received 80 per cent in a course. When the student looked at their grade report at the end of term, the professor had lowered the grade to 79 per cent. The student contacted the professor who said that he had to adjust the original grades because the class average was higher than the department's posted average for classes. The student did not believe this was fair because a change from 80 per cent to 79 per cent is a significant difference when applying for Law school. We explained to the student that grade adjustments are sometimes necessary and are fair if the program applies the adjustment equally to all students.

Record clean up

Intense competition for graduate and professional program spaces means there is little room for missteps in undergraduate grades. The reality is that some graduate and professional programs don't allow students to repeat courses and .2 of a difference in a GPA can make a difference in whether a student is admitted. Due to this intense competition, we have seen an increase in current and former students inquiring as to how their academic record can be 'cleaned up'. The University appeal policy is clear on deadlines; however, we usually recommend the individual contact the associate dean of their faculty to explain the circumstances that affected their education. As with other situations, we offer to review letters to associate deans. Following are some examples where a current or former student was appealing to have past performance removed from their academic record.

Scenario #1: A Western graduate applying to a professional program approached our office about a poor grade. We explained that the individual could appeal to the associate dean undergraduate in their home faculty, but we also explained that it would be rare for an associate dean to remove one grade from a record. An associate dean usually grants permission for changes only when the circumstances were extreme and only to all courses in a specific term or year. It is very difficult for a student to prove that a circumstance affected only one or two courses. In this specific case, we also explained to the individual that it might be better to explain to the schools to which they were applying why the grade was so poor.

Scenario #2: A Western graduate, who had undergraduate and graduate degrees, and was applying to a professional school, visited the Office of the Ombudsperson. Mental illness had affected one of the students' undergraduate years at Western. They wanted to appeal to have their grades changed to late withdrawals (WDN). Although Ombuds staff pointed out to the alumna that they were clearly outside of the appeal timeline provided in the policies, we did suggest they write the associate dean of their former home faculty. The alumna did that. When the appeal was denied at the associate dean level, the student appealed to the Senate Review Board Academic (SRBA). The appeal was also denied at SRBA.

Scenario #3: A student graduating at June convocation had applied to be licensed with a professional organization. The student came to us because they had suffered many concussions throughout one of their years at Western and they believed this was why two of their marks were below 65 per cent. The specific professional organization states that the applicant cannot have a grade below 65 per cent. The student wanted to appeal the grades. We explained to the student that they were past the appeal deadline. We also suggested to the student that they write a letter to the professional organization explaining the situation.

WHAT OTHER UNIVERSITIES ARE DOING TO ADDRESS SIMILAR LATE WITHDRAWAL ISSUES

Some North American universities have processes for requests of late withdrawals. Ryerson University has a form that students may complete to request retroactive withdrawal of a course or courses: <https://www.ryerson.ca/registrar/faculty/forms/WDR-WDL>. Grounds for withdrawal include compassionate, medical and procedural error. If granted, the course is expunged from their record. Ryerson students can also separately request a fee adjustment. The University of Minnesota has a policy by which students can drop a course after the drop date but before the exam without any explanation. Students can only do this once in their undergraduate career, and a designation of W is put on their record: <https://www.cfans.umn.edu/late-drop>.

For the Fall 2018 term, Western has introduced the discovery

credit option. With this option, students may elect to take up to 1.0 elective courses on a Pass/Fail basis. The goal of this option is to allow students to explore disciplines outside their major with less concern about grades. Currently there is no provision for this option to be applied retroactively and students must choose the option before the course drop deadline. Further investigation could be done into the impact of a poor year on graduate or professional school applications. This investigation could include looking into the impact of a course withdrawal notification (WDN) on a grade report as opposed to expunging the course from the record.

The role of undergraduate academic counselors

Ninety percent of individuals who responded to the 2016/17 Survey of Graduating Students said they would recommend Western to a friend (Western University, 2017, p.8). In the same survey, respondents rated their satisfaction with academic counseling at Western above average (Western University, 2017, p.9). The latter result may be because each faculty provides the academic counseling model that works for their students. As well, academic counselors take their lead from each individual student as to what their relationship with a specific student will look like. Some students might only see their academic counselor for three ten-minute meetings throughout their time at Western; other students might need coaching throughout their program and might need to meet with an academic counselor a few times a term. Academic counselors provide whatever the student needs; in any given day an academic counselor might be a cheerleader, a coach, or an ally.

When issues pertaining to academic counseling come to the Office of the Ombudsperson, it is usually because of a policy or process that isn't being used efficiently and not something that academic counseling is specifically responsible for, although they are the link between the student and the process.

The scenarios below illustrate what happens when a student doesn't take advantage of the advisement that academic counselors can provide or when the academic counseling system doesn't work as intended.

Scenario #1: In March 2018, a first year student visited the Office of the Ombudsperson with many questions ranging from accessing tax receipts to registering for second year courses. The student was falling between the cracks. I asked if the student had been to academic counseling and they said yes, but for various reasons the student needed further guidance. I spent time with the student explaining where to find their tax receipt and how to find course requirements for the program they were hoping to be in. I then took the student to Learning

Skills Services to sign up for exam preparation sessions. This is an extreme example of a student that was overwhelmed and was clearly unable to advocate for themselves; however, it's also a good example of where a connection with an academic counselor may have helped the student feel less overwhelmed. It is also an example of where it's beneficial for academic counsellors to be able to master the 'art of the referral'. Information sessions provided by Student Accessibility Services, Wellness Services, Learning Skills, Financial Aid, and our office to name a few examples, help academic counselors get a good grasp on who around campus can assist a student with a struggle.

