

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 1, 2024
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 16, 2023	Approval	
2.3	Business Arising from the Minutes		
3.0	Report of the President	Information	15
4.0	Committee and Senate Reports		
4.1	Item from the Governance and By-Laws Committee		
4.1(a)	Principles of Engagement Statements for Board Members, Board Chair, and Board Committee Chairs	Approval	5
4.2	Item from the Property and Finance Committee		
4.2(a)	Key Financial Indicators Report	Information	5
4.3	Item from the Audit Committee		
4.3(a)	Western Office of the Ombudsperson Annual Report 2022-23	Information	10
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)	Ancillary Financial Report	Information
5.1(c)	Update on Operating Budget as of December 31, 2023	Information
5.1(d)	Annual Report on Trademark Licensees doing Business with the Western Bookstore	Information
5.1(e)	Report of the Investment Committee	Information
5.1(f)	Investment Committee Membership	Information
5.1(g)	Faculty Scholar Awards	Approval
5.1(h)	Evolution of Work Teaching Scholar	Information
5.2	Item from the Fund Raising and Donor Relations Committee	
5.2(a)	Fund Raising Quarterly Report (Q2)	Information
5.3	Item from the Senior Policy and Operations Committee	
5.3(a)	Board Succession Planning Update	Information
5.4	Items Referred by Senate	
5.4(a)	Annual Report of the University Librarian	Information
5.4(b)	Report of the Academic Colleague	Information
5.4(c)	Academic Administrative Appointments	Information
5.4(d)	Annual Report of the Office of Academic Quality and Enhancement (OAQE)	Information
5.4(e)	School of Graduate and Postdoctoral Studies: Introduction of a new degree designation of Master of Kinesiology (MKin) (Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology)	Approval

- 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:

Beth MacDougall-Shackleton will offer a land acknowledgement.

Land Acknowledgement Volunteer Schedule:

April 24, 2023 – Ken Yeung
June 26, 2023 (Retreat) – Cecil Rorabeck
June 27, 2023 – Effie Sapuridis

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 16, 2024

ACTION: APPROVAL INFORMATION DISCUSSION

RECOMMENDED: That the open session minutes of the meeting held November 16, 2023, be approved, as circulated.

ATTACHMENT(S):

[Open Session Minutes of the Meeting of November 16, 2023](#)



MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

NOVEMBER 16, 2023 – 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 | Kelly Meighen |
| Cameron Bailey | Stephen Pitel |
| Michelle Banik | Geoff Pollock |
| Susan Bennett | Stephen Poloz |
| Arzie Chant | Terry Rice |
| Ethan Chen | Cecil Rorabeck |
| Susan Clarke | Effie Sapuridis |
| Greg Dick | Alan Shepard |
| Ed Goehring | Sarah Shortreed (Vice-Chair) |
| Lori Higgs | David Simmonds |
| Marlene McGrath | Ken Yeung |
- Regrets: Beth MacDougall-Shackleton, Josh Morgan, Michael Surkont
- By Invitation: Althea Blackburn-Evans, John Doerksen, Paul Eluchok, Adele Huffman, Eric Mallory, Jane O'Brien, Florentine Strzelczyk, Caroline Whippey
- Secretariat: Bonnie Brown
- Resource:

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

K. Gibbons began his welcoming remarks by acknowledging Stephen Poloz for being awarded the 2023 National Business Award for his book, *The Next Age of Uncertainty: How the World Can Adapt to a Riskier Future*.

K. Gibbons continued his remarks by announcing the creation of the Richard H. Konrad Scholarship that was established by Western University to recognize Rick's service to the University as past Chair of Western's Board of Governors. Information about the scholarship was provided in item 5.1(a) of the agenda package.

1.0 **Land Acknowledgement**

D. Simmonds offered a land acknowledgement.

2.0 **Adoption of Agenda & Minutes**

2.1 **Adoption of Agenda – Open Session**

Moved by M. Banik, seconded by S. Shortreed:

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

CARRIED

2.2 **Approval of the Open Session Minutes of the Meeting of September 21, 2023**

Moved by M. McGrath, seconded by S. Poloz:

That the open session minutes of the meeting of September 21, 2023, be approved, as circulated.

CARRIED

2.3 **Business Arising from the Minutes**

Business arising was addressed under item 4.1(a) of the agenda.

3.0 **Report of the President**

A. Shepard, President & Vice-Chancellor, opened his remarks by highlighting the record amount of research funding that was generated by the faculty of Western, the affiliated university colleges, and hospitals in 2022-23. He also highlighted the appointment of Western's first ever AI officer, Mark Daley, noting the appointment is the first of its kind in Canada.

A. Shepard continued his report by providing information on Western's upcoming Open House; the recent successes of Western's numerous varsity teams; and the awarding of the J. Allyn Taylor International Prize in Medicine to Dr. Nabil G. Seidah.

A. Shepard responded to questions of clarification regarding Western's approach as it pertains to artificial intelligence.

A. Blackburn-Evans, Chief Communications Officer provided an update on the branding story/Impact Project and responded to questions of clarification. While not part of the scope of the branding story/Impact Project, there were a number of comments regarding the change in Western's name from The University of Western Ontario.

Appreciation was extended to the Communications team.

4.0 **COMMITTEE AND SENATE REPORTS**

4.1 **REPORT OF THE SENIOR POLICY AND OPERATIONS COMMITTEE**

4.1 (a) **Revisions to MAPP 1.52 – Policy on Gender-Based and Sexual Violence**

P. Eluchok, University Legal Counsel, and J. Doerksen, Vice-Provost (Students), presented for approval amendments to MAPP 1.52 – Policy on Gender-Based and Sexual Violence (GBSV).

P. Eluchok advised that the internal and external review that was conducted recently informed the changes to the policy. J. Doerksen reported that the revised policy reflects an increased commitment to GBSV education, an improved disclosure process, and changes to the appeal process.

Board members commented on the thoughtful consultation and review completed.

In response to a question, P. Eluchok advised respectful due process, while not specifically stated in the policy, is achieved through a detailed investigation and appeal process.

Moved by M. McGrath, seconded by E. Chen:

That, on the recommendation of the Senior Policy and Operations Committee, the Board of Governors approve the amendments to MAPP 1.52 – Policy on Gender-Based and Sexual Violence as outlined in item 4.1(a).

CARRIED

4.1(b) **Western Unsanctioned Street Party Taskforce Report**

The Western Unsanctioned Street Party Taskforce Report was provided for information. Board members commented on the positive outcomes of the taskforce's work.

5.0 **UNANIMOUS CONSENT AGENDA**

Moved by G. Pollock, seconded by S. Clarke:

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

CARRIED

5.1 **ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE**

5.1(a) **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).

5.1(b) **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).

5.1(c) **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).

5.1(d) **Report of the Investment Committee**

The report of the Investment Committee was received for information in item 5.1(d).

5.1(e) **Investment Committee Membership**

A report advising the Board of Governors on the reappointment of Jeff Parr to the Investment Committee for a five-year term ending September 2028 was received for information in item 5.1(e).

5.2 **ITEMS FROM GOVERNANCE AND BY-LAWS COMMITTEE**

5.2(a) **Board of Governors Election Schedule 2024**

The Board of Governors election schedule for 2024, outlining the vacancies to be filled by the election, was received for information in item 5.2(a).

5.2(b) **Revisions to Board Election Procedures**

A report recommending amendments to the Board *Election Procedures* was received in item 5.2(b). By unanimous consent, the Board of Governors approved the revisions to the Board *Election Procedures* as outlined in item 5.2(b).

5.2(c) **Canadian University Boards Association Annual Conference**

A report promoting the Canadian University Boards Association Annual

Conference to be hosted by the University Secretariat in London May 2-4, 2024 was received for information in item 5.2(c).

5.3 **ITEMS REFERRED BY SENATE**

5.3(a) **Report of the Council of Universities (COU) Academic Colleague**

The report from the October meetings of the COU Academic Colleague was received for information in item 5.3(a).

5.3(b) **Honorary Degree Recipients – Fall 2023**

A report listing the Honorary Degree recipients and the autumn convocation ceremonies at which they were awarded was presented for information in item 5.3(b).

6.0 **ITEMS REMOVED FROM THE CONSENT AGENDA**

None.

7.0 **QUESTIONS FROM MEMBERS**

None.

8.0 **OTHER BUSINESS**

None.

9.0 **ADJOURNMENT TO CLOSED SESSION**

On motion, the meeting adjourned at 10:38 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 25, 2024
Re: President's Report

Dear Members of the Board,

Following are some noteworthy developments since my last report for the Board meeting of November 16, 2023.

Blue Ribbon Panel: On November 15, the Government of Ontario released the [Blue Ribbon Panel Report on Financial Sustainability in the Post-Secondary Education Sector](#). On December 1, the Council of Ontario Universities released [Driving Greater Efficiencies to Deliver on Student Success and Economic Growth](#). Ontario universities continue to experience significant financial pressure and have called for immediate implementation of the panel's recommendations.

Proud to be named one of Southwestern Ontario's best employers: Western is one of the [top employers in Southwestern Ontario](#), according to the inaugural list released January 16 by Mediacorp Canada. Western is one of only four organizations in London on the list, which features 40 companies/organizations in total with a head office in the "519" area code region.

Western ranked among top 10 for sustainability: On December 5, the QS (Quacquarelli Symonds Limited) [World University Rankings: Sustainability 2024](#) positioned Western 10th in the world out of 1,403 institutions, fourth in the Americas, and third in Canada.

Ontario secondary school 2024-25 applications see big increase: On January 22, [Ontario Universities' Application Centre released data](#) showing Western applications increased 23.7% over 2023. Thank you to the undergraduate recruitment team, faculty, and staff across campus who worked so hard to engage prospective applicants.

2023-2024 Enrolment: Final 2023-2024 enrolment numbers as reported to the Ministry are below:

- Western and Affiliated University Colleges total full-time enrolment: 42,148
- Constituent University full-time enrolment: 36,205
 - Undergraduate: 27,951 Graduate: 6,847
 - Medical Residents: 1,023 Concurrent Programs: 384
- International full-time enrolment Western and Affiliated University Colleges: 5,720
- International constituent university full-time enrolment: 4,690

New federal government policy on research security: The Government of Canada released its [Policy on Sensitive Technology Research and Affiliations of Concern](#), which includes lists of sensitive research areas and named research organizations deemed to be high risk. Western has no active research-related grants, donations, contracts, data transfer or nondisclosure agreements with those on the Named Research Organizations list.

Dr. Robyn Klein recruited as Canada Excellence Research Chair (CERC): With \$8 million in funding, [Klein, CERC in Neurovirology and Neuroimmunology](#), will set up Canada's first ever research program studying the impact of infectious diseases on the brain.

\$11.3 million for facilities that support interdisciplinary research and innovation: We received decisions from the Ontario Ministry of Colleges and Universities for the 2023 Ontario Research Fund - Large Infrastructure Fund, with matching funds for four of five applications from Western valued at more than \$11.3 million. A decision on the fifth application is pending.

Donation of \$8.5 million strengthens hearing science and innovation: An [\\$8.5 million donation from global hearing implant company, MED-EL](#), will establish two endowed research chairs – one in neurotology and translational hearing innovation, and the other in auditory biophysics and engineering. The inaugural chairholders are Sumit Agrawal and Hanif Ladak.

\$6.5 million grant to improve care for Crohn's disease: Western and the Cleveland Clinic in Ohio have been awarded a [\\$6.5 million grant from the Helmsley Charitable Trust](#) to build a consortium to develop clinical trial outcome tools for patients with Crohn's disease living with a permanent ileostomy.

Lisa Daniels named director of McIntosh Gallery: Effective March 4, 2024, [Lisa Daniels will assume leadership of Western's McIntosh Gallery](#). Currently the Executive Director and Curator of the MacLaren Art Centre in Barrie, Ontario, Lisa brings to Western more than 20 years of progressive management experience in the cultural and public art gallery sector.

Accolades: Congratulations to the following Western community members who, among others, have received special honours and awards in recent weeks:

- Appointed to the *Order of Canada*:
 - **Ardyth Brott, C.M.** (LLB'93) for her contributions to the Canadian orchestral community, and her support for youth involvement in music.
 - **Francine Lemire**, current student (Master of Clinical Science in Family Medicine) for her accomplishments as a Paralympic athlete and exemplary leadership in family medicine.

- Appointed to the *Order of Ontario*:
 - **Claire Crooks** (Education)
 - **Joy MacDermid** (Health Sciences)
 - **Fred Possmayer** (Professor Emeritus, Schulich)
 - **Jo-Anne Clarke** (former geriatric medicine resident)
 - **Gervan Fearon** (PhD'99, Economics)
 - **Blake Hutcheson** (BA'83, Political Science)
 - **Peter Simon** (MMus'82)
 - **Gary Slight** (BA'73, English)
- Named to the *Mayor's New Year's Honour List*:
 - **Evelyn Chertkow** (BA'82)
 - **Don Pollock** (HBA'73)
 - **Jamie Walls** (BA'14)
- **Yolanda Hedberg** (Science) received the 2024 Fred Beamish Award from the *Chemical Institute of Canada* for innovation in the field of analytical chemistry.
- As part of Team Ontario, **Julie McMullin** (Social Science) won the *Canadian Senior Women's Curling Championship* and will represent Canada at the world championship.
- **Nicole Redvers** (Schulich) appointed to the World Health Organization's technical advisory group on *Embedding Ethics in Health and Climate Change Policy*.
- **Valerie Oosterveld** (Law) appointed Special Adviser to the *International Criminal Court* prosecutor.
- The *Ontario Association for Behavior Analysis* (ONTABA) recognized **Nicole Neil** (Education) with its top research award.
- The *International Scientific Association for Probiotics and Prebiotics* named an award in honour of **Gregor Reid** (Schulich) in recognition of his pioneering work in probiotics and in low- and middle-income countries through *Western Heads East*.
- **Marnie McBean** (BA'97, Hon. LLD'03) appointed to the Canadian Senate.
- **Michael Schmaltz** (BESc'93, MA'08, PhD'16) selected to receive the inaugural *Limitless Visionary Award* from TechAlliance.
- **Lynn Wells** (PhD'97) appointed next President & Vice-Chancellor of Laurentian University.
- **Serena Mendizabal** (BA'20, MA'23) was part of five COP28 expert panels, offering insights on Indigenous-led pathways to equitable solutions and resiliency in the climate crisis.
- **Brodie Fenlon** (MA'99) appointed General Manager and Editor in Chief of *CBC News*.

ITEM 4.1(a) – Principles of Engagement for Board Members, Board Chair, and Board Committee Chairs

ACTION: APPROVAL INFORMATION DISCUSSION

RECOMMENDED: That, on the recommendation of the Governance and By-Laws Committee, the Board of Governors approve the revisions to the *Principles of Engagement for Members of the Board of Governors; Principles of Engagement for the Board Chair; and Principles of Engagement for Board Committee Chairs* as presented in item 4.1(a).

BACKGROUND:

The annual work plan for the Governance and By-Laws Committee provides for the review of the principles of engagement statements for Board members, Board Chair, and Board committee Chairs every four years.

Proposed revisions to the Principles of Engagement for Board Members, Board Chair, and Board Committee Chairs are presented for the Board’s review and approval.

ATTACHMENT(S):

[Revised Principles of Engagement for Members of the Board of Governors](#)

[Revised Principles of Engagement for the Board Chair](#)

[Revised Principles of Engagement for Board Committee Chairs](#)

PRINCIPLES OF ENGAGEMENT FOR MEMBERS OF THE BOARD OF GOVERNORS

Effective Date: ~~February 1, 2024~~ ~~June 27, 2019~~

Supersedes: ~~June 27, 2019~~, November 29, 2018

~~The following describes the individual roles and responsibilities of members of the Board of Governors (“Governors”).~~

ROLE

Governors are each responsible for advancing and upholding the mission of the University, **as informed by the strategic plan**. Governors must act in accordance with their fiduciary duty to the University, ~~including with the diligence, integrity, independence and good faith of a reasonable individual~~ to promote the best interests of the University, and in fulfillment of the role of the Board and of Governors as set out in the University of Western Ontario Act, 1982 [as amended in 1988] ~~(the “Act”)~~ and the By-Laws of the Board. ~~of Governors.~~

~~In addition to the responsibilities set out in the Act and the Board By-Laws, the following describes the duties and responsibilities of an individual Governor.~~

DUTIES AND RESPONSIBILITIES

In addition to the responsibilities set out in the Act and the By-Laws of the Board, the following are the duties and responsibilities of Governors:

~~Governors must:~~

- Carry out their functions with diligence, integrity, independence, good faith and the prudence of a reasonable individual.
- Act in the best interests of the University as a whole. ~~Each Governor has a responsibility only to the University. Each Governor must function as a member of the Board and not as a spokesperson for a constituency.~~ While it is expected that Governors will bring to the Board a variety of perspectives, a Governor’s responsibility is to the University and not to any private interest, community tie, **constituency**, or particular **U**niversity sector.
- Appreciate the roles of universities in society, the particular mission of ~~Western the~~ University, and the bicameral nature of the University’s governance system.
- Understand that the Board’s role is one of oversight with a focus on strategic matters and policy making rather than management or administration.
- Recognize that authority resides ~~only~~ with the Board as a whole and not in its individual members.
- Strengthen and support the President while ~~being an active, energetic, and probing Governor~~ exercising critical judgment on policy matters.
- Defend the autonomy and the independence of the University.
- Foster openness and trust.
- Support the fullest range of respectful and constructive discourse.
- Uphold the values of the Board in relation to equity, diversity, ~~and~~ inclusion, **and decolonization**.
- Hold the University accountable, while acting as ambassadors for it.

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More specifically, Governors are responsible for the following:

Oversight

- ~~Make~~ **Prioritize the** good governance of the University ~~a first priority~~;
- Accept responsibility and accountability for delivery of the University's ~~vision/mission and~~ strategic plan;
- Monitor the University's performance in meeting the objectives in the strategic plan;
- Maintain the financial health of the University; and
- Oversee the effective management of the University's ~~physical~~ assets.

Outreach

- Attend University events including convocations, Board retreats, and campus events;
- Take an active role as a University contributor and ambassador; and
- Keep appropriately informed about major aspects and activities of the University.

Bicameral Governance

- Understand the respective roles of the Board and the Senate and ~~Western's the University's~~ bicameral governance system and administration;
- Maintain a clear separation between the strategic and policy role of the Board and day-to-day operational responsibilities of administration; and
- Respect the internal administrative authority of administration.

Board Development and Evaluation

- Support an orientation program for new members;
- Participate in ongoing educational sessions for ~~all~~ Governors; and
- Regularly help assess the Board's performance and the performance of its ~~standing~~ committees; ~~as well as the individual's own effectiveness as a Governor.~~

Preparation

Governors should make every effort to understand the University, including the University of Western Ontario Act and the Board's responsibilities and procedures, ~~as well as and~~ to familiarize themselves with trends in governance and in post-secondary education. They should prepare thoroughly for each meeting.

Attendance and Participation

Governors are expected to ~~adequately prepare and~~ attend Board and assigned Committee meetings regularly. Governors are expected to participate actively, constructively, and vigilantly in meetings of the Board and of the Committees to which they are assigned, and take an informed position on matters. Governors are expected to speak their mind at Board meetings, ~~but and~~ to support policies and programs once established.

Exercise of Due Diligence

Governors must act with integrity, independence, ~~and the~~ good faith **and the prudence** of a reasonable individual to promote the best interests of the University, bringing due care, diligence and competence to that task.

Key Principles of Ethical Conduct

Governors must demonstrate a commitment to ~~the highest~~ ethical standards. Consistent with the University's values, including academic freedom, collegiality and civil discourse, the following principles are intended to complement other applicable statutes, policies, guidelines and other materials within the University to guide considerations and conduct. They are not intended to be static, encompassing rules.

MEMBERS OF THE BOARD OF GOVERNORS

Respect for Others

Every member of the University should be able to work, live, teach and learn in an environment free from discrimination and harassment. Inappropriate language or behavior which may impair these conditions is not to be tolerated. Respect for the rights and dignity of others regardless of differences must be maintained; demeaning actions or behavior along sexual, racial, physical, socioeconomic or political lines has no place in our University.

Conflict of Interest

Occasionally, situations may arise when a Governor's interests may **actually conflict** or appear to conflict with their role and responsibility to the University. All members are responsible for maintaining the transparency on which the University prides itself within the immediate and broader communities.

A conflict can arise when one's position on the Board can reasonably be seen to unfairly advance one's own personal benefit involving:

- Business or financial interests;
- Employment;
- Family; or
- Personal relations.

Any actual, potential, or appearance of a conflict must be disclosed, considered, and appropriately managed or eliminated.

Confidentiality

In their highly trusted advisory and governing capacities, Governors will be exposed to different types of sensitive information requiring considered use and confidentiality. This may concern faculty, staff, administration or students. It may, for example, be specific to University affairs or financial business, or it may be proprietary to the University. Governors must ensure that they fully understand their obligations and maintain this information in confidence indefinitely or until such time that ~~the Chair of the Board has authorized~~ appropriate disclosure **has been authorized**.

Communication

~~Governors must recognize that~~ the only spokesperson to the media for Board matters is the **Board Chair of the Board of Governors** or their **Chair's** express delegate. The only spokesperson for the senior administration to the media on Board matters is the President or their **President's** express delegate. Governors should direct any requests from media to the University Secretary.

Governors are expected to communicate promptly and clearly to the **Board Chair of the Board**, University Secretary and the President any significant concern or complaint. ~~and to let them deal with it.~~ They should refer any request for information, beyond what is publicly available, to the Board Chair or University Secretary.

