

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 – OPEN SESSION

Date: Thursday, February 2, 2023
Time: 10:00 a.m. – 10:45 a.m.
Place: Western Interdisciplinary Research Building,
 Room 3000/Zoom

Members of the community who wish to attend the open session remotely may request the Zoom meeting details by contacting secretariat@uwo.ca.

		Action	Time
1.0	Land Acknowledgement		
2.0	Approval of Agendas and Minutes		5
2.1	Adoption of Agenda – Open Session	Approval	
2.2	Approval of the Open Session Minutes of the Meeting of November 17, 2022	Approval	
2.3	Business Arising from the Minutes		
3.0	Report of the President	Information	20

Agenda

4.0	Committee and Senate Reports – See Unanimous Consent Agenda		
5.0	Unanimous Consent Agenda		5
5.1	Items from the Property and Finance Committee		
	5.1(a) New Scholarships, Awards, and Prizes	Information	
	5.1(b) Key Financial Indicators Report	Information	
	5.1(c) Ancillary Financial Report	Information	
	5.1(d) Update on Operating Budget as of December 31, 2022	Information	

5.1(e)	Annual Report on Trademark Licensees doing Business with the Western Bookstore	Information
5.1(f)	CFMM MR Scanner Purchase	Information
5.2	Item from the Audit Committee	
5.2(a)	Western Office of the Ombudsperson Annual Report 2021-22	Information
5.3	Item from the Fund Raising and Donor Relations Committee	
5.3(a)	Fund Raising Quarterly Report as at October 31, 2022	Information
5.3(b)	Naming Opportunities	Information
5.4	Item from the Senior Policy and Operations Committee	
5.4(a)	Board Skills Needs Assessment	Information
5.5	Items Referred by Senate	
5.5(a)	Academic Administrative Appointments	Information
5.5(b)	Introduction of an Articulation Agreement for the Admission of Graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College	Approval
5.5(c)	Annual Report of the University Librarian	Information
5.5(d)	Report of the Academic Colleague	Information
6.0	Items Removed from the Consent Agenda	
7.0	Questions from Members for the Open Session	
8.0	Other Business	
9.0	Adjournment to Closed Session	

ITEM 1.0 - Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Greg Dick will offer a land acknowledgement or reflection.

Land Acknowledgement Volunteer Schedule:

April 27, 2023 – David Simmonds

June 29, 2023 – Stephen Poloz

Dr. Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to the Board's committees.

Members of the Governance and By-Laws committee were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to the Board and committees are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

Western Land Acknowledgement:

We/I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-NISH-in-a-bek), Haudenosaunee (HO-den-no-SHOW-nee), Lūnaapéewak (Len-AHPAY-wuk) and Chonnonton (Chun-ONGK-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

ITEM 2.1 - Adoption of Agenda – Open Session

ACTION: APPROVAL INFORMATION DISCUSSION

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

ITEM 2.2 - Approval of the Open Session Minutes of the Meeting of November 17, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

RECOMMENDED: That the open session minutes of the meeting held November 17, 2022, be approved, as circulated.

ATTACHMENT(S):

[Open Session Minutes of the Meeting of November 17, 2022](#)



MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

NOVEMBER 17, 2022 – OPEN SESSION

The meeting was held at the Western Interdisciplinary Research Building, Room 3000 and on Zoom.

PRESENT: Keith Gibbons, Chair
Amy Bryson, Secretary

Kenisha Arora	Stephen Pitel
Michelle Banik	Geoff Pollock
Susan Bennett	Stephen Poloz
Wade Boye	Cecil Rorabeck
Arzie Chant	Bruce Ross
Ethan Chen	Effie Sapuridis
Greg Dick	Alan Shepard
Lori Higgs	Sarah Shortreed (Vice-Chair)
Beth MacDougall- Shackleton	David Simmonds
Marlene McGrath	Sam Trosow
	Ken Yeung

Regrets: Linda Hasenfratz, Michael Surkont

By Invitation: Althea Blackburn-Evans, Ruban Chelladurai, John Doerksen, Paul Eluchok, Lynn Logan, Jane O'Brien, Jeff O'Hagan, Florentine Strzelczyk

Secretariat Resource: Bonnie Brown

Chair K. Gibbons called the meeting to order at 10:00 a.m.

Land Acknowledgement

L. Higgs offered a land acknowledgement.

K. Gibbons congratulated S. Trosow for his election to City of London Council. He also advised that the City of London is expected to appoint their representative to the Board later in November 2022 and the County of Middlesex will appoint their representative by January 2023. K. Gibbons concluded his opening remarks by commenting on his participation at the Advocacy Days held at Queen's Park and in Ottawa and noting the esteem by which Western is held by those he met.

BG.22-179 **Adoption of Agenda – Open Session**

Moved by G. Pollock, seconded by M. McGrath:

That the agenda for the open session be approved, as circulated.

CARRIED

BG.22-180 **Approval of the Open Session Minutes of the Meeting of September 22, 2022**

Moved by L. Higgs, seconded by E. Sapuridis:

That the open session minutes of the meeting of September 22, 2022, be approved, as circulated.

CARRIED

Business Arising from the Minutes – None.

BG.22-181 **Report of the President**

A. Shepard, President & Vice-Chancellor, opened his remarks by commenting on the recent death of Dr. Peter Fowler. He expressed his appreciation of Dr. Fowler and his family, acknowledged his contributions to the field of medicine, and highlighted the important partnership between Western and the Fowler Kennedy Sport Medicine Clinic.

A. Shepard continued his report by advising on the tentative agreement reached between Western and the University of Western Ontario Faculty Association.

A. Shepard shared information on several recent and upcoming events including Western's win at the Yates Cup, the official opening of the Wampum Learning Lodge, the Advocacy Days held at Queen's Park and in Ottawa, the Words Fest, the Faculty of Information & Media Studies event with Carol Off, the Open House for prospective students and their families scheduled for November 20, and the Vanier Cup to be played on November 26. He also noted that the recently cancelled visit by the Ambassador of Ukraine will be rescheduled.

A. Shepard reported on the recent Government of Canada grant awarded to the Schulich School of Medicine & Dentistry. He further recognized Dr. Xiaowei Zhuang, the 2022 J. Allyn Taylor International Prize winner, for her pioneering work.

A. Shepard also reported on the recent visit by the Canadian Engineering Accreditation Board noting Western is awaiting the decision of the accreditation process.

AGENDA

COMMITTEE AND SENATE REPORTS – See Unanimous Consent Agenda.

BG.22-182 **UNANIMOUS CONSENT AGENDA**

Moved by G. Pollock, seconded by K. Yeung:

That the items listed in the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

CARRIED

ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE

BG.22-183 **New Scholarships, Awards, and Prizes**

The report on the terms of reference approved by the Property and Finance Committee for the new scholarships, awards, and prizes was received for information in item 5.1(a).

BG.22-184 **Semi-Annual Ratio Report on Non-Endowed Funds**

The semi-annual report on non-endowed funds presented to the Property and Finance Committee was received for information in item 5.1(b).

BG.22-185 **Annual Report on Underwater Endowments**

The annual report on endowments (underwater) presented to the Property and Finance Committee was received for information in item 5.1(c).

ITEM FROM GOVERNANCE AND BY-LAWS COMMITTEE

BG.22-186 **Board of Governors Election Schedule 2023**

The Board of Governors election schedule for 2023, outlining the vacancies to be filled by the election, was received for information in item 5.2(a).

ITEM FROM THE SENIOR POLICY AND OPERATIONS COMMITTEE

BG.22-187 **University Discipline Appeals Committee Membership**

On recommendation of the Senior Policy and Operations Committee in the report received in item 5.3(a), and by unanimous consent, the Board of Governors approved the appointment of the following individuals to the University Discipline Appeals Committee: Maya Shatzmiller (term to June 30, 2023); Mi Song Kim (term to June 30, 2024); Amy Horton (term to June 30,

2025); Devon Golding (term to June 30, 2023); and Owen Robson (term to June 30, 2023).

ITEM REFERRED BY SENATE

BG.22-188 **Report of the Academic Colleague**

The report from the October meetings of the COU Academic Colleague was received for information in item 5.4(a).

ITEMS REMOVED FROM THE CONSENT AGENDA

None.

BG.22-189 **QUESTIONS FROM MEMBERS**

In responding to a question regarding the decision-making process that would trigger an expansion of Western's masking mandate, A. Shepard advised on the decision-making/consultation process used. In response to concerns raised about compliance and the need to consider a broader definition of instructional spaces, he offered to look at the possibility of expanding the mandate to include library spaces.

In response to a question as to whether Western was prepared to commit to producing a public report on student housing issues, both on and off campus, and the vision for addressing student housing needs into the future, Administration advised initial recommendations for expanding student housing will be coming forward to the Property and Finance Committee in January 2023. It was noted that while off-campus housing is not the mandate of Western, Administration does meet with the City of London regularly to share plans regarding its construction and growth.

In clarifying the question, it was suggested there be a document similar to the Campus Master Plan (2015) that provides a broader or longer-term vision/plan for student housing as a way of engaging the community. Administration advised the timing was opportune as they plan to update that document.

S. Trosow advised he will recuse himself in the future with respect to any discussions pertaining to student housing and applications, or similar, made to the City of London. He noted he has consulted the Integrity Commissioner regarding his obligations for declaring conflicts of interest.

In response to a question regarding graduate funding, the individual was referred to the Provost's office for follow up.

In relation to the next question, G. Pollock declared a conflict of interest and recused himself from the meeting.

In response to a question regarding the status of the liquor license application by 7-11 located at the corner of Western and Sarnia Roads, it was noted the pending procedural matter was taken off calendar and likely will not proceed. The application itself is still pending. It is anticipated hearings will not begin until spring 2023.

In response to a question regarding the newly appointed special advisor on gender-based and sexual violence, F. Strzelczyk, Provost & Vice-President (Academic), described the candidate experiences they were seeking for this role. It was noted the successful candidate begins in January 2023 with the advisory committee rolling out after that time.

OTHER BUSINESS

None.

ADJOURNMENT TO CLOSED SESSION

The meeting adjourned at 10:45 a.m.

K. Gibbons
Chair

A. Bryson
University Secretary

ITEM 2.3 - Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

There is no business arising from the minutes of the previous meeting.

ITEM 3.0 - Report of the President

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

A. Shepard, President and Vice-Chancellor, will provide a verbal update.

ATTACHMENT(S):

[Report of the President](#)

REPORT OF THE PRESIDENT

To: Board of Governors
From: Alan Shepard
Date: January 26, 2023
Re: President's Report

Dear Members of the Board,

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

Following are some noteworthy developments since my last written report to the Board of November 10, 2022.

Major federal grant expands pathogen research at Western: On November 16, Western was named recipient of a \$16M grant from Canada Foundation for Innovation's Biosciences Research Infrastructure Fund to expand the Imaging Pathogen's for Knowledge Translation (ImPaKT) facility. The grant will allow our Schulich School of Medicine & Dentistry to test new antimicrobial strategies to prevent the airborne spread of infectious diseases, and to also produce antimicrobial therapies and vaccines for human use. The expansion will also include a drug manufacturing facility that will allow researchers and industry partners to produce pharmaceutical-grade drugs on campus. Since first opening in summer 2019, ImPaKT has played an instrumental role in several important studies conducted on COVID-19, including ongoing wastewater testing at the local and global level.

Fall Preview Day: On November 20, Western welcomed over 12,700 prospective students and their family members to campus, inviting them to explore campus and gather information as they contemplate their choice of university. Many thanks to all our colleagues and student volunteers who participated in the various information sessions and other engagement opportunities across Faculties, Schools, and Departments. The Office of the Registrar extended first-round offers of admission in mid-November to prospective domestic and international students—the earliest offers have ever been released. Subsequent offer rounds have been ongoing, and we have been encouraged by the engagement and questions from our applicants.

PM reveals federal dental benefit program at Western: On December 1, I was honoured to co-host Prime Minister Justin Trudeau together with Schulich Dean **John Yoo** and Vice-Dean of Dentistry **Carlos Quiñonez** when our dental training facilities were used as a backdrop for the announcement of Canada's new Dental Benefit. The new federal program provides increased

access to dental care and treatment for low-income Canadians. I'm proud PM Trudeau chose Western as the place to make this important announcement. Our faculty, staff and students at Schulich serve more than two million people in southwest Ontario, including those living in Indigenous and rural communities as well as in urban centres such as London.

Mustangs celebrate academic excellence: On December 1, Sport & Recreation Services recognized 427 Mustangs student-athletes who achieved grade averages of 80 per cent or higher during the 2021-22 academic year. Western consistently ranks among the nation's top universities for the number of Academic All-Canadians, last year ranking second overall.

Ivey launches year of centennial celebrations: On January 18, I was delighted to join Ivey Dean **Sharon Hodgson** as she unveiled '[The Future We See](#)' campaign, marking our business school's first century of innovation and leadership. Among the many initiatives scheduled for 2023, Ivey will raise awareness of its new strategic plan, [Ivey Next](#); plant 100 trees in partnership with ReForest London; participate in a community clean-up as part of the London Clean & Green initiative; and host a series of special events for alumni at locations across Canada and around the world during Global Ivey Day on May 11.

Campus welcomes new look at Weldon Library: January 26 marks the grand re-opening of D.B. Weldon Library following a \$15M renovation featuring a new two-storey learning commons; lighting, furniture and flooring upgrades; and increased seating and study space designed to facilitate collaboration. Originally opened in June 1972, Weldon is a vital resource and learning hub for students, faculty, staff, and members of the London community. The revitalization project responded to feedback and special needs shared by campus members, including the suggestion to create a 'family room' that enables parents to study, attend virtual classes, meet with peers, and reference library items—all with their children alongside them.

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

- Appointed to the *Order of Canada*: **Fred Longstaffe** (Earth Sciences, Anthropology, Biology, Geography & Environment); **Shelly Ambrose** (BA'83, LLD'22); **Warren Kimel** (BSc'72); Dr. **Ivar Mendez** (MD'86, PhD'94); **Gary Segal** (LLB'79); and **Mac Van Wielingen** (HBA'75).
- Alumna and former Deputy Premier of Ontario **Christine Elliott** (LLB'78) appointed Distinguished Leader in Residence in the Faculty of Law.
- *Environment & Climate Change Canada* awarded \$4M to a project led by **Kamran Siddiqui** (Mechanical & Materials Engineering) that aims to improve the accuracy of building energy and climate models as a means to reducing greenhouse gas emissions.

- **Chantelle Richmond** (Geography & Environment) elected a *Fellow of the Royal Canadian Geographical Society*.
- **Tarun Katapally** (Health Studies) appointed *Canada Research Chair in Digital Health for Equity*.
- **Valerie Oosterveld** (Law) received a SSHRC Partnership Award for her role in the Canadian Partnership for International Justice and its work seeking justice for victims of genocide, war crimes, and other crimes against humanity.
- **Gordon Osinski** (Earth Sciences) named Principal Investigator & Scientific Lead for the federal government's Canadensys Aerospace project to build Canada's first lunar rover.
- Colleagues honoured by the *Engineering Institute of Canada*: **Charles Xu** and **Abdhallah Shami** named EIC Fellows; **Jesse Zhu** awarded the K.Y. LO Medal for contributions at the international level; and **J.M. Floryan** awarded the John B. Stirling Medal for distinguished service at the national level.
- Postdoctoral scholars **Catherine Ivy** (Biology) and **Alex Veinot** (Chemistry) each awarded *Banting Postdoctoral Fellowships*.
- PhD candidates **Joseph Rovetti** (Psychology); **Luis Melénde Guerrero** (Anthropology); and **Sohini Chatterjee** (Gender, Sexuality & Women's Studies) each awarded *Vanier Canada Graduate Scholarships*.
- Named inaugural recipients of the *Don Wright Faculty of Music's London Symphonia Fellowship*: **Patricio Flores** (violin); **Yanet Campbell Secades** (violin); **Meika Sonntag** (viola); Tasman Tantasawat (viola); and **Ethan Allers** (cello).
- Alumnae named among *Canada's Most Powerful Women* by the *Women's Executive Network*: **Deryn Rizzi**, GDPA'18; **Ishita Aggarwal**, MPH'19; **Jody Becker**, BA'96, LLB'99; **Karen Chan**, EMBA'10; **Rebecca Kacaba**, BA'03; **Priscilla Luna**, EMBA'19; **Erica Nielsen**, MBA'02; **Karen Peesker**, HBA'92, MBA'97; **Eva Salem**, HBA'93; **Oricia Smith**, HBA'95, MBA '98; **Nitsa Staikos**, BA'97; **Nurin Thawer**, HBA'05.
- Named to the City of London's *Mayor's 2023 New Year's Honour List* for contributions in the areas of environment and sustainability, accessibility, arts and culture, social service, heritage preservation, and diversity and race relations: **Tom Cull** (English & Writing Studies); **Edward Medzon** (Microbiology & Immunology); **Ashton Forrest** (BA'10); **Karen Schindler** (BESc'85, MESc'88, BEd'92); **Jason Rip** (BA'93, BEd'94); **Joe Cardillo** (EMBA'03); **John Manness** (BA'65); and **Nawaz Tahir** (BA'98, LLB'01).

- Students and young alumni named among *London's Top Twenty in their 20s* by *Business London*: **Kenisha Arora** (BMSc'24); **Nicole Baranowski**, BA'19, MScM'21; **Anthony Giugno**, BSc'19; Dollar Luo, HBA'24; **Paige Martin**, BA'18, MMJC'19; **Ian Rake**, BMOS'16; **Rubaina Singla**, MIT'24; **Justin Tiseo**, BA'16.
- Staff members named recipients of Western's 2022 *Award of Excellence* for exceptional service to our campus community: **J.D. Clarke** (Ivey); **Jennifer Devlin** (Medical Biophysics and Anatomy & Cell Biology); **Amanda Bragg**, **Kylie Bressette**, **Marisa Geris**, **Ashley Kewayosh Samuel**, **Arbor Morris**, **Kelly Nicholas**, **Donna Noah**, **Joel Persaud** and **Paul Porter** (Indigenous Student Centre); **Lise Laporte** (Western International); **Jann Paquette-Warren** (Western Research Institutes); **Dominique Perrault** (Technology Services); **Darren Pitre** (Animal Care, Western Research); and **Carrie Schnurr** (Hospitality Services).

Leadership update: Searches remain underway for the Dean of the Faculty of Arts & Humanities, Vice-Provost (Graduate & Postdoctoral Studies), Vice-Provost & Associate Vice-President (International), University Registrar, and Vice-President (Research).

ITEM 5.0 – Unanimous Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the items listed on the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

EXECUTIVE SUMMARY:

The Board’s parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *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 governing bodies 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 governing body to focus on major items of business. While approval of an omnibus motion saves time at 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, they 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 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, they 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 present.

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.

ITEM 5.1(a) – New Scholarships, Awards, and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Scholarships, Awards, and Prizes are funded in two different ways, through donor funding and through operating funding. Donor-funded scholarships, awards, and prizes are recommended by the Senate for approval by the Property and Finance Committee on behalf of the Board in accordance with the Property and Finance Committee Terms of Reference. These scholarships, awards, and prizes are shown in Item 5.1(a).

ATTACHMENT(S):

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

New Scholarships, Awards and Prizes

Faculty of Arts and Humanities

Liu Shiming Scholars Fund Award

Awarded to full-time undergraduate students in the Department of Visual Arts, Faculty of Arts and Humanities based on academic achievement. Preference will be given to students with a disability. The Office of the Registrar will select the recipients. These awards are offered through the Liu Shiming Scholars Fund donated by the Liu Shiming Art Foundation. Recipients of this award are recognized as Liu Shiming Scholars by the Foundation.

Value: 1 at \$3,000, awarded annually
Effective: 2022-2023 academic year

Faculty of Health Sciences

David A. Cunningham Graduate Scholarship

Awarded to full-time graduate students in the School of Kinesiology, Faculty of Health Sciences who are conducting research in the field of integrative physiology, based on academic achievement. A committee in the School of Kinesiology will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value:\$1,600
Effective Date: May 2022

This award in integrative physiology for students in Kinesiology was created to recognize my long and rewarding experience at Western. I arrived at Western in 1956 to start an undergraduate program and would return as a member of faculty in 1969 after six years at the University of Michigan. Until my retirement in 2001, Western was an integral part of my life and the lives of my children and grandchildren. Association with colleagues, and most importantly graduate students, was my great fortune. These students ran the daily laboratory work and the experiments they conducted resulted in the completed research that was essential for grant support. These bright capable students brought with them enthusiasm and fun, and passion for research. My hope is that this award may be a help to young academics and encourage future scientists to follow a career in this field of study.

Schulich School of Medicine & Dentistry

C.A. Thompson Award for Scientific Achievement

Awarded to the Otolaryngology resident, in the Schulich School of Medicine & Dentistry, with the most impactful Residents' Research Day research project. The Department of Otolaryngology selects the recipients. This award is made possible through the Dr. C.A. Thompson Fund.

Value: 1 at \$1,200
Effective: 2022-2023 academic year

Simon Kirby Most Caring Resident Award

Awarded to the Otolaryngology resident, in the Schulich School of Medicine & Dentistry, who demonstrates excellence in compassionate care. The Department of Otolaryngology selects the recipients. This award is made possible through the Dr. C.A. Thompson Fund.

Value: 1 at \$1,000
Effective: 2022-2023 academic year

Undergraduate Teaching Award in Otolaryngology

Awarded to the Otolaryngology resident, in the Schulich School of Medicine & Dentistry, with the highest teaching evaluation. The Department of Otolaryngology selects the recipients. This award is made possible through the Dr. C.A. Thompson Fund.

Value: 1 at \$1,000
Effective: 2022-2023 academic year

Faculty of Social Science

Commander of the Royal Canadian Navy Graduate Student Award

Awarded to full-time graduate students at the Masters or Doctoral level based on academic achievement and research merit. Preference will be given to candidates conducting research in the areas of Policy and Evaluation, Post-Conflict Reconstruction and Ethics in either Political Science, Law, Journalism and Communication, and History graduate programs. Recipients will be selected by a committee established by the School of Graduate and Postdoctoral Studies. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from HCapt(N) Mark McQueen, MSM.

Value: 1 at \$1,500, awarded annually
Effective: May 2022 to April 2027 inclusive

Commander of the Royal Canadian Navy Ontario Graduate Scholarship

Awarded to full-time graduate students at the Masters or Doctoral level who are current holders of an Ontario Graduate Scholarship based on academic achievement and research merit. Preference will be given to candidates conducting research in the areas of Policy and Evaluation, Post-Conflict Reconstruction and Ethics in either Political Science, Law, Journalism and Communication, and History graduate programs. The recipient will be selected by a committee established by the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from HCapt(N) Mark McQueen, MSM.