Scenario #2: Western International directed a third-year student to the Office of the Ombudsperson. The student was on academic probation and had failed a first term course, meaning that they would be required to withdraw from Western once academic counseling adjudicated them in May. The student was confused and didn't know what to do. When asked if the student had visited academic counseling to understand the procedure of applying for a dean's waiver, the student said yes, but that they needed more guidance. Staff in the Office of the Ombudsperson explained what would occur during adjudication in May and how the dean's waiver process worked. With permission from the student, we also spoke to the associate dean involved to determine best practices for some of the specific issues the student was facing. When the time arose, we reviewed the student's dean's waiver.

The key to continued academic counseling success seems to be in making processes, such as student medical certificates and course registration, more efficient so that academic counselors can be freed up to provide coaching for students when needed.

Lack of English Skills

Evidence of English proficiency for those applicants whose first language is not English is required before an applicant will be considered for admission (http://welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html) Even with this proof, each year we meet with students whose lack of academic success appears to be partially due to their poor command of the English language. The following cases and recommendation refer to graduate students; however, the success of undergraduate students for

whom English is not their first language also needs consideration.

Scenario #1: A professor accused a graduate student of a scholastic offense. The student visited our office to seek advice. We reviewed the policy with the student and advised the student on their right to appeal. The student drafted an appeal letter and sent it to the Office of the Ombudsperson for review. It was clear from the letter that the student did not have a good command of the English language. Ombuds staff made suggestions regarding content but also suggested they have a native English speaker review the letter for grammar and syntax errors. We also suggested the student could visit the Writing Centre. The School of Graduate and Postdoctoral Studies did not grant the appeal and the student was required to withdraw from Western. The student appealed to SRBA, but SRBA upheld the decision of the associate vice provost. This case and similar cases raise the question as to whether a student's lack of English skills, especially when they are in graduate studies, increases the stress and difficulty of a program – and possibly leads the student to commit a scholastic offense.

Scenario #2: Another graduate student approached the Office when they were accused of copying from a web site and submitting it as their own work. This was the student's second offence. As with the previous situation, it became obvious that the student did not have adequate English skills to complete their program. After a discussion with the student regarding English programs in London that would help the student be successful, the student decided to withdraw from their program, improve their English and reapply in the future.

Student/Supervisor Conflict

Western's School of Graduate and Postdoctoral Studies is a leader in developing programs for graduate student success, including introducing guidelines for supervisors and students to follow. In 2017/18, SGPS introduced Own Your Future – a program aimed at helping PhD students develop professional skills and prepare for a future that may or may not include a career in the Academy. As part of Own Your Future, the Office of the Ombudsperson has teamed with Equity and Human Rights Services to present a module on conflict. We discuss the benefits of conflict, but also discuss what to do when conflict threatens a supervisor/student relationship.

In 2017/18, the Office of the Ombudsperson met with 18 graduate students regarding supervisory issues – 20 per cent of graduate student visits. In these discussions, we helped the student see the issue from their supervisor's standpoint and gave student the tools they need should a conflict arise. Following are two examples of how we addressed graduate student/supervisory concerns.

Scenario #1: A student came to us regarding a situation that was an accommodation issue; but after spending some time with the student, it was clear that what started as a request for accommodation was turning into a conflict. The student had a doctor's note stating that they were unable to lift items beyond a specific weight; however, part of the student's research involved lifting equipment onto a table. The student asked for assistance and suggested an undergraduate student might benefit from the experience. According to the student, the supervisor denied the request to have assistance, saying that the lack of a consistent schedule would make it too difficult to have an undergraduate assistant. The student also said the supervisor accused them of being a poor student and not willing to do the required work. The student stated that the supervisor did this to other students as well. Rather than automatically sending the student to Student Accessibility Services or Equity and Human Rights Services, we spoke to the student about how to have a conversation with the supervisor regarding the accommodations they required, and to attempt to work out a solution. The student did not feel overly comfortable speaking to the supervisor, so we suggested they speak with the graduate chair instead. We conducted a role play of the conversation, with the student acting as themselves and Ombuds staff acting as the graduate chair. This gave the student the confidence to meet with the graduate chair to discuss what was occurring. The student is continuing in their program and with their supervisor.

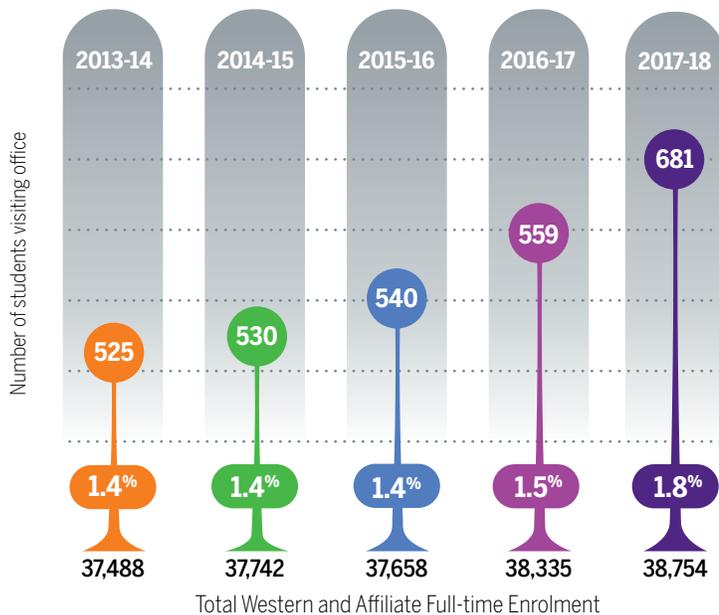
Some institutions, including the University of Toronto, University of Alberta and University of Michigan, offer student-run conflict resolution options. A student sometimes benefits from a peer who has experienced a similar concern. Over the past two to three years, I have recommended to the Office of the Ombudsperson Advisory Committee that the office introduce a peer conflict-management option; however, this has not come to fruition. The Office does not currently have the space for peers, and although space issues can be rectified with novel solutions, I do not have the time to adequately develop such a program. I intend to address this concern in budget planning this upcoming cycle.