SKILLS AND KNOWLEDGE

Governors should have the following skills and knowledge:

- Familiarity with budgets and budgeting and the importance of ensuring the financial health of the ~~institution~~ **University**;
- Ability to quickly and objectively assess and analyze information in order to reach decisions;
- Understanding of the communities in which the University operates;
- Appreciation of requirements for working as a team;
- Understanding the broad context and perspective for Board decision making;
- Understanding of how large organizations function, preferably in a unionized setting;

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- Understanding the need for longer term strategic planning to ensure the continued renewal and assessment of the role and mission of an organization;
- Understanding the University in the context of the full range of educational opportunities provincially, nationally and internationally;
- Understanding the need for the University to operate within the perspective of a global economic and learning environment;
- Ability to assess the quality of service being delivered by the University; **and**
- Ability to deal with conflicting goals and competing interests in a public setting; ~~and.~~
- ~~Bring a diverse skill set to the policy and operational responsibilities of the Board's committees.~~

SANCTION/~~TERMINATION~~ OF A GOVERNOR

Failure to comply with the terms of these Principles of Engagement is a breach of a Governor's fiduciary duties and obligations to the University, and the Governor may be subject to sanction by the Board, ~~up to and~~ including termination from the Board pursuant to a resolution of the Board, as the circumstances may require. In the event a breach is alleged, a review will be undertaken in accordance with a Board approved process.

PRINCIPLES OF ENGAGEMENT FOR THE BOARD CHAIR

Effective Date: ~~February 1, 2024~~ ~~November 29, 2018~~

Revised:Supersedes: ~~November 29, 2018~~[±]

ROLE

The principal role of the Board Chair is to provide leadership to the Board of Governors. The Board Chair is accountable to the Board, acts as a direct liaison between the Board and President, and represents the Board internally and externally, including acting as the spokesperson for Board decisions.

DUTIES AND RESPONSIBILITIES

In addition to the duties and responsibilities of an individual Governor, the Board Chair is responsible for fulfilling ~~other the~~ duties ~~as~~-set out in the University of Western Ontario Act, 1982 [as amended in 1988] (~~the “Act”~~), the By-Laws of the Board ~~of Governors~~, and the following:

Working with the University President

- Act as a liaison between the University President and the Board;
- Foster a constructive and harmonious relationship between the Board and administration through periodic contact with the President;
- Act as a sounding board, counsellor and confidant for the President, including helping to review strategies, define issues, maintain accountability, and build community relationships;
- Review and approve the President’s bi-annual expenses;
- Keep informed generally of the activities of the University and administration; and
- Support, through the Office of the President, other members of the senior management team.

Board Operations

- With the President and University Secretary’s assistance, develop and set the Board meeting agendas and ~~oversee~~ ~~review~~ pre-meeting information packages;
- Preside over ~~all~~ Board meetings;
- Ensure proper minutes are recorded and presented to subsequent Board meetings;
- With the President and University Secretary, facilitate and assist in the coordination of the activities of Board committees;
- With the University Secretary, resolve any conflicts of interest involving Governors;
- Serve as the Chair of the Board’s Senior Policy and Operations Committee; and
- Mentor Governors in relation to, and ensure adherence with, the Principles of Engagement for Members of the Board of Governors.

Board Effectiveness

- Ensure the Board fulfills its governance responsibilities as set out in the ~~UWO~~-Act and ~~Board-~~By-Laws **of the Board**;
- Ensure Board meetings are conducted in an efficient, effective and focused manner;
- Maintain the boundaries between Board and University administration responsibilities;

BOARD CHAIR

- Ensure Governors are properly informed and that sufficient and timely advance distribution of all background information is provided to enable Governors to form appropriate judgments;
- At meetings, encourage participation of all Governors and promote a spirit of collegiality **in which** ~~where~~ robust questioning and discussion are encouraged;
- Build consensus and develop teamwork within the Board;
- Foster ethical and responsible decision-making by the Board and **by** Governors;
- Ensure that each Governor is contributing to the Board's work;
- Be available to Governors for questions, counsel and discussions related to University matters;
- Provide, with the University Secretary's assistance, new Governors with information on their duties and responsibilities and encourage ongoing Governor education;
- Ensure the Board has cohesion of direction and purpose at a policy and strategic level; and
- **Either directly, or through the President, k**Keep the Board up-to-date on all significant developments.

Relationship with Governments and Other Stakeholders

- Support the President in interactions between the University and governments;
- Ensure the Board and President are alert to the University's obligations to governments; and
- Represent the Board at meetings with governments and other stakeholders.

Appointments, Performance and Re-Appointments

- In consultation with the Board and the Senior Policy and Operations Committee, consider the optimal Board composition and desired attributes in new Governors ~~appointees~~ to strengthen the Board;
- Work with the Senior Policy and Operations Committee regarding new Governor appointments, performance and re-appointments;
- Lead the Board evaluation process within the framework approved by the Governance and By-Laws Committee; and
- Lead the President's annual assessment.

SKILLS AND KNOWLEDGE

All skills and knowledge required of an individual Governor as outlined in the *Principles of Engagement for Members of the Board of Governors*, plus:

- Strategic planning;
- Financial acumen;
- Risk management;
- Familiarity with bicameral governance models and University governing bodies;
- Familiarity with the post-secondary **education** landscape;
- ~~Knowledge of how~~ **Ability** to conduct a constructive meeting;
- Ability to facilitate and an appreciation of teamwork;
- Ability to lead discussions that underpin strategic issues;
- Communication skills to represent the University ~~if necessary~~ before community groups, the media, and all levels of the University;
- Ability to deal with and effectively resolve conflicting goals and competing interests in a public setting; and
- Understanding of the importance of equity and diversity and the role that the Board plays in reflecting the diversity of Canadian society and ~~Western~~ **of the University**.

PRINCIPLES OF ENGAGEMENT FOR BOARD COMMITTEE CHAIRS

Effective Date: ~~February 1, 2024~~ ~~September 24, 2019~~

Revised/Supersedes: ~~September 24, 2019 (NEW)~~

~~The following describes the individual roles and responsibilities of Board Committee Chairs.~~

ROLE

A ~~Standing~~ **Board** Committee Chair must, in accordance with the **University of Western Ontario Act, 1982 [as amended in 1988] UWO Act**, be an external member of the Board. The principal role of a Board Committee Chair is to provide leadership and stewardship to a Committee of the Board, conducting the Committee's business and implementing its Terms of Reference. The Committee, through the Chair, is accountable to the Board. ~~The~~ Chair serves as the liaison between the Board and the Committee and presents the Committee's work to the Board.

DUTIES AND RESPONSIBILITIES

In addition to the duties and responsibilities of an individual Governor ~~described elsewhere~~, a Board Committee Chair:

- ~~W~~**works** with the University Secretariat to establish and refine the annual work plan of the Committee;
- **Works with the University Secretary to sets review** the agenda for each Committee meeting and ensures ~~that there is a~~ timely distribution of materials, including minutes, to each Committee member;
- ~~C~~**o**nducts the meeting according to the rules of order of the Board, ~~and applicable legislation,~~ facilitating fulsome but efficient discussion of agenda items as needed, and ensuring that matters ~~in front of the Committee~~ are brought to a timely but informed resolution;
- **E**nsures that Committee members are aware of information, both internal and external to the University, that is relevant to the Committee responsibilities;
- **At meetings, encourages participation of all Committee members and promotes a spirit of collegiality in which robust questioning and discussion are encouraged;**
- ~~C~~**o**ordinates with the University Secretariat and Committee members to ensure that the Committee effectively discharges its responsibilities;
- ~~W~~**h**ere necessary and appropriate, works with other Committee Chairs and the Board Chair on matters of mutual interest to coordinate logistics; ~~and ensure that the Committee contributes to a high-functioning Board;~~
- **A**t Board meetings, presents the Committee's reports and recommends the Committee's decisions, with particular focus on the Committee's priorities and how those align with the strategic plan of the University.

SKILLS AND KNOWLEDGE

All skills and knowledge required of an individual Governor as outlined in the *Principles of Engagement for Members of the Board of Governors*, plus:

- ~~A~~**ability and knowledge** to conduct a constructive meeting;
- ~~S~~**kills** and experience appropriate to the specific Committee;

BOARD COMMITTEE CHAIRS

- **A**ability ~~at time management~~ **to manage time** and ~~the meeting of meet~~ deadlines;
- **L**eadership experience in an appropriate venue (at the Board, in business or community leadership), ~~elsewhere as appropriate~~ for the focus and mandate of the specific Committee;
- **F**amiliarity with the University's governance structures and administration, particularly its bicameral division of authority between Senate and Board. ~~of Governors~~;
- **E**xcellent communication skills and leadership skills. ~~that will facilitate good communication across the University and at all levels of the institution.~~

ITEM 4.2(a) - 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 summarization shows Western has continued sound financial planning and management.

Of note in the 2023 version, the Ministry's new University Financial Accountability Framework has been included. The result from the 2023 metrics indicates Western will have a no-action result.

ATTACHMENT(S):

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

Board of Governors Agenda

February 1, 2024

ITEM 4.2(a)

KEY FINANCIAL INDICATORS - DASHBOARD

TYPE OF INDICATOR	FREQUENCY & GOVERNANCE	PERFORMANCE MEASURE	TARGET/ MAXIMUM	OUTCOME
POLICY COMPLIANCE Capital Debt Policy 2.30	Semi-Annual Report on Capital Debt <i>(P&F - November, April)</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	> 0.5X 5%	<u>Actual at April 30/23:</u> 4.6 1.8%
Ratio on Non-endowed Funds (also an indicator of Financial Health)	Semi-Annual Report on Non-Endowed Funds <i>(P&F - November, June)</i>	Target Ratio of Investments to Obligations	0-50% 1.08	\$ 8,423 27% 0% 1.28
FINANCIAL HEALTH / SUSTAINABILITY MCU University Financial Accountability Framework		<i>Category Metric Definition</i>	(Med. Threshold)	<u>Actual at April 30/23:</u>
Primary Reserve Ratio (days)	Annual Review	Liquidity Expendable Net Assets / Total Expenses * 365	>90	409
Working Capital Ratio	Annual Review	Liquidity Current Assets / Current Liabilities	>1.25	4.30
Viability Ratio	Annual Review	Sustainability Expendable Net Assets / Long-term Debt	>60%	476.3%
Debt Ratio	Annual Review	Sustainability Total Liabilities - Deferred Capital Contributions / Total Assets	<35%	28.6%
Debt to Revenue Ratio	Annual Review	Sustainability Long-term Debt / Total Revenue	<35%	21.6%
Interest Burden Ratio	Annual Review	Sustainability Interest Expense / Total Expenses - Depreciation	<2%	1.1%
Net Income/Loss Ratio	Annual Review	Performance Total Revenues - Total Expenses / Total Revenues	>1.5%	8.1%
Net Operating Revenues Ratio	Annual Review	Performance Cashflow from Operating Activities / Total Revenues	>7%	11.1%
Credit Rating (S&P External)	Annual Review			AA Stable: February 2023
MCU Action Plan	Annual Review			No Action
STEWARDSHIP & MONITORING				
Statutory Financial Statements	Annual (<i>Audit Committee - Sept</i>) Annual (<i>Audit Committee - Sept</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 - Sept</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	\$40.6M
Deferred Maintenance	Annual Budget (<i>P&F - April</i>)	Comparison annually to 2% target	2.0%	Budget 1.9%
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	6.4% \$31,954 at 12/31/21 18 8 5	3.4% \$24,725 at 12/31/22 22 8 5
Report of the Investment Committee	Quarterly (<i>P&F Nov, Jan, June</i>)	Performance of investment portfolio and recent activities		See Appendix 1
Report on Major Strategic Opportunities Fund	Annual (<i>P&F November</i>)	Report on Major Strategic Opportunities Fund performance and policy compliance	Min \$100M	\$322.2M
Employee Future Benefits	Annual Budget	Reported through the annual operating budget	2022 \$478.6M	\$420.7M
PERFORMANCE				
Financial Report (Operating Budgets)	Semi-Annual (<i>P&F - January, June</i>)	Actual versus budget Surplus/(Deficit) - April 2023 - as presented in June 2023	\$(27.9)M	\$(30.6)M
Statutory Financial Statements - Combined	Annual (<i>P&F - September</i>)	Excess of revenues over expenses Carryforward Reserve Operating Reserve - April 2023, as presented in June 2023	2022 \$128.6M 2022 \$264.6M \$44.2M	2023 \$116.5M 2023 \$235.7M \$41.6M
Ancillary Financial Report	Semi-Annual (<i>P&F - January, June</i>)	Actual versus budget Revenues over Expenses for Student Fee Funded units, Ancillaries, Academic Support Units and Associated Companies - April 2023 - as presented in June 2023	\$10.7M	\$13.2M
Fundraising	Quarterly Fundrasing Report (BoG)	Performance against fundraising targets	2021-22 \$67.5M 2022-23 \$75.0M	\$83.8M \$93.3M

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, 2023, the ratio of investments to obligations for non-endowed funds was 1.28. 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 21, 2023, which maintained Western's AA Stable rating. The rating identified the following rationale for Western's outlook:

- Very strong enterprise profile
- Solid market position
- Excellent economic and demographic fundamentals in Ontario, although limited geographic draw outside Ontario
- Persistent enrolment growth
- Very strong operating margins
- Strong liquidity
- Moderate debt burden

FINANCIAL SUSTAINABILITY METRICS

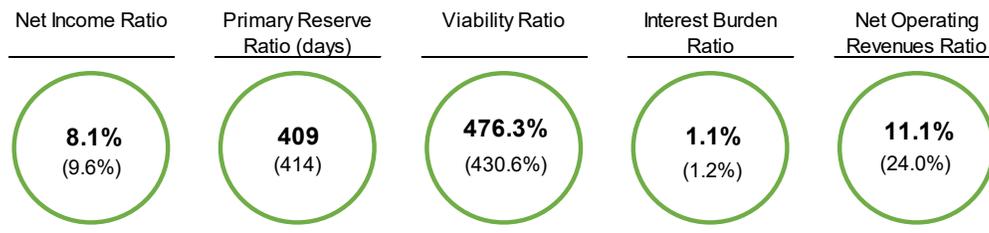
Financial sustainability metrics provided to MCU (historical metrics)

The university sector has a history of reporting on financial health indicators (financial sustainability metrics), which was agreed to with the Ministry of Colleges and Universities (MCU) in 2017 as part of the Strategic Mandate Agreement, SMA2. Western has reported annually to the MCU, through the Council of Ontario Universities (COU) on five agreed upon indicators of financial sustainability (Net Income/Loss Ratio, Primary Reserve Ratio, Viability Ratio, Interest Burden Ratio, and Net Operating Revenues Ratio).

The indicators are widely accepted and commonly used among higher education institutions in North America. They were derived from a KPMG model that established benchmarks to assess the financial health of U.S. universities and colleges.

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

Western’s indicators of financial sustainability are included in our financial statement presentations to the Audit Committee annually in September, and to Property & Finance and the Board of Directors as part of our Key Financial Indicators reporting every January. The most recent indicators for April 30, 2023 (2022 figures in brackets) using the historical agreed upon framework are provided below:



MCU University Financial Accountability Framework

In November 2022, the MCU released a new University Financial Accountability Framework (the “Framework”) that Ontario universities will use to report on financial sustainability to the MCU. The reporting will continue to occur through the COU, and will begin with the April 30, 2023 reporting year. The Framework was developed by the MCU in consultation with Deloitte Inc. and expands the number of ratios from the current five to eight. The three new ratios being introduced are the working capital, debt, and debt to revenue ratios, all non-traditional ratios to the university sector.

The eight ratios are grouped into categories of liquidity, financial sustainability, and performance. In addition, an institution’s credit rating is used as part of the financial information. Each ratio is measured against risk thresholds, set by the MCU, and then weighted in the category to generate a risk rating corresponding to an action plan. The action plans range from no action, to low action (communication only), medium action (internal recovery plan), and finally a high action plan (independent advisor assisted recovery plan).

A summary of Western’s 2023 reporting is noted below. Under the Framework, Western would have a ‘no-action plan’ result.

Category	Liquidity		Sustainability				Performance		
Metric	Primary Reserve (days)	Working Capital Ratio	Viability Ratio	Debt Ratio	Debt to Revenue Ratio	Interest Burden Ratio	Surplus/Loss Ratio	Net Operating Ratio	Credit Rating
Value	409	4.3	476.3%	28.6%	21.6%	1.1%	8.1%	11.1%	AA
Metric Score	-	-	-	-	-	-	-	-	-
Category Score	-		-				-		-
Category Action	No Action		No Action				No Action		No Action
Summary Action	No Action								

A quick summary of the results from all Ontario institutions notes the following expected results for 2023: no action (8), low action (7), medium action (6), high action (2).

MCU Framework Details

Category	Ratio	Definition	Weight	Medium Threshold	High Threshold
Liquidity	Primary Reserve Ratio (Days)	Expendable Net Assets / Total Expenses * 365	50%	90	30
Liquidity	Working Capital Ratio	Current Assets / Current Liabilities	50%	1.25	1
Sustainability	Viability Ratio	Expendable Net Assets / Long-term Debt	25%	60%	30%
Sustainability	Debt Ratio	Total Liabilities - DCC / Total Assets	25%	35%	55%
Sustainability	Debt to Revenue Ratio	Long-term Debt / Total Revenue	25%	35%	50%
Sustainability	Interest Burden Ratio	Interest Expense / Total Expenses - Depreciation	25%	2%	4%
Performance	Net Income\Loss Ratio	Total Revenues - Total Expenses / Total Revenues	50%	1.50%	0%
Performance	Net Operating Revenues	Cashflow from Operating Activities / Total Revenues	50%	7%	2%

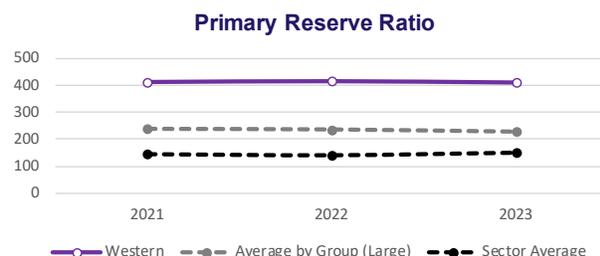
Financial indicators – Details and comparison to other Large Institutions

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.

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 employee future benefits, investment in capital assets and sinking funds.

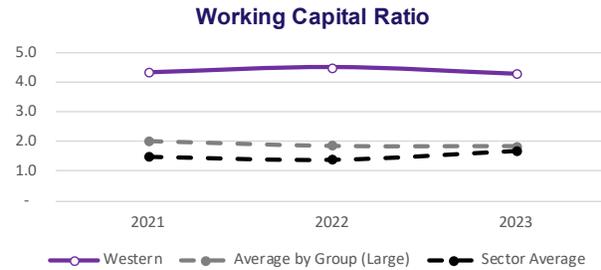
Institution	2021	2022	2023
1	247	274	257
2	172	139	129
3	329	319	319
4	54	59	50
5	214	234	236
6	225	200	191
Western	411	414	409
Average by Group (Large)	236	234	227
Sector Average	145	141	151



Working Capital Ratio (NEW)

The *Working Capital Ratio* is a measure of liquidity that compares current assets to current liabilities and is typically used to determine whether the institution’s liquid assets can fund the liabilities over the next year. This is a non-traditional measure to assess an institutions financial strength, as many institutions may carry near-liquid resources as investments, which may not be accounted for as current in the financial statements.

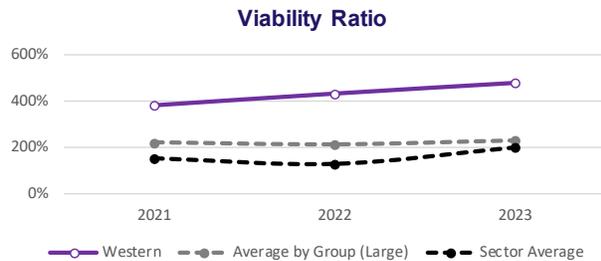
Institution	2021	2022	2023
1	2.4	2.7	2.8
2	0.9	1.2	0.7
3	1.0	0.7	0.7
4	1.4	1.5	1.6
5	1.3	1.4	1.4
6	2.8	1.0	1.4
Western	4.3	4.5	4.3
Average by Group (Large)	2.0	1.9	1.8
Sector Average	1.5	1.4	1.7



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.

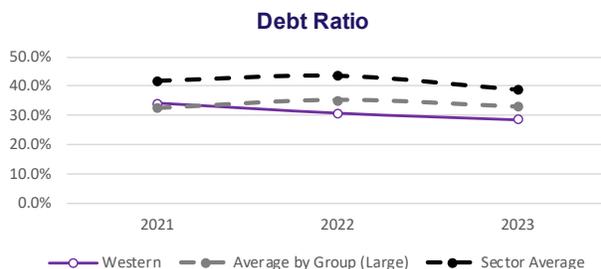
Institution	2021	2022	2023
1	270%	204%	211%
2	83%	72%	74%
3	417%	421%	459%
4	47%	31%	28%
5	N/A	N/A	N/A
6	121%	113%	114%
Western	380%	431%	476%
Average by Group (Large)	220%	212%	227%
Sector Average	152%	127%	199%



Debt Ratio (NEW)

The *Debt Ratio* is a measure of sustainability that compares the total liabilities, less deferred capital contributions to assets. This is a measure of how much leverage has been placed on the assets of the institution and is a non-traditional measure for the university sector. Deferred capital contributions are not included in total liabilities, as they are not a true liability of the institution, they are spent and are amortized consistent with the assets they are used to purchase.