Value: 1 at \$5000*, awarded annually
Effective: May 2022 to April 2027 inclusive

* Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000 each.

Dancap Private Equity Indigenous Entrance Scholarship

Awarded to full-time undergraduate students entering any degree program offered by the DAN Department of Management & Organizational Studies in the Faculty of Social Science, based on academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis) students. The Office of the Registrar will select the recipients. This award was established by a generous donation from Mr. Aubrey Dan (BA`85).

Value: 1 at \$5,000, awarded annually
Effective: 2022-2023 academic year

ITEM 5.1(b) - Key Financial Indicators Report

ACTION: APPROVAL INFORMATION DISCUSSION

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 30th. 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 Appendix 1 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 summary indicates Western maintained a solid financial position in 2022, as the university returned to more in-person learning and activities for much of the year.

Administration continues to work closely with the Council of Ontario Universities to support financial transparency and accountability in the sector; an important dialogue as the Ministry considers a new financial accountability framework for the sector. To date, there have been no adjustments from current metrics and therefore reporting has continued with the previously agreed upon metrics.

ATTACHMENT(S):

[Key Financial Indicators – Dashboard](#)

[Appendix 1: Detailed Key Financial Indicators Report](#)

KEY FINANCIAL INDICATORS - DASHBOARD

TYPE OF INDICATOR	FREQUENCY & REPORT	PERFORMANCE MEASURE	TARGET/ MAXIMUM	OUTCOME
POLICY COMPLIANCE Capital Debt Policy 2.30 Ratio on Non-endowed Funds (also an indicator of Financial Health)	Semi-Annual Report on Capital Debt <i>(P&F - November, April)</i> Semi-Annual Report on Non-Endowed Funds <i>(P&F - November, June)</i>	Compliance Ratios: Net Assets-to-Debt Ratio Debt Burden Monitoring Ratios: Debt per FTE Student Debt to Revenues available for repayment Floating rate debt between 0% - 50% of total debt Target Ratio of Investments to Obligations	> 0.5X 5% \$ 0-50% 1.08	Actual at April 30/22:
				3.9 2.8% 8,925 30% 0% 1.24
FINANCIAL HEALTH / SUSTAINABILITY				
Credit Rating	Annual	External credit rating - Standard & Poor's	AA Stable	AA Stable: February 2022
Financial Sustainability Metrics Net Income/Loss Ratio Primary Reserve Ratio (days) Viability Ratio Interest Burden Ratio Net Operating Revenues Ratio	SMA - Annual SMA - Annual SMA - Annual SMA - Annual SMA - Annual	2020-21 16.9% 2020-21 411 2020-21 380.4% 2020-21 1.4% 2020-21 23.1%	2021-22 2021-22 2021-22 2021-22 2021-22	9.6% 414.00 430.6% 1.3% 16.3%
STEWARDSHIP & MONITORING				
Statutory Financial Statements	Annual <i>(Audit Committee - September)</i>	Approval of Combined Financial Statements Pension Financial Statements for information	N/A N/A	Unqualified Audit Opinion Unqualified Audit Opinion
Audit Findings Report	Annual <i>(Audit Committee - September)</i>	External auditors report to the Audit Committee.	N/A	No recommendations
Operating Reserve	Annual Budget <i>(P&F - April)</i>	Minimum target set by Board	\$7.5M	\$72.2M
Deferred Maintenance	Annual Budget <i>(P&F - April)</i>	Comparison annually to 2% target	2.0%	Budget 3.4%
Report on Endowments	Annual <i>(P&F - November)</i>	Endowment Performance and Underwater Endowments Endowment per FTE Rank - Endowment/FTE per CAUBO Investment Survey Rank - Total Endowment per CAUBO Investment Survey Rank - Total Investment Pools per CAUBO Investment Survey	6.5% \$28,617 at 12/31/20 17 8 5	6.4% \$31,954 at 12/31/21 18 8 5
Report of the Investment Committee	Quarterly <i>(P&F - November, January, June)</i>	Performance of the operating and endowment investment portfolio and the recent activities of the Investment Committee		See Appendix 1
Report on Major Strategic Opportunities Fund	Annual <i>(P&F - November)</i>	Report on Major Strategic Opportunities Fund performance and compliance with Policy 2.31	Min \$100M	\$311.6M
Employee Future Benefits	Annual Budget	Reported through the annual operating budget <i>(based on notes to the Combined Financial Statements)</i>	2021 \$565.3M	\$478.6M

TYPE OF INDICATOR	FREQUENCY & REPORT	PERFORMANCE MEASURE	TARGET/ MAXIMUM	OUTCOME
PERFORMANCE				
Financial Report (Operating Budgets)	Semi-Annual <i>(P&F - January, June)</i>	Performance - Actual versus budget for Operating Budgets Surplus/(Deficit) - April 2022 - as presented in June 2022	-\$1.372M	-\$1.530M
Statutory Financial Statements - Combined	Annual <i>(P&F - September)</i>	Excess of revenues over expenses (expenses over revenues) Carryforward Reserve Operating Reserve - <i>April 2022, as presented in June 2022</i>	2021 \$231.4M 2021 \$252.4M \$72.2M	2022 \$128.6M 2022 \$264.6M \$72.1M
Ancillary Financial Report	Semi-Annual <i>(P&F - January, June)</i>	Budget versus actual revenues and expenses for Student Fee Funded units, Ancillaries, Academic Support Units and Associated Companies Surplus/(Deficit)	-\$4.7M	-\$0.4M
Fundraising	Quarterly <i>Development & Fundraising Committee Property & Finance Committee</i>	Performance against fundraising targets 2020-21 2021-22	\$60.3M \$67.5M	\$71.4M \$83.8M

Appendix 1: 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, 2022, the ratio of investments to obligations for non-endowed funds was 1.24. 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 15, 2022, which maintained Western's AA Stable rating. The rating identified the following rationale for Western's outlook:

- Very strong enterprise profile
- Healthy demand profile and market position
- Good management and governance practices
- Very strong financial profile
- Very healthy liquidity
- 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 include optional “forward-looking” indicators.

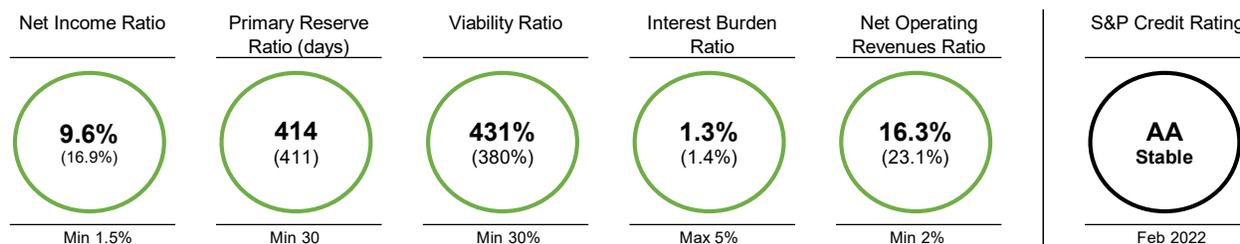
The approved indicators are based on current, reliable, and publicly available information, including from universities’ audited financial statements. These indicators are widely accepted and commonly used among higher education institutions in North America. They are derived from a KPMG model that established 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.

In 2021, Ontario universities, in consultation with the MCU, established minimum threshold for SMA metrics. The purpose of the minimum thresholds is to signal possible future financial sustainability issues to the MCU and serve only as a trigger to help the MCU understand which institutions are falling below a certain minimum threshold. Ontario universities have proposed certain actions to the MCU that would be taken by the institution if a series of triggers have been met, however, the MCU has not yet approved these proposed actions. As at April 30, 2022, Western would exceed the sector proposed thresholds and benchmarks and therefore have no trigger for financial sustainability plans.

Financial indicators approved by Executive Heads and accepted by MCU

Western’s financial indicators, as at April 30, 2022 (2021 shown in brackets) are presented below. The minimum thresholds are presented below the relevant metric.



Financial indicators – Details and comparison to other Large Institutions

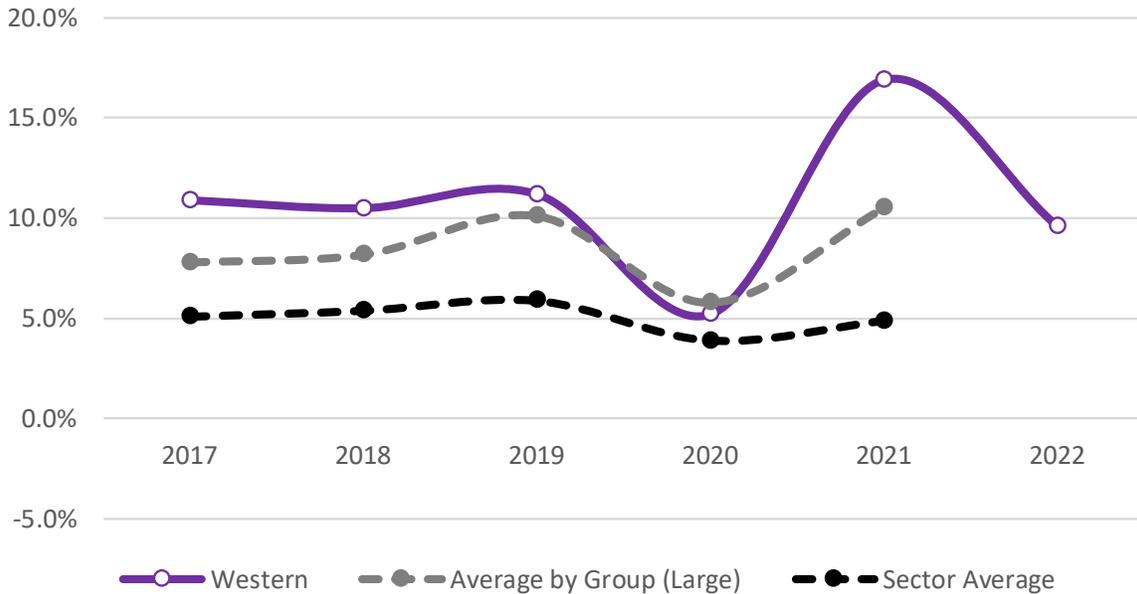
Note that comparable financial data for universities categorized as “large” has been provided (with identifying information removed). Based on agreement within the sector, this financial information remains strictly confidential and is not to be further distributed.

Net Income/Loss Ratio

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

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

Net Income/ Loss Ratio



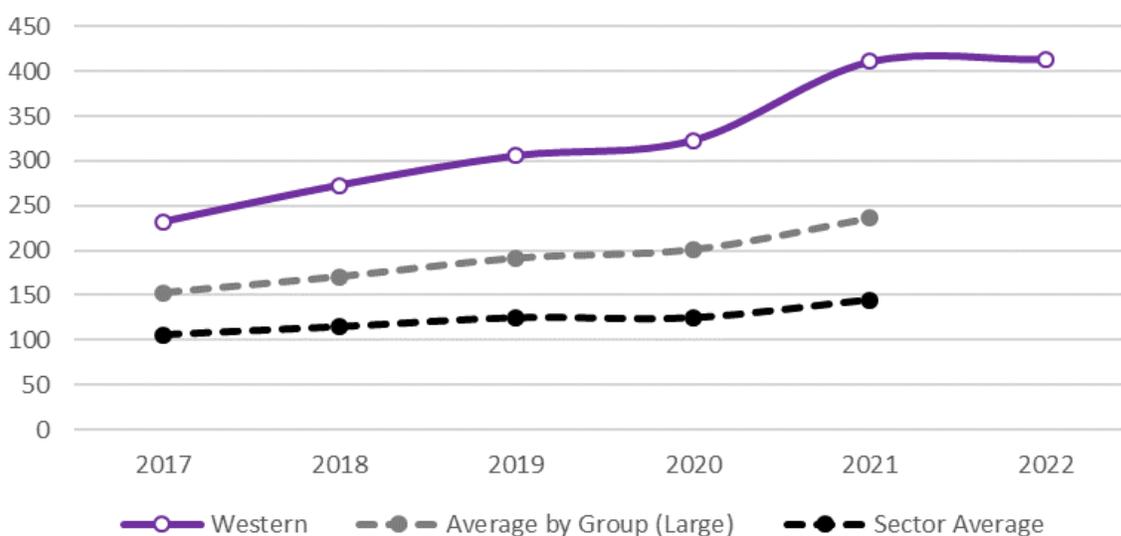
Institution	2017	2018	2019	2020	2021	2022
1	11.8%	11.2%	13.2%	7.9%	17.8%	
2	4.5%	6.4%	8.1%	3.1%	3.5%	
4	13.0%	13.8%	14.1%	12.2%	18.2%	
3	5.7%	8.3%	4.1%	-2.6%	1.4%	
5	5.4%	5.0%	7.2%	4.8%	9.8%	
6	3.3%	2.1%	12.9%	9.9%	6.0%	
Western	10.9%	10.5%	11.2%	5.2%	16.9%	9.6%
Average by Group (Large)	7.8%	8.2%	10.1%	5.8%	10.5%	
Sector Average	5.1%	5.4%	5.9%	3.9%	4.9%	

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.

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

Primary Reserve Ratio



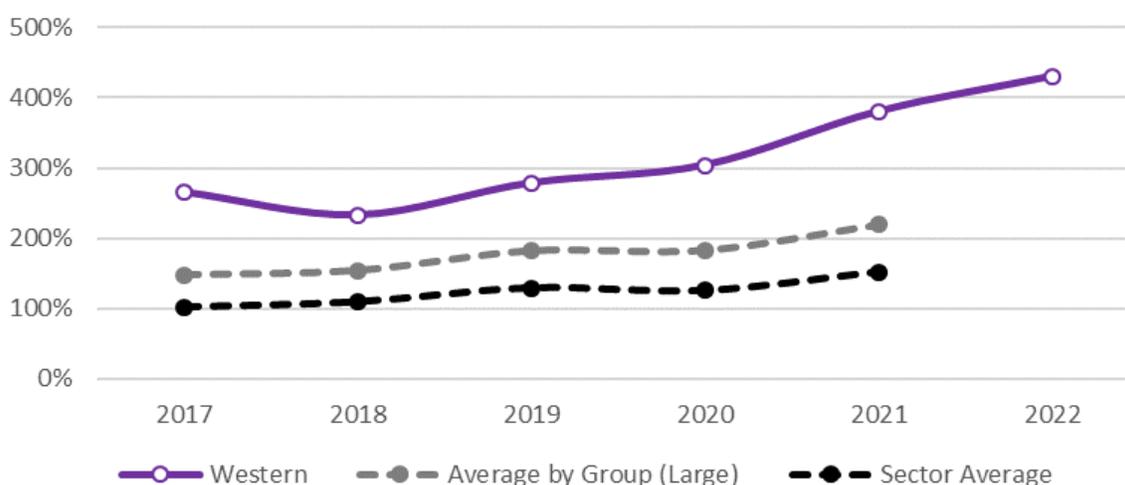
Institution	2017	2018	2019	2020	2021	2022
1	205	207	214	204	247	
2	122	128	158	165	172	
3	193	228	253	278	329	
4	57	87	78	50	54	
5	143	144	152	167	214	
6	117	128	180	220	225	
Western	232	273	306	323	411	414
Average by Group (Large)	153	171	192	201	236	
Sector Average	106	115	125	125	145	

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.

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

Viability Ratio

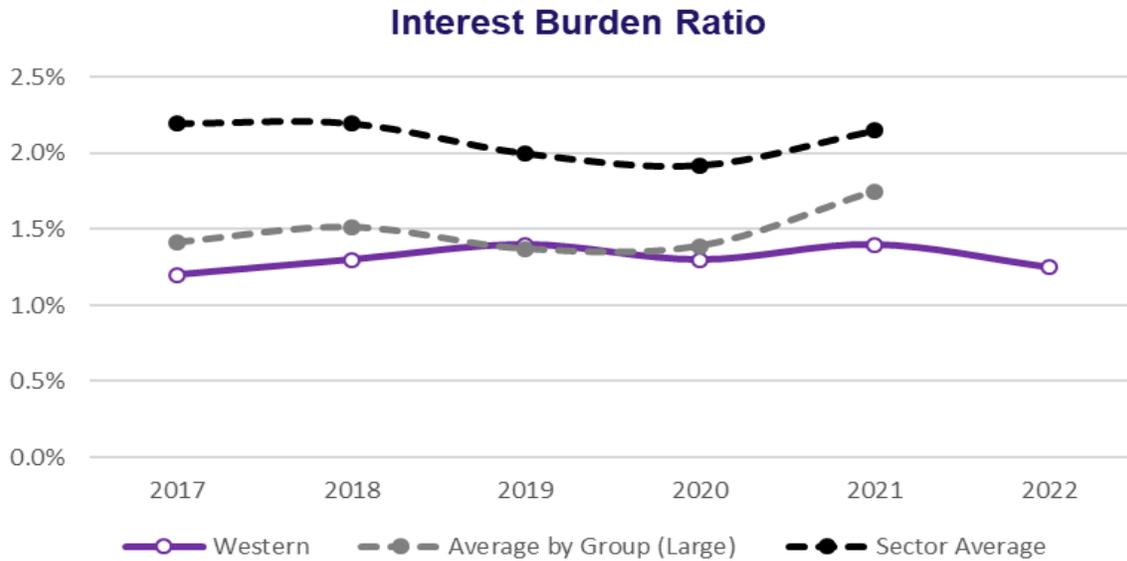


Institution	2017	2018	2019	2020	2021	2022
1	202%	209%	227%	223%	270%	
2	94%	98%	125%	75%	83%	
3	207%	256%	301%	342%	417%	
4	52%	55%	54%	38%	47%	
5	N/A	N/A	N/A	N/A	N/A	
6	68%	75%	111%	115%	121%	
Western	266%	233%	279%	304%	380%	431%
Average by Group (Large)	148%	154%	183%	183%	220%	
Sector Average	102%	109%	129%	125%	152%	

Net 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 Expense
Interest Burden Ratio =	—————
	Total Expenses - Depreciation



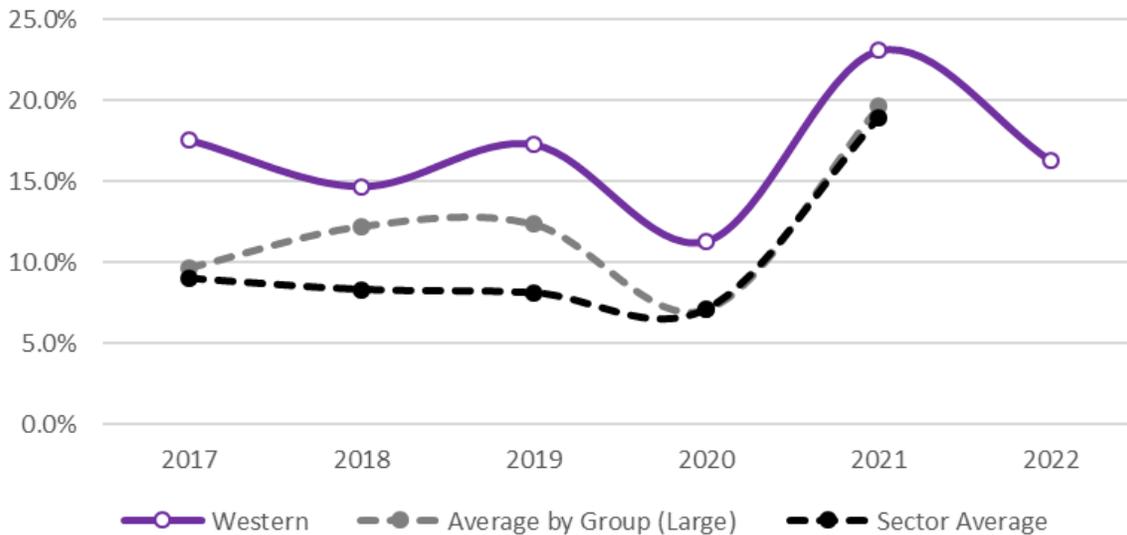
Institution	2017	2018	2019	2020	2021	2022
1	1.5%	1.5%	1.4%	1.3%	1.3%	
2	1.5%	1.8%	1.8%	1.8%	2.3%	
3	1.5%	1.4%	1.3%	1.3%	1.2%	
4	1.5%	1.6%	1.3%	1.5%	1.5%	
5	0.1%	0.4%	0.0%	0.0%	0.0%	
6	2.6%	2.6%	2.4%	2.5%	2.7%	
Western	1.2%	1.3%	1.4%	1.3%	1.4%	1.3%
Average by Group (Large)	1.4%	1.5%	1.4%	1.4%	1.8%	
Sector Average	2.2%	2.2%	2.0%	1.9%	2.2%	

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).

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

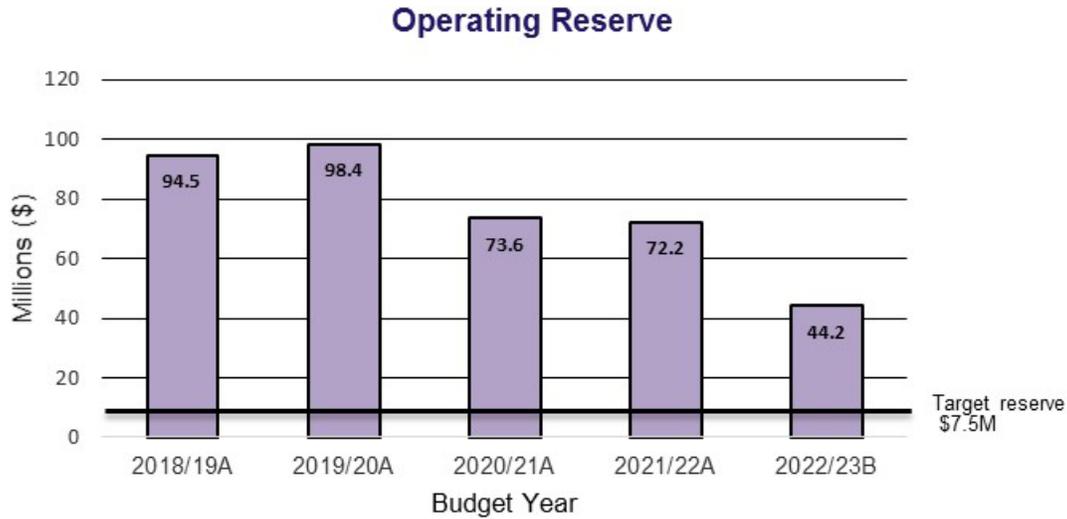
Net Operating Revenues Ratio



Institution	2017	2018	2019	2020	2021	2022
1	14.5%	13.6%	15.7%	8.5%	29.7%	
2	2.4%	12.2%	8.5%	7.2%	7.8%	
3	12.8%	14.1%	11.3%	8.3%	19.8%	
4	9.1%	10.4%	8.2%	0.5%	26.8%	
5	7.1%	8.9%	10.5%	2.0%	18.8%	
6	4.1%	11.7%	15.1%	11.7%	11.5%	
Western	17.6%	14.7%	17.3%	11.3%	23.1%	16.3%
Average by Group (Large)	9.7%	12.2%	12.4%	7.1%	19.6%	
Sector Average	9.0%	8.3%	8.1%	7.1%	19.0%	

OPERATING RESERVE

The Board of Governors has set a minimum level for the operating reserve at \$7.5M for the current planning cycle. The 2022/23 operating reserve is budgeted to be \$44.2 million as at April 30, 2023 (as approved in the April 2022 budget).