VISITOR OVERVIEW

Following is a numerical overview of who has visited the Office of the Ombudsperson in the past year.

Visitors over time

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



DEGREE LEVEL OF STUDENTS

83%
Undergraduate

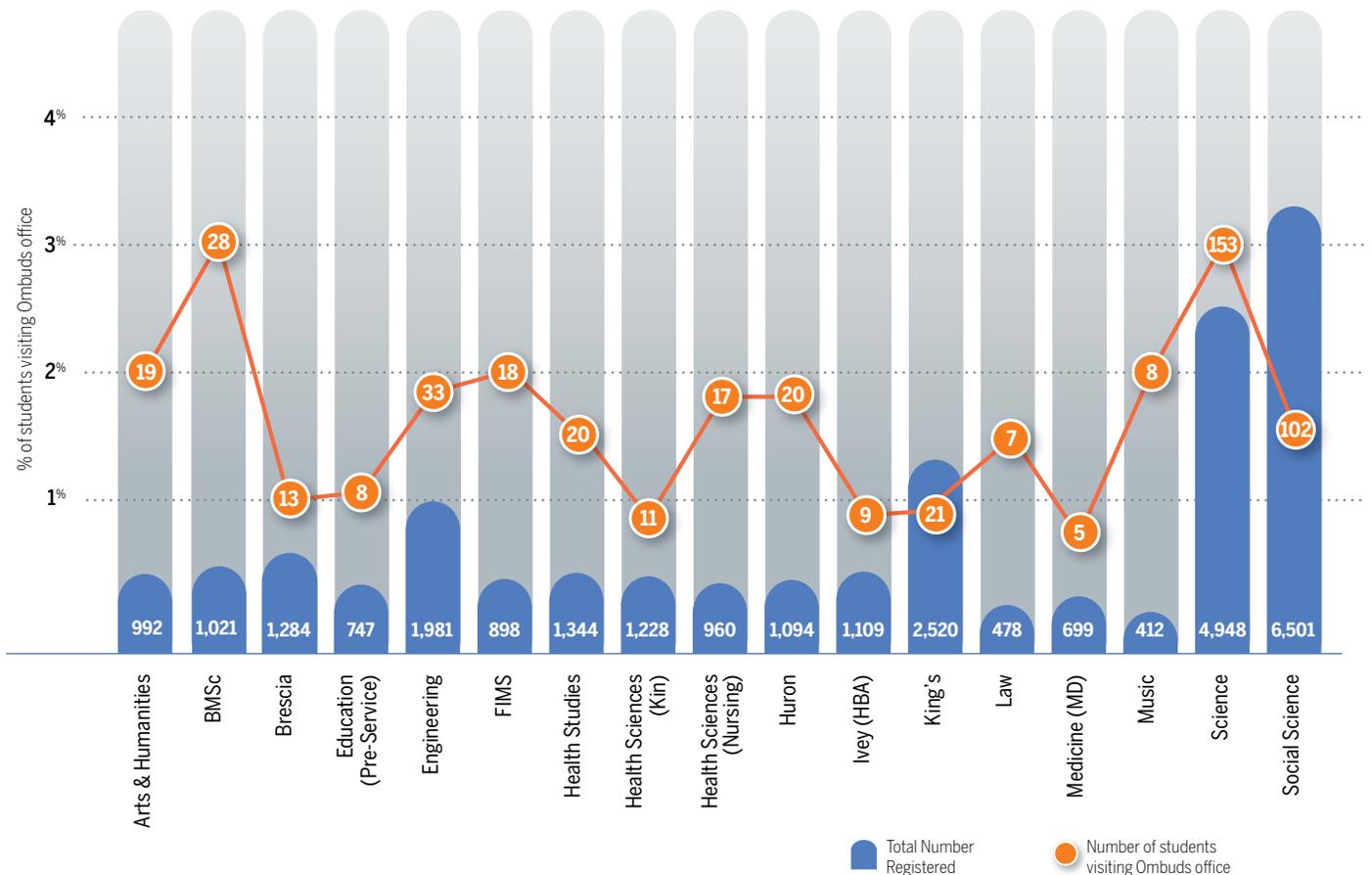
8%
Master's

9%
Doctoral

UNDERGRADUATE STUDENT VISITORS

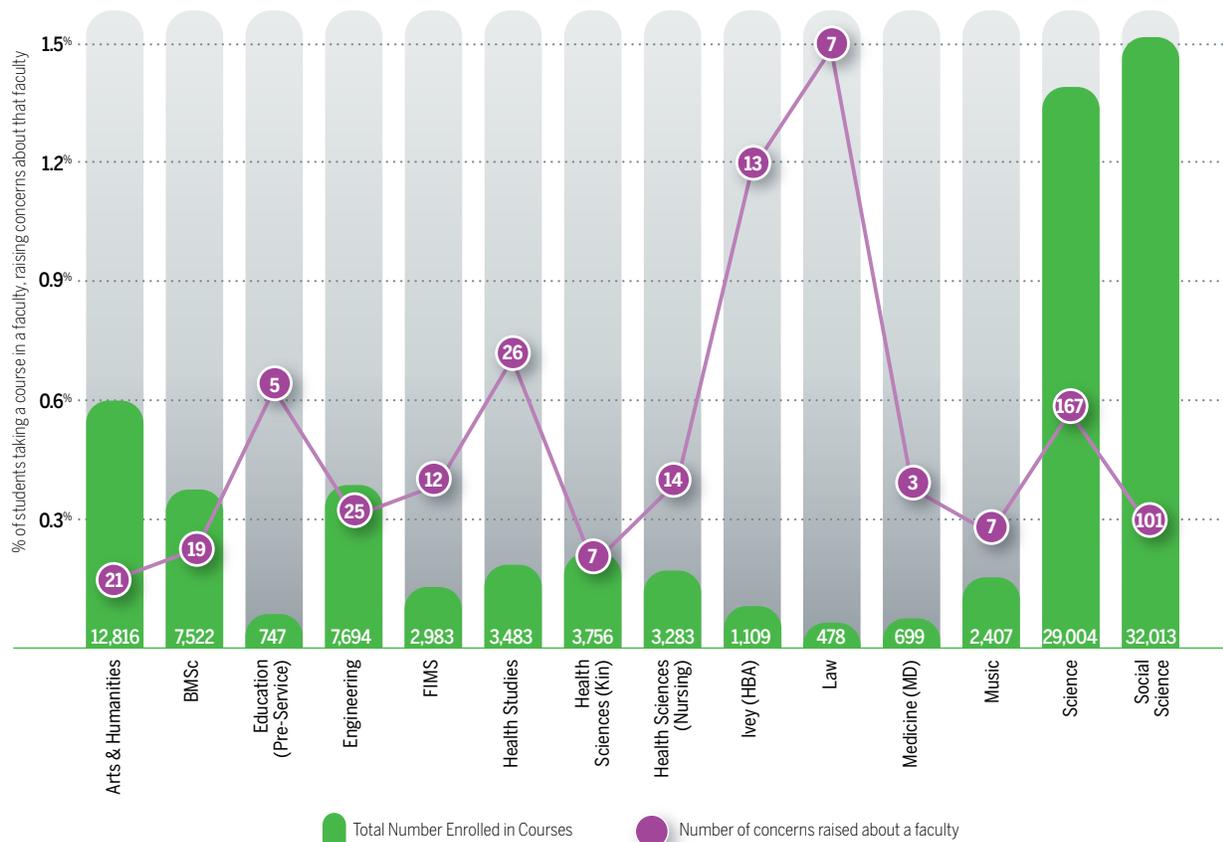
Home faculty of undergraduate students visiting the Office (Note: Not all students tell us their program so they are not identified below but are identified in the overall count of student visitors earlier in this report.)

Undergraduate student visits by home faculty



Undergraduate students by faculty of concern

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



*Brescia (10 concerns), Huron (12 concerns), and King's (18 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

Undergraduate concern break down – academic and financial

The following chart illustrates the academic and financial concerns raised by undergraduate students who visited the Office of the Ombudsperson.