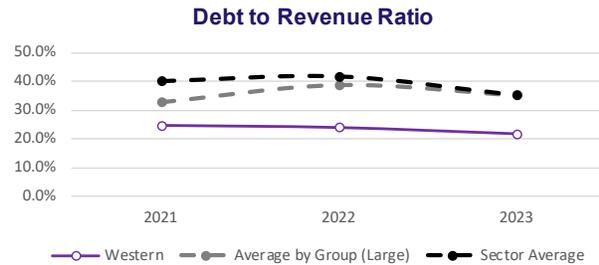
Institution	2021	2022	2023
1	31.9%	39.1%	38.3%
2	32.9%	36.7%	31.2%
3	24.5%	25.9%	25.1%
4	36.9%	38.1%	39.1%
5	34.5%	39.2%	32.2%
6	33.9%	36.1%	37.2%
Western	34.1%	30.8%	28.6%
Average by Group (Large)	32.7%	35.1%	33.1%
Sector Average	41.9%	43.5%	39.0%



Debt to Revenue Ratio (NEW)

The *Debt to Revenue Ratio* is a measure of sustainability that compares the total long-term debt to total revenues. This is a measure of how of the institutions revenues could be used to support debt repayment. The Debt to Revenue Ratio is a non-traditional measure of sustainability, as many revenues earned are restricted for specific purposes and would not be available for debt repayment.

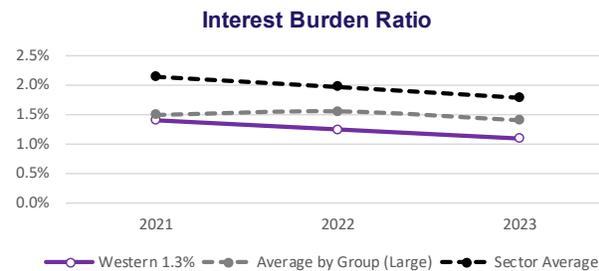
Institution	2021	2022	2023
1	20.6%	35.1%	29.9%
2	54.9%	56.1%	47.7%
3	17.7%	18.5%	16.6%
4	30.8%	50.5%	49.4%
5	N/A	N/A	N/A
6	47.9%	47.6%	45.3%
Western	24.6%	23.8%	21.6%
Average by Group (Large)	32.7%	38.6%	35.1%
Sector Average	40.0%	41.6%	35.2%



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.

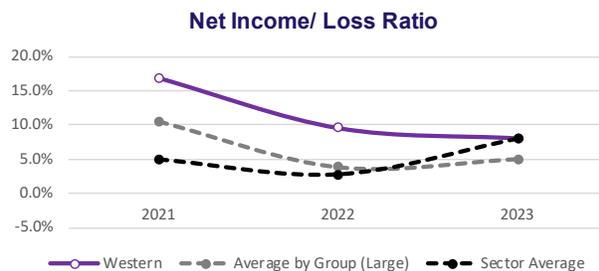
Institution	2021	2022	2023
1	1.3%	1.7%	1.6%
2	2.3%	2.1%	1.9%
3	1.2%	1.2%	1.1%
4	1.5%	2.2%	2.0%
5	0.0%	0.0%	0.0%
6	2.7%	2.5%	2.3%
Western	1.4%	1.3%	1.1%
Average by Group (Large)	1.5%	1.6%	1.4%
Sector Average	2.2%	2.0%	1.8%



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.

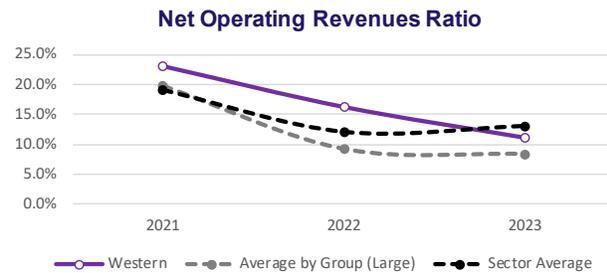
Institution	2021	2022	2023
1	17.8%	4.4%	10.6%
2	3.5%	-6.5%	-0.4%
4	18.2%	10.9%	12.9%
3	1.4%	1.4%	-1.7%
5	9.8%	4.8%	4.2%
6	6.0%	2.3%	1.6%
Western	16.9%	9.6%	8.1%
Average by Group (Large)	10.5%	3.9%	5.0%
Sector Average	4.9%	2.7%	8.0%



Net Operating Revenues Ratio

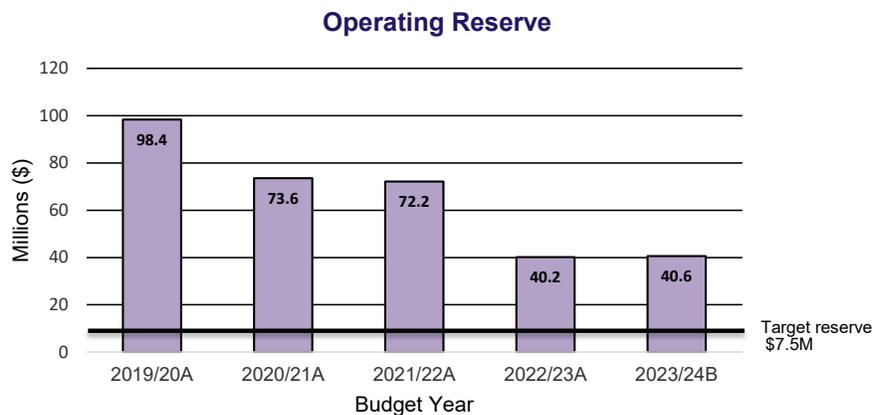
The *Net Operating Revenues Ratio* is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows over the long run to be financially sustainable. The ratio is calculated as *Cash Flow from Operating Activities* (from the statement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

Institution	2021	2022	2023
1	29.7%	10.0%	20.0%
2	7.8%	5.1%	5.2%
3	19.8%	23.5%	8.9%
4	26.8%	-10.3%	0.5%
5	18.8%	10.8%	7.7%
6	11.5%	8.8%	4.9%
Western	23.1%	16.3%	11.1%
Average by Group (Large)	19.6%	9.2%	8.3%
Sector Average	19.0%	12.0%	13.0%



OPERATING RESERVE

The Board of Governors has set a minimum level for the operating reserve at \$7.5M for the current planning cycle. The 2023/24 operating reserve is budgeted to be \$40.6 million as at April 30, 2024 (as approved in the April 2023 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 2023, as shown in the 2023-24 Capital Budget was:

DEFERRED MAINTENANCE TO CURRENT REPLACEMENT VALUE

		Non-Residential Buildings	Combined Residences
1	Current Replacement Value (CRV)	\$2,414 million	\$885 million
2	Deferred Maintenance (DM)	\$292 million	\$78 million
3	DM/CRV	12.1%	8.8%

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 \$77.8 million for planned maintenance and modernization and infrastructure expenditures in 2023-24, representing 3.1% of the Current Replacement Value of our nonresidential buildings, utilities, and infrastructure.

A target for maintenance expenditures is 2% of Current Replacement Value (CRV) to sustain the condition of our aging facilities. Our ability to achieve the 2% target over the long-term is entirely dependent on Facilities Renewal Funds received from government (MCU), and the MMI transfer. In 2023-24 Western has budgeted to complete maintenance expenditures of 1.9% compared to CRV.

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.

Western administers 2,389 total endowments, with market value of \$1.141 billion as at April 30, 2023. Of the total endowments, 52 representing \$2.2 million that were underwater at that point in time. Three of the 52 endowments are part of a group administered outside of the Investment Payout Policy (MAPP 2.11) in accordance with their original gift terms. These three endowments represent \$1.8 million of the \$2.2 million underwater amount. The annual return on the Operating & Endowment Fund was 3.4%, 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 & Endowment Fund as well as 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, 2022.

Annualized returns for periods ending December 31, 2022

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
S&P/TSX	-5.84%	8.53%	7.54%	11.19%	6.85%	7.74%
S&P 500 (in CAD)	-12.16%	5.87%	9.24%	12.95%	11.15%	16.08%
MSCI EAFE (in CAD)	-8.23%	0.61%	2.35%	5.57%	3.14%	7.95%
MSCI ACWI (in CAD)	-12.43%	1.45%	5.54%	9.03%	6.89%	11.36%
FTSE TMX Bond Universe	-11.68%	-7.22%	-2.19%	0.00%	0.28%	1.63%
FTSE TMX 91-Day T-Bills Index	1.81%	0.99%	0.95%	1.11%	1.16%	0.94%

With the negative market returns of 2022, new gifts and net of the allocation for spending, there was negative growth in our endowments.

Total Endowments

As of December 31, 2022, Western had endowments of \$1,022.1 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 2022 and 2021. Over the last five years, Western endowments have grown by 6.8% compounded annually, which puts the University in 11th place among all Canadian universities in terms of endowment growth.

**Ten Largest Canadian University Investment Pools
As of December 31, 2022**

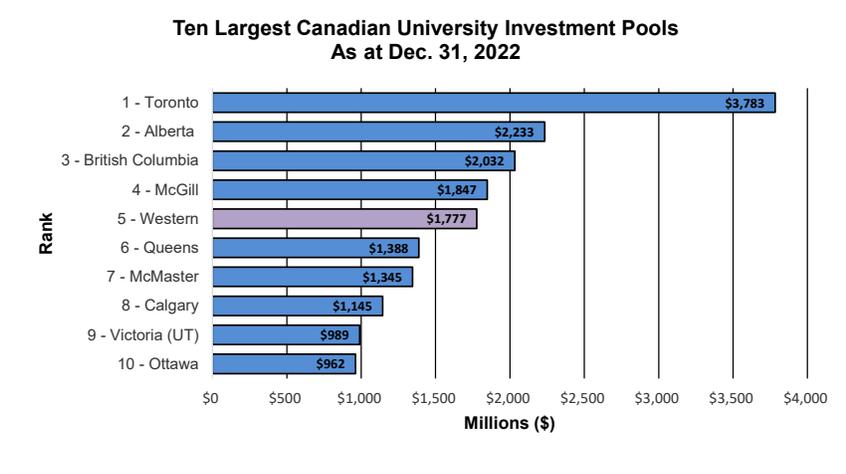
	University	Endowment Value (millions)		% Change
		2022	2021	
1	Toronto	\$3,159	\$3,503	-10%
2	British Columbia	\$2,032	\$2,086	-3%
3	McGill	\$1,845	\$2,040	-10%
4	Alberta	\$1,665	\$1,686	-1%
5	Queen's	\$1,388	\$1,513	-8%
6	Calgary	\$1,145	\$1,214	-6%
7	McMaster	\$1,082	\$1,198	-10%
8	Western University	\$1,022	\$1,090	-6%
9	Victoria (UT)	\$989	\$731	35%
10	Manitoba	\$903	\$897	1%
		Average change:		-1.7%

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, 2022, Western had a total investment pool of \$1,777 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 2022.



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 2022 was \$479 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 second quartile in 2022, with a -6.4% return, compared to -6.5% 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 except for 2022 where it was in the third quartile.

**CAUBO Universe of the Largest University Investment Pools
Annualized Return as of December 31, 2022**

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
95 th Percentile	7.1%	10.8%	9.0%	10.4%	8.8%	10.3%
75 th Percentile	-4.2%	6.3%	6.5%	8.4%	6.7%	9.2%
Median	-6.5%	3.2%	5.6%	7.6%	6.0%	8.6%
25 th Percentile	-9.1%	1.4%	4.4%	7.2%	5.4%	7.6%
5 th Percentile	-11.5%	-0.7%	2.9%	5.0%	4.1%	7.0%
Western	-6.4%	6.3%	6.9%	9.2%	7.0%	9.4%

**CAUBO Total Universe of University Investment Pools
Annualized Return as of December 31, 2022**

	1-Yr	2-Yr	3-Yr	4-Yr	5-Yr	10-Yr
95 th Percentile	5.0%	9.6%	11.5%	10.3%	9.5%	9.4%
75 th Percentile	-1.5%	6.3%	6.5%	8.5%	6.6%	8.6%
Median	-6.2%	3.0%	4.9%	7.4%	5.6%	7.7%
25 th Percentile	-9.0%	1.0%	3.6%	5.8%	4.6%	7.0%
5 th Percentile	-12.2%	-1.4%	1.9%	3.2%	2.5%	5.4%
Western	-6.4%	6.3%	6.9%	9.2%	7.0%	9.4%

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, 2023, the value of the MSOF was \$322.2 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, 2023.

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
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%
2023	420.7	23.3	1,323	1.8%

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 4.3(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
2022 - 23

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

Student Testimonials

“I could not have accomplished or started this appeal without your help and constant organization of the appeal. Without your resilience and support during this process, this waiver would not be just.”



“

“I just wanted to write to you to formally thank you so much for all the work you put in to assist me with this crazy journey. I truly would have been so stuck without your assistance.”

”

“The comments and guidance you made are so clear and helpful. Your expertise has been invaluable.”



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What We Do	3
Case Studies	4
Connecting Across the Community	8
2022-23 Statistical Information	9



To the Western Community

I am pleased to provide the annual report of the Office of the Ombudsperson for the period August 1, 2022 to July 31, 2023. This is pursuant to the Memorandum of Understanding signed by the constituent university, affiliated university colleges, and student associations.

The Office of the Ombudsperson is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We respect the long-standing relationship that Indigenous Nations have to this land, as they are the original caretakers.

Over the 2022-2023 academic year, the Ombuds Office experienced changes that have altered the functioning of the office. In August 2022, the Office secured and implemented a case management solution from Resolve Software Group. This software was specifically designed for Ombuds offices and offers an opportunity for the Office to gain more insight into systemic challenges through statistical analysis.

The Office hired an intern to update our website and redesign our social media presence. Christina Hanna, a graduating student in the Faculty of Information and Media Studies, joined the office in the Fall and launched our updated website before the end of term. With the launch of an updated website and social media presence, we took the opportunity to update our resources. We also launched new tools related to appeals and dean's waivers. The tools provide students self-guided support and reduce traffic related to simple appeal concerns.

Most notably, this year saw a leadership change. In May, our longstanding Ombudsperson, Jennifer Meister, took on a secondment role with Western Residences as the Acting Associate Director, Student Conduct. Throughout her time in the Office, Jennifer has been a champion for fairness in the Western community and provided a safe and welcoming environment for students. She served as a constant source of guidance and support to staff, faculty, and leaders across the community. While Jennifer is on secondment, I have transitioned from my role as Associate Ombudsperson to the role of Acting Ombudsperson with the approval of the Advisory Committee and the University Secretary.

The Office benefited from a temporary part-time administrative assistant over the summer, and has recently hired an Acting Associate Ombudsperson, Stephanie Bolingbroke, to ensure the Office has a full staff complement for the academic year.

The Ombuds Office did note a drop in visitors over the 2022-2023 year, however the reduction in visitors is in line with visitor data prior to 2021-2022 where the office saw a 0.4% growth in visitors to the office. This change in the number of visitors may be in response to the changes experienced by the Office, such as increased access to resources thus reducing the need to meet with staff in the Ombuds Office.

The Annual Report this year is focused on challenges, changes, and opportunities. I encourage you to review the case examples and statistical data presented in this report and to reach out should you have questions about the activities of the office.

Whitney Barrett
Acting Ombudsperson, Western University

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 for assistance in determining whether they have grounds for appeal.



Whitney Barrett
Acting Ombudsperson



Jennifer Meister
Ombudsperson



Stephanie Bolingbroke
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 2022/23 Advisory Committee:

- Matson Kitamisi, Huron, Affiliate Students' Council representative
- Lauren Jarman, University Students' Council
- Dr Ken Meadows, President's Representative
- Navneet Kaur, Society of Graduate Students
- Dr Andrew Walsh, Senate Representative
- Junaid Hussain, Master of Business Administration Association representative

What We Do

We meet with students in person or virtually 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. We maintain the confidentiality of our visitors by ensuring we do not contact anyone on or off campus 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 untangle the complexity of a concern and help to identify options.

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



Case Studies

Jurisdiction Challenges

Jurisdictional challenges can impact the decision-making process and, potentially, the fairness of the procedure and decision. When more than one policy intersects with a concern, it can become unclear for not only the student but for decision makers when identifying the appropriate path and policy. These challenges can be complex and involve not only internal University policies but may also bring in external policies related to professional practice.

Intersection of University Policies

While the intersection of most University policies is uncommon, there are instances where the overlapping aspects of an incident can be addressed by more than one policy. The question then becomes under which policy should the issue live and who should conduct the investigation and issue the resulting decision.

A student scheduled an appointment with the Ombuds Office and shared they had received a decision from Housing regarding an incident that had taken place in their apartment. The student had assumed the incident had previously been resolved, however the decision letter issued by Housing stated an additional penalty and included policy that fell outside the scope of the decision maker. The decision letter included a statement about an infraction under another policy, the Student Code of Conduct, and stated the governing office supported the decision made by Housing. The Office of the Ombudsperson intervened and contacted leadership in Housing. In discussions with Housing, it was agreed that Housing had no authority to make claims under the Code and the concern was resolved informally. An updated decision letter was issued to the student and the offending clause was removed.

An undergraduate student was under investigation for an infraction under the Student Code of Conduct with the possible outcome of expulsion. The student was admittedly not performing academically and was Required to Withdraw, which falls under the Undergraduate Student Academic Appeals policy. As the student was navigating two separate policies, both with the potential outcome of the student being removed from the institution, the question was raised regarding how the two separate, but related, situations should be addressed. Staff in the Ombuds Office recommended the concerns be divided by the overarching policies, and those policies be procedurally followed. This ensured the decisions made under each policy focused solely on the issues under each policy independently and allowed a fair decision to be made in relation to that policy alone, upholding procedural fairness for both the institution and the student.

A student had just received their gun license and was quite excited. It was quite an accomplishment! The student was speaking to a classmate about the accomplishment and was overheard by another classmate. The student who overheard the conversation reported it through the appropriate Code of Conduct Office, supposedly embellishing what

was said. The student was investigated, and it was found there were no safety issues and nothing in violation of the Code of Conduct. Following an investigation through the Code of Conduct, the student's program asked to speak to the student to ensure there were no professional concerns. This raises the question of jurisdiction. The program believed it held an obligation to the profession to investigate the allegations further, but according to University policy the allegation should have been resolved after the investigation under the Code.

Professional and External Policies

Some programs not only have an obligation to uphold the university's policies, but they may also have a responsibility to adhere to the policies of an accrediting body for a related profession. When a student is alleged to be in contravention of an external policy, what is the responsibility of the program to investigate and what authority does the program hold to pursue disciplinary action?

A student approached the Office after being accused of offences that fell under the Student Code of Conduct, however the offence was being considered a contravention of professional practice standards held within an external policy. The professional standards are intrinsic to the program due to the close ties between the program and the profession. As a result, the program treated the offences as a progression issue and put the student's ability to remain in their program in jeopardy. The program believed the inclusion of this external policy was within their power given they had a responsibility to the profession as their program led to professional accreditation. Ombuds staff discussed the interacting policies with the student and helped the student to identify where procedure hadn't been followed with regards to the offence allegations under the code.

The application of external policies in decision making does give cause for concern, especially when those external policies include procedures for addressing allegations or concerns that are not aligned with the university's policies.



Retroactive Accommodation and Consideration



Policies at Western clearly state the deadlines required for a student to engage in requests for accommodations and considerations, however these policies generally don't address concerns related to retroactive consideration. As in previous years, Ombuds staff saw students who sought academic consideration or accommodation retroactively. The reasons a student may make a request retroactively differ. In some cases, the student has received a new diagnosis or updated documentation that changes existing accommodations. In these cases, the student can follow the appeals process outlined in Western's Policy on Academic Accommodation for Students with Disabilities. Alternatively, when the student has a new diagnosis and was not previously registered with Accessible Education for Academic Accommodations, the student is unsure how to address these challenges as they do not qualify to appeal under the policy.

In one case, a student sought advice from the office to appeal the outcome of a course and was seeking retroactive accommodations based on a new diagnosis. The student received a decision from the Associate Dean, denying the student's request and directing the student to contact Accessible Education to register for future accommodations and seek options for retroactive accommodations. The student then appealed to Accessible Education who clarified the appeals parameters and that the student's case, being a newly registered student, did not qualify for appeal or retroactive accommodations under the policy. The student was directed back to the Associate Dean to seek reconsideration. The student felt they were being passed between the two offices without a definitive answer on their request.

The confusion experienced by the student is caused due to a gap in policy. The Academic Accommodation for Students with Disabilities addresses the concept of Retroactive Accommodation, but only for those previously registered with Accessible Education. There is no clear recourse for those who have a new diagnosis and have not been previously registered with Accessible Education.

Artificial Intelligence and Academic Integrity

This past year saw the introduction of Artificial Intelligence into daily life. With the creation of ChatGPT, AI became powerful and easily accessible for the general public – including students. This created worry throughout the academic community with concerns of how AI will impact academic integrity.

The Office saw a few cases where AI was mentioned, however in those cases where AI use was alleged the students were able to demonstrate why the claim of AI usage was unfounded. In one instance, a student visitor shared they were flagged for possible AI usage in the submission of a paper citing the flag was due to “circular narrative” in the student’s writing. They were able to provide proof of past edits to their work, and emails that showed the suggestion to rephrase key items was at the recommendation of a TA. Additionally, the student was able to provide research notes and additional context to support that the ideas presented in the paper were original. The allegation was dropped and the student received a grade which they felt was fair.

Although the Office has not seen an increase in cases related to AI, that doesn’t mean there isn’t cause to consider the impact of AI and its relation to Academic Integrity. AI is a tool that can be used productively or destructively, but for a student to understand how they can use AI they need to understand when the use and inclusion of AI in academic work is acceptable.

Observations and Recommendations

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 Ombuds person annual report. There are no recommendations included in this report.