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.

A common measure for determining the overall condition of facilities is the ratio of deferred maintenance over current replacement value of the facilities. The calculation as of February 2022, as shown in the 2022-23 Capital Budget was:

DEFERRED MAINTENANCE TO CURRENT REPLACEMENT VALUE

		Non-Residential Buildings	Combined Residences
1	Current Replacement Value (CRV)	\$2,162 million	\$711 million
2	Deferred Maintenance (DM)	\$292 million	\$76 million
3	DM/CRV	13.5%	10.7%

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 budget \$76.1 million for planned maintenance and modernization expenditures in 2022-23, representing 3.4% 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, 2022, was \$1,044 million, with 44 endowments representing \$2.0 million being underwater at that point in time. The annual return on the Operating and Endowment Fund was 6.4%, net after fees.

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. The information below is from the annual CAUBO investment survey, which compares information across all Canadian universities as at December 31.

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, 2021.

Annualized returns for periods ending December 31, 2021

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
S&P/TSX	25.09%	14.93%	17.52%	10.28%	10.05%	9.14%
S&P 500 (in CAD)	27.61%	21.83%	22.82%	17.88%	17.06%	19.09%
MSCI EAFE (in CAD)	10.32%	8.10%	10.62%	6.20%	8.25%	10.38%
MSCI ACWI (in CAD)	17.53%	15.86%	17.29%	12.35%	13.04%	14.29%
FTSE TMX Bond Universe	-2.53%	2.93%	4.23%	3.51%	3.32%	3.27%
FTSE TMX 91-Day T-Bills Index	0.17%	0.52%	0.88%	1.00%	0.91%	0.86%

With the positive market returns of 2021, new gifts and net of the allocation for spending, there was positive growth in our endowments.

Total Endowments

As of December 31, 2021, Western had endowments of \$1,089.9 million. Western is the 8th largest Canadian university endowment, unchanged from last year. The following table compares the 10 largest Canadian university endowments at the end of 2021 and 2020. Over the last five years, Western endowments have grown by 11.8% compounded annually, which puts the University in 4th place among all Canadian universities in terms of endowment growth.

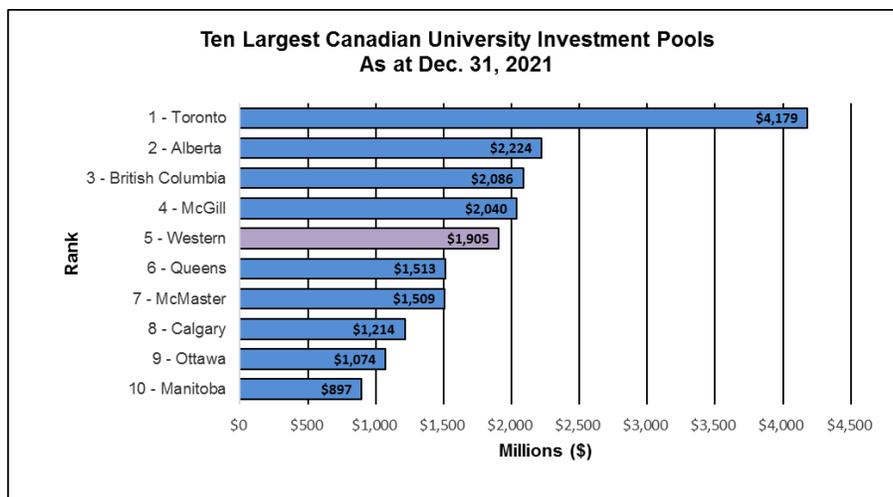
**Ten Largest Canadian University Investment Pools
As of December 31, 2021**

	University	Endowment Value (millions)		% Change	
		2021	2020		
1	Toronto	\$3,503	\$3,088	13%	
2	British Columbia	\$2,086	\$1,856	12%	
3	McGill	\$2,040	\$1,832	11%	
4	Alberta	\$1,686	\$1,489	13%	
5	Queen's	\$1,513	\$1,291	17%	
6	Calgary	\$1,214	\$1,058	15%	
7	McMaster	\$1,198	\$1,004	19%	
8	Western University	\$1,090	\$901	21%	
9	Manitoba	\$897	\$817	10%	
10	Dalhousie	\$865	\$736	17%	
				Average change:	+15.0%

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, 2021, Western had a total investment pool of \$1,905 million, the 5th 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 2021.



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 17 other universities. The threshold to be in that group in 2021 was \$543 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 in the first quartile in 2021, with a 20.7% return, compared to 14.0% for the median return. Long-term, performance is in the first quartile for all periods. Compared to the entire universe of university endowments, Western's returns are in the first quartile over all investment horizons.

**CAUBO Universe of the Largest University Investment Pools
Annualized Return as of December 31, 2021**

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
95 th Percentile	20.0%	14.4%	14.8%	10.8%	10.9%	11.4%
75 th Percentile	16.3%	13.1%	14.1%	10.0%	10.4%	10.9%
Median	14.0%	11.7%	12.9%	9.4%	9.5%	10.3%
25 th Percentile	11.3%	10.1%	11.1%	8.4%	8.7%	9.9%
5 th Percentile	9.0%	7.8%	9.1%	7.6%	7.8%	9.0%
Western	20.7%	14.3%	14.9%	10.6%	10.9%	11.3%

**CAUBO Total Universe of University Investment Pools
Annualized Return as of December 31, 2021**

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
95 th Percentile	18.7%	14.8%	14.9%	11.0%	10.9%	11.3%
75 th Percentile	15.2%	12.6%	13.7%	9.7%	9.7%	10.2%
Median	12.9%	10.7%	12.0%	8.8%	8.7%	9.4%
25 th Percentile	10.5%	9.3%	10.4%	7.7%	7.8%	8.6%
5 th Percentile	3.9%	3.6%	7.0%	4.5%	5.3%	6.0%
Western	20.7%	14.3%	14.9%	10.6%	10.9%	11.3%

MAJOR STRATEGIC OPPORTUNITIES FUND

The Major Strategic Opportunities Fund (MSOF) was established in July 2019, with an initial allocation of \$250 million from undistributed investment returns, to support the strategic objectives of Western. The Fund is subject to a minimum reserve requirement of \$100 million and annual allocations are limited to a minimum of \$10 million and a maximum of \$50 million.

The MSOF value will appreciate or decline over time, as it receives a pro-rata share of the annual investment returns/(losses) from the investment of non-endowed funds in the Operating & Endowment Fund. The value of the MSOF will decline as funds are allocated to strategic initiatives.

A report presenting the value of the MSOF, as well as policy compliance, is provided to the Property & Finance Committee annually. As at April 30, 2022, the value of the MSOF was \$311.6 million.

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 as 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 & Finance Committee annually in April.

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

	Obligation (\$M)	Expense (\$M)	Total University Expenses (\$M)	EFB Expense as % of Total
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%
2021	565.3	30.1	1,137	2.6%
2022	478.6	27.6	1,212	2.3%

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 quarterly report is 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 5.1(c) – Ancillary Financial Report

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Ancillary Financial Report is provided semi-annually to the Board for information through the Property and Finance Committee.

ATTACHMENT(S):

[Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies Financial Update](#)



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

2022-23 Approved Budgets and Updated Projections

(At December 31, 2022)

January 24, 2023

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

**Fiscal 2022-23 Updated Projections
(Compared to Fiscal 2022-23 Approved Budgets)**

For Information

The attached table updates the projected fiscal 2022-23 financial results and year-end reserve positions for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies.

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

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

The net position for Sport is projected to be better than anticipated primarily due to revenues generated from hosting the Vanier Cup. Recreation is also expected to end the year ahead of plan due to lower part-time salaries and delays in filling an open full-time position.

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

All of the units included in the Wellness & Well-being Pillar are expected to complete the fiscal year ahead of plan, primarily due to salary & benefit savings from vacant positions and a Women’s Safety Grant from the Province that partially offsets one salary in the Wellness & Equity Education unit.

Student Experience Portfolio – Leadership & Learning Pillar (lines 11 through 13):

The Academic Support & Engagement and Careers & Experience units are both projected to end the year with a net position that is better than planned, primarily due to delays in filling open full-time positions.

Financial Aid Office (line 14):

The Financial Aid Office budget is projected to generate an improved net position for the year due to salary and benefit savings resulting from two temporary staff secondments to other departments and a parental leave arrangement.

Family Practice Clinic (line 21):

The billing revenue from the Family Practice Clinic is insufficient to cover the current staff structure for the unit. The operational structure and finances of this unit are currently under review.

Housing Services (line 22):

The net position for Housing Services is projected to be lower than anticipated due to an increase in staff to enhance evening and over-night student support for residence facilities.

Parking Services (line 23):

The net position from Parking Services is expected to be lower than anticipated due to a reduction in the sale of parking permits to faculty and staff and lower violations revenue resulting from improved signage and the increased utilization of parking payment apps.

Retail & Hospitality Services (24):

The net position for Retail & Hospitality Services is projected to be lower than planned primarily due to an industry-wide shortage of food service workers, resulting in the closure of some units and a continuation of the shift from print books to lower margin digital media.

Animal Care and Veterinary Services (line 27):

Animal Care and Veterinary Services is projected to end the year with a positive net position due to administrative vacancies and challenges in recruiting a full complement of animal care workers.

Western Research Parks (incl. Windermere Manor, ADEISS, & AMP) (line 35):

The net position for the combined operations of the Western Research Parks is anticipated to be better than planned primarily due to a decision to discontinue the ISO certification process for ADEISS and eventually wind down the ADEISS business unit.

Ivey Business School Foundation (line 36):

The net position for the Ivey Business School Foundation is projected to be better than planned due to stronger demand for both custom and open enrollment programs and increased post-pandemic utilization of the Ivey Spencer Leadership facilities.

**Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies
2022-23 Budget and Projected (\$ 000)**

		2022-23 Budget			2022-23 Projected			% Change		Projected April 30/23 Reserves	
		Revenues	Expenses	Rev-Exp	Revenues	Expenses	Rev-Exp	Revenues	Expenses	Operating	Capital
1	A - Student Fee-Funded Units										
2	<i>Student Experience - Sport & Recreation Pillar:</i>										
3	Sport	5,244.7	5,183.3	61.4	6,221.0	6,087.5	133.5	18.61%	17.44%	193.5	
4	Recreation	5,667.7	5,649.3	18.4	5,425.9	5,238.6	187.3	-4.27%	-7.27%	447.6	1,228.5
5	Thompson Recreation & Athletic Centre	1,213.3	1,196.3	17.0	1,107.4	1,102.8	4.6	-8.73%	-7.82%	93.1	420.0
6	Spirit & Connection	1,013.0	1,005.2	7.8	1,199.2	1,196.9	2.3	18.38%	19.07%	12.8	100.0
7	<i>Student Experience - Wellness & Well-being Pillar:</i>										
8	Health & Wellness	6,733.1	6,812.8	-79.7	6,626.3	6,499.6	126.7	-1.59%	-4.60%	1,256.0	650.3
9	Wellness & Equity Education	701.2	696.2	5.0	703.7	597.8	105.9	0.36%	-14.13%	299.8	200.0
10	Student Support and Case Management	500.8	493.2	7.6	504.8	429.4	75.4	0.80%	-12.94%	249.8	82.6
11	<i>Student Experience - Leadership & Learning Pillar:</i>										
12	Academic Support & Engagement	1,885.2	1,867.9	17.3	1,901.2	1,734.2	167.0	0.85%	-7.16%	685.6	73.1
13	Careers & Experience	1,587.6	1,582.9	4.7	1,624.1	1,441.9	182.2	2.30%	-8.91%	502.8	
14	Financial Aid Office	1,353.4	1,437.9	-84.5	1,350.8	1,253.3	97.5	-0.19%	-12.84%	298.3	
15	International Student Services	558.7	558.0	0.7	560.9	560.2	0.7	0.39%	0.39%	2.0	
16	Indigenous Services	907.7	896.4	11.3	940.4	968.1	-27.7	3.60%	8.00%	397.0	
17	Off-Campus Housing & Housing Mediation Svcs	498.6	511.2	-12.6	518.5	504.1	14.4	3.99%	-1.39%	274.5	
18	Western Foot Patrol	219.6	217.7	1.9	227.2	225.7	1.5	3.46%	3.67%	68.8	24.7
19	Sub-Total	28,084.6	28,108.3	-23.7	28,911.4	27,840.1	1,071.3	2.94%	-0.95%	4,781.6	2,779.2
20	B - Ancillary Units										
21	Family Practice Clinic	275.0	661.0	-386.0	224.0	603.5	-379.5	-18.55%	-8.70%	-864.3	
22	Housing Services	90,425.5	84,048.3	6,377.2	88,035.6	83,020.2	5,015.4	-2.64%	-1.22%	61,943.9	
23	Parking Services	6,482.4	5,993.9	488.5	6,063.5	6,026.4	37.1	-6.46%	0.54%	2,911.7	
24	Retail & Hospitality Services	29,561.8	27,435.4	2,126.4	25,360.2	24,117.5	1,242.7	-14.21%	-12.09%	-3,245.6	
25	Sub-Total	126,744.7	118,138.6	8,606.1	119,683.3	113,767.6	5,915.7	-5.57%	-3.70%	60,745.7	0.0
26	C - Academic Support Units										
27	Animal Care & Veterinary Services	8,849.3	9,011.4	-162.1	8,243.7	7,775.5	468.2	-6.84%	-13.71%	1,538.6	310.0
28	Boundary Layer Wind Tunnel	2,001.6	1,973.1	28.5	1,950.9	1,939.3	11.6	-2.53%	-1.71%	611.6	300.0
29	University Machine Services	2,070.0	2,058.2	11.8	2,045.0	2,051.5	-6.5	-1.21%	-0.33%	263.7	
30	Fraunhofer Project Centre	1,413.1	1,411.9	1.2	1,396.2	1,396.2	0.0	-1.20%	-1.11%	0.0	
31	Surface Science Western	1,768.5	1,764.5	4.0	1,778.3	1,777.8	0.5	0.55%	0.75%	300.0	695.5
32	Continuing Studies at Western	2,804.2	2,649.5	154.7	3,233.2	3,030.0	203.2	15.30%	14.36%	1,217.1	
33	Sub-Total	18,906.7	18,868.6	38.1	18,647.3	17,970.3	677.0	-1.37%	-4.76%	3,931.0	1,305.5
34	D - Associated Companies										
35	Western Research Parks (incl. ADEISS & AMP)	5,670.0	5,088.4	581.6	5,624.7	4,657.4	967.3	-0.80%	-8.47%	4,540.1	
36	Ivey Business School Foundation	31,670.0	30,539.0	1,131.0	35,143.7	30,480.0	4,663.7	10.97%	-0.19%	21,322.8	
37	Ivey Business School Asia Limited	3,430.0	3,105.0	325.0	3,450.7	3,213.1	237.6	0.60%	3.48%	-1,127.0	
38	Sub-Total	40,770.0	38,732.4	2,037.6	44,219.1	38,350.5	5,868.6	8.46%	-0.99%	24,735.9	0.0
39	Grand Total	214,506.0	203,847.9	10,658.1	211,461.1	197,928.5	13,532.6	-1.42%	-2.90%	94,194.2	4,084.7

ITEM 5.1(d) – Update on Operating Budget as of December 31, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The attached table provides an update on the University’s 2022-23 Operating Budget – based on the best available information as of December 31, 2022 – and compares the updated figures to the budget as approved by the Board of Governors in April 2022. Major changes are as follows:

Revenues (lines 7 to 8)

1. Graduate tuition revenue (line 7) is projected to be lower by \$3.5 million primarily due to lower-than-planned masters international enrolments in professional graduate programs. Delays in obtaining study permits were the main reason for the lower enrolments. Looking forward, the Faculties’ plans aim to recover to a trajectory that will result in future increases.
2. The net result is that total operating revenue is projected to be \$3.5 million lower than the original budget (line 8).

Expenditures (lines 9 to 10)

3. Line 9 shows the sum of various incremental one-time costs related to our continued response to the global pandemic in the early part of the budget year (between May 2022 and November 2022) – which is estimated to be \$1.3 million higher than the budgeted amount. The costs include pandemic supplies, health & safety improvements to facilities, and classroom ambassadors.
4. The net result is that total operating expenditures are projected to be \$1.3 million higher than the original budget (line 10).

Operating Reserve (line 6)

5. As a result of the above changes in revenue and expenditures, the Operating Reserve is projected to be at \$39.5 million – which is \$4.8 million lower than the initial budget.

ATTACHMENT(S):

[Operating Budget as of December 31, 2022 Report](#)

Western University
2022-23 Operating Budget Update
as at December 31, 2022
(\$000)

<a> Summary

		As Approved by Board	Revised Forecast	Increase/Decrease	
				\$	%
1	Revenues 	873,426	869,923	-3,503	-0.40%
2	Expenditures <c>	901,422	902,720	1,298	0.14%
3	Surplus / (Deficit)	-27,996	-32,797	-4,801	
4	Operating Reserve -- Beginning of Year	72,235	72,269	34	
5	Surplus / (Deficit)	-27,996	-32,797	-4,801	
6	Operating Reserve -- End of Year	44,239	39,472	-4,767	

** Revenue Changes**

7	Tuition Revenue: Graduate			-3,503	
8	Total Revenue Changes			-3,503	

<c> Expenditure Changes

9	Pandemic-related Costs (incremental to-date)			1,298	
10	Total Expenditure Changes			1,298	

ITEM 5.1(e) – Annual Report on Trademark Licensees doing Business with the Western Bookstore

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The report on Trademark Licensees doing business with the Western Bookstore is provided annually to the Board for information through the Property and Finance Committee.

ATTACHMENT(S):

[Trademark Licensees doing Business with the Western Bookstore, January 2023](#)

**Trademark Licensees Doing Business with The Book Store at Western
January 2023**

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 including the investigations mentioned in this report.

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 2022 was skyrocketing prices in many garment producing countries having a devastating impact on workers, where even minimal increases in national minimum wages are not enough to pay for basic necessities. This continues the fallout from the global pandemic on garment workers after many lost their jobs without compensation as factories came to a standstill due to canceled orders from major fashion brands and retailers. Decreased consumer demand is still an issue globally.

In October the Canadian Network on Corporation Accountability (CNCA), launched a new website, Human Rights & Accountability are Non-Negotiable. The website profiles the networks' efforts to establish mandatory human rights and environmental due diligence (mhredd) legislation in Canada. <https://non-negotiable.ca/>.

The BSW continued the partnership with Worth, a federally funded research project and partnership between Fanshawe College and Goodwill Industries primarily aimed at reducing the environmental impact of the textile industry. The BSW provides Worth with product that is damaged or defective and written off throughout the year. Worth operates using a zero-waste model for the end-of-use textiles, using 100% of the items collected, refashioning a single item into a new garment or a number of different products, like face masks, hair ties, tote bags, bandanas, and hats. What is left over is used as fill for pillows or small stuffed animals. Every purchase helps Goodwill provide work and skills training to people who face barriers to employment.

The BSW will continue to collaborate with advocacy groups and other universities to keep monitoring all 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: [Environmental Sustainability Policy](#).

We also continue to reach out to our vendors with a sustainability audit, asking for information on their monitoring and tracking measures of their operation and suppliers relating to sustainability and environmental laws.

ITEM 5.1(f) - CFMM MR Scanner Purchase

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The following recommendation was moved and carried through an E-Vote of the Property and Finance Committee on December 13, 2022:

That, pursuant to its authority under MAPP Policy 2.8, the Property and Finance Committee approve the purchase of a BioSpec 152/11 MR scanner with a complementary Avance NEO BioSpec console and a three-year extended service package at a cost of \$5,114,596.

Pursuant to section 9.00 of MAPP Policy 2.8, the Property and Finance Committee has the authority to commit the University to the expenditure of funds for any one transaction up to \$7,500,000 and as such, we are seeking approval to enter into an agreement to purchase a BioSpec 152/11 MR scanner, related console and service package with the supplier Bruker Ltd. This equipment has been fully funded.

This request for approval was made by e-vote as current pricing expired December 16, 2022.

Western's Centre for Functional and Metabolic Mapping (CFMM) is a leading platform for developing and applying advanced magnetic resonance imaging (MRI) techniques in healthy subjects, patient populations and animal models of normal cognition and disease. It is the only collection of high and ultra-high-field MRI scanners operating as an integrated facility in Canada.

In the last five years, the CFMM has supported over 80 principal investigators and more than 400 trainees across seven Western Faculties and external partner institutions, undertaking close to 300 unique research projects and resulting in more than 240 publications. Cited as a key factor in Western receiving a \$10 million Canada Excellence Research Chair (CERC), and a \$66 million Canada First Excellence in Research Fund Award (CFREF - BrainsCAN), the CFMM is an essential core facility underpinning three major research applications totalling more than \$180 million in funding (CFREF - Viruses, Inflammation and Cognitive Impairment, CERC, and New Frontiers in Research Fund).

The BioSpec 152/11 MR scanner is state-of-the-art, with only 5 other units worldwide, and would augment existing MRI infrastructure that is greatly oversubscribed. Despite extending scan time to 24/7, the CFMM is currently booking research studies into 2025, meaning that many milestones in awarded grants cannot be met and putting future funding opportunities at risk.

Additionally, current MRI infrastructure is used for animal studies in multiple species requiring complex hardware changeover that results in one day per week of downtime and adds mechanical and electrical wear and tear that the systems were not designed for. The addition of the BioSpec 152/11 MR scanner would allow for all mice studies to be centralized on a single MRI scanner, eliminating changeover-related downtime, greatly reducing wear and tear, and increasing throughput potential by ~15% for existing MRI infrastructure while adding capacity to support major new research initiatives, new faculty recruits and expanded industry partnerships. The BioSpec 152/11 MR scanner is a key institutional commitment underpinning Western's current major funding applications noted above.

This MRI scanner was determined to be a sole source equipment acquisition based on the unique specifications offered only by Bruker Ltd. Procurement Services facilitated an Advanced Contract Award Notice (ACAN) process through the Merx open bid solicitation website to validate this sole source determination. No submissions were received, so the ACAN process satisfied the Trade Treaty Limited Tendering exception for sole source acquisition.