467 of the 563 undergraduate concerns raised dealt with academic and/or financial concerns.

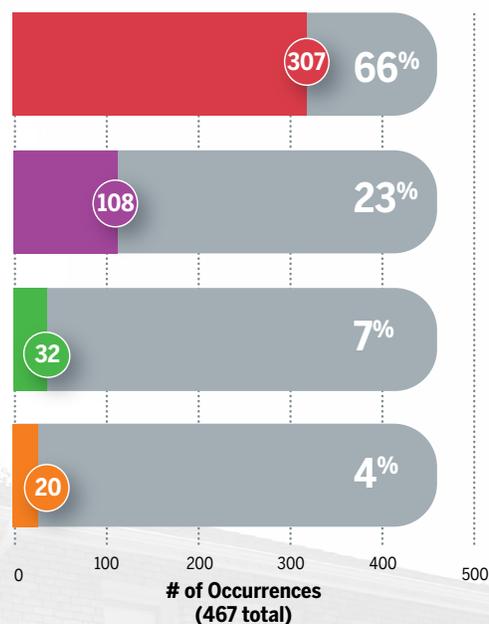
Category of concern

General academic related (inc. grade issues, program requirements, and course management)

Administrative procedures (required to withdraw, admission, late withdrawal, registration, add/drop deadlines, readmission)

Scholastic Offences

Financial (fees, scholarships, financial aid)



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 first graph below shows the number and percentage of master's and doctoral students visiting the Office from various disciplinary faculties. Note: There were 15 students who did not identify their discipline.

The second graph shows the number and percentage of master's and doctoral students taking courses in a faculty, raising concerns about that faculty.

Graduate concerns – academic and financial

(100 of 115 concerns raised by graduate students dealt with academic or financial concerns.)