Connecting Across the Community

The Office of the Ombudsperson works with various cohorts to provide best practices on difficult conversations and conflict management. For example, through the 2022/23 year Jennifer continued providing workshops as part of the Own Your Future graduate student professional education program.

From time-to-time we also work with senior administrators on policy revisions to ensure fairness of the institution's policies and procedures. In 2022/23 we continued to work with the University Working Group focused on Academic Integrity and provided feedback on both policy and cultural changes to aid in the adaptation and adoption of new policy and practice related to Academic Integrity at Western.

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
- University Working Group – Academic Integrity

Virtual Conferences, Meetings, and Training Attendance

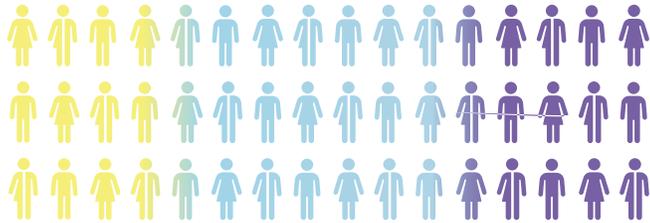
- Association of Canadian College and University Ombudspersons
- California Caucus of University and College Ombuds
- Forum of Canadian Ombudsmen
- International Ombuds Association
- International Centre for Academic Integrity



2022-2023 Statistical Information



1 out of every 44 students contacted us in 2022/23



2.16% of Western students

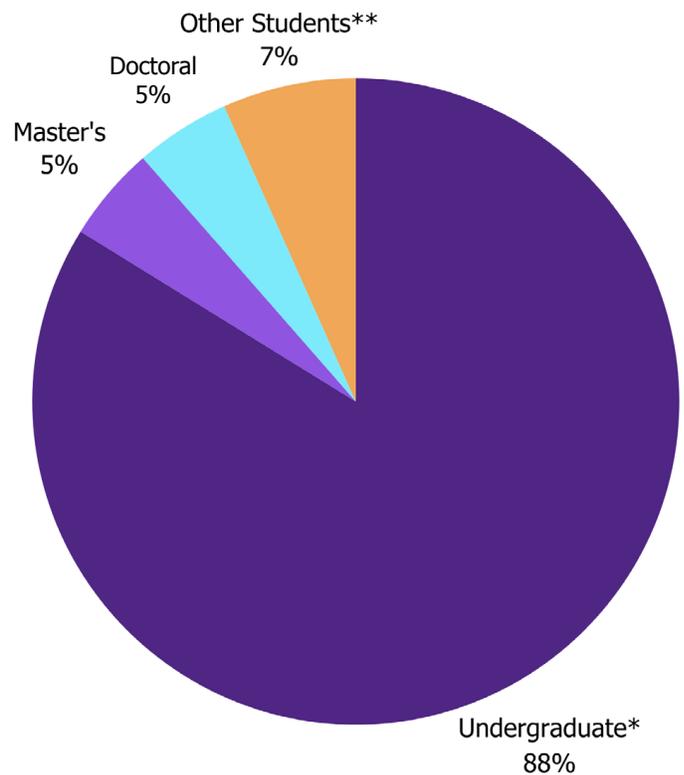
2.3% of undergraduate students

1.5% of graduate students



24% of cases dealt with by the Office of the Ombudsperson between August 1, 2022 and July 31, 2023 were referred to the Office by academic counselors, faculty members, administrators, parents, and fellow students.

Degree Level of Student Visitors

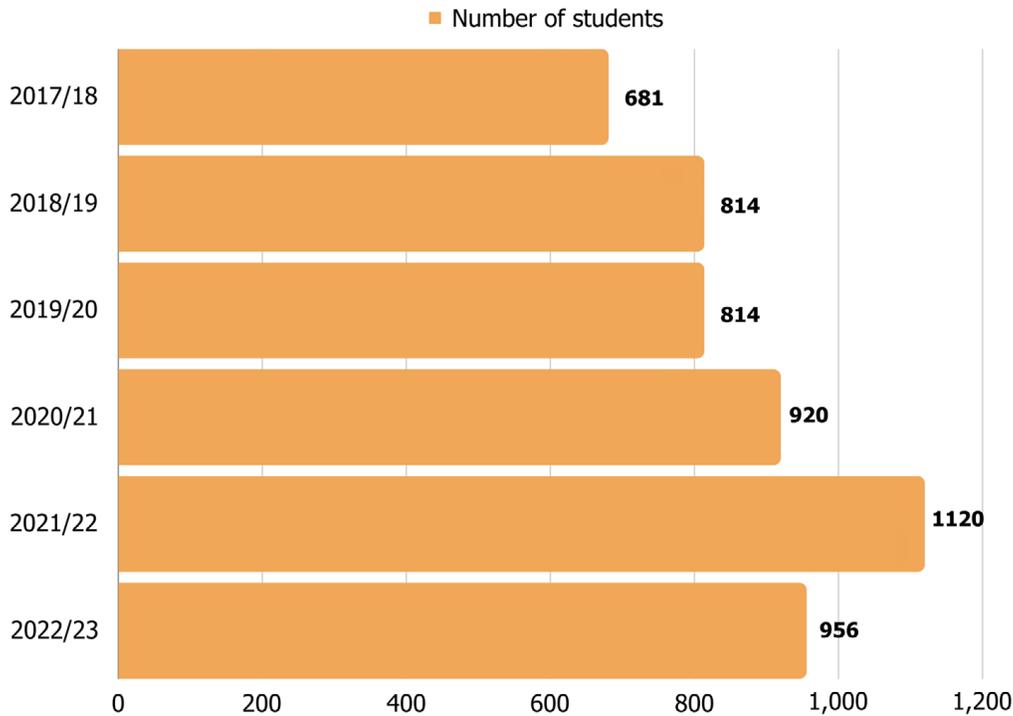


*Undergraduate numbers include Professional Degree students

**Other students include graduate diploma, continuing studies, former students, and students who did not identify a degree level

19% of students visiting the Office between August 1, 2022 and July 31, 2023 identified as having a disability or experiencing mental health concerns or trauma.

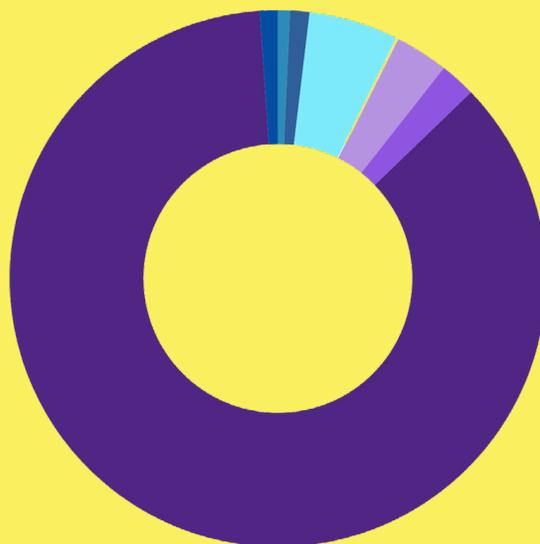
Caseload Per Year



Note: The collection of data in the Office has improved due to the introduction of Resolve, which has produced more accurate reporting of at-risk indicators and residency status and resulted in a better understanding of the circumstances impacting student visitors.

Visitors

Student: **956**
 Former Student: **60**
 Outside of University: **36**
 Staff/Faculty: **24**
 Applicant: **13**
 Alumni: **8**
 Other: **12**
 Ontario Ombudsperson: **1**



1100
Total Visitors

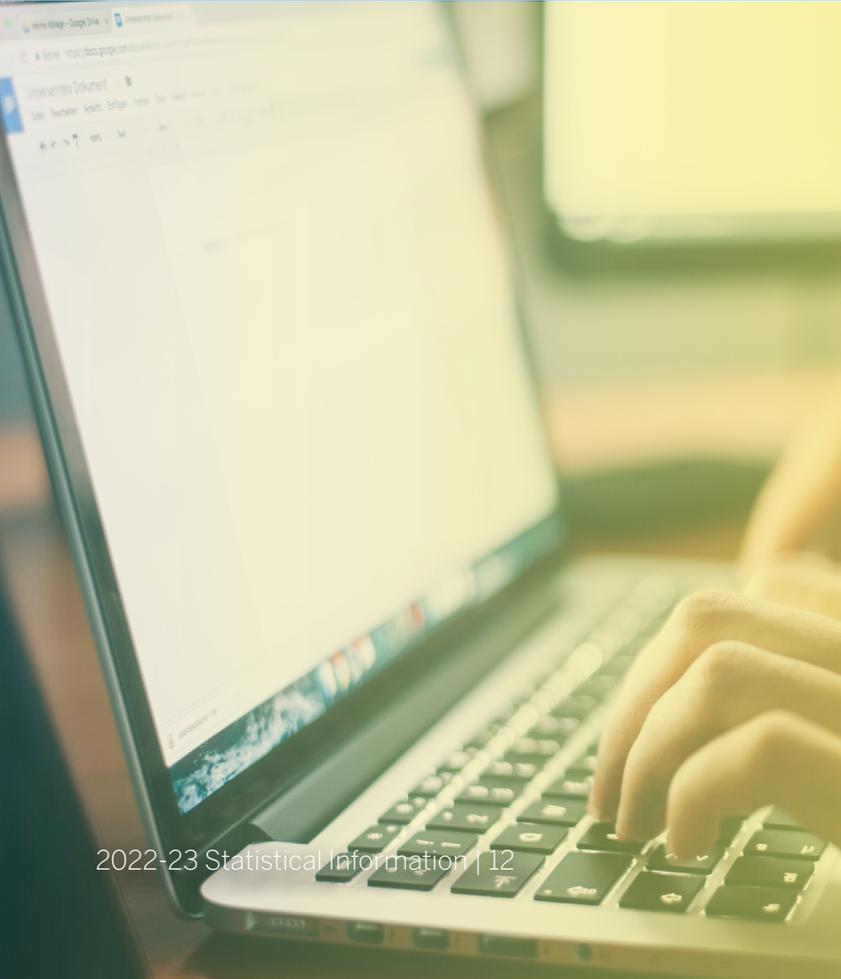
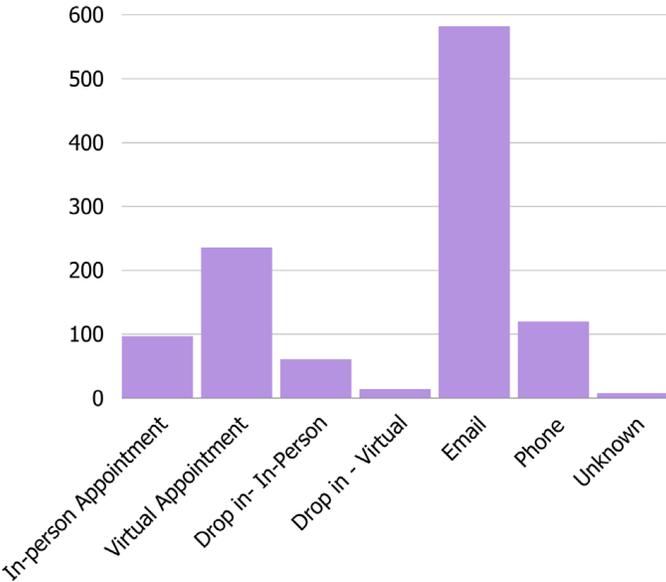
89%
 Student Visitors

11%
 Non-student Visitors

Referral Source by Case

Source	Total
Unknown/Did not Disclose	543
Academic Counselling	184
Previous Contact with Office	139
Did not ask	109
Other	32
Friend/Family/Colleague	29
Online Search	25
Professor/Instructor/TA	19
Accessible Education	17
University Policies/Website	5
USC/Sogs	3
Student Health Services	3
EDI Office	1
Ontario Ombudsman	1

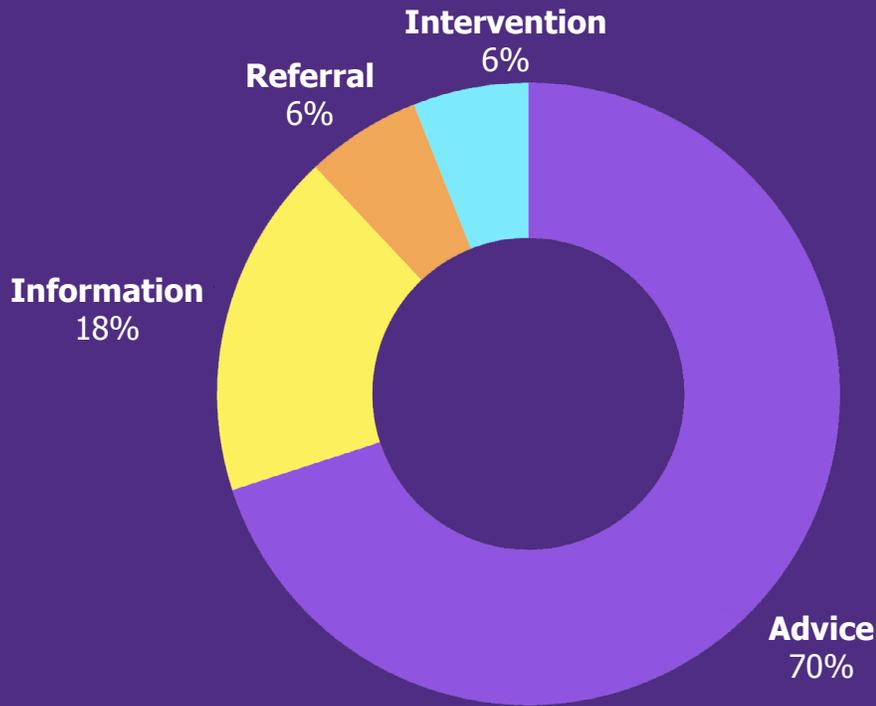
Initial Method of Contact



Over 50%

of people reached out to the Office of the Ombudsperson via email over other methods of contact.

Outcomes by Case

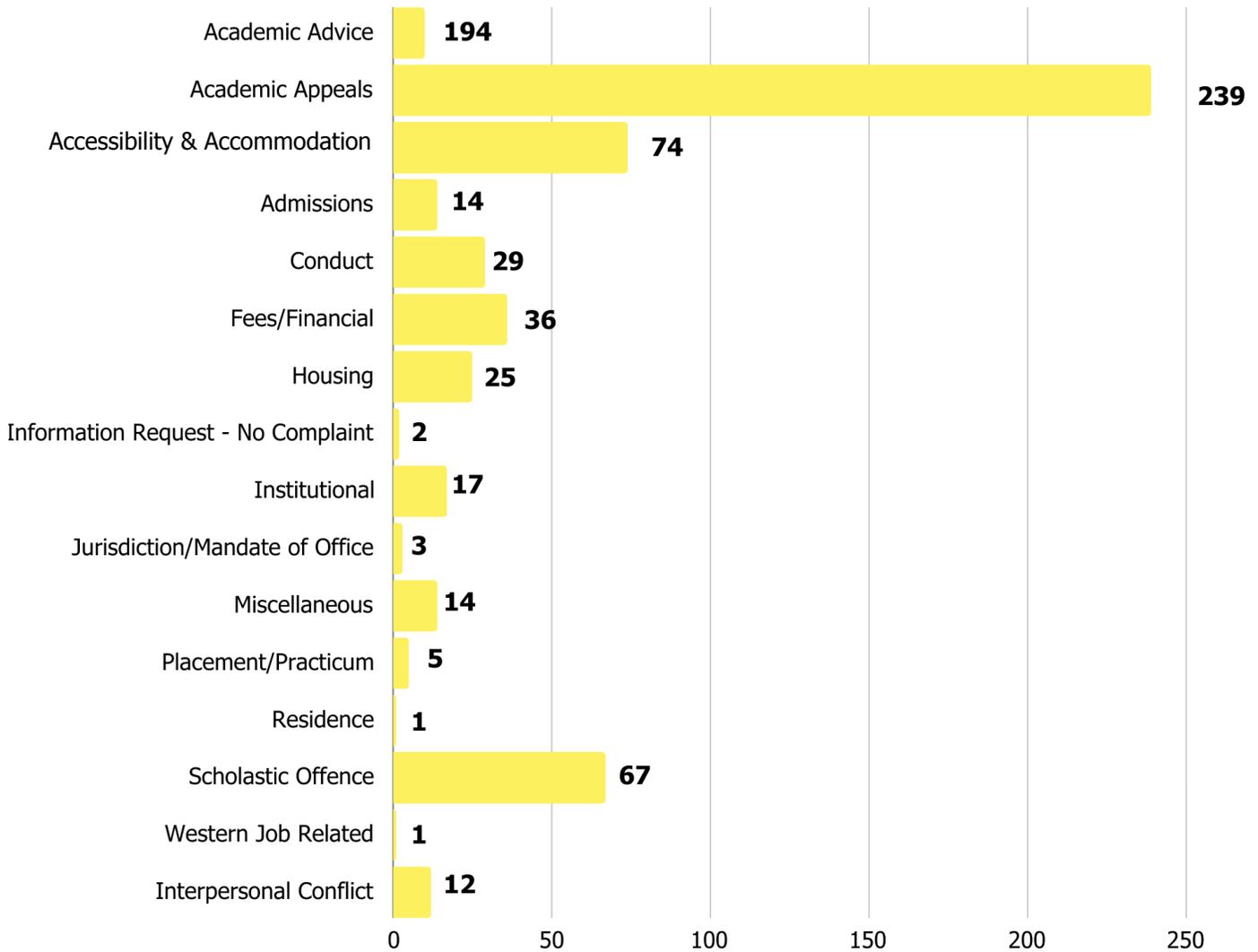


Average Number of Actions per Case (by Degree)

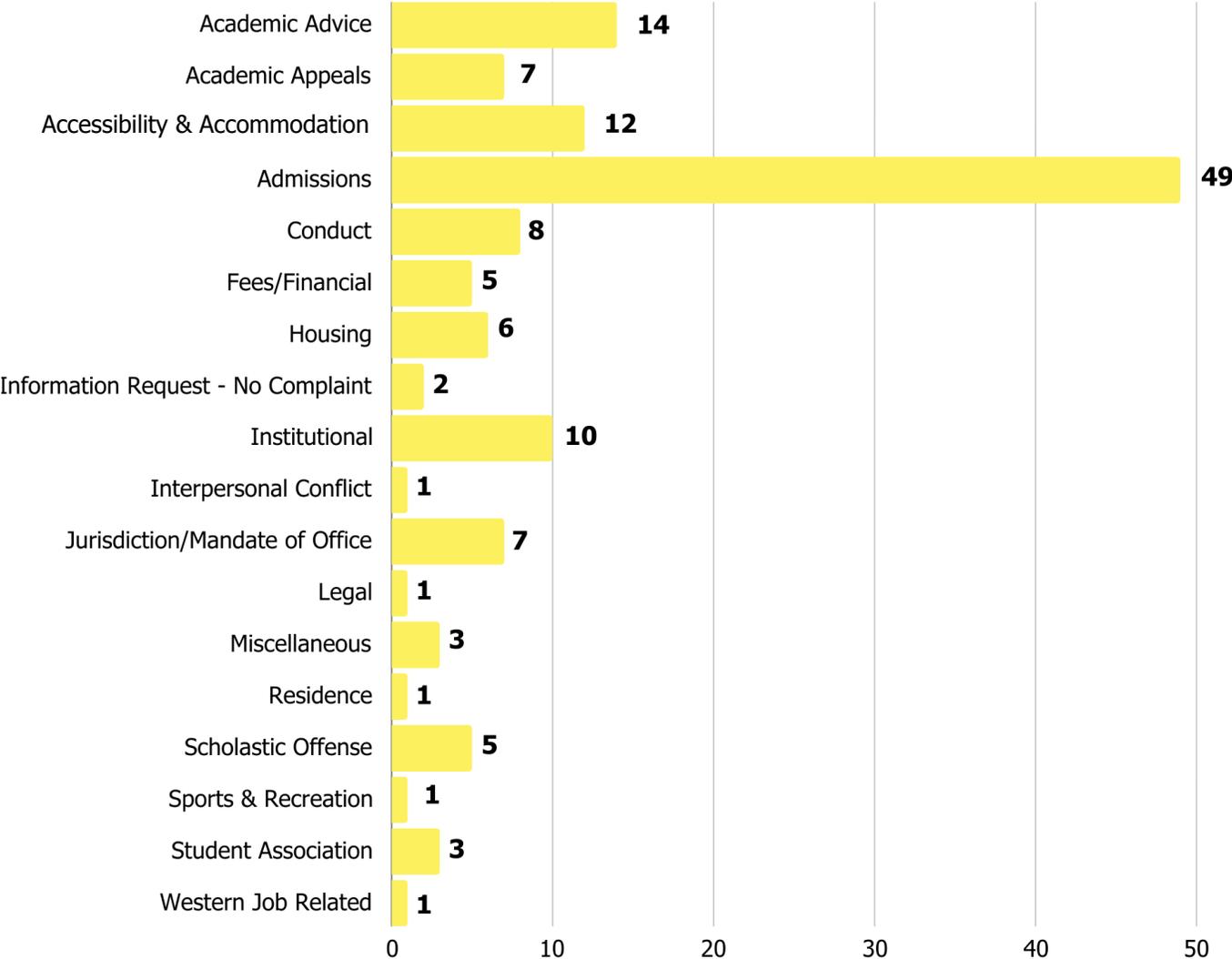
Student Type	Average
Graduate Diploma	2.23
Graduate Masters (Professional)	4.41
Graduate Masters (Research)	4.10
Graduate PhD	5.61
Professional Degree	9.09
Undergraduate	3.70
Other/Non-student	1.87

Actions are identified as contact points in a case and may include emails, phone calls, in person or virtual meetings, or walk-ins.