ATTACHMENT(S):

None.

ITEM 5.2(a) – Western Office of the Ombudsperson Annual Report 2021-2022

ACTION: FOR APPROVAL FOR INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The memorandum of understanding governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community. For reporting purposes, the year begins August 1 and ends July 31. The annual report will normally be published by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

ATTACHMENT(S):

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

Office of the Ombudsperson Annual Report

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

Office of the Ombudsperson

Who we are:

We are an independent, impartial and confidential office that students visit when they don't know how to approach an academic or nonacademic situation at Western. We offer a safe, nonthreatening environment where students can ask for advice. Students visit us regarding conflicts and difficult decisions they need to make; what to do if they have been accused of a scholastic offence or Code of Conduct infraction; and to determine whether they have grounds for appeal.

What we do:

We meet with students in person, via Zoom, phone or Teams. We listen to concerns and ask questions. We guide students through the policies and processes that might apply in their situation. As a confidential resource, we do not contact anyone on campus or off unless we are concerned for a student's safety or the safety of someone else. From time-to-time we do ask the student's permission to contact a decision maker or administrator to clarify a situation and ensure fair process has been followed. In short, we untie the knots in a situation.

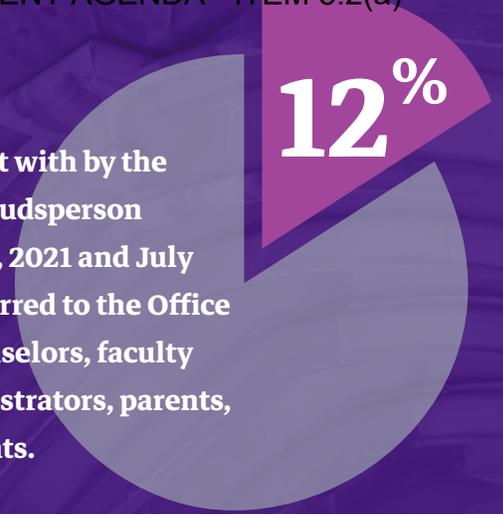
We practice shuttle diplomacy and on occasion make recommendations to senior administrators on specific policies and processes.

1,223 TOTAL VISITORS

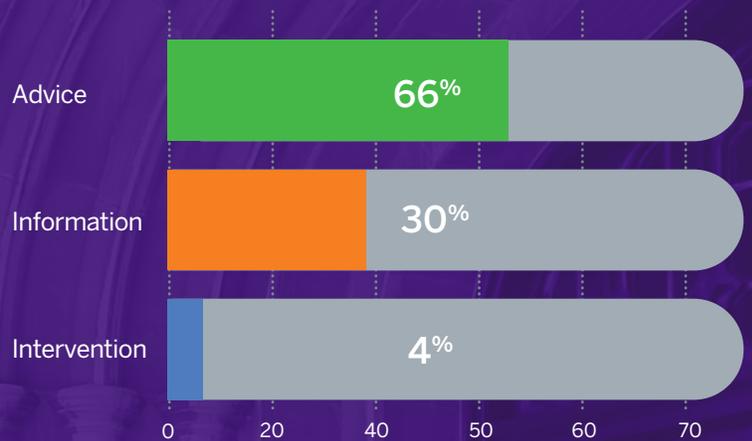
92% 8%

student visitors (1120) Non-student visitors (103)

12% of cases dealt with by the Office of the Ombudsperson between August 1, 2021 and July 31, 2022 were referred to the Office by academic counselors, faculty members, administrators, parents, and fellow students.



Reason student approached office:



 1 out of every 38 students contacted us in 2021/22



Degree Level of Student Visitors

Undergrad 89%
Master's 6%
Doctoral 5%



To the Western Community:

I am pleased to provide the annual report of the Office of the Ombudsperson for the period August 1, 2021 to July 31, 2022. This is pursuant to the Memorandum of Understanding signed by the constituent university, affiliate university colleges, and student associations.

The facts

Between August 1, 2021 and July 31, 2022, the Associate Ombudsperson and I met with 1120 students regarding 1214 concerns. This equates to 2.6% of the student population of the constituent and affiliate campuses, an increase from 2.2% in 2020/21.

Ombuds staff intervened in four percent of cases, and only with the student's permission. The remaining students (96 percent) needed information such as to whom they should appeal or where to locate a policy, or advice on a situation such as how to manage a conflict or have a difficult conversation. The Associate Ombudsperson and I also advised students on appeal processes, whether the student had grounds for an appeal, and reviewed appeals before the student submitted them.

Ombuds staff also met with 103 non-students, including faculty, administrators, staff, parents, and alumni.

Activities

The Office of the Ombudsperson works with various cohorts to provide best practices on difficult conversations and conflict management. For example, through the 2021/22 year, we conducted workshops as part of the Own Your Future graduate student professional education program and worked with individual students on difficult conversations they needed to have.

From time-to-time we also work with senior administrators on policy revisions to ensure fairness of the institution's policies and procedures. In 2021/22 we continued work on rewording the Dean's Honours List and Scholarship policies and how those policies impacted students with disabilities, as well as continuing to suggest revisions to the Self Reported Absence policy to ensure fairness for everyone -students, faculty, and academic counselors.

Impact of COVID

As with the rest of campus, COVID brought unique issues to the Office. In total 107 students came to the Ombuds Office with concerns related directly to COVID.

Students were referred to the Office of the Ombudsperson if they had questions regarding the fairness of vaccine mandates passed by the University. Thirty-eight students approached the Office because they were not granted exemptions or had received notification from Student Support and Case Management (SSCM) they would be withdrawn if they did not upload their vaccine certificates. Some of these students were on internship and would not be on campus, but not all faculties had relayed that information to SSCM. The Ombuds Office referred these students back to SSCM and their off-campus status was recorded.

A few students ignored the vaccine status emails until March, when they were withdrawn by the University. These students and their families were very upset; however, they had been treated fairly by the University. They had been provided notice that a decision would be made and a forum for requesting an exemption.

The switch to online exams in December created angst amongst students, as did the change in exam format (i.e. multiple choice vs short or long answer) that an on-line exam necessitated. In some cases, Ombuds staff reached out to departments to ask for information regarding specific exam practices. In the majority of cases, the practices were fair. For example, decisions were being made by an unbiased party, practices were clearly communicated, and all students were treated equally. Where a decision or practice was not in accordance with University policy or fairness was questionable, the department made changes or agreed to make changes for subsequent years.

Case volume

At 2.6%, the percentage of the student population that visits Western’s Office of the Ombudsperson is one of the highest in the country. An informal survey of ombuds visitors completed through the Association of Canadian College and University Ombudspersons (ACCUO) in late 2020 showed the following:

University	Undergraduate Visitors as a percentage of student population	Graduate Visitors as a percentage of student population
Western	2.9%	1.8%
*University 1 (campus a)	1.28%	1.5%
*University 1 (campus b)	0.32%	1%
*University 2	1.32%	1.64%
*University 3	2.9%	3.5%
University 4	1.28%	1.5%
University 5	0.64%	0.91%
University 6 – all visitors 0.92% (no distinction between graduate and undergraduate)		
University 7 – all visitors 2.2% (no distinction between graduate and undergraduate)		

*U15 University

At Western, in 2021/22 2.9% of undergraduates visited the Ombuds Office and 1.8% of graduate students visited. This is partially due to outreach to student groups, administrators and decision makers; however, anecdotally, it is also because the Office is efficient in responding to inquiries. Inquiries are responded to within 24 hours – even on weekends. While COVID has allowed offices to introduce chat functions and other electronic means of communication, students want a person to talk to when they are having a problem. They want an individual to whom they can explain their unique circumstances. The high number of visitors to the Office of the Ombudsperson doesn’t illustrate procedural or substantive unfairness, but it does illustrate relational unfairness. Students want someone to reach out to.

I encourage you to review this detailed explanation of our case load and reach out to Associate Ombudsperson Whitney Barrett, or myself, should you have questions about the activities of the Office.

Jennifer Meister

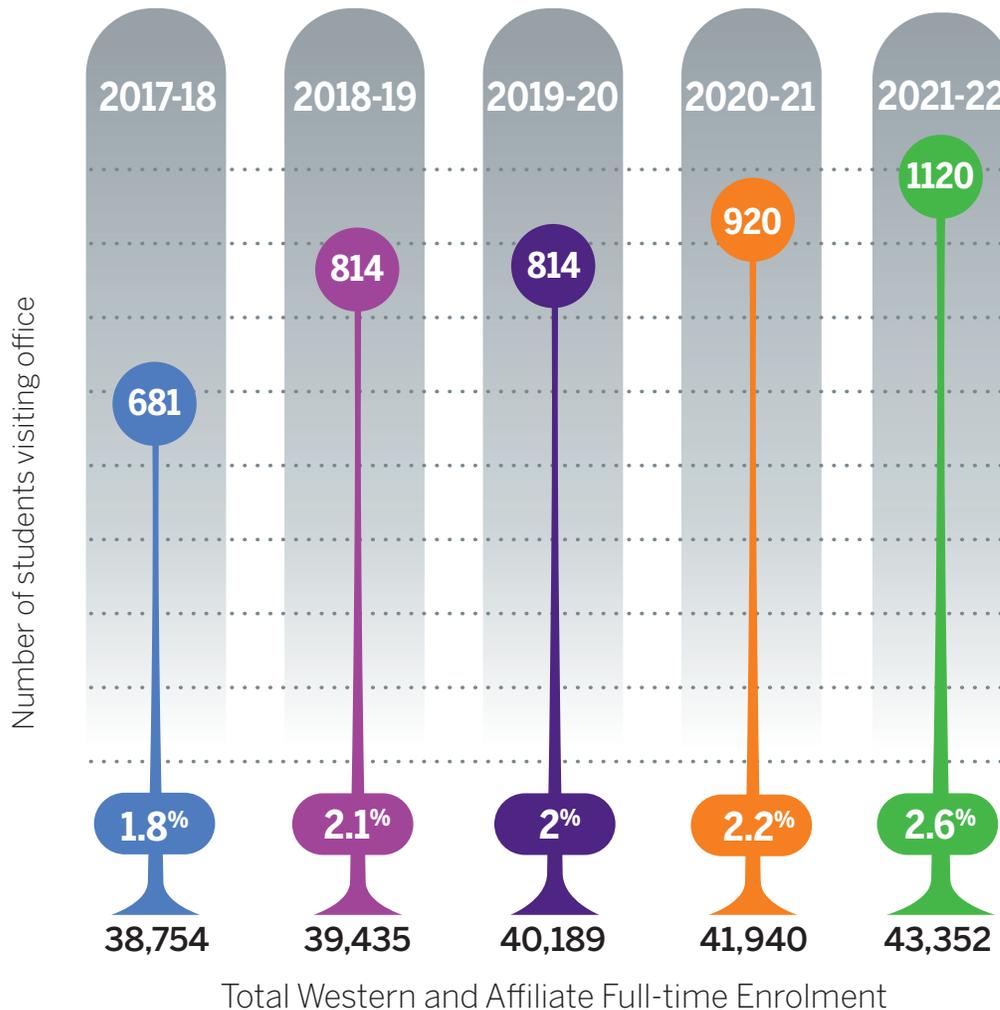
Ombudsperson, Western University

Visitor Overview

The following pages paint a picture of who came to the Ombuds Office in 2021/22 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 1214.)



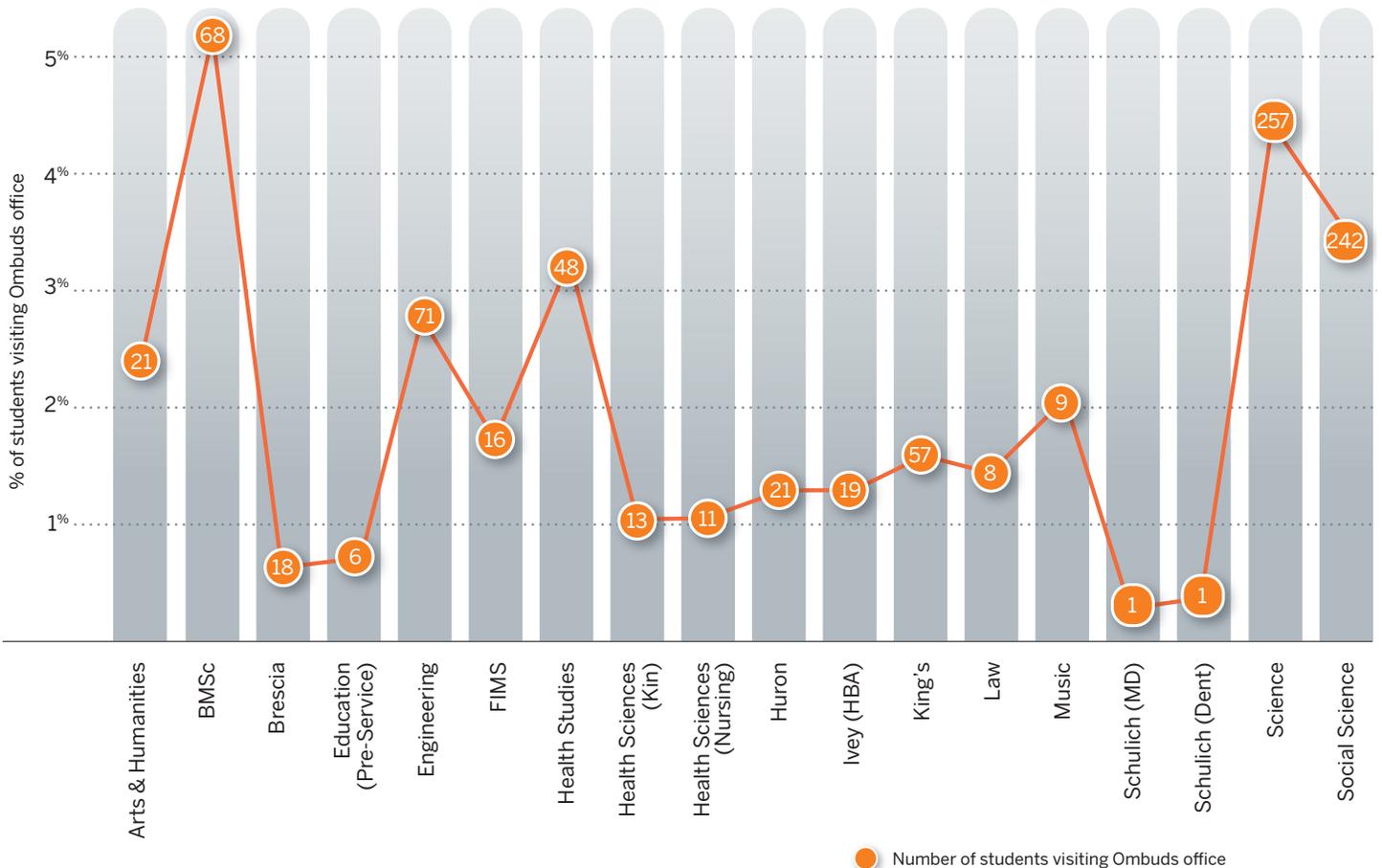
*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison located at https://www.ipb.uwo.ca/documents/2022_five_year_enrolment_comparison.pdf

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 see where there may be systemic issues. In 2021/22, 1120 students visited the Office with 1214 concerns.

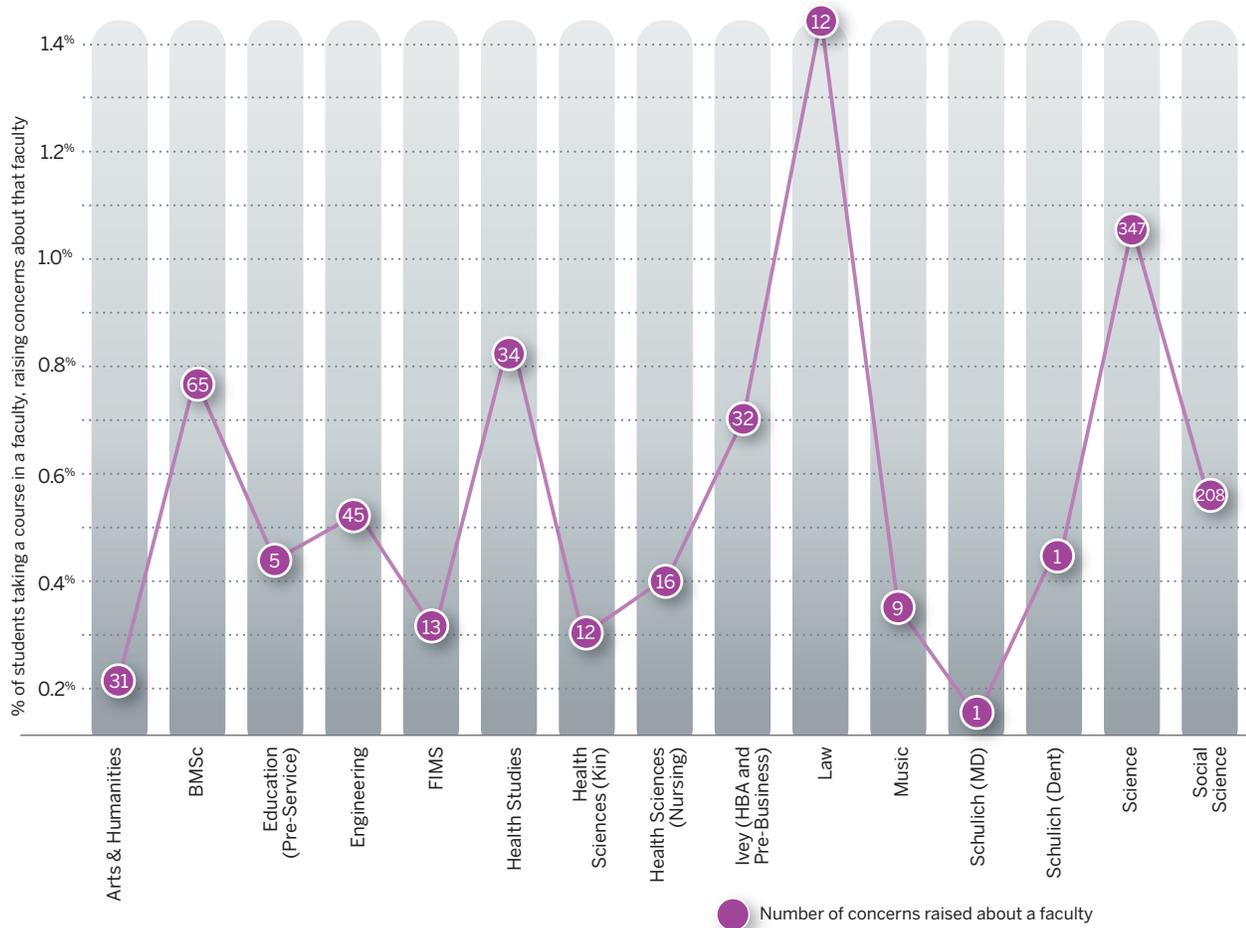
Undergraduate student visits by home faculty

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 (29 concerns), Huron (20 concerns), and King's (50 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

Undergraduate concern breakdown

862 concerns raised by undergraduate students dealt with academics and financials. Following is a breakdown of concerns raised over the past year.

Category of concern

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

67% (581)

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

24% (204)

Scholastic Offences

5% (45)

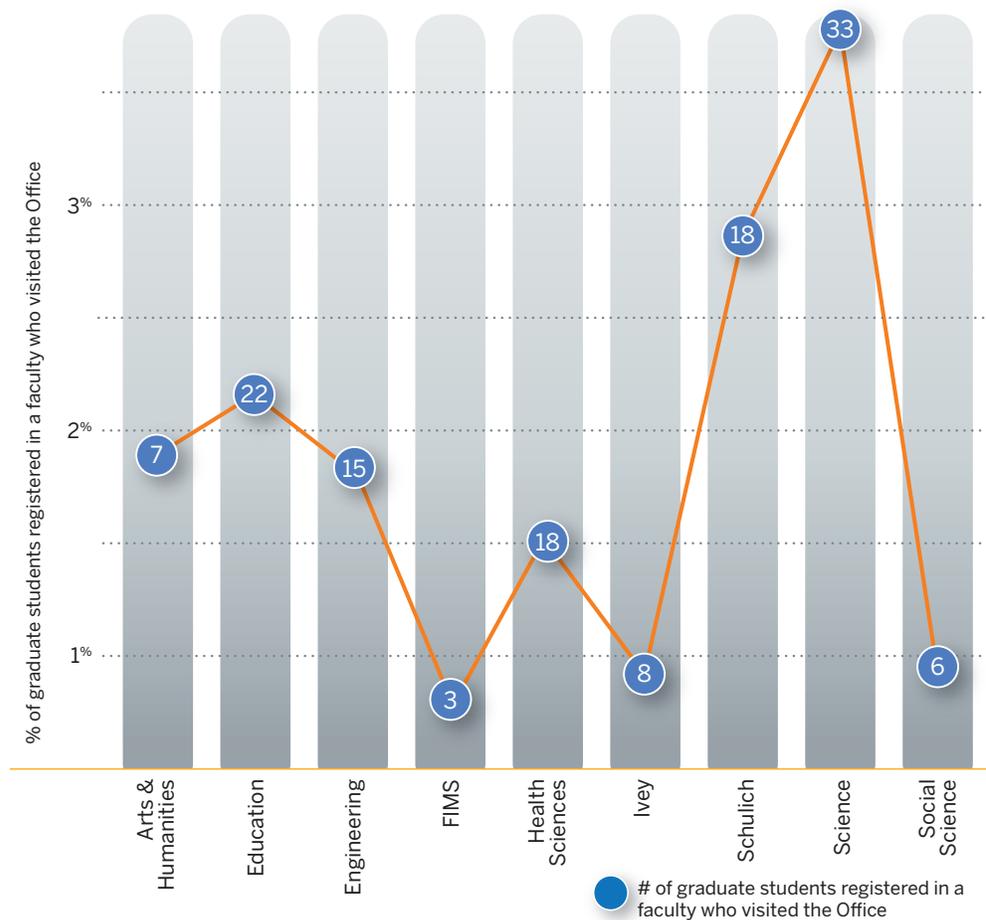
Financial (fees, scholarships, financial aid)

4% (32)

of Occurrences (790 total)

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

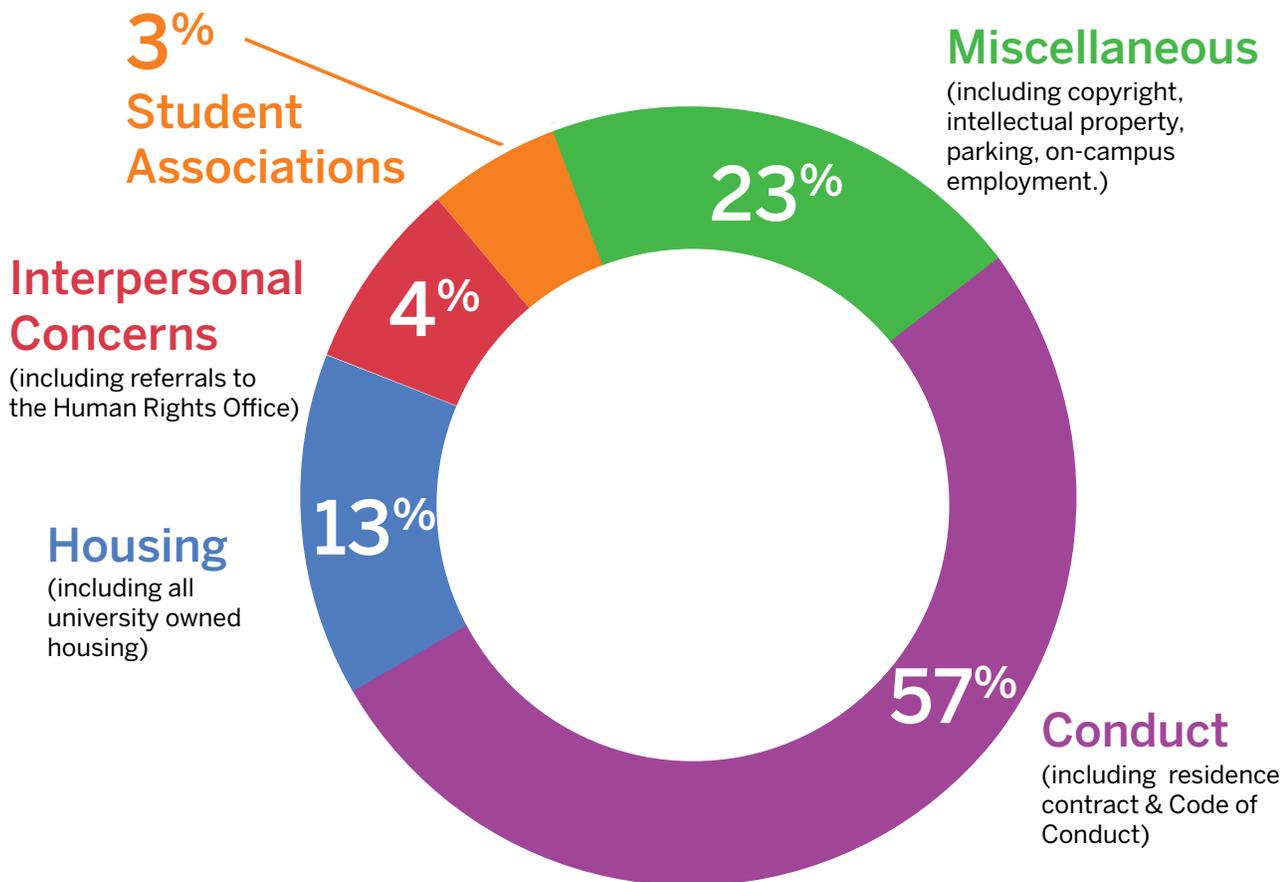
107 concerns raised by graduate students dealt with academic or financial issues.