12.8%

Financial (including
financial aid and funding)

7.4%

Admissions

70.2%

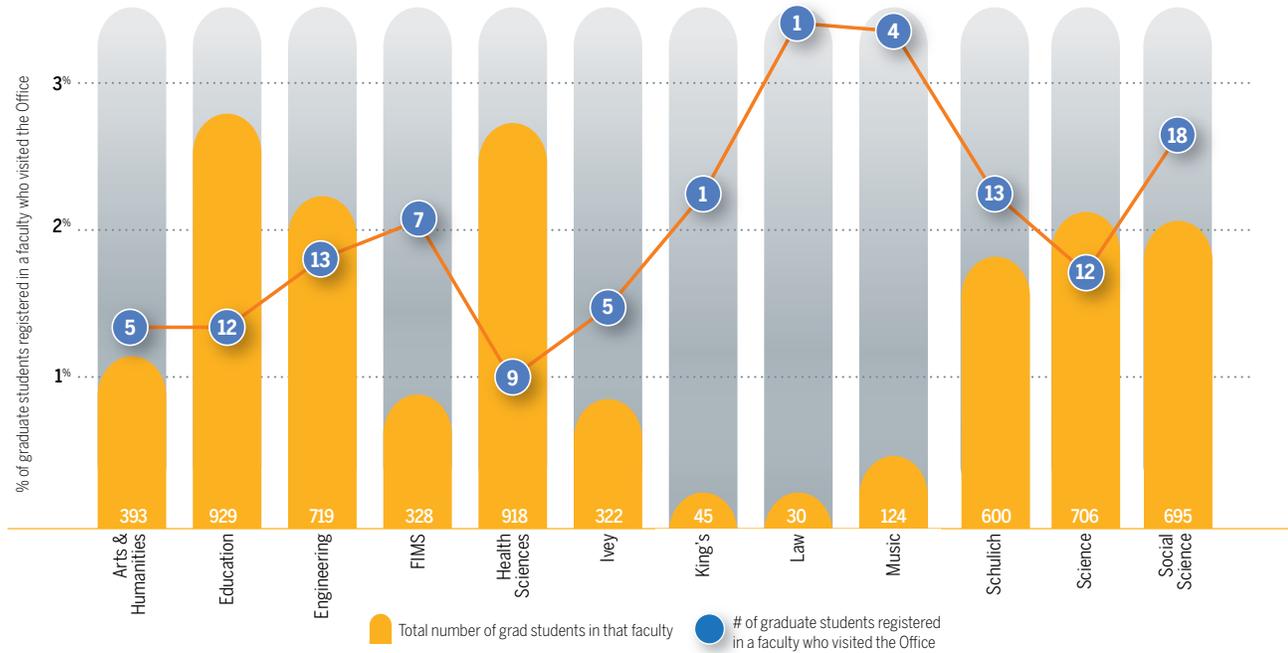
Academic (including grades,
progression and supervision)

9.6%

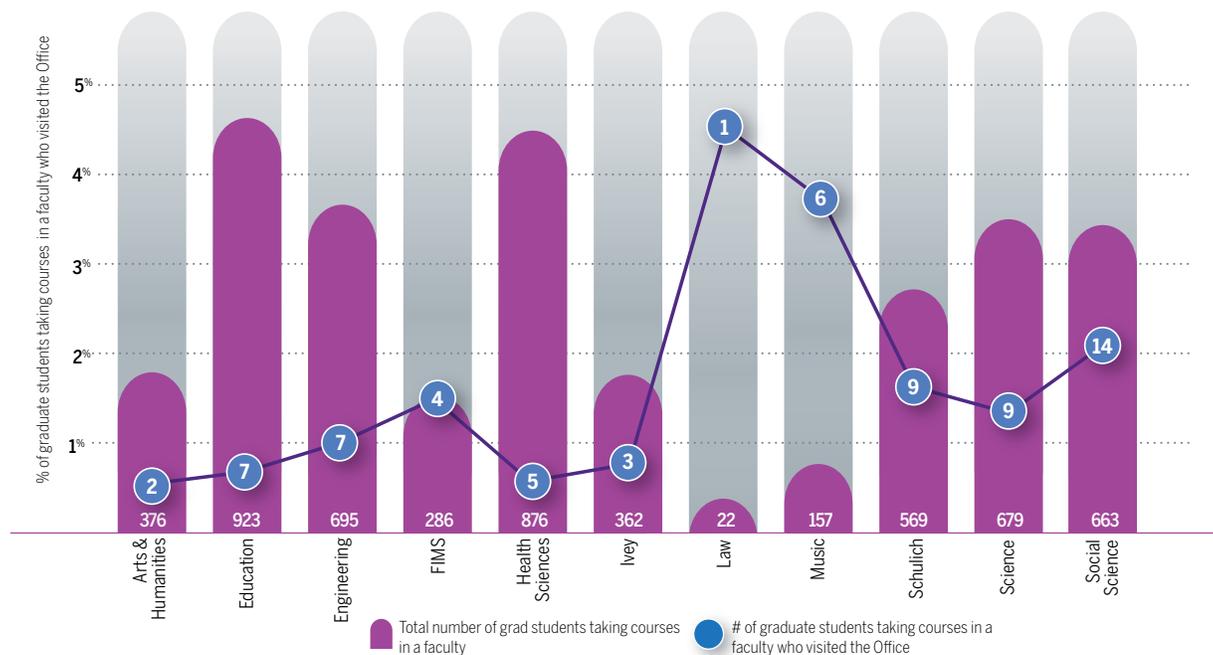
Scholastic Offence

Concerns per student's home faculty

(Note: Not all students tell us their program so they are not identified below but are identified in the overall count of student visitors earlier in this report.)