Student Case Data



Non-Student Case Data

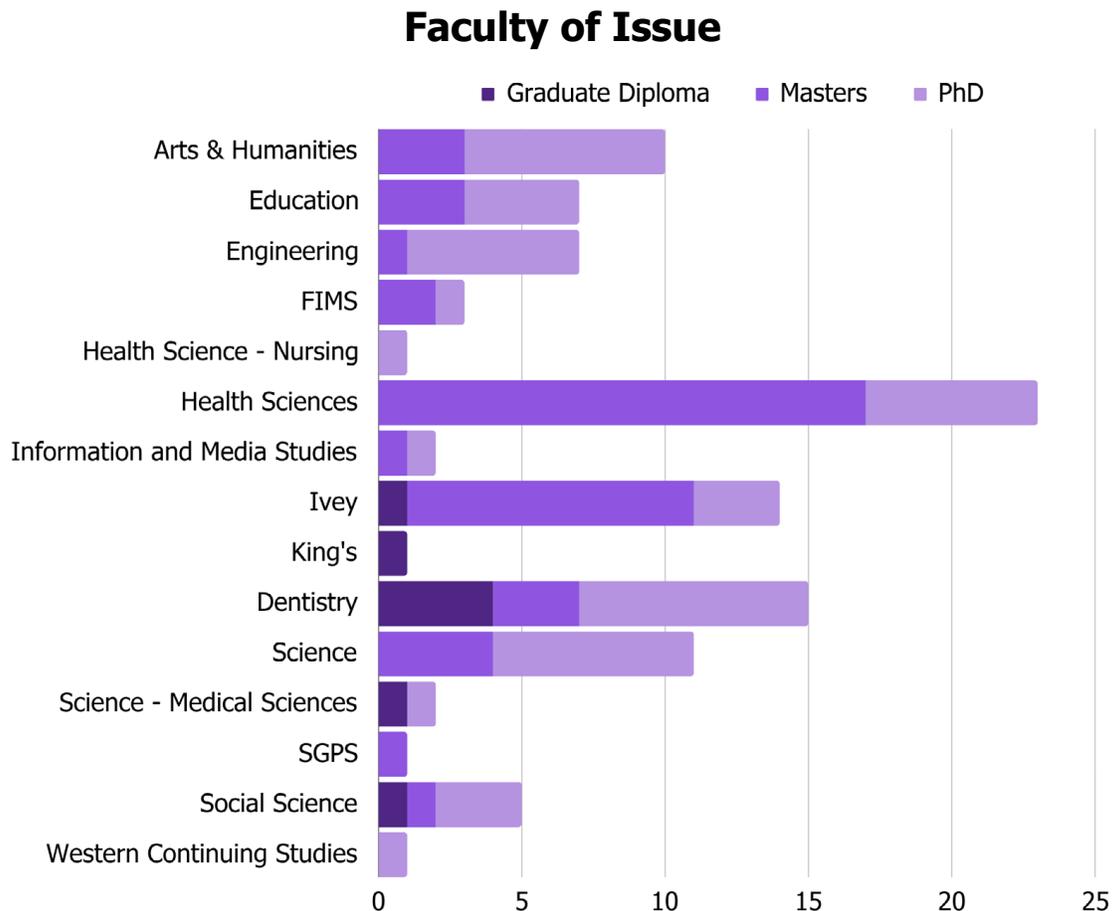


Student Concerns

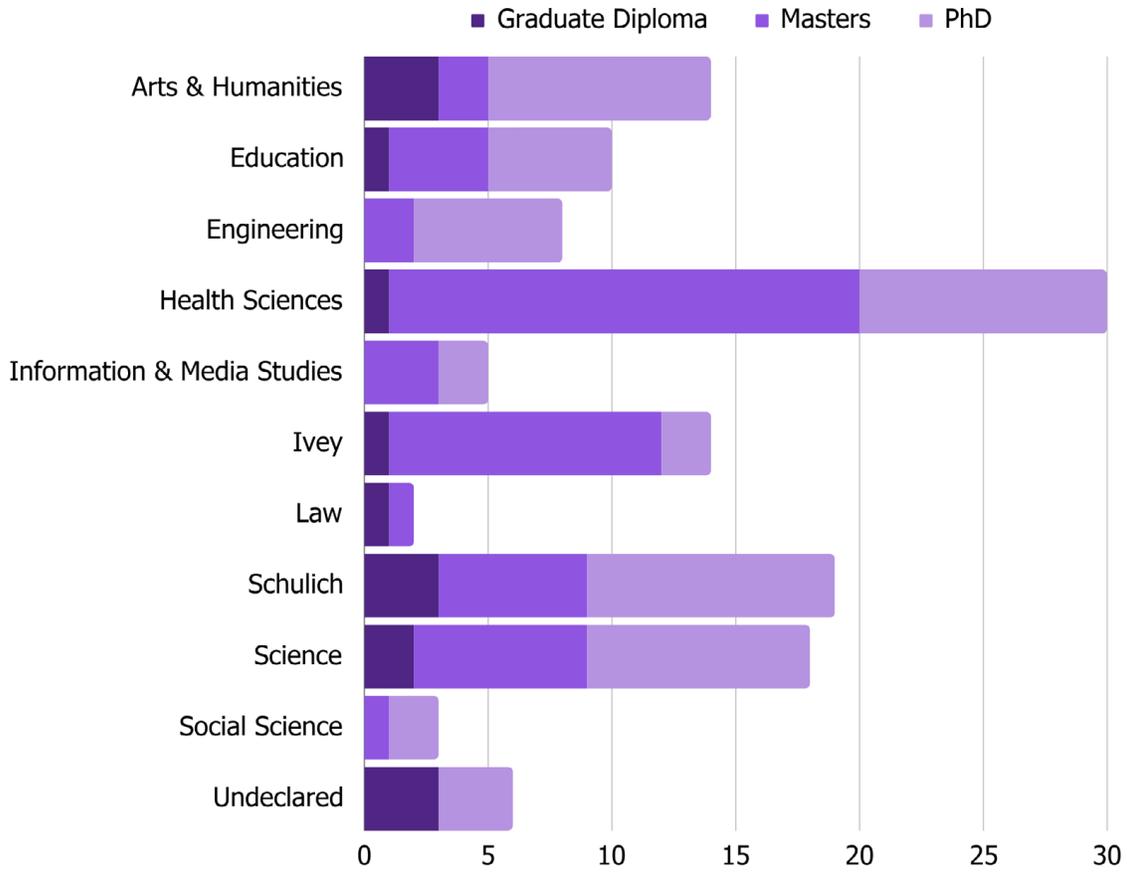
Concerns raised by students may occur where the student is registered, their home faculty, or arise from an incident outside their home faculty. The Office of the Ombudsperson tracks both where the student is registered and where the concern exists to help identify system challenges where they occur.



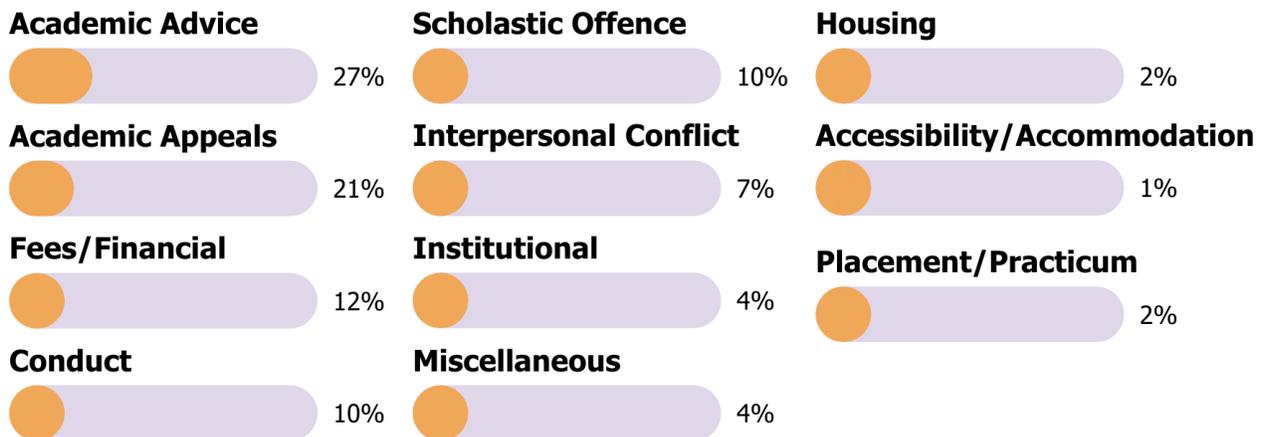
Graduate Student Visitors



Graduate Student Visitors - Home Faculty



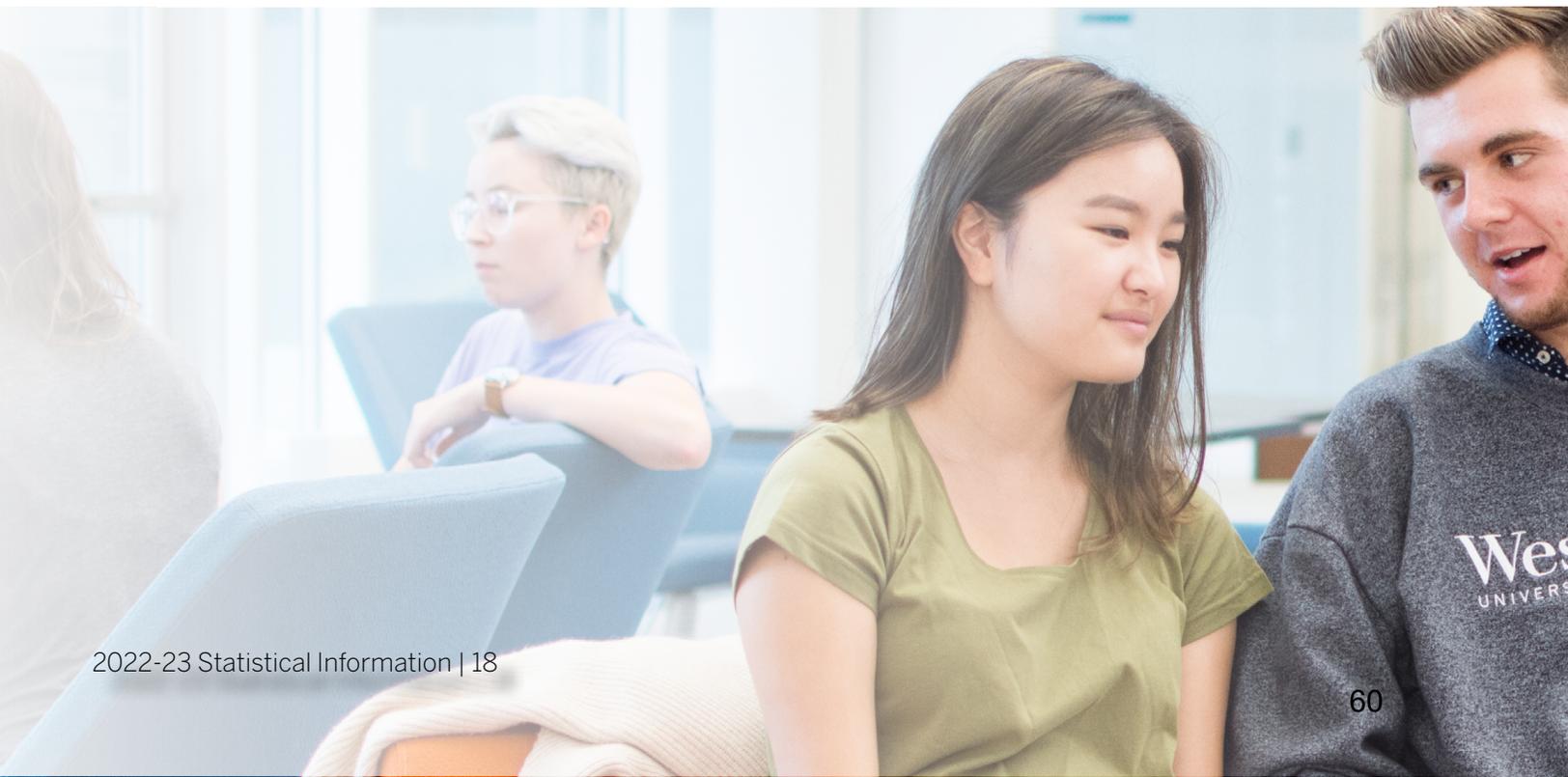
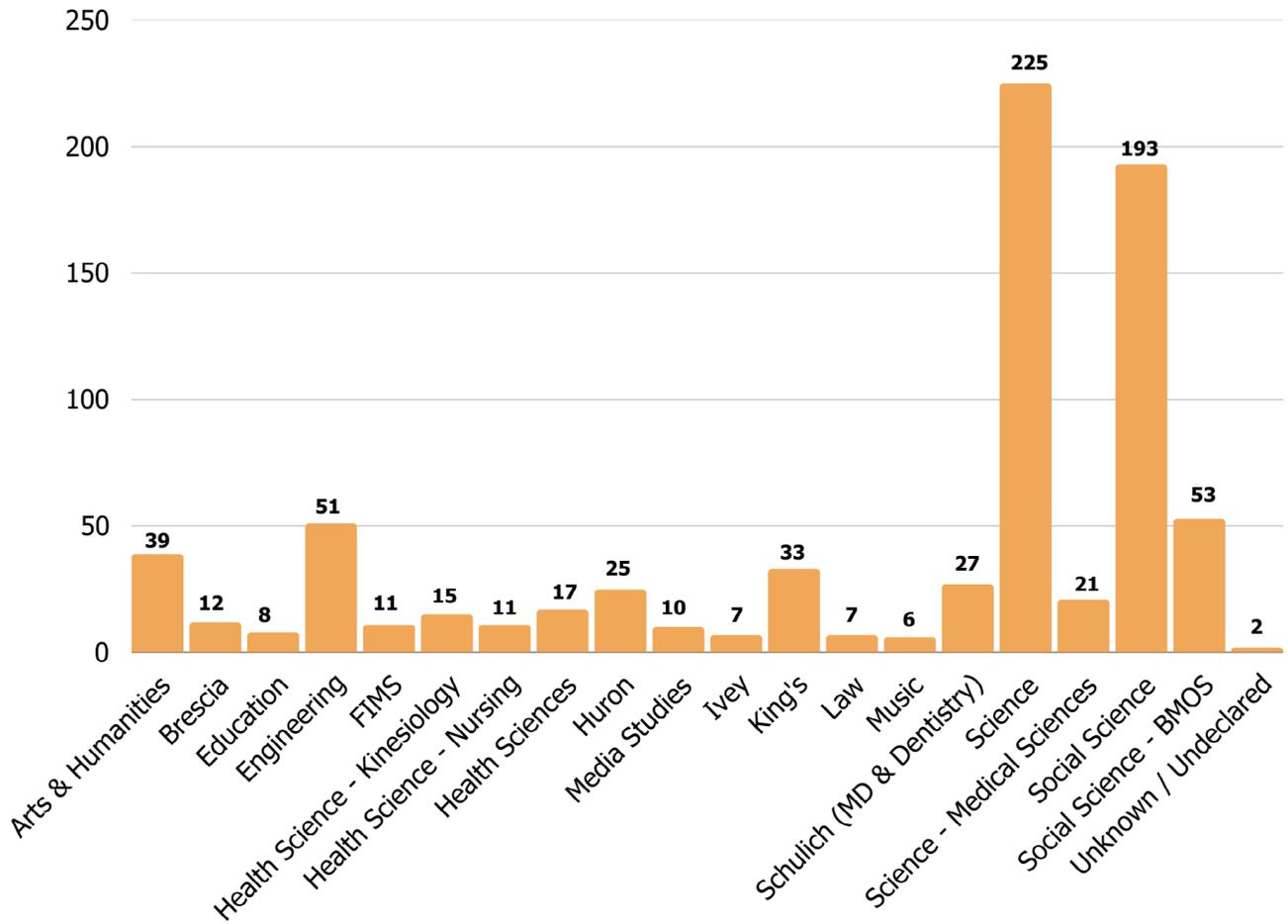
Student Concerns



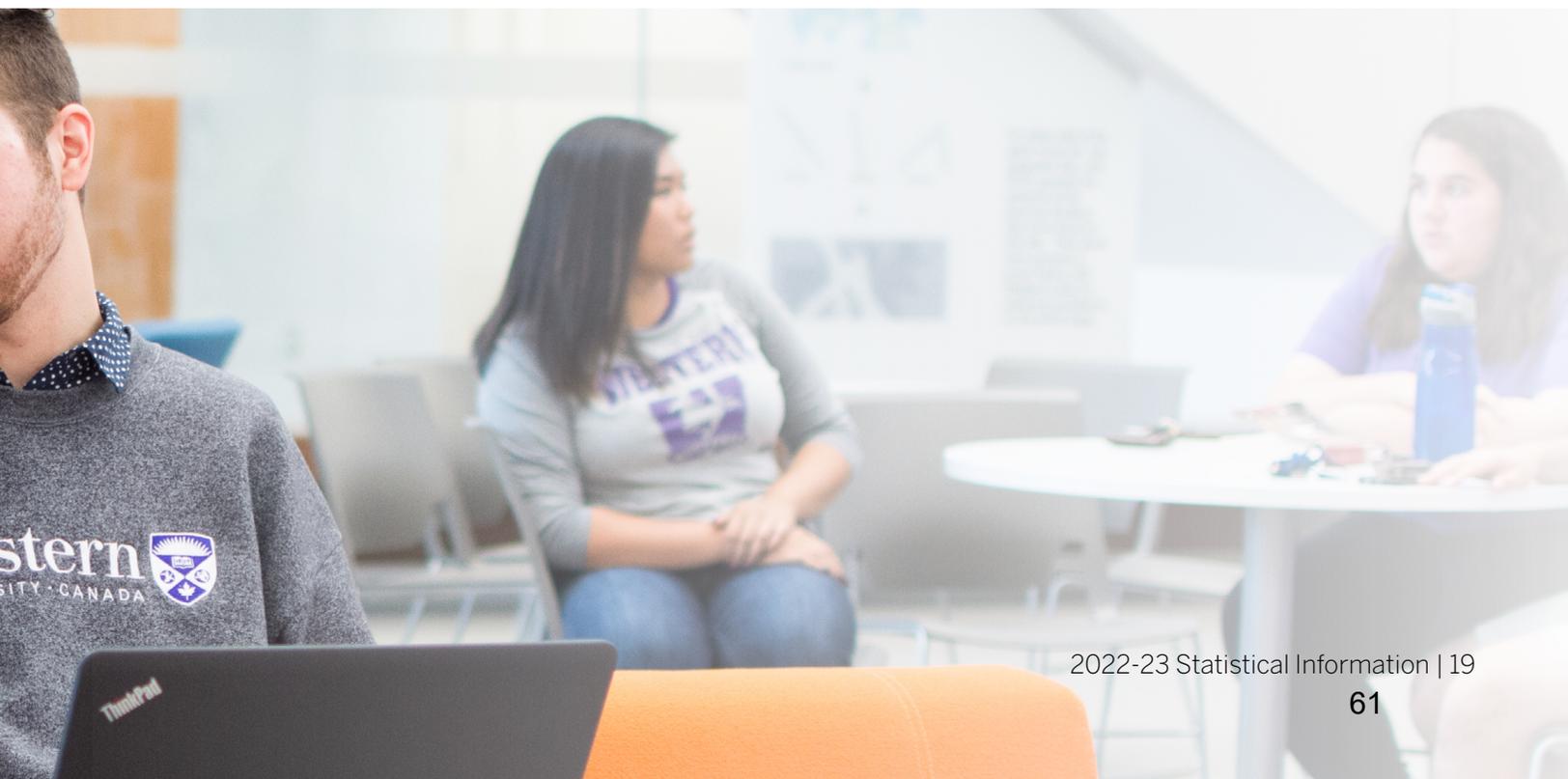
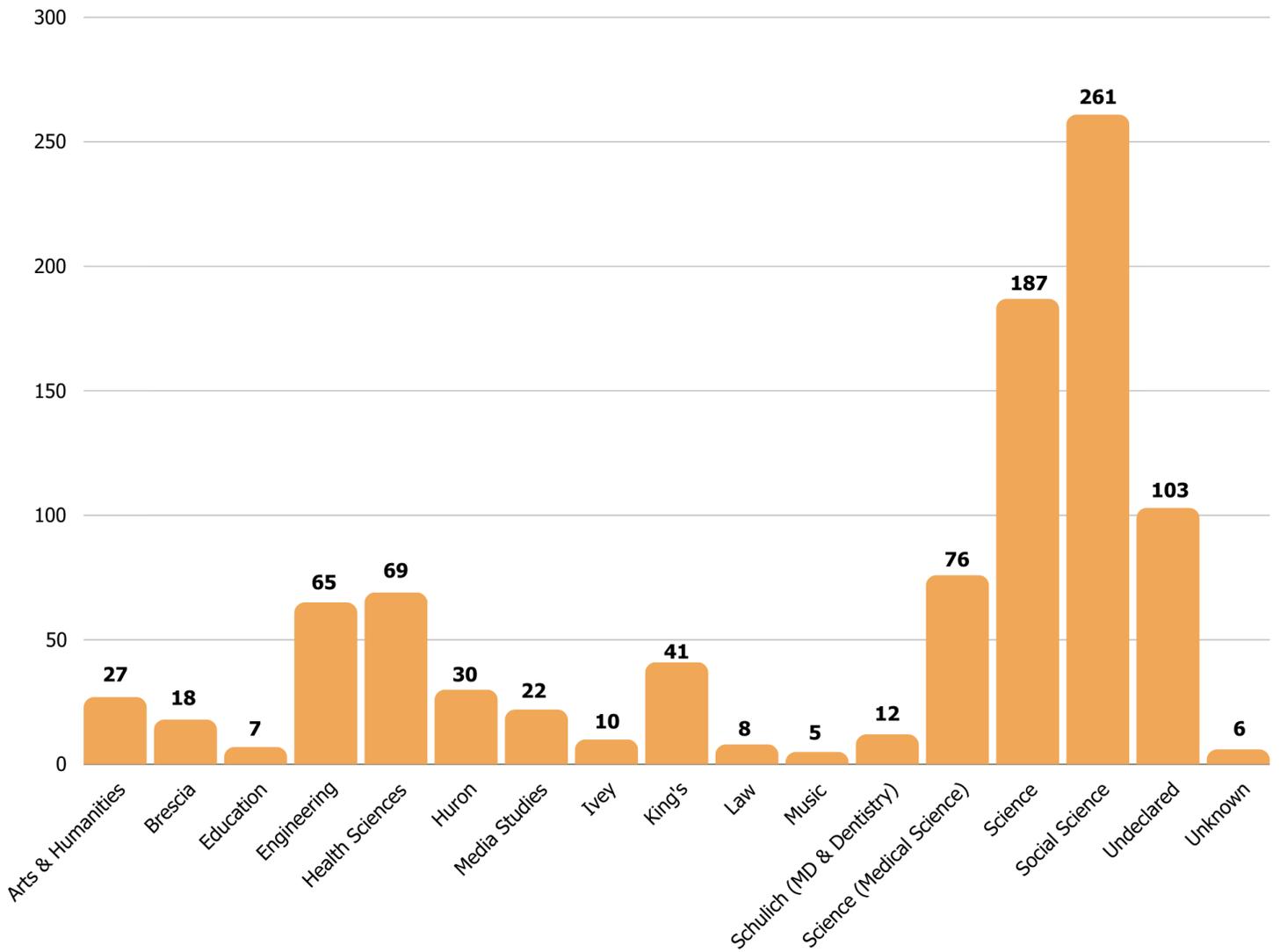
Note: Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.