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 other campus offices. 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.

As a % of total non-academic and non-financial occurrences (142)



Non-Student Data

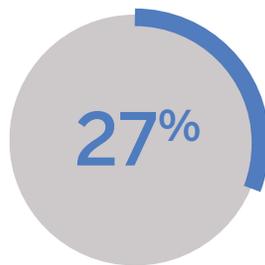
In 2021/22 we heard from 103 administrators, faculty members, staff, family members of students, alumni, and members of the public regarding a range of concerns.

As a % of total non-student occurrences (103)

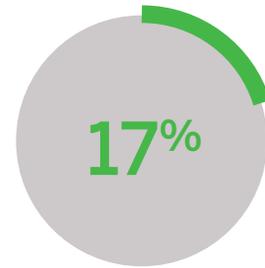


Miscellaneous

(including residence placement, equity, Western job related)

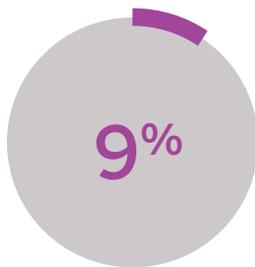


Academic



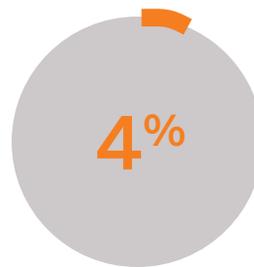
Conduct

(scholastic, non-scholastic and residence)



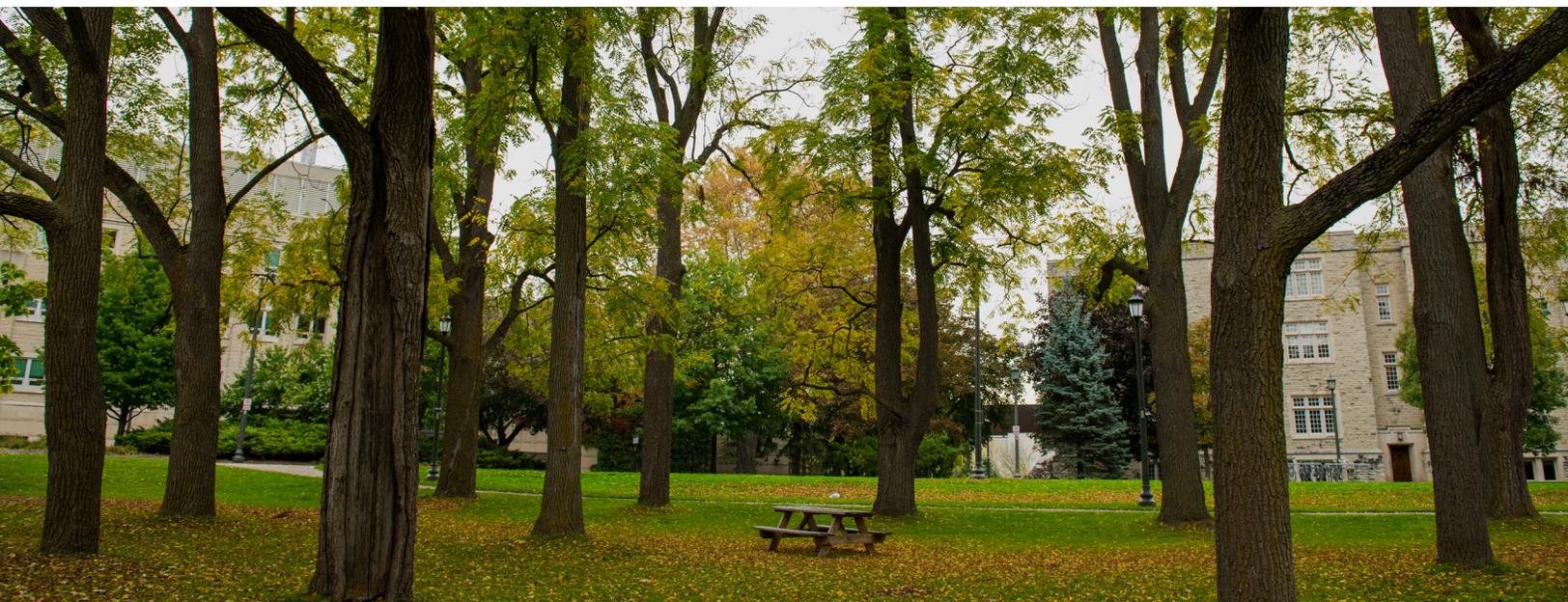
Administrative procedures

(including required to withdraw, late withdrawal, and graduate and undergraduate admissions)



Financial

(financial aid, funding)



Case Examples 2021-2022

Ombuds staff evaluate each concern that is brought to us according to fairness: procedural, substantive, and relational. The following cases provide examples of where Ombuds staff were able to work with administrators and decision makers to ensure fairness for students and the institution.

Academic records and privacy

A student reached out to the Ombuds Office expressing concerns in relation to information maintained in their student record from the time of admission. The student stated the data appearing on their record could potentially flag the students as belonging to a protected group.

The Ombuds Office discussed the student's concern with Western's Legal Counsel, specifically relating to Western's duty to protect privacy but also maintain the accuracy of student records. While the University was operating within the bounds of existing policy and privacy laws, the student maintained they were uncomfortable with the information being accessible. The Ombuds Office worked with the Office of the Registrar to have the identifying information not removed from the student's record but altered in a way that maintains the record and anonymizes the sensitive data.

Duplicate policy application

A graduate student was directed to the Ombuds Office following a program decision which resulted in the student being withdrawn.

Through discussions with the student and decision makers, and review of the documentation, it became clear the student's situation fell under two separate policies: the Scholastic Offence policy and the Academic Appeals Policy. The decision to withdraw the student was made due to the outcome of a scholastic offence which resulted in the student not meeting progression requirements. This gave the student the option to appeal either the scholastic offence through the Scholastic Offence policy process, the program decision requiring the student to withdraw through the Academic Appeal Policy, or the student could appeal both.

In this case the student appealed under both policies; however, the case did highlight where policy intersection can cause confusion for the student as well as decision makers.

Preferred name policy

A student approached the Ombuds Office because while they had been permitted to use a preferred first name, the University does not allow a student to use a preferred last name. Surnames can only be changed with legal documentation. The inability to change a last name is an issue for numerous equity-deserving groups.

The Ombuds Office surveyed other Canadian universities and colleges to determine their practices and met with the Registrar's Office. The Office of the Registrar did permit the student to use a preferred last name and is in the process of reviewing the name change policy.

Backdated withdrawal

A student visited us in March 2022. They had fallen ill in first term and had been unable to complete all their courses. The student had been given incompletes in some first term half courses and had dropped some of their full year courses before the deadline. They had worked hard through second term to write exams and submit material for the incomplete courses. However, in one course, they continued to struggle. It was an essay-heavy course and the nature of the student's illness made it difficult for them to complete the work.

The student spoke to the professor who was very empathetic and said they would support the student's request to drop the course without academic penalty (commonly known as WDN). The professor sent the student to the Ombuds Office for assistance with a request to the Faculty. We guided the student through the appeal process. The student submitted an appeal to the Associate Dean in their home faculty, along with an email of support from the professor. The appeal was granted and the student was able to drop the course past the drop date.

This is a good example of relational fairness. First the professor, and then the Associate Dean, showed empathy for the student and although the course drop was outside of policy, it did make sense from a relational fairness point of view.

Exam rescheduling

Through the 2021/22 academic year, students were required to self-isolate if they had been diagnosed with, or had come in contact with, COVID. A parent contacted us in March 2022 to explain their frustration with the way the University was accommodating students considering these rules. The student in question lived in a house off campus with other students – all in the same program. One of the residents had come down with COVID, meaning the other residents needed to self-isolate. Because of this, the students missed two midterm exams. According to the course OWL sites, the make-up midterms were scheduled for the same day, one between 4 p.m. and 7 p.m., and one between 7 p.m. and 10 p.m. Knowing the schedule for the make-up exams and the stress it would cause writing six hours of exams, the parent felt the students were being encouraged to lie. They were being encouraged to appear for the regular exam and risk passing COVID onto those around them.

Ombuds staff empathized with the students and encouraged the parent to have the students contact the Associate Dean of the faculty offering the courses. After some discussion, one of the exams was moved to another day.

The Ombudsperson's role as an Academic Case Manager

On occasion, Ombuds staff act as Academic Case Managers helping students navigate complex situations. In one such case, a student visited the office late in first term. They had been in a car accident and had received academic consideration for the two days following the accident, but they had been impacted mentally and weren't coping well with end of term workload. Academic counseling had told the student they couldn't provide any more extensions without medical documentation. Ombuds staff helped the student develop a plan to talk to each professor. The plan included revised assignment deadlines and requests for reweighting. Ombuds staff also suggested the student meet with an academic counselor again to share their plan and meet with a physician and psychologist to get documentation explaining their situation.

After some back-and-forth with professors and academic counseling, the student dropped one course and received extensions on assignments. This was a complex, multi-faculty issue the student needed help managing. Ombuds staff was responsive to the student and able to meet with them numerous times to help them navigate the various offices and often complex bureaucracy.

Recommendation

Ombuds staff practice shuttle diplomacy, working with senior administration throughout the year to ensure systemic issues are resolved. For that reason, recommendations are seldom made in the Office of the Ombudsperson annual report. This year, I do have one recommendation.

Addition to course outline policy

The policy on Course Outlines (Syllabi) for Undergraduate Students (https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf) is very comprehensive, ensuring syllabi contain information critical for student success. I recommend the policy be updated to include a statement that the make-up date for the final exam be included when known. For example, many second term final exams are made up during the first two weeks of May. This creates problems for students beginning jobs or travelling home. Stating on the course outline the make-up exam will be during the week of May 2 (for example) would ensure the student is aware when making plans.

Getting the Word Out

Outreach

- » Conflict Management workshops, SGPS Own Your Future
- » Numerous orientation events
- » Appeals policy training for USC Student Appeals Support Centre

Committee Participation

- » Graduate Student Life Advisory Group
- » Worked with SGPS Vice Provost and Associate Vice Provosts on updates to academic integrity policy

Virtual Conference/Meeting/Training Attendance

- » Association of Canadian College and University Ombudspeople
- » California Caucus of University and College Ombuds
- » Forum of Canadian Ombudsman

Who We Are

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



Jennifer Meister
Ombudsperson



Whitney Barrett
Associate Ombudsperson

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 2021/22 Advisory Committee:

Ms Fahimeh Abdoulahi, Brescia, Affiliate Students' Council representative

Ms Ziyana Kotadia, University Students' Council

Dr Stephen McLatchie, Huron, Affiliate Faculty representative

Dr Ken Meadows, President's Representative

Mr Kevin Moore, Society of Graduate Students

Dr Andrew Walsh, Senate Representative

Ms Jenny Zhang, Master of Business Administration Association representative





Western

Office of the Ombudsperson

Room 3135 Western Student Services Building
Western University
London, Ontario, Canada
N6A 3K7
t. 519-661-3573
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.

Western University is situated on the traditional lands of the Attawandaron (Neutral), Anishinabek, Haudenosaunee, and Leni Lenapewak people. This territory also covers lands connected to the London Township Treaty and Sombra Treaty 1796, and the Dish with One Spoon Wampum.

ITEM 5.3(a) – Fund Raising Quarterly Report as at October 31, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Cost per dollar raised and Return on Investment will be calculated at end of Q4.
Contributions (or cash) received as a result of one-time gifts and payments on pledges received in past years is trending as expected by end of Q2 – \$23M or 31% of target.
Further review of pledges in arrears will be a focus in Q3 and Q4.

ATTACHMENT(S):

[Fund Raising Quarterly Report as at October 31, 2022](#)



**FUND RAISING QUARTERLY REPORT
as at October 31, 2022**

(with comparative figures for Fiscal Year 2021 and 2022)

PLEDGE DATA

	May 1, 2022 to October 31, 2022 (000's)			Fiscal Year 2022 (000's)		Fiscal Year 2021 (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 ₁	73,009	73,009	N/A	86,866	86,866	90,430	90,430
New Gifts & Pledges (Gross)	75,000	22,009	29.35%	36,793	83,815	12,098	71,398
Pledges cancelled/amended on new/prior pledges	(5,094)	232	-4.55%	(199)	(2,969)	(474)	(795)
Net New Pledges/Gifts	69,906	22,241	31.82%	36,594	80,846	11,624	70,603
Contributions received in payment of pledges/gifts ₂	74,236	23,241	31.31%	39,323	94,703	18,123	74,167
Net Pledges Outstanding	68,679	72,009	104.85%	84,137	73,009	83,931	86,866

COST PER DOLLAR RAISED

	May 1, 2022 to October 31, 2022 (000's)			May 1, 2021 to April 30, 2022 (000's)			May 1, 2020 to April 30, 2021 (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
University Advancement Fundraising Units									
Total Expenses/Cost Per Dollar Raised	22,241	4,611	N/A	83,815	10,587	\$0.13	71,387	10,091	\$0.14
3-Year Average Cost Per Dollar Raised₃				73,848	10,212	\$0.14	71,845	10,159	\$0.14

RETURN ON INVESTMENT

	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment
	Total Return on Investment	23,041	4,611	N/A	67,782	10,587	\$6.40	62,172	10,091
3-Year Average Return on Investment				64,149	10,242	\$6.26	57,472	10,166	\$5.65

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 CRM 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.

ITEM 5.3(b) – Naming Opportunities

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Board, and in compliance with MAPP 1.44, the following names have been approved by the Naming Subcommittee. They are reported to the Board of Governors through FRDRC for information.

Josephine Spencer Niblett Law Building

W. R. Poole, QC Study Room

The Dean of the Faculty of Law and the Vice-President (University Advancement) recommend the naming of the W. R. Poole, QC Study Room (LB 41A). The Law Class of 1969, and Mr. Poole’s family and friends established the W.R. Poole, QC Criminal Law Moot Award endowment at Western, which was valued at approximately \$100,000, as of May 1, 2022. The W. R. Poole, QC Study Room is an additional recognition of these generous gifts.

W. R. Poole, QC

William (Bill) R. Poole was an adjunct professor at Western Law from 1964 to 1972 and practiced law into his nineties. Among his notable achievements, Poole was appointed to the Law Reform Commission of Canada by Ontario Premier John Robarts and served on the Commission from 1964 to 1985. He received an Honorary Queen’s Counsel distinction in 1961. He died in 2014 at the age of 96.

John. G. Althouse Faculty of Education Building

Wampum Learning Lodge

In 2016, Western’s Indigenous Strategic Plan called for an increase in dedicated gathering spaces for Indigenous people, with the intention of raising Indigenous voices and presence across the campus. This objective led to the designation of the former library of the Faculty of Education as a new Indigenous Learning Space (ILS).

In July of this year, OII invited a council of local Indigenous Elders to provide guidance on a name. The council deliberated on a variety of names and arrived at the **Wampum Learning Lodge**. It further recommended that each of the three levels of the indoor and outdoor spaces be named in one of three local Indigenous languages of the area.

The word *wampum* was chosen because it is an Indigenous word (from the Narragansett language, meaning “white string of shell beads”) that is also used in English; and because its meaning captures the intention and spirit of the space.

Wampum and wampum belts have been, and still are, used by many Indigenous

nations to record history, create agreements and treaties, tell stories, and mark extraordinary events. They are used to record relations with other nations and with the natural world.

As we work towards Truth and Reconciliation with the allyship of Western University, Indigenous community organizations, and the Indigenous communities in the area, the creation of a new wampum—symbolically, in the form of the named building—signifies an important commitment outlined in the Indigenous Strategic Plan and *Towards Western at 150*: to continually build and strengthen relationships that will forward reconciliation, Indigenization, reclamation and decolonization at Western University.

Of note is that both OII and the Indigenous Student Centre (ISC) have logos that include wampum belts, and the new name will mirror the logos and symbolically link OII, the ISC and the new space.

ITEM 5.4(a) – Board Skills Needs Assessment

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Guidelines for the Identification and Appointment of External Board Members provide that when a vacancy on the Board is anticipated, before candidates are proposed to the Board, the Senior Policy and Operations Committee will conduct a needs assessment by analyzing the present Board against stated criteria and representation considerations. The present and future membership needs, and priorities of the Board will be identified, based on the needs assessment.

At its meeting on January 24, 2023, the Senior Policy and Operations Committee considered the current skills of Board members and engaged in a discussion of needs. The updated needs identified below are presented for information:

- Senior corporate experience
- Diversity, including gender, Black, Indigenous and Persons of Colour, sexual orientation and gender identity
- Skillset for growth and building opportunities for Western in terms of external partnerships, collaborations, internship and entrepreneurship opportunities
- Fundraising
- CPA and audit committee experience
- Information technology experience

ATTACHMENT(S):

None.

ITEM 5.5(a) – Academic Administrative Appointments

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of November 2022:

Start Date	End Date	Name	Admin Appointment	Department
2022-09-01	2023-12-31	Bains, Sukhveer	Schulich - Office of the Dean	Acting Associate Dean (Equity, Diversity, Inclusion and Decolonization (EDID))
2022-09-01	2023-06-30	Hutter, Jeffrey	Science - Office of the Dean	Associate Dean (Acad Programs)
2022-09-01	2025-08-31	Plug, Jan	Arts - Office of the Dean	Associate Dean (Acad Programs)
2022-09-01	2023-08-31	Watling, Christopher	Schulich - Office of the Dean	Acting Vice Dean (Education, Scholarship and Strategy (ESS))
2022-09-02	2027-06-30	Lewis, Susan	Vice-Provost Academic Programs	Vice Provost(Academic Programs)
2022-09-04	2023-02-15	Johnson, Erin	WL - Content Mgmt (CMDA)	Acting Library Head (Discovery, Description and Metadata)
2022-09-06	2027-09-05	Bartha, Robert	Schulich - Office of the Dean	Vice Dean
2022-09-07	2023-02-15	Zoricic, Christina	Office of the Chief Librarian	Associate Chief Librarian
2022-10-01	2022-11-30	Heerey, Erin	Soc Science - Office of Dean	Assistant Dean (Undergraduate Affairs)
2022-10-01	2027-09-30	Stein, Robert	Schulich - Office of the Dean	Assistant Dean, Learner Experience (Undergraduate Medicine)
2022-11-01	2027-10-31	McCauley, William	Schulich - Office of the Dean	Associate Dean (Cont Prof Dev)

ITEM 5.5(b) – Introduction of an Articulation Agreement for the Admission of Graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College

ACTION: APPROVAL INFORMATION DISCUSSION

RECOMMENDED: That on the recommendation of Senate, the Board of Governors approved that, effective September 1, 2022, an articulation agreement for the admission of graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College be introduced as shown in Item 5.5(b).

EXECUTIVE SUMMARY:

This agreement relates to students studying in the Conestoga Nutrition and Food Service Management Diploma Program. Effective September 1, 2022, Brescia University College and Western propose to accept students from this program into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program as set out in an Articulation Agreement between the two institutions. The details of the agreement are set out in Appendix 1 and 2 of the attached.

The objective of the agreement is to provide graduates from Conestoga, who satisfy the criteria described in the agreement, with the opportunity to apply for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program and obtain a Western degree.

ATTACHMENT(S):

[Articulation Agreement](#)

AGREEMENT FOR OUTBOUND ARTICULATION

B E T W E E N:

CONESTOGA COLLEGE

2909 Doon Valley Drive, Kitchener, ON N2G 4M4

hereinafter referred to as "**Conestoga**" of the first part.