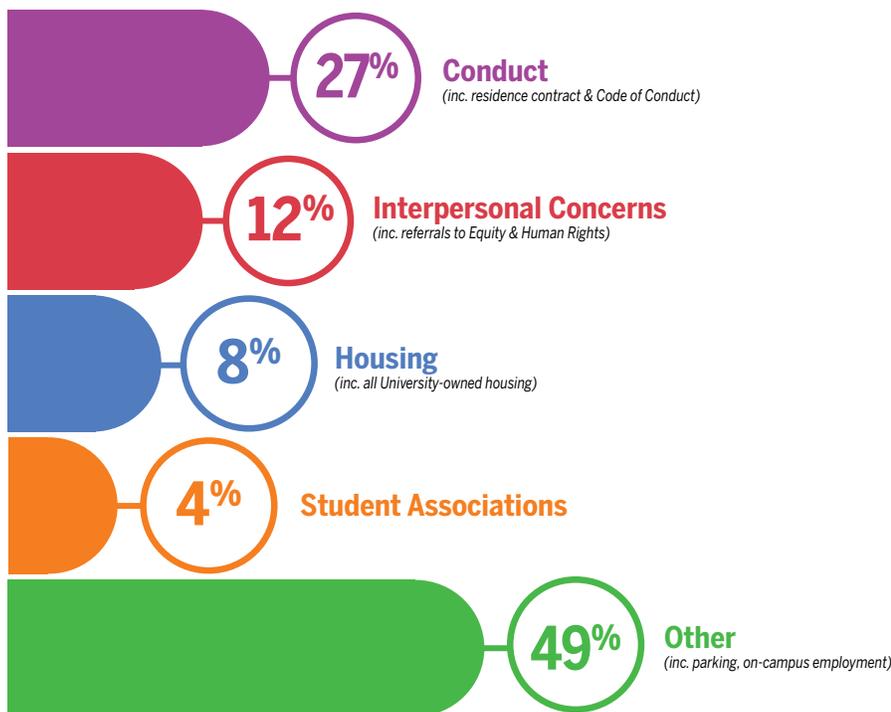
Concerns per course faculty



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 sometimes students just want to be heard.

As a % of total non-academic and financial occurrences (97)

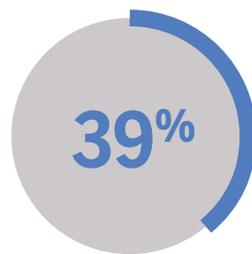


NON-STUDENT DATA

Working with administrators, alleviating parent concerns, and responding to inquiries from the public is another important role we play on campus. We enjoy talking through options with administration, and are always happy to tell a parent what a policy states and why a rule is in place. We don't give any identifying details to parents unless we have the student's written permission.

In 2017/18 we heard from 83 administrators, staff, family members of students, and members of the public.

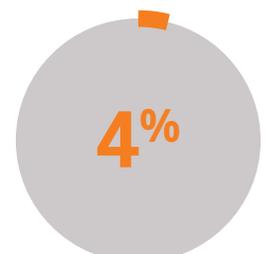
As a % of total non-academic occurrences (83)



Academic
(Graduate and Undergraduate)



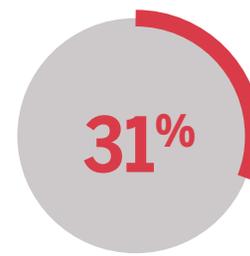
Conduct
(Scholastic and non-scholastic
and residence)



Financial
(financial aid, funding)



Registration
(inc. required to withdraw,
late withdrawal, and admission,)



Other
(inc. residence placement, equity,
Western job-related)

Parliamentary Ombudsman of Malta. (2014, Feb 18). *What does the word Ombudsman mean?* Retrieved from <https://www.ombudsman.org.mt/what-does-the-word-ombudsman-mean-2/>

Western University. (2017, September). Report on the survey of graduating students: 2016-17. Retrieved from https://www.ipb.uwo.ca/documents/2016-17_Survey_of_Graduating_Students.pdf

GETTING THE WORD OUT

Associate Ombudsperson Anita Pouliot and I enjoy getting out of the office and talking about how we can guide students through their concerns. You may have seen us at one of the following events during the 2017/18 year:

Outreach

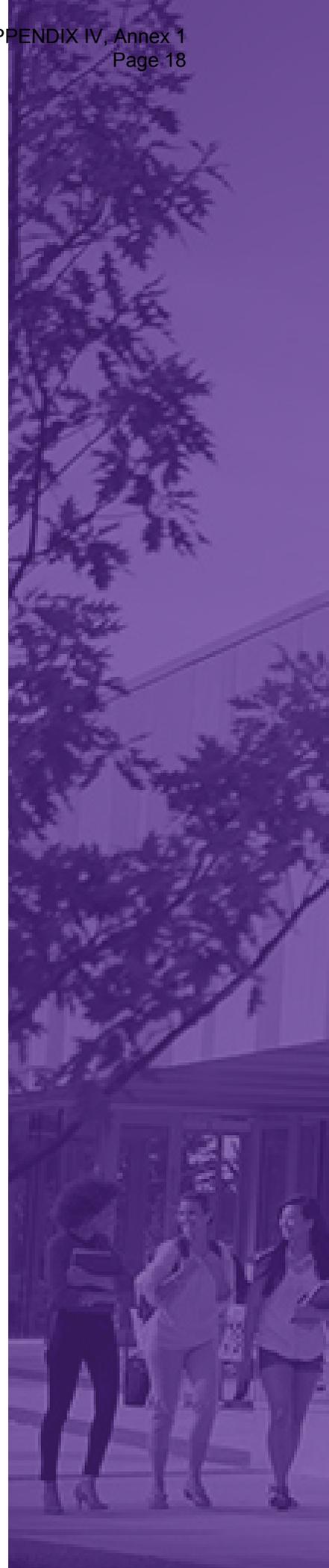
New Faculty Orientation, booth	GradLife, committee member
SOGS Amazing Race, stop on the race	Presentation of 2016/17 Annual Report to University Planning (SCUP) and Audit Committee of Board of Governors.
Residence staff orientation, booth	
Social Science Faculty Day, booth	Response to questions at University Senate
SGPS Fall Orientation, booth	
Orientation Services Fair, booth	Response to inquiries from Western Gazette
Student Appeals Support Committee, appeals training	Information tables, Brescia and King's
Own Your Future, conflict management training	Student Council presentations, Brescia and King's
Academic Counseling presentations	Conflict management presentations, department specific