Undergraduate Student Visitors

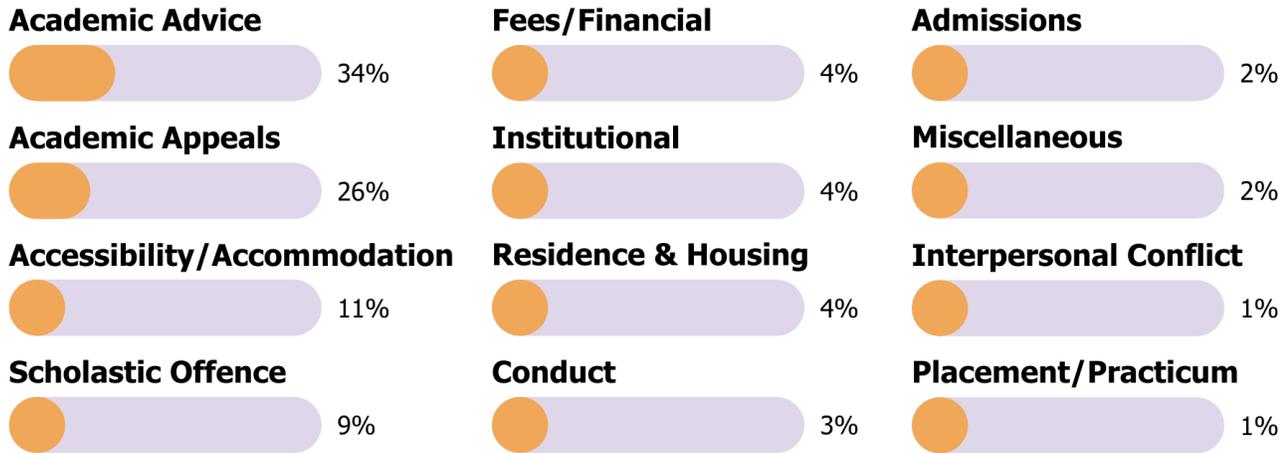
Faculty of Issue



Home Faculty



Student Concerns



Note: Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.



Western

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 or through operating funding (Western-funded).

The Property and Finance Committee, on behalf of the Board of Governors, and on recommendation of Senate approves the terms of reference for donor-funded scholarships, awards, and prizes. New donor-funded scholarships, awards and prizes approved by the Property and Finance Committee are presented in item 5.1(a) for information.

The Senate, through the Senate Committee on Academic Curriculum and Awards (ACA), approves the terms of reference for Western-funded scholarships, awards, and prizes. There are no new Western-funded scholarships, awards and prizes for this report.

ATTACHMENT(S):

[New Donor-Funded Scholarships, Awards, and Prizes](#)

New Donor-Funded Scholarships, Awards and Prizes

Schulich School of Medicine & Dentistry

Dr. Brian Burke Resident Award in Psychiatry

Awarded to post-graduate trainees who are completing their residency in Psychiatry in the Schulich School of Medicine & Dentistry-Windsor Campus, based on academic achievement. Candidates will have demonstrated proficiency and dedication to the field of Psychiatry and have also demonstrated leadership during their training. The Schulich School of Medicine & Dentistry, Department of Psychiatry-Windsor Campus will select the recipients.

Value: 1 at \$2,000, awarded annually
Effective Date: 2023-2024 to 2027-2028 academic years inclusive

In honour of Dr. Burke's extraordinary contribution to our hospital and community, Hôtel-Dieu Grace Healthcare is proud to offer an annual award in his name recognizing a student completing their residency in Psychiatry at the Schulich School of Medicine & Dentistry-Windsor campus. The donors hope that residents receiving this award will exhibit one or more of the characteristics that embody the legacy of Dr. Brian Burke. He was dedicated to love, compassion, patient advocacy, creativity, curiosity, connection, music and fun.

Faculty of Engineering

John Aarts Memorial Award for Civil & Reinforced Concrete Design

Awarded to full-time undergraduate students in the Faculty of Engineering, Department of Civil and Environmental Engineering, based on academic achievement. Preference will be given to candidates enrolled in Civil and Environmental Engineering 3347A/B reinforced concrete design. The Faculty of Engineering will select the recipients. Recipients will have an opportunity to interview for a co-op with John Aarts Group, however students are not guaranteed a co-op. An offer of full-time employment with John Aarts Group may also be extended, pending successful completion of the program and work term. A recipient is not obligated to participate in the co-op or accept employment with John Aarts Group following graduation to receive or retain the award.

Value: 1 at \$2,000
Effective Date: 2024-2025 to 2028-2029 academic years inclusive

This award was established to honour John Aarts to recognize the benefit of training more engineers in the design of Reinforced Concrete, which hopefully will strengthen that market versus Precast Concrete Construction.

Faculty of Health Sciences

Joy MacDermid Bursary in Upper Extremity Rehabilitation

Awarded to full-time graduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in the Upper Extremity Rehabilitation field of the Advanced Health Care Practice program. A committee in the Faculty of Health Sciences will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was established with a generous donation from Hand Therapy Canada.

Value: 1 at \$5,000, awarded annually
Effective: May 2024 to April 2027 inclusive

Ivey Business School

Ainslie Simmonds HBA '92 & Mark Manley MBA '03 Award

Awarded to a full-time HBA2 student at the Ivey Business School, based on academic achievement and demonstrated financial need. Preference will be given to candidates who are registered in the HBA Sustainability Certificate. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Ivey Business School will select the recipients after the Office of the Registrar has assessed the financial need. This award was established by a generous gift from Ainslie Simmonds (HBA 1992) and Mark Manley (MBA 2003).

Value: 1 at \$1,200 awarded annually
Effective: 2024-2025 academic year

Carol Stephenson HBA STEM Leadership Award

Awarded to full-time undergraduate students in HBA1 at the Ivey Business School who are planning to pursue an HBA degree combined with a degree in a STEM program, based on academic achievement. Preference will be given to candidates who are self-identified women. The award will continue in Years 4 and 5 of the combined HBA/STEM degree provided recipients maintain a minimum 70% average and full-time status in an eligible combined degree. If a recipient does not retain their continuing award, a replacement recipient from the same year may be selected. The Ivey Business School will select the recipients.

Value: 4 at \$11,725, continuing for three years (New students selected in 23-24 only)
Effective: 2023-2024 to 2025-2026 academic years inclusive

Faculty of Law

Vaccari Family Bursary

Awarded to full-time undergraduate students in the Faculty of Law based on financial need. Preference will be given to candidates who self-identify as Black or a racialized

person. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive.

This bursary is made possible by a generous gift from Stephanie Vaccari (LLB 1995). Stephanie is supporting this bursary, because, as a first generation Canadian, she appreciates how important education is and the possible financial hurdles that some students may face in pursuing their goals. She hopes that this bursary can provide assistance in alleviating some financial stress and hopes that it will encourage others in the Law Class of 1995 to make a similar commitment.

Don Wright Faculty of Music

David Greenslade Music Scholarship

Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates studying Piano or Organ. The Don Wright Faculty of Music will select the recipients.

Value: 1 at \$4,000, awarded annually
Effective: 2024-2025 academic year

David Greenslade received his Bachelor of Music Honours in Music History from Western University in 1990. David spent his life full of music - performing, teaching and directing. This award was established by the Greenslade family in 2023 to honour his memory.

Nancy Telfer Award in Choral Music

Awarded to full-time undergraduate students in Year 3 of the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates involved in choral activities in the Department of Music Education or the Department of Performance. The award will continue in Year 4 provided that recipients maintain full-time status in the Don Wright Faculty of Music and achieve a minimum 70% average. The Don Wright Faculty of Music will select the recipients on the recommendation of the Chair of Music Education in consultation with the choral directors.

Value: 2 at \$2,000, awarded annually
Effective: 2024-2025 academic year

This award was established by Nancy Telfer, BA'71, BMus'79 who wanted to recognize talented students with a commitment to excellence and creative intelligence in choral music.

Schulich School of Medicine & Dentistry

Richard Ingrey Memorial Award

Awarded to Neurology residents, Clinical Neurological Sciences, Schulich School of Medicine & Dentistry, based on academic achievement. Clinical Neurological Sciences in the Schulich School of Medicine & Dentistry will select the recipients. This award was established by Dale Ingrey (BA, 1967) in memory of Richard Ingrey.

Value: 1 at \$6,000, awarded annually

Effective: 2023-2024 to 2027-2028 academic years inclusive

ITEM 5.1(b) – 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**

2023-24 Approved Budgets and Updated Projections

(At December 31, 2023)

January 23, 2024

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

**Fiscal 2023-24 Updated Projections
(Compared to Fiscal 2023-24 Approved Budgets)**

For Information

The attached table updates the projected fiscal 2023-24 financial results and year-end reserve positions for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies. Brief commentary below is provided for major variances (*note: line references correspond to the line numbers appearing on the attached table*).

Student Fee-Funded Units (lines 1 to 19)

The net position for fee-funded units is projected to be better than planned due in most part to lower salary and benefits expenses resulting from staffing transitions – including unfilled vacancies and delays in hiring.

Within the Student Experience Sport & Recreation Pillar, revenues and expenditures were higher due to better-than-projected fundraising revenues, ticket sales in sporting events, and summer camp activities.

Employee & Family Health Clinic (line 21)

An operational and financial review of the unit was completed last fiscal year. The University provided financial support via a one-time allocation of \$797,000 to bring the unit to a balanced financial situation at 2022-23 year-end and has committed to an annual operating subsidy of \$400,000 in each year of the 3-year planning period.

Housing Services (line 22)

Housing Services (which includes the Conference Services group) shows higher revenues due to increased conference activities and increases in residence food operation revenues.

Retail and Hospitality Services (line 23)

The net position for this unit is projected to be lower than planned primarily due to lower revenues in hospitality services and higher overall compensation costs arising from the increase to the minimum wage rate and negotiated settlements as well as inflation-related food cost increases.

Spencer Leadership Centre (line 24):

The operations of the Ivey Spencer Leadership Centre (ISLC) transferred from Ivey Business School Foundation (Line 37) to the University at the end of June 2023. Initial projections for this fiscal year are modestly better than budget due to an increase in events and rentals that are realigning with pre pandemic levels.

Animal Care and Veterinary Services (line 28):

The net position for Animal Care and Veterinary Services is projected to be lower than planned primarily due to higher than anticipated employee compensation costs and animal supply costs.

Western Continuing Studies (line 33):

The net position for Western Continuing Studies is projected to be substantially better than planned primarily due to higher-than-anticipated enrolments in post-degree programs, including higher international enrolment.

Ivey Business School Foundation (line 37):

The projected result for 2023-24 is lower than budget due to one-time transition costs associated with the transfer of Spencer Leadership Centre operations to the University.

Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies
2023-24 Budget and Projected (\$ 000)

		2023-24 Budget			2023-24 Projected			% Change		Projected April 30/24 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	6,206.8	6,430.3	-223.5	7,639.6	7,669.0	-29.4	23.08%	19.26%	56.5	
4	Recreation	5,550.1	5,562.4	-12.3	5,633.3	5,521.6	111.7	1.50%	-0.73%	433.6	1,128.5
5	Spirit & Connection (Thompson Recreation & Athletic Centre)	1,257.1	1,251.1	6.0	1,262.1	1,232.0	30.1	0.40%	-1.53%	117.4	507.9
6	Spirit & Connection (Spirited Activities & Events)	1,255.9	1,254.4	1.5	1,618.2	1,618.1	0.1	28.85%	28.99%	68.4	100.0
7	<i>Student Experience - Wellness & Well-being Pillar:</i>										
8	Health & Wellness	6,919.8	7,438.6	-518.8	7,010.5	6,964.5	46.0	1.31%	-6.37%	1,383.8	550.3
9	Wellness & Equity Education	726.0	765.9	-39.9	726.8	624.0	102.8	0.11%	-18.53%	365.7	200.0
10	Student Support and Case Management	524.1	531.8	-7.7	524.1	508.9	15.2	0.00%	-4.31%	335.4	82.6
11	<i>Student Experience - Leadership & Learning Pillar:</i>										
12	Academic Support & Engagement	1,929.7	2,065.0	-135.3	1,964.7	1,901.3	63.4	1.81%	-7.93%	781.7	
13	Careers & Experience	1,651.4	1,740.7	-89.3	1,651.4	1,600.5	50.9	0.00%	-8.05%	501.7	
14	<i>All Other Fee-Funded Ancillary Units:</i>										
14	Financial Aid Office	1,399.7	1,387.5	12.2	1,410.0	1,276.6	133.4	0.74%	-7.99%	450.1	
15	International Student Services	573.8	573.4	0.4	573.8	573.4	0.4	0.00%	0.00%	1.6	
16	Indigenous Student Centre	950.6	949.2	1.4	1,003.9	889.3	114.6	5.61%	-6.31%	540.8	
17	Off-Campus Housing & Housing Mediation Services	526.3	523.1	3.2	547.8	503.1	44.7	4.09%	-3.82%	369.4	
18	Western Foot Patrol	224.9	224.1	0.8	228.0	227.2	0.8	1.38%	1.38%	70.9	51.3
19	Sub-Total	29,696.2	30,697.5	-1,001.3	31,794.2	31,109.5	684.7	7.06%	1.34%	5,477.0	2,620.6
20	B - Ancillary Units										
21	Employee & Family Health Clinic	313.7	647.4	-333.7	638.2	604.1	34.1	103.44%	-6.69%	33.9	
22	Housing Services	95,532.1	88,902.6	6,629.5	98,718.0	89,898.7	8,819.3	3.33%	1.12%	70,884.3	
23	Retail & Hospitality Services	30,497.1	30,460.1	37.0	27,653.6	28,406.1	-752.5	-9.32%	-6.74%	-3,615.5	
24	Spencer Leadership Centre	7,962.9	7,384.7	578.2	8,747.7	7,920.8	826.9	9.86%	7.26%	-193.5	
25	Parking Services	6,473.1	6,205.7	267.4	6,485.0	6,244.7	240.3	0.18%	0.63%	3,152.0	
26	Sub-Total	140,778.9	133,600.5	7,178.4	169,896.1	161,480.5	8,415.6	20.68%	20.87%	66,645.7	0.0
27	C - Academic Support Units										
28	Animal Care & Veterinary Services	6,900.4	6,900.4	0.0	7,798.8	7,924.6	-125.8	13.02%	14.84%	1,670.2	277.8
29	Boundary Layer Wind Tunnel	2,218.9	2,163.8	55.1	2,232.1	2,218.8	13.3	0.59%	2.54%	613.3	300.0
30	University Machine Services	1,731.0	1,723.8	7.2	1,751.3	1,751.3	0.0	1.17%	1.60%	0.0	
31	Fraunhofer Innovation Platform	1,549.0	1,523.6	25.4	1,345.4	1,345.4	0.0	-13.14%	-11.70%	0.0	146.9
32	Surface Science Western	1,855.8	1,852.0	3.8	2,287.3	2,286.9	0.4	23.25%	23.48%	300.4	724.2
33	Western Continuing Studies	3,174.8	3,228.5	-53.7	3,866.2	3,272.7	593.5	21.78%	1.37%	2,100.5	
34	Sub-Total	17,429.9	17,392.1	37.8	19,281.1	18,799.7	481.4	10.62%	8.09%	4,684.4	1,448.9
35	D - Associated Companies										
36	Western Research Parks (incl. ADEISS & AMP)	5,954.4	5,060.0	894.4	5,875.2	4,864.0	1,011.2	-1.33%	-3.87%	5,714.4	
37	Ivey Business School Foundation	32,515.0	29,648.9	2,866.1	36,312.6	34,472.7	1,840.0	11.68%	16.27%	20,318.1	
38	Ivey Business School Asia Limited	3,251.9	3,157.0	94.9	3,192.9	3,110.8	82.1	-1.82%	-1.46%	-1,092.1	
39	Sub-Total	41,721.3	37,865.9	3,855.4	45,380.7	42,447.5	2,933.2	8.77%	12.10%	24,940.5	0.0
40	Grand Total	229,626.3	219,556.0	10,070.3	266,352.2	253,837.2	12,515.0	15.99%	15.61%	101,747.5	4,069.5

ITEM 5.1(c) – Update on Operating Budget as of December 31, 2023

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The attached table provides an update on the University’s 2023-24 Operating Budget – based on the best available information as of December 31, 2023 – and compares the updated figures to the budget as approved by the Board of Governors in April 2023.

ATTACHMENT(S):

[Operating Budget as of December 31, 2023 Report](#)

2023-24 Operating Budget Update
As at December 31, 2023

The attached table provides an update on the University's 2023-24 Operating Budget – based on the best available information as of December 31, 2023 – and compares the updated figures to the budget as approved by the Board of Governors in April 2023. Major changes are as follows:

Revenues – as of December 31, 2023 there were no major changes to any of the revenue lines.

Expenditures (lines 7 to 9)

1. The enrolment-related revenue sharing allocation (which flows funds to the Faculties on a slip-year basis) is lower by \$1.5 million – based on 2022-23 enrolments (line 7).
2. The total costs of the post Bill 124 re-opened collective agreements with our employee groups resulted in \$6.5 million in additional costs than provided for in the budget (line 8).
3. The net result is that total operating expenditures are projected to be \$5.0 million higher than the original budget (line 9).

Operating Reserve (line 6)

4. As a result of the above changes in revenue and expenditures, the Operating Reserve is projected to be at \$36.4 million – which is \$4.2 million lower than the initial budget. *Note that this projected change in the Operating Reserve includes the difference in the prior-year final reserve amount (which was \$747,000 higher – as shown in line 4).*

Western University
2023-24 Operating Budget Update
as at December 31, 2023
(\$000)

<a> Summary

		As Approved by Board	Revised Forecast	Increase/Decrease	
				\$	%
1	Revenues 	895,975	895,975	0	0.00%
2	Expenditures <c>	896,207	901,167	4,960	0.55%
3	Surplus / (Deficit)	-232	-5,192	-4,960	
4	Operating Reserve -- Beginning of Year	40,880	41,627	747	
5	Surplus / (Deficit)	-232	-5,192	-4,960	
6	Operating Reserve -- End of Year	40,648	36,435	-4,213	

** Revenue Changes**

No major changes as of December 2023

<c> Expenditure Changes

7	Revenue Sharing: Adjusted to Actual 2022-23 Enrolments			-1,514	
8	Compensation: Post Bill -124 Re-opened Agreement Costs			6,474	
9	Total Expenditure Changes			4,960	

ITEM 5.1(d) – 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 2024](#)

**Trademark Licensees Doing Business with The Book Store at Western
January 2024**

The Western Bookstore continues to maintain full compliance of the code of conduct for all clothing vendors.

The bookstore 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.

There were some familiar names in the news in 2023 as both Nike Canada and Canadian apparel manufacturer Gildan Activewear made headlines during the year. In June Gildan was in the news when the company announced the closure of its San Miguel factory in Honduras, which employed 2,700 workers. In July, following three weeks of negotiation on compensation for workers affected by the closure, the union and Gildan signed an agreement that committed the company to providing over US\$2.5 million in additional severance benefits, and to offer priority-hiring opportunities to former San Miguel workers at other Gildan facilities.

In July, the Canadian Ombudsperson for Responsible Enterprise (CORE) announced it would proceed with its first two investigations since the office's creation in 2018. One of the investigations responds to a complaint filed by twenty-eight organizations against Nike Canada for allegedly using or benefiting from the use of forced labour in their supply chains in China. Nike rejected initial mediation, arguing its global parent company had already disproven allegations by the publicly funded Australian Strategic Policy Institute about specific suppliers with whom Nike says it no longer has ties.