-and-

BRESCIA UNIVERSITY COLLEGE

1285 Western Rd, London, ON N6G 1H2

hereinafter referred to as "**Brescia**" of the second part;

THIS AGREEMENT made this **September 2022**

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called “Western”)

and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called “Brescia”)

and

CONESTOGA COLLEGE
(hereinafter called “Conestoga”)

WHEREAS Brescia, Western and Conestoga wish to increase student mobility between Brescia, Western and Conestoga, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of Nutrition and Food Service Management program at Conestoga College to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program at Western/Brescia by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Conestoga and Western and Conestoga and Brescia;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western and Brescia agree to consider for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program graduates of the Nutrition and Food Service Management diploma program from Conestoga who meet the following requirements:
 - a. Successful completion of the Nutrition and Food Service Management program with a competitive overall admission average for the year in which they apply as calculated by Western and Brescia;
 - b. Completion of the prescribed set of courses within the Food Service Management diploma with a minimum grade of “C” or 2.00 GPA in each college course as outlined in Appendix 1; and
 - c. Successful completion of Ontario Secondary School Biology (SBI4U) and Chemistry (SCH4U); or equivalents.

2. To be considered for admission, Conestoga students must apply to Western or Brescia by June 1st of the year in which they are seeking admission.

3. Admissions decisions are within the sole discretion of Western and Brescia and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions under this agreement rests with the Registrars at Western and Brescia in accordance with the provisions of the affiliation agreement between Western and Brescia.

TRANSFER CREDIT

4. Western and Brescia shall grant transfer credit to successful applicants for Conestoga courses in accordance with **Appendix 1**.
5. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western and Brescia of changes to Conestoga's course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of transfer credit is based on an assessment of the Nutrition and Food Service Management diploma program curriculum and the courses as of the date of this Agreement. It is the responsibility of Conestoga to notify Western and Brescia of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western and Brescia to decide whether transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendices 2A, 2B or 2C** and meet the progression and graduation requirements for a Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics (Appendix 2A), or Honours Specialization in Foods and Nutrition (Appendix 2B), or Specialization in Foods and Nutrition Program (Appendix 2C). These progression and degree requirements are subject to change during the term of this Agreement, and Western and Brescia will give Conestoga written notice of any changes.
8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program but who do meet requirements for another program at Brescia or Western may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program or campus may have the transfer credits removed from their academic record and credit for college courses may be re-assessed by the relevant Faculty.
9. Western and Brescia agree to provide Conestoga students with information about the transfer credits and encourage qualified students to apply.
10. The parties shall each designate a program representative to assist with the operation of this Agreement. The program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

11.(a) This Agreement is effective September 2022 and shall continue in force unless terminated by a party as set out herein.

(b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.

(c) Notwithstanding paragraph (b), if Western or Brescia decide to terminate this Agreement due to changes to the Conestoga's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Conestoga and the date that the changes were made by Conestoga.

(d) Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

CONESTOGA COLLEGE

*

_____ Date _____
President

BRESCIA UNIVERSITY COLLEGE

*

_____ Date _____
Dr. Laretta Frederking
President

THE UNIVERSITY OF WESTERN ONTARIO

*

_____ Date _____
Susan Lewis
Vice-Provost (Academic Programs)

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Nutrition and Dietetics, Honours
Specialization in Foods and Nutrition or Specialization in Foods in Nutrition
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Equivalencies			
Conestoga Course	Credits	Brescia Equivalent	Weight
FIN1080	3	Food and Nutrition 2449A/B	0.5
HRM 2010	2		
MGMT1680	3		
DIET2135 (from level 3)	5	Foods and Nutrition 3348A/B	0.5
MGMT1665	4		
MGMT2140 (from level 3)	3		
DIET1150	3	Foods and Nutrition 2100TRN	1.0
DIET2050	3		
DIET2150	3		
DIET2160	4		
DIET1120	3	Foods and Nutrition 1241A/B	0.5
DIET1170	3		
NUTR1000	3	Foods and Nutrition 1070A/B	0.5
DIET1160	4		
COMM1085	3	Communications 1020TRN	1.0
MGMT1650	3		
MGMT2150	3		
OHS 1320	1		
FPLT2170	8	Foods and Nutrition 2100TRN	0.5

Total: 4.5 credits

APPENDIX 2A

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Nutrition and Dietetics,
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
<u>Honours Specialization in Nutrition and Dietetics</u>		
To graduate from the BSc(F&N) Honours Specialization in Nutrition and Dietetics degree program at Brescia, students admitted under this articulation agreement must successfully complete the 15.5 courses listed below. Brescia will provide Conestoga with written notice of any changes to these course requirements. A final average of 75%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Foods and Nutrition 3355A/B	Agriculture and Food Systems: Critical Conversations
0.5	Elective at 1000-level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
0.5	Elective at any level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
0.5	Foods and Nutrition 3344A/B	Diet and Nutritional Assessment
0.5	Foods and Nutrition 3351A/B	Clinical Nutrition I
0.5	Foods and Nutrition 3361F/G	Fundamentals of Community Nutrition
1.0	Elective(s)	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 3 Requirements (Summer Term)		

0.5 Elective at any level		
Year 4 Requirements (Fall/Winter Term)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
1.0	Foods and Nutrition 3390W/X	Research Methods and Statistics for Food and Nutrition
0.5	Foods and Nutrition 4429A/B	Advanced Management for Foods and Nutrition
0.5	Foods and Nutrition 4453A/B	Clinical Nutrition II
0.5	Foods and Nutrition 4460A/B	Nutrition Counselling
0.5	Foods and Nutrition 4471A/B	Nutrition and Metabolic Processes
0.5	Any Foods and Nutrition or Human Ecology Elective at the 3000 or 4000-level	
0.5	Any Foods and Nutrition or Human Ecology Elective at the 3000 or 4000-level	
0.5	Any Foods and Nutrition or Human Ecology Elective at the 3000 or 4000-level	

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20841&SelectedCalendar=Live&ArchiveID>

= 15.5 courses/credits

APPENDIX 2B

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Foods and Nutrition,
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Requirements for Degree Completion Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
Honours Specialization in Foods and Nutrition		
To graduate from the BSc (F&N) Honours Specialization in Foods and Nutrition degree program at Brescia, students admitted under this articulation agreement must successfully complete the 15.5 credits listed below. Brescia will provide Conestoga with written notice of any changes to these course requirements. A final average of 70%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Elective at the 1000-level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
1.0	Elective(s) at any level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		

0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
0.5	Foods and Nutrition 3361F/G	Fundamentals of Community Nutrition
1.0	Foods and Nutrition 3390W/X	Research Methods and Statistics for Food and Nutrition
1.0	Elective at any level	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 3 Requirements (Summer Term)		
0.5 Elective at any level		
Year 4 Requirements (Fall/Winter Term – only 4.0 credits required for final year)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
0.5	Foods and Nutrition 3380A/B, or Foods and Nutrition 3400A/B	Policy Development and Advocacy Culture and Food
0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	
0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	

0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	
0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	
0.5	Elective at any level	
0.5	Elective at any level	
0.5	Elective at any level	
0.5	Elective at any level	

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21634&SelectedCalendar=Live&ArchiveID>

= 15.5 courses/credits

APPENDIX 2C

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Specialization in Foods and Nutrition,
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Degree Program		
Specialization in Foods and Nutrition		
To graduate from the BSc(F&N) Specialization in Foods and Nutrition degree program at Brescia, students admitted under this articulation agreement must successfully complete the 15.5. courses listed below. Brescia will provide Conestoga with written notice of any changes to these course requirements. A final average of 60%, must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5		
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Elective at the 1000-level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
1.0	Elective at any level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
1.0	Foods and Nutrition or Human Ecology at the 3000 or 4000-level	
1.5	Electives	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 3 Requirements (Summer Term)		
0.5 Elective at any level		
Year 4 Requirements (Fall/Winter Term)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
3.5	Foods and Nutrition or Human Ecology at the 3000 or 4000-level	
1.0	Elective	

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20843&SelectedCalendar=Live&ArchiveID>
= 15.5 courses/credits

ITEM 5.5(c) – Annual Report of the University Librarian

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report of the University Librarian is provided for information.

ATTACHMENT(S):

[Western Libraries Annual Report](#)



A Message from Catherine

If I were to choose a word to describe the 2021/22 academic year it would be “transition”. It was the second full year of the COVID-19 pandemic and Western Libraries, alongside the rest of campus, was charged with navigating the return to in-person learning, teaching and research. I am tremendously proud of the hard work, resourcefulness and resilience that the staff have shown throughout this time.

The annual report to Senate provides a great opportunity to highlight the vital role Western Libraries plays in the student experience and in stimulating research and scholarship. This is illustrated in the stories about initiatives advancing Open Access publishing, the power of geospatial data services, and a new Pickup Anywhere service that connects students, staff and faculty with over 25 million items from universities across Ontario.

The Weldon Revitalization Project and the unveiling of the new Learning Commons supports Western’s strategic growth, advances student success, and fosters community and belonging. And our commitment to experiential learning and peer-to-peer support present a snapshot of other ways we enrich the student experience.

The ongoing work and deep commitment to decolonize library curriculum and collections is answering Western’s call to advance reconciliation with Indigenous communities and create a more equitable and inclusive campus.



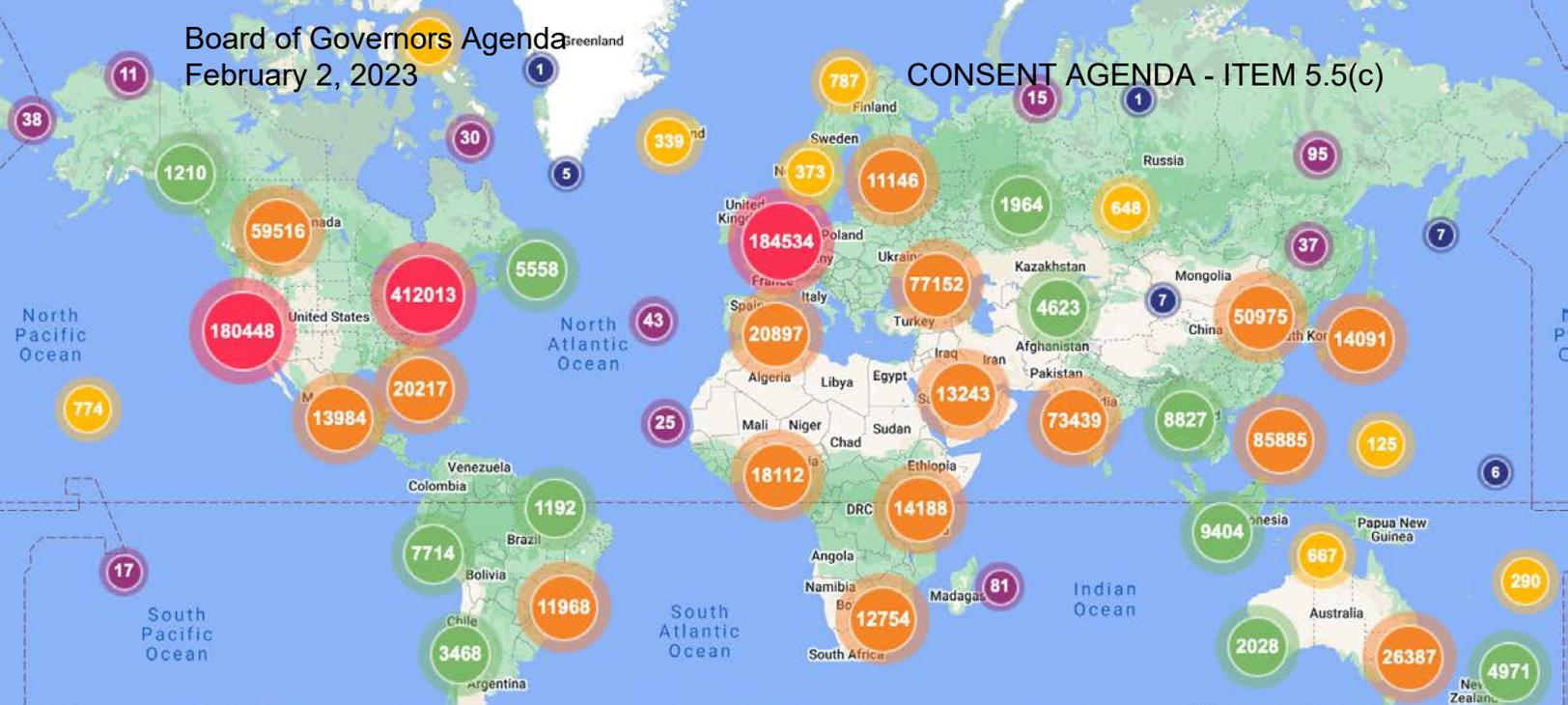
In response to [Towards Western at 150](#), the University’s bold new strategic plan, Western Libraries engaged in an inclusive strategic planning process. This report closes with a window into Western Libraries new strategic directions. The plan, [Forward Together](#), reveals how Western Libraries’ is a key partner in the realization of Western’s strategic directions.

Please enjoy this reflection of the 2021/22 academic year and the opportunity to hear from and learn more about the people behind the stories. This annual report is a celebration of their work and its impact at Western.

Catherine Steeves
Vice-Provost & Chief Librarian

Contents

04	Open to a Better Way
07	Mapping 500-Year-Old Climate Change
10	More Than Words: Conscious Collecting
14	Negotiated Publisher Agreements Make Research More Accessible
17	Chant Book Dates Back to 1600
21	Student Knowledge Key to Decolonizing Curriculum
24	Introducing Pickup Anywhere
26	By the Numbers
28	Welcome to the Weldon Learning Commons
31	Peers Helping Peers
33	Adventures in Experiential Learning
35	Connections and Community
37	The Future of Western Libraries



⤵ Downloads on Scholarship@Western from May 2021 to April 2022 spans 25,000 institutions across the world.

Open to a Better Way

Western Libraries is committed to supporting a publishing landscape that is scholar-led and community-driven. We do our utmost to advance open publishing and continue to support multiple pathways to Open. Unfortunately, at this point in the transformation to a sustainable, open scholarly publishing model, commercial publishers have co-opted the [Open Access](#) (OA) movement at the expense of individual scholars and public research institutions like Western. In the continual work and negotiations that we must do with major publishers we push for the adoption of Open Access principles and publication models that remove barriers to access. Here's a look back at all we've achieved this year.

Scholarship@Western

"Western is motivated to serve not only individual disciplines but also the public good – by advancing knowledge and sharing it," reads [Towards Western at 150](#), Western's strategic plan. [Scholarship@Western](#) (S@W), Western's institutional repository,

is Western Libraries' answer to the call to share important ideas and discoveries happening at Western with others around the world. Since its launch in 2008, items in S@W have been downloaded over 11 million times and the repository currently contains 39,881 total papers. When we talk about the impact of S@W this year, the numbers say it all:

- 1,387,154 full text downloads
- 3,975 media streams
- 5,498 records added
- 740 electronic thesis and dissertations published
- 470 digitized theses added
- 17 new collections created
- 7 new e-books published
- Users from 25,042 institutions and 226 countries downloaded works

If you have not done so already, check out the [map of live readership activity](#) on the S@W homepage to see Western’s global research impact unfold before your eyes.

Open Journal Publishing

Western Libraries has supported OA scholarly journal publishing for nearly fifteen years. We provide support in the set-up and continued maintenance of journals, as well as guidance in editorial policies and practices. We facilitate indexing and dissemination of journal content to increase its visibility and discoverability and to validate standard identifiers for the publication and its content. In the past year we provided 126 consultations to faculty and student journal teams. As of April 30, we host 34 active journals that have published a combined 41 issues and 285 articles. Across all published issues of all journals, articles were downloaded or viewed 500,295 times.

For librarian Emily Carlisle-Johnston, working with journal editors is rewarding.

“To see their journals thrive and know that commercial publishers aren’t profiting from

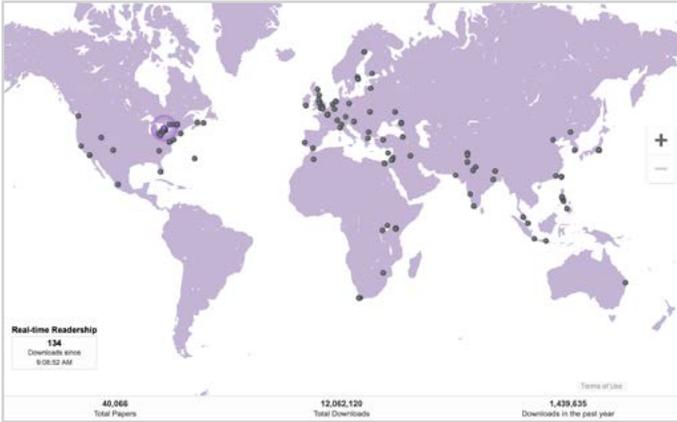
their labour is meaningful for me and for them. In Canada, academic libraries play a key role in supporting the majority of OA journals that don’t charge fees to authors, and I’m proud that Western Libraries is part of that,” said Carlisle-Johnston.

Open Data Publishing

Data sharing is fundamental to data management and the Tri-Agencies will identify an initial set of funding opportunities that will be subject to a research data management plan requirement in spring of 2023. While data sharing as a component of a data management plan is not always appropriate, applications that, where appropriate, include data sharing will be more likely to receive funding.

“It’s also strongly encouraged by some journals, particularly in disciplines such as biology and economics, where data often accompanies publications for the purpose of replicability,” said data librarian Kristi Thompson. “We expect data sharing to become an increasingly expected and established practice among researchers.”





⤵ Snapshot of real-time readership.

Luckily for researchers at Western, we have experts like Thompson who've been helping publish open data since 2018. Our data team provides support in organizing datasets and selecting file formats for preservation, and guidance on the publication of datasets. This year, the team provided 29 consultations, and published 17 data collections in Western's [data repository](#) hosted by the Ontario Council of University Libraries service, Borealis. Datasets covered a wide range of topics, including hyperglycemia, tornadoes, rats and COVID-19 infections in schools. Western's data collections were downloaded 1,213 times this year.

Open Educational Resources

The average postsecondary student textbook budget is between \$800 - \$1,000.¹ That is a big bill, especially if an instructor is only assigning a few relevant chapters in a book. If you are thinking, "There has to be a better way" — there is. [Open Educational Resources](#) (OER) are course materials that are openly available: they are available for free, can be re-shared and re-used in full, and can often be adapted to suit specific teaching needs due to the Creative Commons licenses that

they carry. Not only do OER make learning more equitable, they allow instructors the flexibility to swap in more local or meaningful examples and update content when there's been significant developments.

The research and scholarly communication librarians are on a mission to help instructors at Western embrace OER. They offer expertise with open licensing, support in locating and evaluating OER, and advice on managing workflows for the creation of OER. They also provide training and troubleshooting for OER publishing platforms, facilitate the dissemination of OER to increase its findability, and validate standard identifiers for published content. This year they provided 75 consultations to faculty and staff working on open educational projects.

In January, Western Libraries partnered with the Centre for Teaching and Learning and the Information Technology Resource Centre to launch Western's first [Open Educational Resources Grant and Support Program](#). The program provided funding and in-kind supports to five project teams to facilitate integration of OER into teaching at Western.

Our **Collections and Content Strategies team** has negotiated Open Access publishing agreements with 12 major publishers. To learn more, turn to page 14.

1 Financial Consumer Agency of Canada, "Budgeting for Student Life," Government of Canada, January 13, 2022, <https://www.canada.ca/en/financial-consumer-agency/services/budget-student-life.html#shr-pg0>.

Mapping 500-Year-Old Climate Change

It produced floods deep enough to carry away cattle, and winds powerful enough to sink flotillas. It generated heart-stopping deep freezes and weeks-long snowstorms.

Weather extremes were no picnic for Britons from the 1500s to the 1700s, a period historians have dubbed the “Little Ice Age.”

Weather was something one only experienced and did not measure – thermometers had not yet been invented and ‘tornado’ had not entered the lexicon – many climate particulars of those miserable days have been lost to time.

Now, Western researchers have pulled those details into the present by scouring historical narratives, such as diaries and political treatises, and pinpointed specifically what extreme weather events took place, when and where.

Those details are part of a new [geographic information system \(GIS\)-mapped database](#) full of primary-source stories that illuminate daily particulars and larger trends of extreme weather during the Little Ice Age in England.

“I wanted to get to this idea of how people relate to the weather, especially how we relate to weather

✧ London Bridge during the Frost of 1795-1796. Daniel Turner painting, City of London Corporation.



when it's not behaving like we're used to. Are there things that we can learn from it?" said literary historian [Madeline Bassnett](#), a Western professor in the department of English and Writing Studies and director of the project.

Identifying the effects of climate change on people and the environment 500 years ago could well presage how we are able, or unable, to manage similar experiences today: flooding or droughts that lead to crop loss, famines and economic collapse; unseasonably cold winters that freeze livestock where they stand; and howling storms that sink ships and shift the winds of geopolitical conflict.

"The material that we've been gathering is totally different from anything that's been gathered," said Bassnett, who noted she received a lot of early guidance from data librarian Kristi Thompson and map librarian Zack MacDonald.

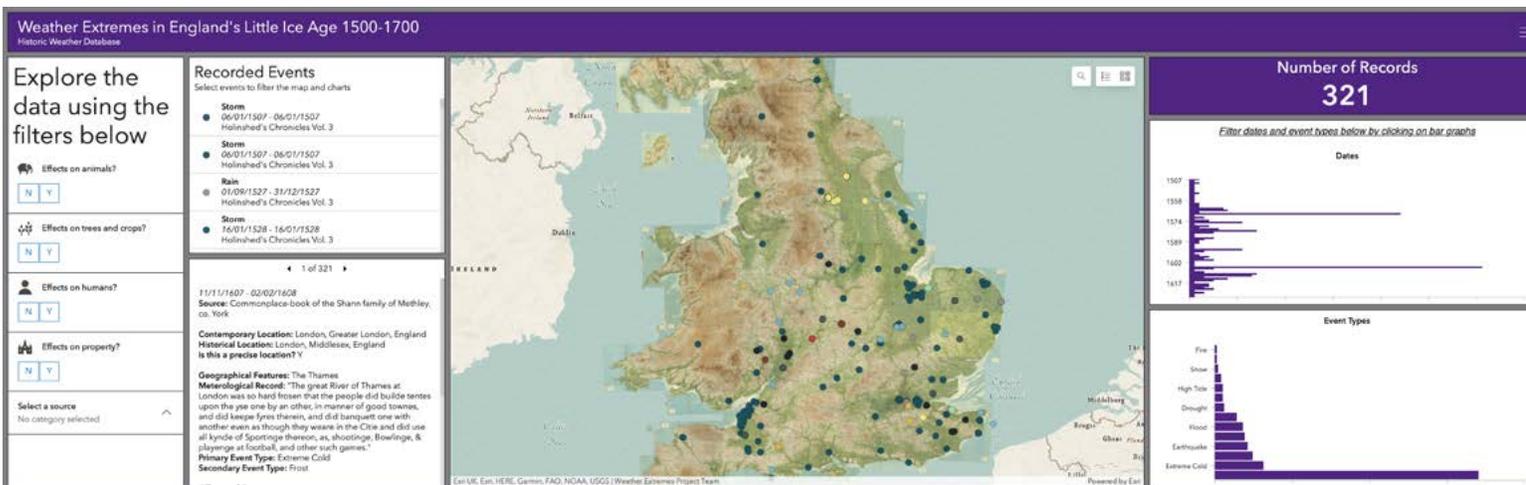
Third-year PhD student Daryl Wakunick scoured thousands of pages of contemporary

letters, diaries, pamphlets and volumes, including Holinshed's Chronicles of England, Scotland and Ireland, a 16th-century record of politics and literature.