Input

- Input to review of OWL publishing guidelines
- Input to Student Mental Health and Mental Wellness Strategic Plan

Conferences/Professional Development

- Joint European Network of Ombuds in Higher Education/Association of Canadian College and University Ombudspersons conference, Edinburgh, Scotland
- Collaborative Conflict Resolution, Western Continuing Studies (Jennifer Meister)
- Celebrating Diversity Using an Anti-Oppression Framework
- Applied Suicide Intervention Skills Training (ASIST) (Anita Pouliot)



ADVISORY COMMITTEE

**Thank you to the members of the 2017/18 Office
of the Ombudsperson Advisory Committee:**

Dr Dan Shrubsole, Senate representative

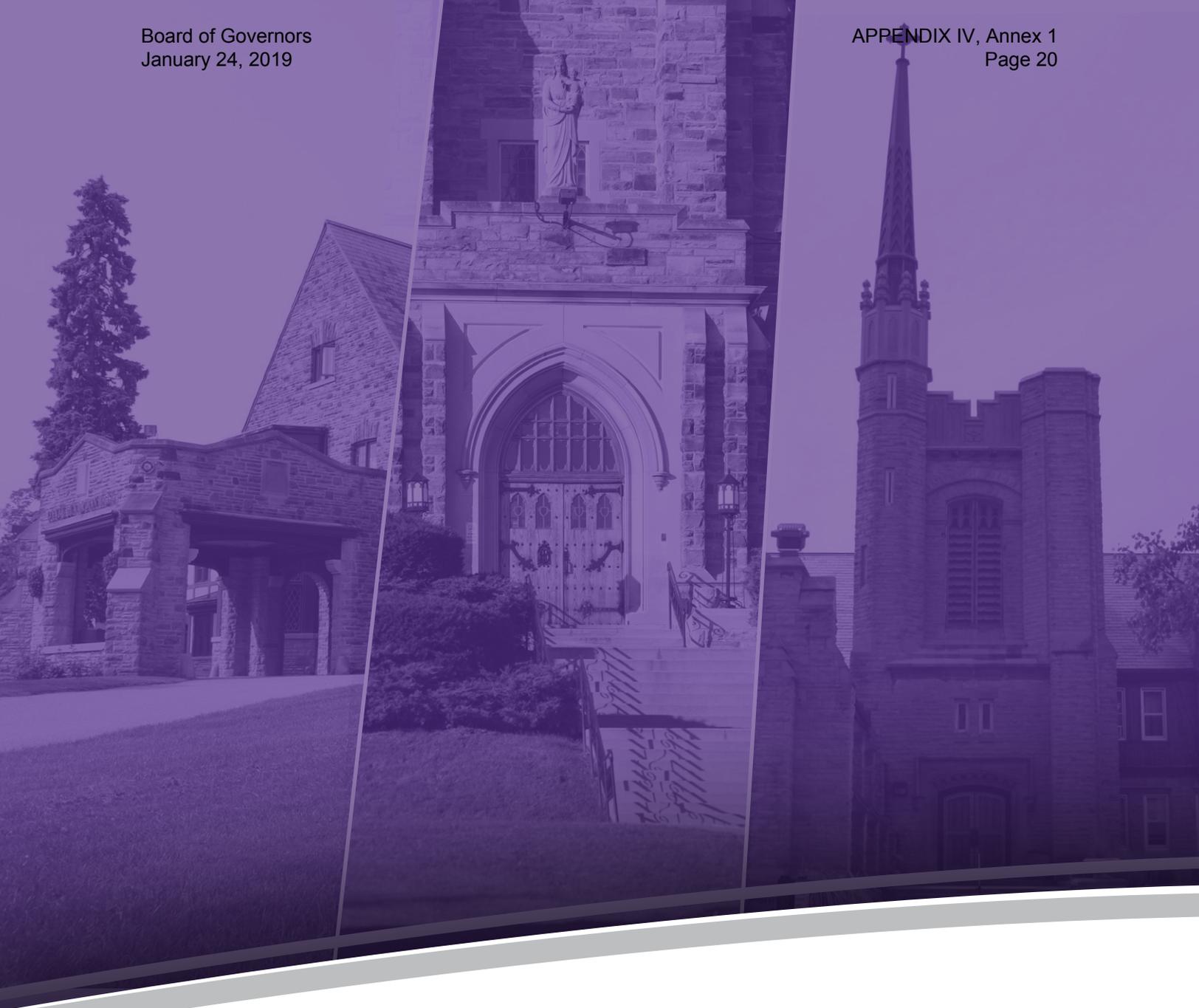
Dr Ken Meadows, President's representative

Mr Landon Tulk, University Students' Council Vice President

Ms Mary-Blake Bonn, Society of Graduate Students President

Dr Joe Michalski, Affiliate College faculty representative

Mr Dylan Matthews, Affiliate College student representative



Office of the Ombudsperson

Room 3135 Western Student Services Building
Western University
London, Ontario, Canada
N6A 3K7
t. 519-661-3575
ombuds@uwo.ca
westernu.ca/ombuds
@westernuOmbuds

The Office of the Ombudsperson 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.