The bookstore has purchased Nike product as recently as 2023 (a single sku), however it is not a permanent brand in our assortment. The bookstore does utilize suppliers that pull from Gildan and we will continue to monitor any future developments.

Skyrocketing prices in many garment-producing countries continues to have 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.

The bookstore is currently working with central procurement on a new Supplier Code of Conduct and will continue to collaborate with advocacy groups and other universities to keep monitoring all industry issues. All vendors used by the bookstore are provided a copy of the current 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](#).

ITEM 5.1(e) - Report of the Investment Committee

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

As at September 30, 2023, the University had \$2.90 billion (2022 - \$2.62 billion) in assets under management (“AUM”) across the short-term portfolio, mid-term portfolio (“MTP”), and the operating and endowment fund (the “Fund”). The Fund comprises approximately 66% of the AUM.

The Fund is managed for long-term performance with 5, 10 and 20 year returns of 7.5%, 8.9% and 7.9%, respectively, and has met its objectives over these periods.

ATTACHMENT(S):

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

Report of the Investment Committee

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

Total Investments:

The following chart summarizes the total market value of investments held at September 30, 2023:

Asset Portfolio	Market Value (\$M)
Short-Term Portfolio	792.1
Mid-Term Portfolio	198.0
Operating Portfolio:	
Obligations	608.1
Surplus	<u>174.2</u>
Total Operating Portfolio	<u>782.3</u>
Endowment Portfolio	1,120.1
Total Operating & Endowment Fund	1,902.4
Jarislowsky Fraser Seg. Investment	2.9
Total Investments	2,895.4

Update on Investment Committee Activities:

- Management has completed its due diligence on a second U.S. real estate mandate and the Operating & Endowment Fund has made a commitment of US\$30 million. Management is also reviewing potential non-core real estate mandates in Canada and sustainably focused European real estate options with the goal of making one commitment of \$10 million to \$20 million, in order to reach the Operating & Endowment Fund 10% target allocation for real assets.
- Management is evaluating infrastructure investment opportunities in the renewable energy and energy transition space, which will also contribute to the Fund’s 10% commitment to sustainable opportunities.
- The University is continuing to roll out its private equity program as a result of the 2020 strategic asset allocation review. A sixth private equity commitment was made, for US\$15 million. Total commitments of US\$90 million have been made so far to six private equity managers. Including the private equity impact investing funds, the University has now made US\$130 million in private equity commitments through its new program. Additional commitments are expected to be made in 2024. Management is finalizing a search on secondary funds, which is expected to add a US\$50 million commitment.
- The Committee approved a tactical allocation to fixed income in order to take advantage of higher yields and potential interest rate declines in the foreseeable

future. On October 3, 2023, management transferred \$50 million from a money market account to a bond fund indexed to the FTSE Canada Universe Bond Index. As of December 31, 2023, the tactical trade had generated about \$4.3 million in excess returns over money market investments.

- The Committee is reviewing investing in absolute return strategies, with the aim of finding strategies that generate returns uncorrelated to public markets. The Committee made the decision to focus on music royalties and combine additional work with the next Operating & Endowment Fund asset mix review.

The following engagement, risk management, monitoring, and reporting activities have been completed or are underway in relation to our **Responsible Investing Strategy and Pathway**:

- After an extensive review and application, Western became a PRI Signatory on December 19, 2023.
- Management rolled out the 2023 ESG manager survey questionnaire in June 2023. Questions related to ESG integration and proxy voting were added to the survey in light of Western’s work to become a PRI Signatory. Management is currently reviewing the results.
- Investments and commitments to sustainable investment strategies have been US\$110 million to date. Total investments and uncalled commitments now represent 7.8% of the 10% target allocation for sustainable opportunities (as of November 30, 2023).
- Work on the 2023 Responsible Investing Report is currently underway, with the anticipated release in early 2024.
- A Responsible Investing Analyst has been added to Western’s Investment Team, starting February 2024, to support Western’s responsible investing activities.

Financial Performance Metrics

Mid-Term Portfolio:

Performance

The performance related to the Mid-Term Portfolio at September 30, 2023 is as follows:

Account/Group	Ending Market Value CAD	Ending Weight	Policy Weight	% Rate of Return						Inception to Date	Inception Date
				One Month	Three Months	One Year	Three Years	Five Years	Ten Years		
University of Western Ontario	198,004,268	100.00		-1.41	-0.78	5.01	2.26	-	-	3.07	08/08/2019
Policy Index UWO				-2.31	-1.77	5.86	0.98	-	-	2.64	08/08/2019
Excess Return				0.90	1.00	-0.85	1.28	-	-	0.44	08/08/2019
FTSE 91-Day T-Bills + 300 bps				0.66	1.97	7.55	4.84	-	-	4.70	08/08/2019
Excess Return				-2.07	-2.75	-2.53	-2.58	-	-	-1.62	08/08/2019

Source: Northern Trust Monthly Financial Reporting

Objectives

The main objective of the Mid-Term Portfolio is to outperform the FTSE 91-Day T-Bill

Index by 300 basis points over a 3 to 5 year period.

As at September 30, 2023 the Mid-Term portfolio did not meet its objective over the 3-year period. This is primarily due to the asset mix, which is 70% fixed income and 30% equity. Rising interest rates have the effect of negatively impacting fixed income mandates.

The original contribution to the Mid-Term Portfolio was \$175 million in 2019.

Operating & Endowment Fund:

Performance

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

Asset Class	1 Year September 2023	5 Year September 2023	Since Inception
Fixed Income	8.4%	4.4%	7.0%
Equities:			
Canadian	8.8	7.0	8.8
US	24.7	11.6	10.3
International	22.0	4.9	6.6
Global	16.4	-	-1.2
Private Equity	8.2	21.6	20.2
Real Estate	4.2	12.0	9.9
Infrastructure	15.5	10.6	11.7
Absolute Return	4.2	7.0	8.0
Money Market & Cash	3.1	1.2	1.1
Total Fund Return	13.0%	7.5%	8.4%
Benchmark Return	12.9%	6.5%	7.9%
Total Fund Real Return	9.2%	4.0%	5.5%

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

Objectives

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

Real return

One of the Fund objectives is to maintain the purchasing power of the Fund after pay out over the long-term. (i.e., to earn an amount after pay out, over the rate of inflation,

as measured by the Consumer Price Index). Inflation has averaged 3.5% per year for the five-year period.

For the five years ending September 30, 2023, the annualized real return was 4.0%.

Value added

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

Over the five years ending September 30, 2023, the actual annualized return for the Fund was 7.5% and the return generated by the market indices for the portfolio was 6.5% (benchmark return).

The Fund is managed for long-term performance with 5, 10 and 20 year returns of 7.5%, 8.9% and 7.9%, respectively, and has met its objectives over these periods.

Asset Mix

The table below provides the classification and market value of the assets held in the Operating & Endowment Fund at September 30, 2023:

	Market	Target Asset Mix			Actual Asset
	Value	Minimum	Target	Maximum	Mix
Equities					
<i>Canadian</i>	221,437,301	7.5%	12.5%	17.5%	11.6%
<i>US*</i>	145,826,406	2.5%	7.5%	12.5%	7.7%
<i>EAFE*</i>	134,293,236	2.5%	7.5%	12.5%	7.1%
<i>Global*</i>	384,979,992	15.0%	20.0%	25.0%	20.2%
<i>Private</i>	188,563,487	7.5%	12.5%	17.5%	9.9%
Total Equities	1,075,100,422	52.5%	60.0%	67.5%	56.5%
Fixed Income					
<i>Core Fixed Income</i>	70,252,490	0.0%	5.0%	10.0%	3.7%
<i>Commercial Mortgages</i>	97,223,658	0.0%	5.0%	10.0%	5.1%
<i>Private Debt</i>	137,469,163	0.0%	5.0%	10.0%	7.2%
Total Fixed Income	304,945,311	7.5%	15.0%	22.5%	16.0%
Real Assets					
<i>Real Estate</i>	115,376,619	5.0%	10.0%	15.0%	6.1%
<i>Infrastructure</i>	201,029,397	5.0%	10.0%	15.0%	10.5%
Total Real Assets	316,406,016	12.5%	20.0%	27.5%	16.6%
Diversifiers					
<i>Cash & Money Market</i>	151,785,362	0.0%	0.0%	10.0%	8.0%

<i>Absolute Return Strategies, Market Neutral Strategies</i>	54,154,961	0.0%	5.0%	10.0%	2.9%
Total Diversifiers	205,940,323	2.5%	5.0%	12.5%	10.9%
Grand Total	1,902,392,072				100.0%

**the Global Equities Target Asset Mix of 20% was previously allocated equally to US and EAFE Equities.*

Appendix 1

The tables below provide performance data on the Operating & Endowment Fund at September 30, 2023

Total Fund Value Added - For Rolling Periods Ending September 30, 2023

	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	4 Yrs (%)	5 Yrs (%)	6 Yrs (%)	7 Yrs (%)	8 Yrs (%)	9 Yrs (%)	10 Yrs (%)	20 Yrs (%)
Total Fund	13.0	3.5	9.6	8.2	7.5	7.8	8.2	8.4	8.2	8.9	7.9
Total Fund Benchmark	12.9	3.0	7.0	6.7	6.5	6.8	7.1	7.4	6.9	7.6	7.0
Excess Return	0.1	0.5	2.6	1.5	1.0	1.0	1.1	1.0	1.3	1.3	0.9

	2023 (%)	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)	2017 (%)	2016 (%)	2015 (%)	2014 (%)	2013 (%)
Total Fund	13.0	-5.1	22.7	4.0	4.8	9.2	11.2	9.6	6.2	16.0	15.4
Total Fund Benchmark	12.9	-6.0	15.4	5.7	5.7	8.6	9.1	9.4	2.8	14.0	13.1
Excess Return	0.1	0.9	7.3	-1.7	-0.9	0.6	2.1	0.2	3.4	2.0	2.3

Total Fund Real Returns - For Rolling Periods Ending September 30, 2023

	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	4 Yrs (%)	5 Yrs (%)	6 Yrs (%)	7 Yrs (%)	8 Yrs (%)	9 Yrs (%)	10 Yrs (%)	20 Yrs (%)
Total Fund	13.0	3.5	9.6	8.2	7.5	7.8	8.2	8.4	8.2	8.9	7.9
CPI	3.8	5.3	5.0	3.9	3.5	3.3	3.0	2.8	2.6	2.5	2.2
Real Return	9.2	-1.8	4.6	4.3	4.0	4.5	5.2	5.6	5.6	6.4	5.7

	2023 (%)	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)	2017 (%)	2016 (%)	2015 (%)	2014 (%)	2013 (%)
Total Fund	13.0	-5.1	22.7	4.0	4.8	9.2	11.2	9.6	6.2	16.0	15.4
CPI	3.8	6.9	4.4	0.5	1.9	2.2	1.6	1.3	1.0	2.0	1.1
Real Return	9.2	-12.0	18.3	3.5	2.9	7.0	9.6	8.3	5.2	14.0	14.3

Source: Mercer Investment Monitoring Review

ITEM 5.1(f) - Investment Committee Membership

ACTION: APPROVAL INFORMATION DISCUSSION

That, on the recommendation of the Investment Committee, the Property and Finance Committee reappointed to the Investment Committee, Doug Porter for a two-year term ending February 2026.

EXECUTIVE SUMMARY:

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

The Investment Committee has recommended the proposed reappointment.

With this appointment, the Committee voting members and terms will be as follows:

Appointed by the Property and Finance Committee

Doug Greaves	(August 2024)
Sarah Takaki	(May 2025)
David Stenason	(December 2025)
Doug Porter	(February 2026)
Lee Sienna	(March 2026)
Greg Dick (<i>current or former Board member</i>)	(November 2026)
Jeff Parr	(September 2028)

Ex-Officio

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

Background

Doug Porter is a high profile Economist with over 25 years' experience analyzing global economies and financial markets. He excels in interpreting and communicating the impact of key economic and financial data for businesses, and was identified as the best economic forecaster by Bloomberg.

In his role as Chief Economist and Managing Director, BMO Financial Group, he oversees the macroeconomic and financial market forecasts and is co-author of the firm's weekly flagship publication, *Focus*. Doug manages the team that won the prestigious 2010 Lawrence Klein award for forecast accuracy of the U.S. economy during the tumultuous 2006 to 2009 period.

As a respected commentator on economic and financial trends, Doug is often quoted in the national press and is interviewed regularly on radio and television.

Mr. Porter has served on the Committee since February 2013, and has agreed to a 2-year renewal, extending his membership to February 2026.

ITEM 5.1(g) –Faculty Scholar Awards

ACTION: APPROVAL INFORMATION DISCUSSION

RECOMMENDED: That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the addition of three (3) Faculty Scholar Awards as outlined in item 5.1(g).

EXECUTIVE SUMMARY:

The terms for Faculty Scholars provide quotas for the distribution of awards. At present, the terms provide that the total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group. Questions have been raised as to how clinical academics are counted in the total allocation to Medicine & Dentistry.

The current proposal seeks to amend the quotas for the distribution of awards to explicitly count clinical academics in the calculation. Using the same basic formula as is used to determine the distribution for UWOFA academics, it is proposed that a quota of three Faculty Scholars be added for clinical academics, increasing the total quota for the awards from 33 to 36.

Each Faculty Scholar Award is \$15K a year for 2 years.

ATTACHMENT(S):

[Revisions to Faculty Scholars](#)



Faculty Scholars

Effective Date: September 1, 2024 ~~June 29, 2023~~

Supersedes: June 29, 2023; June 28, 2022, May 6, 2004

Objective: To honour and celebrate outstanding scholarly achievements at a critical point in the career of a Faculty Member at Western

Program: The Award includes:

- The title of “Faculty Scholar” for two years.
- A stipend of \$15,000 each year to be used for scholarly activities.
- A citation to be presented at an appropriate occasion.
- The total distribution of Faculty Scholars will be about 2-3% of full-time or probationary faculty, i.e.:
 - Arts and Humanities 3
 - Business (Ivey) 3
 - Education 2
 - Engineering 3
 - Health Sciences 3
 - Information and Media Studies 1
 - Law 1
 - Medicine & Dentistry (Schulich)* 5
 - Clinical Academics 3
 - Music 1
 - Science 5
 - Social Science 6
 - Total 36 33**

*excluding Clinical Academics

~~The total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group.~~

Rationale: The University is served well by recognizing scholarly achievements at critical points of a Faculty member’s career. This award will recognize outstanding contributions in research, teaching or service reflecting sustained excellence in all

ITEM 5.1(h) – Evolution of Work Teaching Scholar

ACTION: APPROVAL INFORMATION DISCUSSION

The Property and Finance Committee, on behalf of the Board, approved the establishment of the Evolution of Work Teaching Scholar with an appointment in the Ivey Business School.

EXECUTIVE SUMMARY:

Approval Process

MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. University Advancement is utilizing the open process in respect of this Teaching Scholar.

Under the open process, the proposal is submitted to the committee for recommendation to Senate. It will then be brought to the Property and Finance Committee of the Board for approval on behalf of the Board.

Donor and Funding

The Teaching Scholar will be established through a new expendable contribution totaling \$500,000 from Sylvia D. Chrominska.

Effective Date

February 1, 2024

Purpose

The Evolution of Work Teaching Scholar will ensure that Evolution of Work research from the Ivey Business School, as well as the latest thought leadership in the field, are integrated throughout Ivey’s programs and the entire student journey.

Criteria

Appointments to the position will be conducted according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships (https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf) of the University.

The Evolution of Work Teaching Scholar is a five-year term-funded position held in the Ivey Business School.

Allowable Expenses

Funds available from the project will be used to support salary and benefits and/or research or some mix thereof.

The Dean of the Ivey Business School, or their designates will be responsible for allocating and spending.

Reporting

The University agrees to report annually to the donor regarding the activities of the Teaching Scholar.

Background

Sylvia Chrominska graduated from Western with an HBA '75 and BA '73, Economics. In 2014, she was awarded an Honorary Degree from Western. Sylvia joined Scotiabank in 1979 and held progressively more senior positions until retiring in May 2013 from the position of Group Head, Global Human Resources and Communications. She serves on the Board of Directors of Emera, Inc., Wajax Corporation, and the Canada Pension Plan Investment Board. Sylvia's community activities have included: Chair of the Capital Campaign for Women's College Hospital; the Dean's Advisory Board, Ivey Business School; the National Board of Directors of the Multiple Sclerosis Society of Canada; a member of the International Women's Forum, Women's Executive Network, and the Global Human Resources Roundtable. Sylvia has served on the boards of Western University, Dofasco, Inc., Goodwill Industries of Toronto, and The Stratford Festival and the Junior Achievement of Central Ontario Boards of Governors.

Reputational Risk

As part of its due diligence process in respect of prospective donations, University Advancement reviews public information regarding donors and their related entities from the perspective of reputational risk to the University. Reputational risk is assessed as low, medium or high and is determined as agreed among the Vice-President (University Advancement), the Dean(s) of the Faculty to which the academic position is appointed, and the Provost and/or Vice-President (Research) as appropriate.

Risk Assessment: Low

ITEM 5.2(a) – Fund Raising Quarterly Report (Q2)

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 – at 26% of target.

ATTACHMENT(S):

[Fund Raising Quarterly Report as at October 31, 2023](#)



**FUND RAISING QUARTERLY REPORT
as at October 31, 2023
(with comparative figures for Fiscal Year 2022 and 2023)**

PLEDGE DATA¹

	May 1, 2023 to Oct 31, 2023 (000's)			Fiscal Year 2023 (000's)		Fiscal Year 2022 (000's)	
	Target	Actual	Actual as a % of Target	Target	Actual	Target	Actual
Pledges outstanding May 1st	93,271	93,271	N/A	73,009	73,009	86,866	86,866
New Gifts & Pledges (Gross)	85,000	21,682	25.5%	75,000	93,301	67,500	83,815
Pledges cancelled/amended on new/prior pledges ₂	(2,750)	583	-21.2%	(5,094)	(3,604)	(1,633)	(2,969)
Net New Pledges/Gifts	82,250	22,265	27.1%	69,906	89,697	65,867	80,846
Contributions received in payment of pledges/gifts ₃	71,461	18,888	26.4%	74,236	69,435	63,652	94,703
Net Pledges Outstanding	104,060	96,648	92.9%	68,679	93,271	89,081	73,009

COST PER DOLLAR RAISED

	May 1, 2023 to Oct 31, 2023 (000's)			Fiscal Year 2023 (000's)			Fiscal Year 2022 (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
Total Expenses/Cost Per Dollar Raised	21,682	4,982	N/A	93,301	11,074	\$0.12	83,815	10,587	\$0.13
3-Year Average Cost Per Dollar Raised₄				86,977	10,749	\$0.12	73,848	10,212	\$0.14

RETURN ON INVESTMENT

	Revenue			Revenue			Revenue		
	Cash Received	Expenses	Return on Investment	Cash Received	Expenses	Return on Investment	Cash Received	Expenses	Return on Investment
Total Return on Investment	26,053	4,982	N/A	63,914	11,074	\$5.77	67,782	10,587	\$6.40
3-Year Average Return on Investment				66,493	10,911	\$6.09	64,149	10,242	\$6.26

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 Adjustments exclude \$2M pledges written off in FY23 related to outstanding pledge balances that were not included in the opening balance. This was due to pre-2005 pledges that were identified as data conversion errors when migrating to BBRCM.

³ 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.

⁴ 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(a) – Board Succession Planning Update

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The following seat on the Board of Governors is vacant:

- Appointment by the Lieutenant Governor-in-Council (LGIC)

The terms of several Board members are concluding in 2024 as follows:

- K. Gibbons - term ends June 30, 2024 (Appointed by the Alumni Association)
- S. Pitel – term ends June 30, 2024 (Appointed by Senate)
- S. Bennett – term ends October 25, 2024 (Appointed by the Lieutenant Governor-in-Council)

The following seats will be filled through the spring 2024 election process:

- Elected by Undergraduate Students (currently held by E. Chen)
- Elected by Graduate Students (currently held by E. Sapuridis)

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 23, 2024, the Senior Policy and Operations Committee considered the current skills of Board members and engaged in a discussion of needs. The following skill sets/experiences and needs were confirmed:

- Senior executive experience
- Diversity including:
 - Gender
 - Black, Indigenous (First Nations, Inuit or Métis), Persons of Colour
 - Persons with Disabilities
 - Lesbian, gay, bisexual, transgender, questioning, queer, intersex, pansexual, two-spirit (2S), androgynous, asexual
 - Creed
- 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 5.4(a) – 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 2022/23](#)



Western  Libraries

Annual Report | 2022/23



A Message from Catherine

The 2022/23 academic year was the first year of Western Libraries' new strategic plan, [Forward Together](#). This plan is ambitious, and I am pleased to share with you this snapshot of what has been accomplished so far by the librarians, archivists and expert staff of Western Libraries.

The LibQUAL+ survey provides Western Libraries with informative feedback from students, faculty and staff regarding how well library collections, services and spaces are meeting expectations. The results will directly impact how we work together and evolve services to advance research and student success.

Another new program, the Library Student Ambassadors, enhances the student experience in many ways. The ambassadors highlight for other students how the library supports academic success and engages with students to partner in the creation of programming and services that reflect students' diverse needs.

The new library curriculum has been put into practice by librarians in partnership with faculty. It fosters the development of library research skills and new knowledge that is informed by values that advance equity, diversity, and inclusion. The open educational resources grant and support program provides instructors with the resources they need to create or modify OERs for their courses and improve the accessibility of higher education for students.

Plans for the next phase of the Weldon Library revitalization project showcase how

library facilities are evolving to enhance the student experience and support Western's strategic growth.

The efforts of the Archives to repatriate records to the Six Nations of the Grand River exemplifies Western Libraries' commitment to create an inclusive library that values Indigenous peoples, perspectives, and ways of knowing.