"I looked for any mention of rain, sleet, snow, flood, earthquakes, even comets, and the context around it. And then we put it all into a spreadsheet, that turned into a database that became an interactive GIS map."

The effort also involved translating old locations into current place names for geo-referencing by Liz Sutherland, GIS specialist in the [Western Libraries Map and Data Centre](#).

"I got the fun part of the project," Sutherland said. "A spreadsheet is boring, even if it has really informative and exciting data in it. And so when I have the database, I get to make a map out of it. Then we can start to pick out trends and we can create a little chart showing the year-by-year distribution of the severe weather that we're observing."



↗ Interactive map and database showing extreme weather events, 1500-1700, in England.



⤴ GIS specialist Liz Sutherland

“All of a sudden, that becomes a tool that can be used by other researchers, not just in the arts and humanities but expanding beyond that.”

The tool is searchable by date, location, weather event and by impact on people, livestock, and natural built environment.

Some researchers with the Western-based [Northern Tornadoes Project](#) (for whom Sutherland is also the GIS specialist) have shown interest in the data. Bassnett noted literary historians, climate historians, geographers and environmental scientists can also glean information from it.

Biologists, for example, have been studying tree rings to learn something about the period. “But tree rings don’t tell you how fast the wind was blowing and they don’t give you context. They don’t tell you about how it felt to be in that extreme weather;”

Sutherland said. “I think there’s something to be said about combining the two sciences and seeing how that might impact people’s understanding of the climate at that time.”

Lessons from history

The causes of the Little Ice Age are not known for certain; however, climatologists contend it may have had its roots in reduced solar output, increased volcanic activity, or a shift in atmospheric high- and low-pressure circulation.

To Bassnett, though, a central lesson was that people living through it were forced to adapt to changing conditions.

“Maybe we can learn from the past and see what we can integrate today in terms of our own thinking and grappling with our future.”

– *This story was adapted from a [Western News story](#).*

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.



More Than Words: Conscious Collecting

Academic libraries have a complicated past. As colonial institutions, they have historically – and in many ways continue to – contribute to ongoing oppression and white supremacy. Western Libraries is no exception. There are cultural, historical, social, linguistic, and intellectual biases in the collections. We aim to be a place that embraces and celebrates the differences and diversity of our students, staff and faculty and a library that creates space for underrepresented and historically marginalized voices and ways of knowing. We know that words are not enough – we need to act. Here is a look back at some of the actions we took this year to align our collections

activities with our commitment to equity, diversity, and inclusion.

The Path: Your Journey Through Indigenous Canada

When Frankie Young, assistant professor, Western Law, approached our Collections and Content Strategies (CCS) team about [The Path: Your Journey Through Indigenous Canada](#), she instantly piqued their interest. The five-module series aims to build cultural humility and understanding of the impacts of colonization on Indigenous Peoples in Canada.

While working to provide access for Young's courses, CCS consulted with the Office of Indigenous Initiatives (OII) to see if the resource would benefit campus Indigenization efforts more widely. Today, any Western student, staff or faculty member can access The Path and OII has listed it as one of the [12 Ways to Engage in Truth and Reconciliation at Western](#). So far 327 individuals have signed up for access to The Path and it is likely a lot more students have engaged with the content, thanks to faculty who have embedded the module in their OWL course sites.

The CCS team successfully negotiated with publishers to license the module so The Path can be offered in perpetuity. They are now turning their attention to other online learning modules to continue building capacity within staff, students and faculty in understanding Indigenous histories and contemporary realities.

A partnership with GoodMinds

In November, Christy Bressette, vice-provost and associate vice-president (Indigenous Initiatives), reached out to Western Libraries with an idea. The Chippewas of the Thames First Nation needed Indigenous-language reference materials and Bressette wondered if Western Libraries could help donate books purchased from the provider [GoodMinds](#). With the help of the CCS team, we were able to make the donation happen. More importantly, Bressette's request put a spotlight on GoodMinds as an Indigenous-owned and operated book provider.

"The fact that Chippewas of the Thames wanted books from GoodMinds signaled to us we could not only make the requested purchase but expand the partnership even further," said CCS librarian, Elizabeth Mantz.

GoodMinds is a small, First Nations family-owned distributor and publisher focused on Indigenous education resources for schools and libraries. They promote Indigenous authors, illustrators and translators.

Since the donation, the CCS team has partnered with GoodMinds to purchase nearly 1,000 titles. For Mantz this is just the start. "We need a more comprehensive way to grow our collection with more specialized, smaller publishers who feature traditionally marginalized voices," Mantz said. "We've been able to grow our Indigenous Collection through our regular means of acquisition but sometimes, small publishers get missed."





Mantz is currently looking into options to integrate new material from GoodMinds in a systematic manner.

Problematic language in the library catalogue

Growing more diverse, inclusive collections is important but it is not enough. Libraries must also think about how they provide access to and shine a light on materials in the larger collection. The Discovery, Description and Metadata (DDM) team is acutely aware of the problematic reality of academic library catalogues.

“Representation matters. As a cultural institution, we need to reflect on how we represent different peoples when we describe materials in our collection,” said Erin Johnson, acting head, DDM.

“It’s through these descriptions that students, staff and faculty access our resources. It’s important that we acknowledge that the standardized subject headings we apply organize knowledge within a colonial framework that continues the legacy of systemic racism in the library.”

Fixing catalogue records is complicated. With over 5.8 million items in the collection, the volume of records impacted is no small roadblock. There is also a delicate balance to strike between removing offensive, biased language and making sure attitudes and viewpoints are not erased from the historical record. There is a need to acknowledge the historic value of these terminologies while considering the needs and experiences of today’s students, staff and faculty.

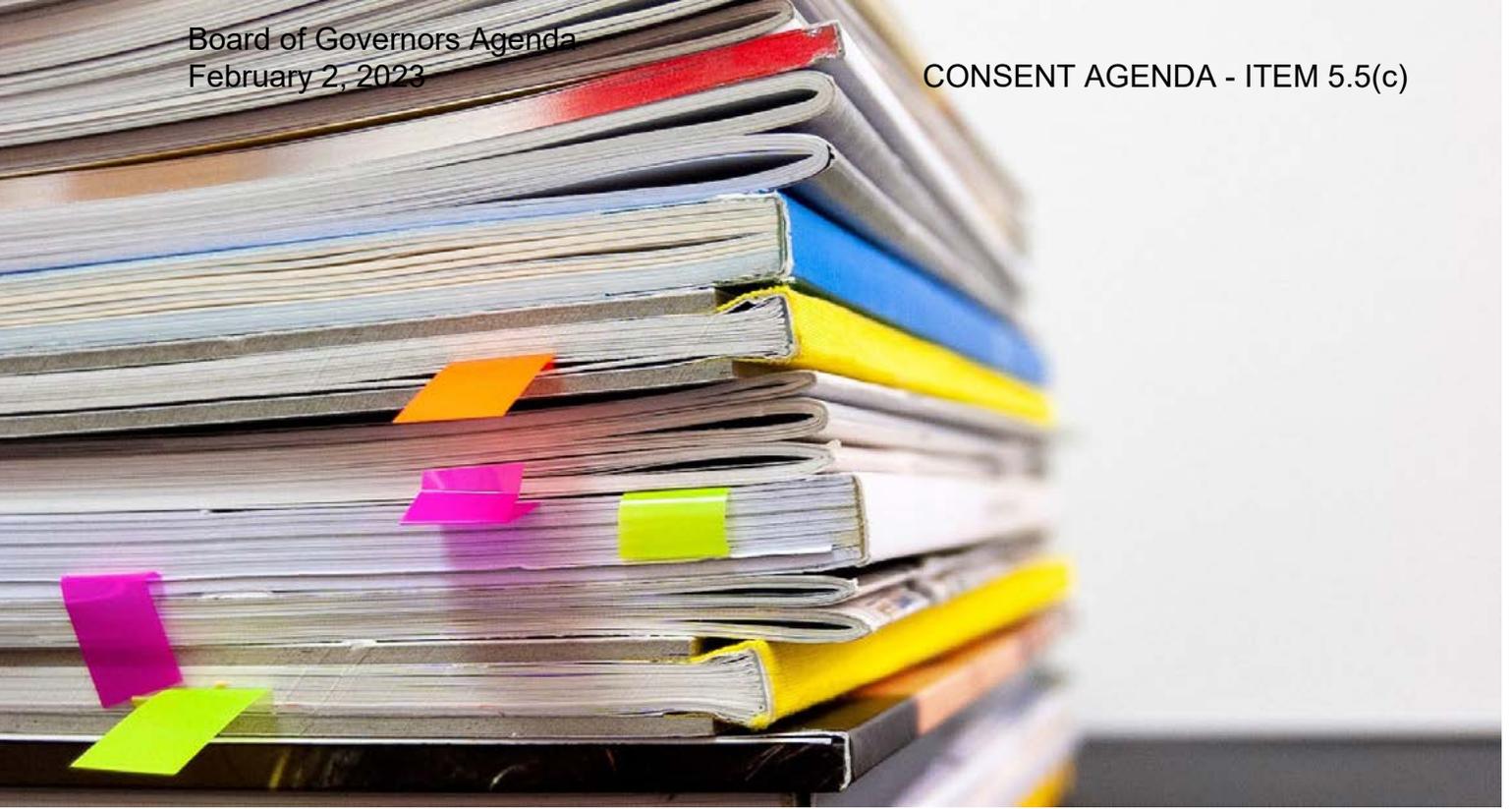


Over winter, members of the User Experience team collaborated with DDM to draft a [statement](#) that acknowledges the problematic language in the catalogue records. This statement is shared on the website. An acknowledgement is also being placed directly in catalogue records that contain harmful language. Anyone can report harmful language they find in the catalogue or on the website by emailing library@uwo.ca.

The DDM team has begun flagging harmful language in the catalogue. So far, they have tagged 193 records. Adding tags to records deemed problematic is a placeholder while progress is made toward more concrete solutions. Another approach the team is currently experimenting with is suppressing harmful language and indexing

alternative terminology in preparation to decolonize the catalogue.

This summary is just a snapshot of the steps Western Libraries has taken to improve collections and to help realize our commitment to advance equity, diversity and inclusion. We are only scratching the surface of what we need to change to truly decolonize, challenge white supremacy, and foster a sense of belonging and community. It's hard work. It's complicated. And we have to, and will, do better.



⤴ Photo by Bernd Klutsch of Unsplash.

Negotiated Publisher Agreements Make Research More Accessible

When professor Johanna Weststar's most recent research paper was done, reviewed, revised and accepted into her preferred academic journal, just one more question remained: Open Access or closed?

The publication fees to make her work Open Access would cost her \$5,000. However, her decision to publish openly was about much more than dollars-and-cents.

"If you want your work to have an impact, it has to be in the world beyond the academic world,"

said Weststar, a professor in the DAN Department of Management & Organizational Studies.

"Serving our own academic communities exclusively doesn't work for me. I'd rather have my work read freely by a lot of people who might find the research useful, than by a few people behind a paywall," she said.

It is also inequitable to limit scholarship and discovery – making Open Access available only to those researchers who can afford the article processing charges and to readers who can afford the journals' paywall fees, she said.

That is where [a series of new agreements between Western Libraries and the publishers of some major academic journals](#) has stepped up. The intention is to help change publishing norms that often limit published scholarship and readership to those who can pay.

The licences we have negotiated allow authors to publish with Open Access at no or at reduced cost.

One of the most important reasons for Open Access is accountability to the broader community, said John Doerksen, special advisor to the provost.

“Fundamentally, universities have an important role when it comes to the public good – and making the outcomes of research and discovery available to the public is part of our core mission,” Doerksen said.

In 2021 alone, one licencing deal saved 87 Western researchers more than \$200,000, said Shawn Hendrikx, associate librarian, collections and content strategies.

New agreements signed so far this year, with 12 families of academic journal publishers, mean

additional savings that could ultimately amount to saving millions of dollars in article-publishing fees.

“We’ve been supporting Open Access publishing for years and this is one way we’ve been able to help make it happen,” Hendrikx said.

Canada’s three major funding agencies – the Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council – require authors to make their articles freely available within a year of publication, even if it is first published in a limited-access journal.

Open Access publishing is the best way to increase readership and citations – critically important to researchers who want to build their scholarly identity and advance scientific discovery, Hendrikx said

There is also currency in being more current: peer-reviewed research begins to have impact the moment it’s published, rather than with paywalled publications that make papers publicly accessible a year or more later.



The Western agreements are part of a larger national negotiation by the Canadian Research Knowledge Network (CRKN). President Alan Shepard was a key member of the [CRKN Stakeholder Alignment Group](#), advocating for the fair pricing and acceptable licensing terms of nationally negotiated journal packages.

“Canada has made great strides with this and now that the door is open, we’re going to have that discussion with every publisher,” said Hendrikx, who is a member of Western’s standing committee on Open Access.

Doerksen agreed: “This is part of a journey that will take many decades.”

Weststar’s two most recent papers analyze the impact on digital game developers of the trend towards games as a service instead of a one-

time product – [one paper in Work, Impact and Society](#) and [the other in New Media and Society](#).

Facilitated through the agreements between the journals and library staff, the process was “incredibly easy,” she said.

– *This story was adapted from a [Western News story](#).*

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.

Meet Jacqueline (Jax) Cato, collections and content strategy librarian. Jax joined Western Libraries in early 2022. She collects for the Law discipline and manages license negotiations for all the resources at Western Libraries to maximize the usability of Western’s purchased content. Her goal is to decrease the amount of print content we purchase in favour of electronic formats that are more ecological and accessible.

Jax is leading a team of staff through licence reading and interpretation for entry into the shared catalogue – skills that are essential when working with electronic resources.



Chant Book Dates Back to 1600

Archivists at Western Libraries have purchased and unboxed an elephant of a story – a hugely important volume of sacred vocal music that dates back to 1600.

The antiphoner, bound in calf leather and weighing 20 kilograms, is a trove of choral chants with early musical notations that mark Roman Catholic saint days throughout the year.

The one-of-a-kind book – requiring two people to carry it and dubbed an ‘elephant antiphoner’ because of its size – was first used in churches in

southern Spain in 1600 during the bishopric of Don Francisco de Reynoso, bishop of Cordova, said Deb Meert-Williston, special collections and rare books librarian, Archives and Special Collections.

“We purchased it from a rare-books shop in the U.S. It looked like a match to an antiphoner that we already had in our collection,” Meert-Williston said.

In fact, as they discovered when they unboxed it, this volume is much, much better, and most of its 199 sheepskin parchment pages remain intact.

✧ A giant and miniature antiphoner of choral chants dating back to 1600.



For medieval music scholar Kate Helsen, the antiphoner is less a frozen-in-time artifact than it is confirmation of a book well-used; and of music well-sung.

Each generation of chanters since medieval times has added its own colour to the pages: pencil marks to indicate a flat, for example, or the addition of modernized page numbers to supplement Roman numerals. In places where the original illuminated letters wore out, 19th-century Spanish monks replicated them, either well or inexpertly.

“I love how there is evidence of use throughout the centuries,” said Helsen, a professor at Western’s Don Wright Faculty of Music. “It’s got the fingerprints of 400 years of human beings having used it. You can see it was used as a tool, a living thing. It’s not a museum piece.”

The notation of the music, and the marks of musicians who read and chanted from its pages, make it a physical manifestation of time itself. “I love that these books keep living.”

History’s artwork

During its unboxing, Helsen discovered the chants are a series of “sanctorale” music – chants that mark fixed saint days in the Catholic church’s liturgical year (in contrast to “temporale” chants, which celebrate changing feast days such as Lent and Easter).

“This is a complete volume, running from January to December,” Helsen said. It even includes a contents page.

Meert-Williston is more fascinated by the physical art of rare and ancient books: the rich texture of vellum; the hint of follicles on the coarser side of the stretched animal skin, where scraping had not quite removed all the animal hair; the way the pages ripple from centuries’ cycles of humidity and dry weather.

She interprets entire stories of people and places in how a book is stitched and bound.

✧ The giant antiphoner’s leather binding with decorative metal knobs.



On this volume, decorative metal knobs, called “bosses” in the book business, are attached like bumpers to protect the cover from damage when opened on a table or when stored flat on a shelf.

While this antiphoner is of impressive mass and historical importance, an even older “baby” antiphoner, also newly acquired, is just as exciting to both researchers.

Unboxed at the same time as the Spanish antiphoner, the pocket-sized volume has original gold-paint illuminations and an original clasp.

A note on one page suggests it may have belonged to a French Cardinal in the 1400s.

“It’s beautiful,” Helsen said. “It’s for somebody who has status in the church. It’s been used but it’s also been kept very well.”

The little volume was a chance find by medieval scholar and English professor Jane Toswell, who spotted it as part of an online estate auction and knew its significance, Meert-Williston said.

Both the miniature and elephant antiphoners are available for scholars to view in Western Libraries [archives and special collections](#). They are also good candidates for digitization so they can be shared electronically with the world, Meert-Williston said.

– *This story was adapted from a [Western News story](#).*



✧ Dr. Kate Helsen inspects the miniature antiphoner donated by Dr. Jane Toswell.

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.

Meet Rebecca Power, digitization projects assistant. Rebecca is one year into her two-year term with Western Libraries. She works closely with Archives and Special Collections to complete digitization projects. She has digitized over 1,000 [Fire Insurance Plans](#), 213 volumes, and 29 other print materials, totaling over 40,000 images and resulting in six new digital collections.

Her work is an essential part of the academic library. It not only protects fragile items by creating digital versions and allowing high-use items to be made available online for students and researchers; but shares the incredible and unique collections at Western Libraries with the world.

Rebecca's work is her passion. She loves rare books, Open Access, and digital humanities. She hopes to see this role made permanent so that more (and larger) projects can be undertaken, and Western's digital collections can grow. Her dream is to be a part of a team that makes Western a digitization powerhouse.



Meet Lisa Lawlis, assistant archivist. Lisa joined the Archives and Special Collections team in March of 2022. Lisa is responsible for the Business Holdings and she's excited to create new opportunities for business archival records to be used for research and teaching.

Lisa provides researchers with reference services, digitizes audio-visual records, and works on arrangement, digital preservation, description and conservation. She also manages collections of archived web content using the [Archive-It tool](#). Lisa is passionate about preservation of born digital records and looks forward to working on the preservation of digital formats that are at risk of obsolescence.

Student Knowledge Key to Decolonizing Curriculum

Decolonizing curriculum and teaching requires educators to reconsider student-teacher relationships. To begin to dismantle colonial power structures in education, critical theorists tell us we must reflect on how our classrooms recognize the inherent value and unique knowledge of each student.

The Teaching and Learning team took this lesson to heart in 2021 when revising the library's information literacy curriculum. Led by curriculum librarian Heather Campbell, the team was joined by six undergraduate and six graduate students to decolonize the library's learning outcomes.

Mirroring other students-as-partner programs at Western, the students participated in a training session, a curriculum retreat, and a detailed feedback process. "The students' contributions to the library's final set of learning outcomes are immeasurable," said Campbell. "We need student partners for all future curriculum work."

The most significant student contribution to the new [library curriculum](#) is the first learning outcome, knowledge justice. Also known as cognitive justice or epistemic justice, the outcome asks learners to "respectfully explore diverse forms of knowledge, accepting that knowledge can come





in many forms,” including spiritual, scientific, land-based, and creative.

While librarians – like all academics– need to decolonize their work, it was partnering with students that helped the team see knowledge justice as the pivot point of the library’s new curriculum. “One of our undergraduate partners said they didn’t consider themselves knowledgeable. That they’re ‘only a student’ and the ‘only ideas they’re told to trust come from professors.’ That hit me hard, and that students’ transformation throughout the decolonization project has stuck with me,” said Campbell. By the end of the project, Campbell observed the students were challenging us to re-think our approach to teaching and naming their family’s cultural traditions as one form of knowledge.

Many other student partners appreciated this element of the new library curriculum as well.

One graduate student in Health Studies said: “It’s critical that undergraduate students be introduced to the term ‘epistemology’ and understand how to integrate other worldviews into their personal views and practices.” Another student in Psychology shared, “It’s so valuable that this curriculum promotes things like ‘new forms of knowledge’ and ‘positionality.’ I think these are needed so that students are not kept in the ‘scholarly knowledge is superior bubble.’”

For next steps, the Teaching and Learning team are reflecting on how best to decolonize their teaching. Student partners shared critical but important advice.

“I think creating some sort of librarian-faculty-student triad partnership is essential – and even more meaningful than simply librarians partnering with faculty. Including student voices means assignment and curriculum changes won’t be

meaningless to the students who complete them. I think each party brings something valuable to the table,” said a student from the Faculty of Information and Media Studies.

Campbell agrees: “This curriculum decolonization experience has the Teaching and Learning team rethinking who we consider ‘learners’. We have so much to learn from our students. And it’s only with elevating their lived experience into our curriculum that, I think, we’ll start to enact knowledge justice at Western.”

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.



Meet Jason Dyck, teaching and learning librarian. Jason is responsible for teaching Arts and Humanities students about research. He offers in-class instruction, designs educational materials, creates research guides, offers individual consultations, and hosts workshops on Zotero, a reference management tool. Since joining Western Libraries in 2020, Jason has been the chair of the [Western Libraries Undergraduate Research Awards](#). Following the new [library curriculum](#), he is currently creating research guides that highlight the history and literature of marginalized groups.

For Jason, research “is an intellectual journey of self-discovery, one in which searching is a creative art deeply informed by critical thinking.” His [publications](#) focus on sacred history, libraries, and archives in the early modern Spanish world. His transcription work provides students and scholars with access to critical editions of seventeenth-century Mexican manuscripts that highlight the complex interactions between missionaries and Indigenous Peoples in colonial contexts.



Introducing Pickup Anywhere

Western students, faculty, and staff can now access books from 16 university libraries across Ontario – that’s over 25 million items!