REPORT OF THE FUND RAISING AND DONOR RELATIONS COMMITTEE

Contents	Consent Agenda
Fund Raising Activity Quarterly Report to October 31, 2018	Yes

FOR INFORMATION

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

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



Fund Raising Initiatives Quarterly Report
as at October 31, 2018
(with comparative figures from the fiscal year 2016/17 to 2017/18)

PLEDGE DATA

	May 1, 2018 to Oct 31, 2018 (000's)			Fiscal Year 2018 (000's)		Fiscal Year 2017 (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 1,	91,903	91,903	N/A	87,537	87,537	105,717	105,717
New Gifts & Pledges (Gross)	65,000	43,285	66.59%	34,816	70,130	9,533	57,089
Pledges cancelled/amended on new/prior pledges	-2,011	-1,379	68.59%	-489	-1,835	-746	-3,224
Net New Pledges/Gifts	62,989	41,905	66.53%	34,326	68,295	8,787	53,865
Contributions received in payment of pledges/gifts: ²							
Western University	50,924	23,944	47.02%	23,952	63,184	20,837	71,509
Richard Ivey School of Business (Asia) Limited	200	0	0.00%	100	745	0	536
Total contributions received	51,124	23,944	46.83%	24,052	63,929	20,837	72,045
Net Pledges Outstanding	103,768	109,865	105.88%	97,812	91,903	93,667	87,537

COST PER DOLLAR RAISED

	May 1, 2018 to Oct 31, 2018 (000's)			May 1, 2017 to April 30, 2018 (000's)			May 1, 2016 to April 30, 2017 (000's)		
	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised
Advancement Fund Raising Units									
Alumni Relations & Development	27,616	4,019	NA	55,719	8,626	\$0.15	45,740	8,095	\$0.18
Richard Ivey School of Business	15,511	533	NA	14,302	1,087	\$0.08	11,272	1,292	\$0.11
Total Expenses/Cost Per Dollar Raised	43,127	4,551	NA	70,020	9,713	\$0.14	57,012	9,387	\$0.16
3-Year Average Cost Per Dollar Raised ³	NA	NA	NA	58,351	9,630	\$0.17	71,971	8,633	\$0.12
Return on Investment									
Fundraising/Development/Advancement	<u>Revenue Cash Received</u>	<u>Expenses</u>	<u>Return on Investment</u>	<u>Revenue Cash Received</u>	<u>Expenses</u>	<u>Return on Investment</u>	<u>Revenue Cash Received</u>	<u>Expenses</u>	<u>Return on Investment</u>
	21,548	4,551	NA	52,909	9,713	\$5.45	52,573	9,387	\$5.60
Total Return on Investment	21,548	4,551	NA	52,909	9,713	\$5.45	52,573	9,387	\$5.60

¹ Includes total activity of:

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

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

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

ITEMS REFERRED BY SENATE

Contents	Consent Agenda
Academic Colleague Report on the December 2018 Meeting	Yes

FOR INFORMATION

1. **Academic Colleague Report on the December 2018 Meeting**

Erika Chamberlain, the Academic Colleague appointed to Senate submitted the following report to Senate with respect to the COU Academic Colleagues meeting on December 11-12 held in Toronto.

The following agenda items may be of particular interest to Senators:

Fall Economic Statement:

This document, which was released in November, will help to shape the COU's ongoing advocacy. The FES focused on the need for efficiencies, transparency, and accountability. It included a number of items relevant to higher education:

- Cancelling plans to proceed with a French language university
- Exploring opportunities to expand collective bargaining oversight to the broader public sector
- Review of executive compensation in broader public sector (to be completed by June 2019)
- New teachers will be required to complete a math knowledge test beginning in 2020
- Phasing out the Ontario College of Trades
- Guaranteed postsecondary scholarships for OHL players

The COU is organizing a task force to discuss possible budget cuts and their impacts, as well as the mechanisms that may be used to attach funding to metrics. It is expected that the government will attach more operating funding to performance metrics, and the COU believes it would be better for the sector to take the lead on this conversation. That is, universities should identify what measures are important to us, and how they could be measured.

Given the government's focus on efficiency/cutting red tape, the COU is working to identify and promote areas where universities are already working together, eg, libraries, Scholars Portal, OUAC, service procurement.

OSAP:

Changes to OSAP are a new focus for the government. Costs in 2017-18 were higher than expected, given changes introduced by the former Liberal government. The impact on universities is unknown at this time.

Sexual Violence Survey:

It is still unknown when the data from this survey will be released. The COU is exploring the idea of coordinated reporting across the sector (same date, same week, same key data), so that the focus will be on challenges at the provincial level, rather than at individual universities.

Freedom of Expression:

Colleagues continued their discussion of campus Freedom of Expression policies. Two student leaders from the McMaster Students Union attended the meeting to share their concerns, particularly as the policies will be implemented in classroom debates, where some students can feel marginalized, stereotyped, or oppressed. We discussed the concept of “accountable spaces,” where students can learn to be socially responsible in expressing their opinions.