With Pickup Anywhere, you can walk in to any partner library and borrow a book from the shelves using your Western ONECard. Items from partner collections can also be requested online and picked up at any of our five libraries, Western’s Affiliated University College Libraries, or sent to another participating university library for pick up. The same goes for returns – you can drop off books at any partner library.

“This is a great service that we’ve been eagerly waiting to launch. With COVID-19 restrictions

easing at most Ontario Universities, Western students and faculty studying and working in other parts of the province will now have seamless access to print resources,” said Crystal Mills, user services manager at Western Libraries.

[The catalogue](#), is your one-stop shop for finding and requesting books from across Ontario. It’s a welcome upgrade from the multi-step interlibrary loan process.

“Services such as Pickup Anywhere represent the future of shared collections in libraries. We know there is still demand for print resources, and our shared platform allows us to maximize access while increasing convenience,” said Mills.



The expanded access is the next step for the Ontario Council of University Libraries (OCUL) Collaborative Futures initiative that launched in December 2019. The list of participating libraries has grown year over year to include the following OCUL member institutions:

- Algoma University
- Brock University
- Carleton University
- University of Guelph
- Lakehead University
- Laurentian University
- Nipissing University
- University of Ontario Institute of Technology
- University of Ottawa
- Queen's University
- Trent University
- University of Waterloo
- Western University
- Wilfrid Laurier University
- University of Windsor
- York University

As membership grows, so too will the collections you can access. In a world where more and more of us are working and studying remotely, we hope Pickup Anywhere will make it easier to get the materials you need.

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.

BY THE NUMBERS



COLLECTIONS AND USE

5,840,369 total items – Includes digital and physical books, journals, and other materials.

217,574 active serial subscriptions – Includes physical and digital journal, newspaper, and magazine subscriptions, representing over **300 million** articles.

764,064 other materials – Includes scores, audio, video, maps, special collections, theses and dissertations.

3,922,025 e-journal views.

1,607,024 database searches.

461,060 e-book views.

43,164 multimedia streams.

1,329,084 catalogue searches.

40,767 physical items checked out.



COURSE READINGS

14,358 items available through Course Readings.

335,744 uses of digital Course Readings materials.

INTERLIBRARY LOANS (ILL)

8,241 requests fulfilled for partner libraries.

7,250 requests fulfilled by partner libraries for Western researchers.

www.lib.uwo.ca

WEBSITE

1,103,011 unique visits to the library website.

RESEARCH SUPPORT AND INSTRUCTION

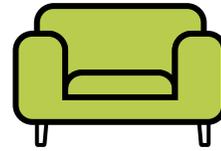


6,892 questions answered by chat and email.

1,261 questions answered at the Info Desk.

1,729 in-depth consultations for 3,072 students, faculty, and staff.

238 instruction sessions and workshops for 8,467 students, faculty, and staff.



LIBRARY SPACES

Over 4,500 seats in open study spaces.

Over 300 seats added in The D.B. Weldon Library Learning Commons.

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.

Meet Kristin Kerbavaz, assessment librarian. Kristin joined Western Libraries in February of 2021. As a member of the User Experience team, Kristin conducts user research to help improve library services and spaces. In the past year, she was part of the team that developed the new strategic plan, Forward Together. Kristin is most excited about the new plan's focus on user outcomes. "Focusing in on the impact we want to have helps us ground our plan in what really matters – our users," said Kristin.

This spring, Kristin will lead the team implementing and analyzing the LibQual+ service survey. "LibQual+ is exciting because we get to hear from thousands of library users across campus. It's the biggest single source of feedback we have, and I can't wait to hear what folks have to say!"





Welcome to the Weldon Learning Commons

Goodbye drywall, hello wide open spaces. The D.B. Weldon Library's new two-storey student Learning Commons opened in January. While construction crews continued to work on remaining design elements, for the first time, students were able to put the new space to good use. Studiers from all over campus came in droves to hit the books for the April exam period, making full use of the new group study spaces and white boards.

"Between interruptions to building access due to COVID and ongoing construction, we've missed seeing our students gather in the library. It's been a great treat not just to welcome them back, but to

welcome them back to such a bright, beautiful space," said Jennifer Robinson, deputy chief librarian.

Even without the finishing touches, the transformation is quite striking. The space is lighter, brighter, and more open, filled with furniture students told us would make for a more productive and enjoyable study environment.

Haven't been by to see the Learning Commons? Allow us to take you on a virtual tour of the space.

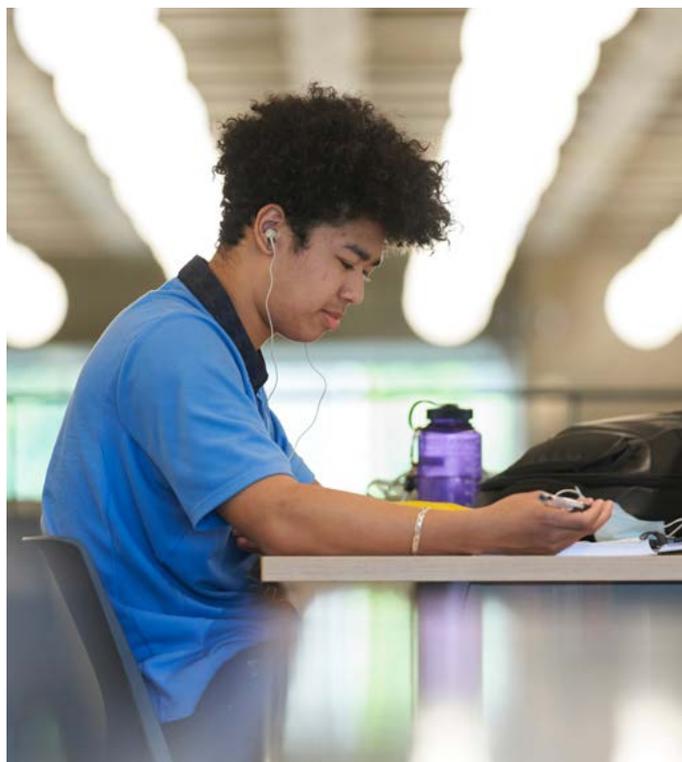
Light up your life

The open floor plan, glass walls, and new windows have truly transformed the space allowing natural light to filter throughout.

Weldon's Brutalist charm is on full display thanks to new globe lighting that accentuates the distinct waffled ceiling in the main hall. New flooring also helps lighten the space.

Flair and function

Never underestimate the impact of functional, beautiful furnishings to tie a space together. The new furniture in the Learning Commons is modern, stylish, and adds a fun pop of colour. But for our students, furniture is so much more than just aesthetics. Thanks to their feedback, we have included a wide variety of furniture options to study, connect, and collaborate. Come see – or sit – for yourself.



Mezzanine dreams

What was once staff offices is now a new student space increasing the number and types of study seats in Weldon. It includes five new bookable group study rooms equipped with technology to seamlessly screen share from all devices.

Students wanted more power outlets and we are making good on that promise. The colourful carpet doesn't just warm up the space, it's hiding a new in-floor power system featuring easy to reach power outlets at table height to keep everyone charged up.

Bath-room for all

Washrooms on the main floor and mezzanine have been expanded and updated. All washrooms are gender inclusive with accessible options. Gender-



specific washrooms continue to be available on the upper floors of Weldon.

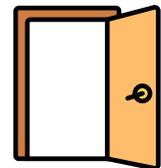
What's next?

Crews continue to work on finishing touches to the Learning Commons, and two adjacent wings on the main floor. These areas will provide enhanced study space and additional public computers as well as receive their own rejuvenation to match the new finishes and furnishings. We hope to welcome you to these new spaces this winter.

The User Experience team performed a space assessment study during the April exam period to determine how the Learning Commons was being used and to identify ways to enhance the space. In the fall, the team will survey students to

identify space needs that are not being met. They will use the findings from the study and survey to recommend improvements and inform the next phases of the renovation. Watch our website for more information about Phase 2 of the Weldon Revitalization including ways you can share feedback on what comes next.

Despite construction interruptions and capacity restrictions, we welcomed **309,553** visitors to The D.B. Weldon Library this year.



Peers Helping Peers

They can be found helping students, staff and faculty at the Info Desk, shelving books, participating in collections projects, starring in social media posts, and supporting any number of key services. Who are these stars of the library team? Students, of course.

Our student Casual Assistants (CAs) join us from all over campus. From nursing students, to geography majors, to graduate students from all faculties, our CA team brings a wide range of academic experience to their positions at Western Libraries. Some join us seeking library experience, while others seek the flexibility that comes from having a job on campus that will accommodate

their class schedule. When asked why they enjoy working for Western Libraries, CAs said they loved the variety of the work, getting to help other students, and all the new things they learned about Western Libraries.

Many CAs return to their library job each September until they graduate. Some stick around longer. Sara Poulin, library assistant in User Services, and CA lead at The D.B. Weldon Library (Weldon), was a CA for nearly six years before she joined Western Libraries full time in 2020. Now, she gets to welcome new CAs to the team and help them create the experiences she enjoyed as a student.



i Info



“As a CA, you get to show other students how easy it is to use the library. I think they’re less intimidated when they are speaking with a peer. It’s rewarding work, it feels really impactful,” said Poulin.

This year, CAs at the C.B. “Bud” Johnston Business Library continued their work scanning the Canadian Annual Reports print collection while CAs at the Allyn and Betty Taylor Library and the Music Library scanned historical graduate theses and Don Wright Faculty of Music concert programs to add to the [Scholarship@Western](#) Institutional Repository. CAs at the John and Dotsa Bitove Family Law Library helped to reorganize materials

in the Reading Room and Upper Stacks to create a new reserves section, while Weldon CAs shifted collections into new compact shelving. Together, these projects, among many others completed by our CA team, are making our collections more accessible and widely available for our students, staff and faculty.

The day-to-day work of Western Libraries would be impossible without our CA team. We are grateful for everything they do to support Western Libraries. They enrich the library experience and we are lucky to have them.

Adventures in Experiential Learning

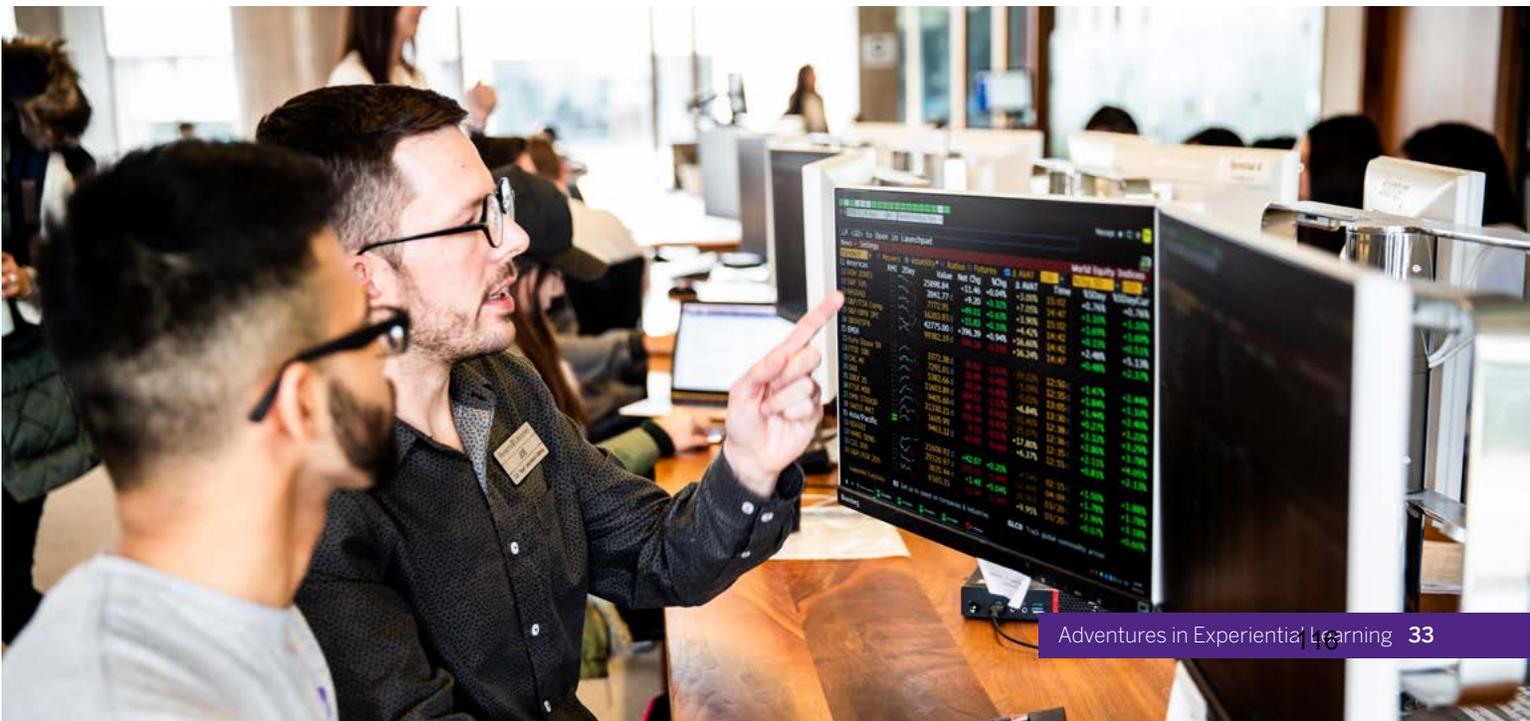


“ Allison Loveridge – Collections and Content Strategies co-op student

During my co-op with the Collections and Content Strategies (CCS) team, I worked on three major projects: evaluating individual serial subscriptions, a large-scale serial fund code audit, and the update of Western Libraries’ collection management policies.

Reviewing, assessing and evaluating library resources taught me how to develop and manage collections. I also learned how to interpret and understand the licence agreements that accompany serial subscriptions.

After graduating from Western’s MLIS program, I accepted a permanent position with the Canadian Research Knowledge Network (CRKN) as a licensing and member services officer. It is without question that the experience I gained at Western Libraries prepared me to excel at my current role with the CRKN. I am forever grateful for everything I learned while working with the amazing people on the CCS team.





“ Naoise Dunne – Archives and Special Collections co-op student

During my co-op, I focused on two main projects: the preservation of the Ron Nelson digitized photographic collection and big picture planning for digital preservation with my supervisor, Leanne Olson, digitization and digital preservation librarian. It was rewarding to collaborate with the Archives and Special Collections (ASC) team and contribute to future policies and research.

I also attended the Association of Canadian Archivists virtual conference, participated in archives outreach programs, completed a Learn to Teach course, volunteered for Ask a Librarian chat support, and participated in professional development co-op sessions.

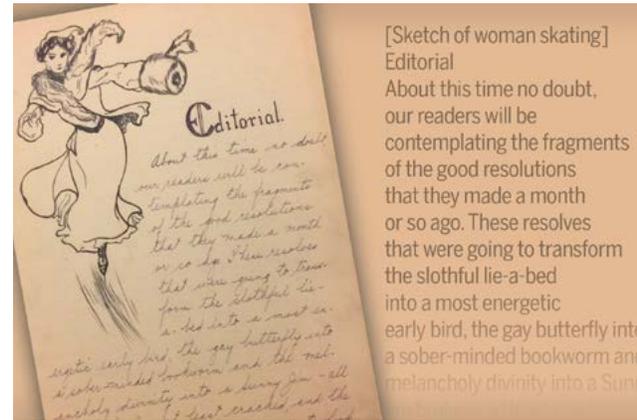
I use the skills I gained from my co-op and the advice I received from the ASC team in my current work as an archivist with the City of Toronto Archives. I am thankful for Leanne’s mentorship in the area of digital preservation.

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.

Connections and Community

Transcribe-a-thon

Folks from across Western and the community joined the Archives and Special Collections team virtually to transcribe handwritten manuscripts and other documents using our new transcription software, From the Page. Transcription helps provide truthful representation of content and makes it easier for readers to comprehend. Attendees can find digital copies of the work they transcribed using [From the Page](#), a feature that was particularly handy when COVID-19 protocols limited access to research materials.



GIS Days

What began as a one-day yearly event at Western has transformed into a week's worth of lightning talks, demos, and tutorials centred around Geographic Information Systems (GIS). The event brought together collaborators from universities and industry across Ontario. Approximately 400 people joined from over 28 countries to celebrate the science of where.



Medieval Manuscripts Drop-In Exhibit

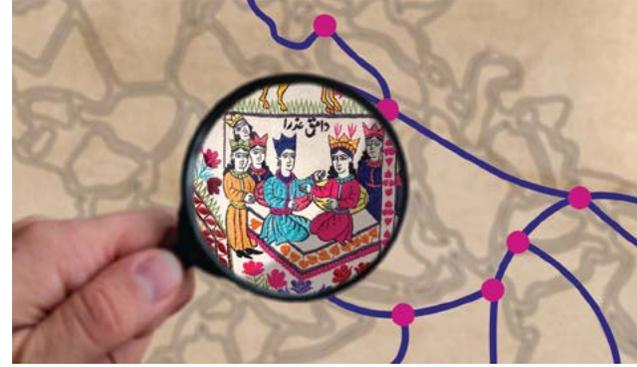
Students, faculty, and researchers stopped by the Weldon Reading Room to view the Medieval Manuscripts collection and get up close and personal with a manuscript dating all the way back to the 12th century.

Guests also received a lesson on how to sing Medieval-style from Kate Helsen, assistant professor in the Don Wright Faculty of Music, who beautifully brought to life the music on the page.



Hidden Stories: Books Along the Silk Roads

Three medieval manuscripts from our Special Collections went on exhibit at the Aga Khan Museum in Toronto from October 2021 to February 2022 as part of a fascinating [exhibit exploring life along one of history's most important trade networks](#).



The History of Medicine

This celebration of Western's impact in global medicine is now a [virtual exhibit](#). It includes correspondence, certificates and pictures that offer insight into the lives of medical students and doctors at Western in the late-nineteenth and early-twentieth centuries.



London City Hall 50th Anniversary

London's City Hall celebrated its 50th anniversary on Sept. 22, 2021 with [an exhibit on the history, architecture, people, events and stories](#) associated with the prominent building. Our Archives and Special Collections team lent material from the Margaret Fullerton fonds to feature in the exhibit. Fullerton was a municipal politician and London's first female city councillor.





The Future of Western Libraries

What is your ideal library experience at Western? That is not an easy question to answer. So tough, in fact, it has taken 677 students, 86 faculty members, 68 campus partners, 45 community partners, and 77 library staff members to come close to defining it. This great variety of perspectives has helped shape [Forward Together](#), Western Libraries 2022-2028 Strategic Plan.

The last plan was created in 2015 and the world has changed significantly since then. Western

is evolving to meet the world's challenges and work towards a more prosperous, just, and inclusive society. The University's bold plan is captured in *Towards Western at 150*. It offers an inspiring vision of greater impact and growth, and positions Western Libraries as foundational for all of Western's research, scholarship and creative activities.¹

Forward Together culminates six months of engagement and reflects the insights and

¹ *Towards Western at 150: Western University Strategic Plan* (London, Ontario: Western University Strategic Plan Steering Committee, 2021), 8.

contributions of many different members of our campus community and beyond. It identifies eight strategic priorities:

1. Catalyze research, scholarship, and creative activity.
2. Foster the development of library research skills, knowledge, and values.
3. Enhance the student experience.
4. Partner to create an inclusive library that values Indigenous peoples, perspectives, and ways of knowing.
5. Collaboratively advance equity, inclusion, and diversity, and foster belonging and community at Western Libraries.
6. Expand our services and outreach to local and global communities.
7. Foster environmental stewardship.
8. Support Western's strategic growth.

These strategic priorities – and the goals and outcomes associated with them – set a path for our contribution to [Towards Western at 150](#). “The title *Forward Together* represents the importance and centrality of inclusion, community, teamwork and collaboration to the plan and our future,” said Catherine Steeves, vice-provost and chief librarian.

Those same values drove the planning process. Anchored in relationship between people, ideas, themes, and systems, we provided opportunities for all voices to be heard. We offered a variety of ways to share insights and ideas, such as surveys, reflective practice, and focus groups. Our research and stakeholder input were brought together in a comprehensive Discovery Report. A Strategic Planning Summit, open to all Western Libraries staff and members of the campus and London community, was held to reflect on the Discovery Report. Through the Summit dialogue, focus shifted from individual to collective ideas, from the ‘I’ to the ‘we’, and the strategic priorities for the work emerged.

“As we work together and engage as a community to advance student success, enrich the student experience, stimulate research and foster creativity, Western Libraries will continue the dialogue and welcome a diversity of perspectives and ideas about how we may best realize these strategies and desired outcomes,” Steeves said.

The future for libraries at Western looks bright.





Contributions

Articles written by, or adapted from, Heather Campbell, Sara Poulin, Western News. Photographs by Carter Geidlinger, Paul Mayne, Rayanne Tipert, and Tom Cochrane. Design by Carter Geidlinger.



Western  **Libraries**

Office of the Vice-Provost & Chief Librarian
Western University, London, Ontario N6A 3K7
May 2021 - April 2022
Produced November 2022

ITEM 5.5(d) – Report of the Academic Colleague

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The COU Academic Colleagues met on December 13 and 14, 2022. The December 13 meeting included a presentation from Western’s Prof. Kim Clark (Dept of Anthropology & Faculty of Social Science) about her [recent research project](#) on accessibility for disabled students, lessons from the pandemic, and how accessibility measures can benefit all students.

Round-table discussion indicates that instructors at many Ontario universities are finding first and second-year students to be academically under-prepared for university-level work. Some students also appear to be under-prepared in the social skills that enable working together, communicating with faculty, or living together in residence. Colleagues at some universities find that collaboration and community building remain challenging if many members of a unit work primarily remotely. Colleagues from some [universities recently examined by Ontario’s Auditor General](#) report financial stresses (e.g. limited hiring, travel, etc).

A report from the COU’s committee on relationships with other postsecondary institutions identified three areas of concern: grade inflation in high school entering averages (implications related to entrance scholarships, increased counselling and accommodation needs, deferrals, mental health challenges for students who are less well-prepared for university than they think); current students’ reduced experience in writing exams/tests; and the growth of private high schools and career colleges with limited accountability standards (implications for admissions fraud, the value of an Ontario Secondary School Diploma, and Ontario’s international reputation).

A report from COU President Steve Orsini mentioned the Council’s 60th anniversary and its efforts toward building bridges with Colleges Ontario, OCUFA, OUSA, Indigenous institutions, the Ministry of Colleges and Universities, and other related entities. He discussed the Auditor General’s [report on Laurentian University](#) and the implications of its many recommendations, including that the government should control institutions more directly through legislation and that it should develop a vision for post-secondary education in Ontario. Efforts continue to emphasize universities’ ongoing financial pressures to the government.

ATTACHMENT(S):

None.

ITEM 6.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.