A team of researchers at Western Libraries are advancing the library's commitment to environmental stewardship and sustainability by encouraging eco-friendly practices. The mapping project in El Salvador and an expedition across the Sierra Nevada mountains illustrate how library expertise and information technologies such as GIS expand traditional notions of the contribution to research Western Libraries can make.

This impressive start to *Forward Together* all comes down to the dedicated librarians, archivists, staff and student employees of Western Libraries, some of whom are introduced throughout this report.

On a personal note, I would like to acknowledge this is my last annual report. My second five-year term as Vice-Provost & Chief Librarian ends on June 30, 2024. It has been an honour and privilege to lead this organization and work with so many talented and passionate colleagues. I am proud of all the important work we have achieved together and wish great success to the next Vice-Provost & Chief Librarian.

Catherine Steeves
Vice-Provost & Chief Librarian

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We Asked, You Shared: Survey Results

How does Western Libraries know what a community of nearly 35,000 students, faculty and staff need from their library? We ask!

For almost 20 years, we have joined libraries from around the world in using a survey called [LibQUAL+](#) to understand user priorities for the library and their experiences with library services. The survey is one way Western Libraries uses data to continuously improve services. Past survey results have informed everything from strategic planning to the ongoing renovation of The D.B. Weldon Library.

In March, we heard from more than 2,700 Western community members in response to the most recent survey.

What we heard

The [2023 LibQUAL+ results](#) were consistent with what we have heard in previous surveys. Users indicated a high level of overall satisfaction with

the collections, spaces, and services Western Libraries provides. Quantitative data shows users feel that library collections, spaces, and services help them complete their research more efficiently and advance in their respective fields.

Collections

Commenters were clear they value the collections available to them, both online and in print. The survey stated users are satisfied with their ability to access library materials, and especially, borrow

Strategic Plan Spotlight

This story illustrates how we catalyze research, scholarship, and creative activity, and build and steward our diverse collections to enable discoveries that address the grand challenges of our time.

It also shows how we create services and learning environments that enable student success.

from many different university library collections in Ontario. However, some commenters reported issues when using the new Omni search tool and other online library services. The usability of our online platforms will continue to be a focus for us in coming years.

“Being a distant learner, the availability of resources online greatly supported my learning while completing a Master’s program,” said a graduate student from the Faculty of Education.

Spaces

Nearly 70 percent of open comments on the 2023 survey had to do with physical library spaces, confirming that space for work and study continues to be essential to our users. Satisfaction with library spaces was significantly higher in 2023 than in 2019, with commenters stating that our study spaces were comfortable, welcoming and inspired focus.

“We’re thrilled to see that bump in space satisfaction. It’s great confirmation that the changes we’ve been making in response to the 2019 survey feedback, including the Weldon Revitalization Project, are a step in the right direction,” said Kristin Kerbavaz, assessment librarian and LibQUAL+ project lead.

Ratings and open comments show noise levels are a significant concern for library users and confirm study space is at a premium, particularly during exams. Creating and maintaining quiet study space will be a focus for us in the coming years.



“The library in Weldon provides a very spacious place for students to find information they need, and study space to get work done,” said an undergraduate student from the Faculty of Information and Media Studies. “The only problem that I have is that it is often full and difficult to find a spot because of how full the library can be.”

Services

Satisfaction with staff and the service they provide has consistently been our highest scoring section of the survey. Commenters told us they find staff to be both friendly and helpful. They also shared how important research support, workshops, and class sessions are to their academic success. Comments suggest library users, particularly students, value the online research help services that expanded during COVID-19 library closures. Finding ways to sustainably balance online and in-person services will be a focus for us in the coming years.





“The staff are excellent! They are courteous, efficient, and helpful,” said a faculty member from the Faculty of Science.

What’s next

We have shared the results with library staff and are working with service teams to identify ways we can take action.

The results will also be brought to a new library Student Advisory Council that will help us set priorities and provide a student perspective on our findings.

Finally, we are pursuing further research to dig into the survey findings more deeply. If you are interested in sharing your feedback to help shape future library spaces and services, consider signing up for the [User Participation Lab](#). As a member of the lab, you will be contacted with opportunities to participate in the user research projects we do throughout the year.

Every day we strive to build the collections, spaces, services, and support your need to thrive at Western. It is the valuable feedback received from the community that helps us grow alongside our students, faculty and researchers.



Meet Claire Hong, library assistant at Weldon Library since 2021. As a member of the User Services team, Claire plays a vital role connecting students, faculty and researchers to information, research and services. She provides research support via our chat service, email and individual consultation. She also supports library outreach and events and manages various library spaces such as grad study rooms.

Claire works with our Interlibrary Loan team to facilitate access to books, articles and other materials from all over the world.

“Library work is all about the team and not the individual. I am so thankful to have such hardworking and helpful colleagues among the library assistants in the User Services team,” said Claire.



Inspiring Knowledge Justice in Nursing

All we need is one person, or one moment, to change our view of the world. For Ashley McKeown, lecturer with the Arthur Labatt Family School of Nursing, one such spark was attending a presentation by curriculum librarian Heather Campbell at the 2022 Fall Perspectives on Teaching conference.

Strategic Plan Spotlight

This story demonstrates how we foster the development of library research skills, knowledge and values.

It's also an example of how we collaborate to advance equity, diversity, inclusion, and foster belonging and community.

"Hearing about the [library curriculum](#) blew my mind. Despite focusing on international and social justice work in my nursing practice, the literature I was using to inform my work all came from westernized, privileged perspectives. The concept of knowledge justice was language that I didn't know I was missing. I went straight home from the conference to re-write my course assignments," McKeown said.

Western Libraries has a long history of partnering with faculty to teach students about research. Our new learning outcomes also ask students to reflect on how much they see, read or hear comes from one perspective or worldview.



“I had to undo my thinking about research after starting to use the library curriculum,” McKeown said, “and reconsider what we mean in nursing when we say, ‘best evidence.’”

Over the past year, McKeown explored these ideas alongside Campbell and Master of Library and Information Science co-op student Lea Sansom. The group revised McKeown’s introductory nursing course to incorporate positionality work and a new knowledge justice assignment.

“We need to acknowledge knowledge injustices right up front, in first year,” McKeown said. “Students know that racism exists, that decolonization is necessary – this is a reality they live every day. Avoiding these only does them a disservice.”

McKeown brought her newfound commitment to knowledge justice to the Canadian Association for the School of Nursing’s (CASN) national education

conference, where she presented with Campbell and doctoral student V. Logan Kennedy on the library curriculum in May.

“Equity is foundational to the nursing profession,” McKeown said, “and what we define as best evidence is informed by our college. As we reconsider what that concept means we need to bring these discussions to accrediting bodies like CASN.”

McKeown and Campbell also partnered with students while supervising two master of nursing students this summer, part of the program’s knowledge synthesis course. “Vanessa and Keely created teaching cases that apply the library curriculum to their lived experiences as nurses,” Campbell said.

Student Keely Trudgeon describes her learning experience as memorable, but complex.

“This placement asked me to be open, and to embrace vulnerability and uncertainty. I view knowledge differently now. As a public health nurse, I need to bring a critical lens to the knowledge sources that shape nursing policies, protocols, and guidelines. I will leverage my placement to challenge the status quo and advocate for change,” said Trudgeon.

McKeown and Campbell plan to continue their decolonization work next year with professional development for the entire nursing school community focused on the library curriculum.

“Partnering with Ashley is a gift,” Campbell said, “I’m so grateful for her willingness to experiment.

I’m not sure she realizes how much impact her commitments to justice and decolonization have on others.”

McKeown herself remains focused on tomorrow’s nurses. “I am deeply hopeful at how much things have changed in a short time,” McKeown said, “but we still have so much to learn. We need to make sure the future is better for our students, for their kids and for their kids’ kids.”



Meet Heather Campbell, curriculum librarian since 2020. A member of both the Western Libraries Teaching and Learning team and the Centre for Teaching and Learning, Heather supports the University’s strategic curricular initiatives. She often describes her position as a “unicorn job,” or the perfect blend of her teaching, library, and educational development backgrounds. Heather’s love of curriculum work stems from its ability to bring colleagues together. “Teaching often happens in isolation. Curriculum conversations encourage teams to build programs with intentionality and in community,” said Heather.

Heather’s current priority is supporting programs with decolonizing curricula, speaking on the topic as keynote for the *Spring Perspectives on Teaching Conference* this year. She is also busy developing lessons in support of Western Libraries’ new knowledge justice curriculum. “The library has a role to play in demonstrating the vulnerability and unlearning required of decolonization work. I hope my work can contribute even in a small way,” said Heather.



Weldon Revitalization: Phase 2

Spectacular! State-of-the-art! Beautiful! These are just some of the words students, faculty and staff have used in survey responses to describe the new two-storey student Learning Commons in The D.B. Weldon Library (Weldon). Since we wrapped up the first phase of the Weldon revitalization, we have welcomed thousands of students, faculty and researchers to the refreshed spaces. The renovation has been such an overwhelming success, everyone is anxious to see what's next.

In April 2022, Western University allocated an additional \$15 million to fund the next phase of the Weldon revitalization. Armed with lots of valuable stakeholder feedback and a vision outlined in the 2017 [Western Libraries Space Master Plan](#), the project oversight team (POT) was ready to pick up right where they left off at Phase 1.

After revisiting the Space Master Plan, a Phase 2 program validation of Weldon was completed with

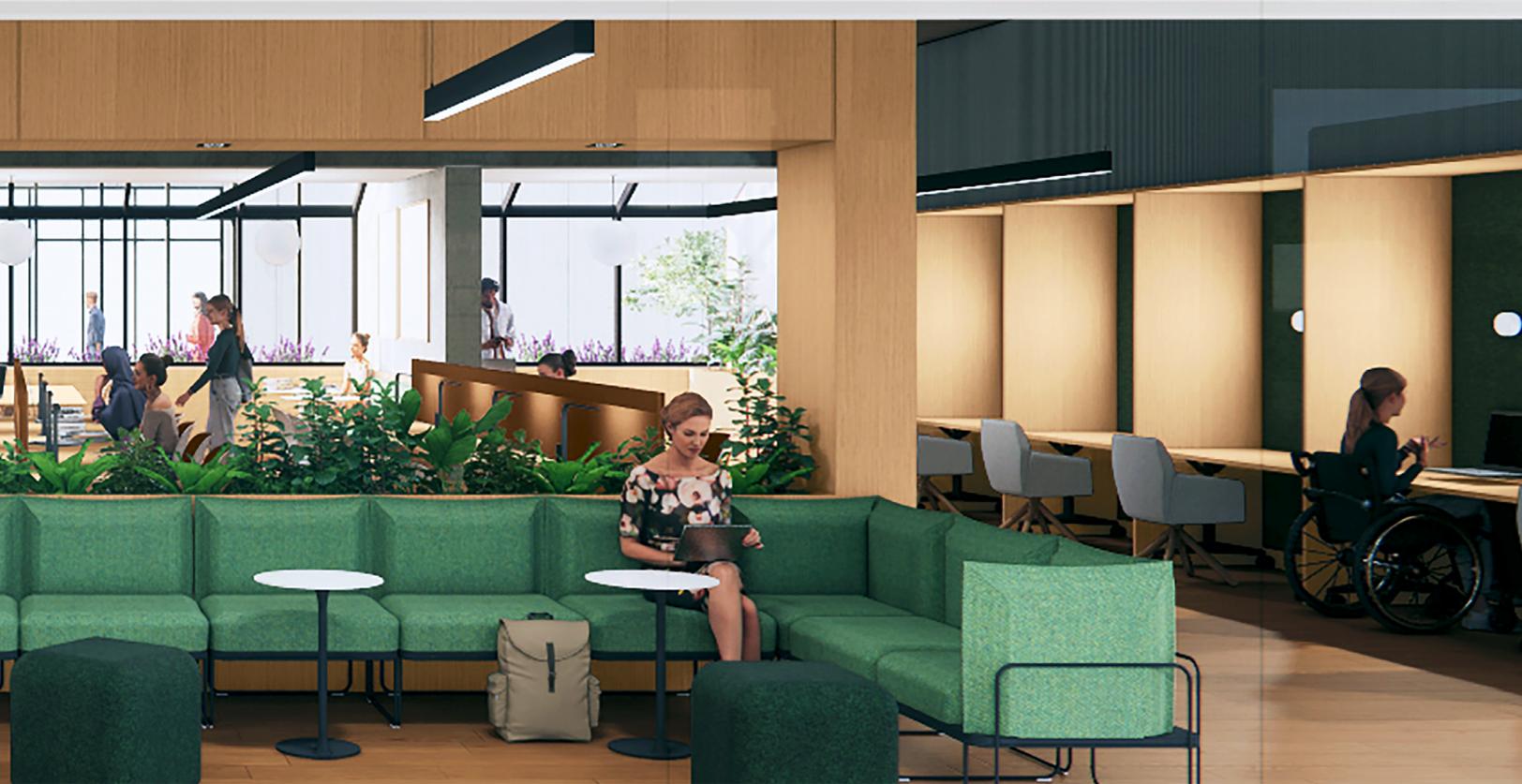
a focus on avoiding reduction of onsite collections. Then a new need emerged.

To bring the library team together on main campus and make way for other University programs to expand in Elborn College, the Content Management, Discovery and Access staff will join their colleagues on the 5th floor.

Given the specialized needs of this group, the relocation kickstarted a complicated game of musical chairs that has kept architects

Strategic Plan Spotlight

This story highlights how we support Western's strategic growth by advancing the Space Master Plan to create facilities, information technology, and infrastructure that inspire discovery, learning, research and scholarship.



^ Rendering of the new silent study space.

Perkins+Will and the rest of the POT team busy. After a lot of discussion, consultation and design, the team has come up with a revised plan that accounts for the staff move from Elborn and allows for the most anticipated Weldon upgrades.

Silent study

The recent library survey shows us students like the refreshed spaces. Students also made it loud and clear that noise levels in the spaces are too, well, loud.

"Weldon is way too noisy especially in the quiet areas, there is never silence," said an undergraduate student from the Faculty of Social Science.

Based on this feedback, a new silent study space in the Learning Commons, located at the base of the grand stairwell in what is now the Centre for Teaching and Learning (CTL), will be created. The space will be an enclosed area

like the Community Room to eliminate noise from the outside. Acoustic panels will also be in place to help absorb sound. Large windows will allow natural light to filter through, and we will offer a variety of seating options including study carrels for solo studying.

The CTL will move to a new office on the 2nd floor, complete with two refreshed classrooms for their





⌘ Rendering of the Digital Scholarship Centre and Graduate Commons.

programming, as well as library and other campus partner events.

Digital scholarship and graduate commons

Dating back to the drafting of the Space Master Plan in 2017, and again in our 2023 library survey, we heard from students, faculty and researchers that Weldon would benefit from two key spaces: a digital scholarship centre and graduate commons. We are excited to finally make these spaces a reality in Phase 2.

Co-located on the ground floor will be the home of a new hub for digital scholarship and graduate commons that includes:

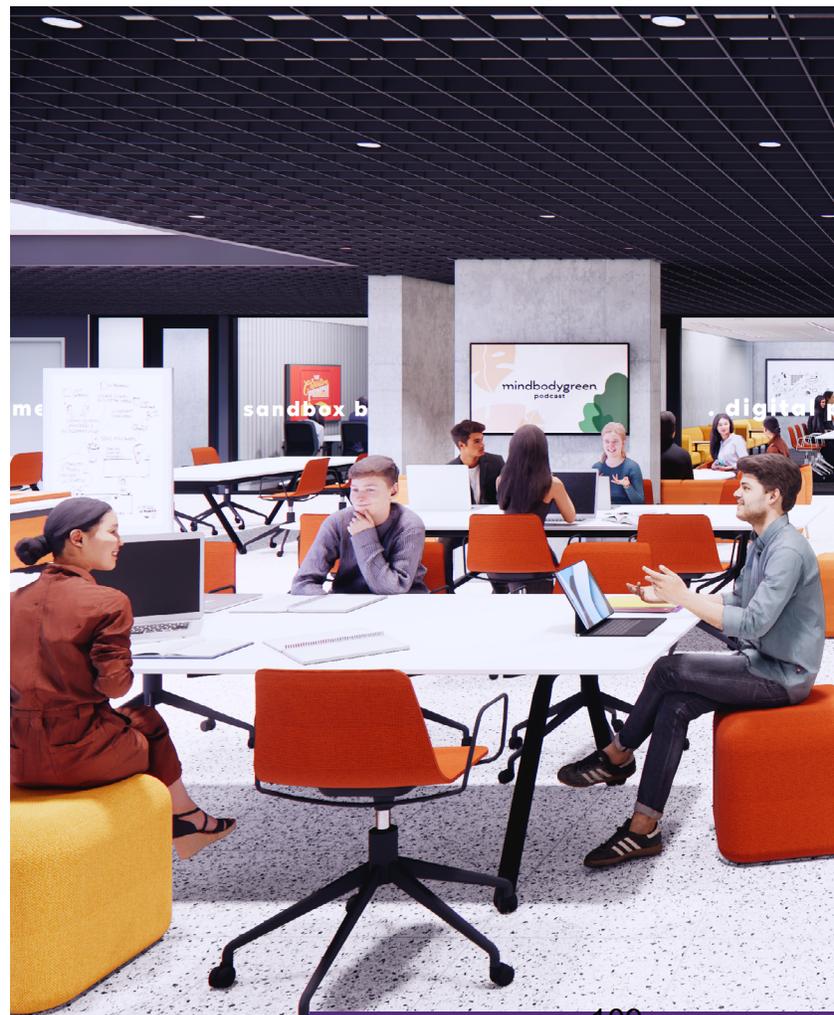
- A creation suite
- A media suite
- Presentation and digital display facilities
- A podcast room
- A primary source classroom
- Bookable meeting rooms
- Study spaces
- Exclusive spaces for graduate study and project work

What's next?

This fall, we'll focus on additional stakeholder consultation and finalize decisions around design, furnishes and finishings.

We hope to start construction on the 5th floor as early as November 2023 and turn our attention to the ground, main and 2nd floor in January 2024.

We look forward to sharing this next chapter in Weldon's transformation with you.



Indigenous Records Return Home

Strategic Plan Spotlight

This story shows our commitment to partnering to create an inclusive library that values Indigenous peoples, perspectives and ways of knowing. It's also one example of how we seek to build reciprocal relationships with Indigenous communities.

A letter book kept by Mohawk leader [John Brant](#) during his term as resident superintendent of the Six Nations of the Grand River has been returned to its rightful owners.

The book, along with four letters dating back to Brant's death in 1832, were previously held by Western Libraries Archives and Special Collections (ASC) before being repatriated to the [Six Nations Lands and Resources](#) Office.

The letter book came to Western Libraries in October 1979 as a \$100 purchase from what was then the London Public Libraries and Museum board. The process to return it to Six Nations was spearheaded by Western Libraries archivist Leslie Thomas.

"For the longest time, it was listed in our catalogue as the John Brant fonds, as the letters were believed to be his personal records," she said.

However, through the assistance of an intern five years ago, Thomas discovered that was not the case. Instead, the book contained governance records of outgoing correspondence and proceedings of Six Nations general councils from 1828 to 1834, as well as those from 1837, 1843 and 1873. Topics include the survey of drowned lands, the navigation of the Grand River and the settlement of land claims in Brantford, Ont.

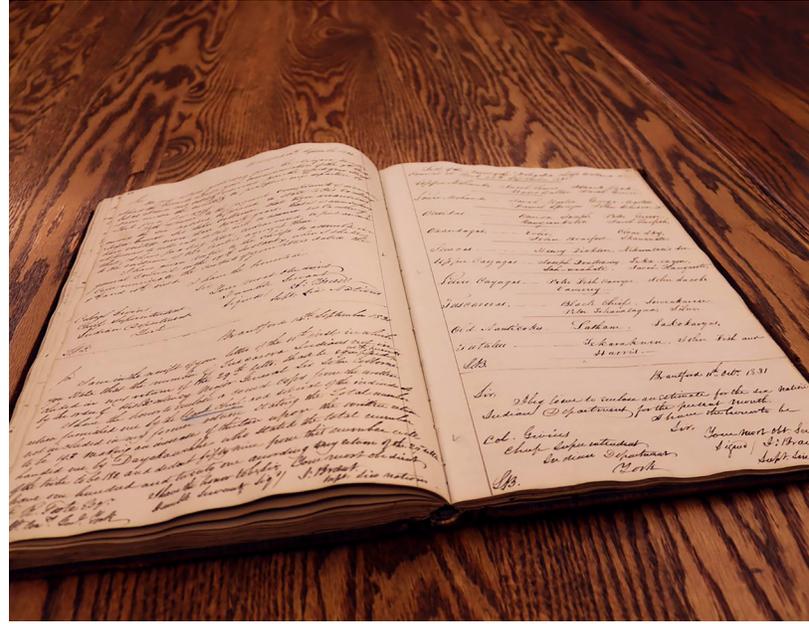
« Western Archivist Leslie Thomas (left) and Constance Bomberry of the Six Nations Lands and Resources Office with the repatriated letter book kept by John Brant.



“It contains land ownership and treaty information, documenting any decisions made in that time period,” Thomas said. “That’s quite significant. I saw it as property we had no rights to.” Thomas created an internal document, arguing for deaccession, which was reviewed and subsequently approved by all the archivists and librarians within the ASC.

She then contacted Marcie Sandy, land research unit supervisor at the Six Nations Lands and Resources Office, who was surprised and happy to hear the news.

“There are some letter books here in the office,” Sandy said. “But we don’t know what ones are missing. We really appreciate Leslie reaching out and returning the book to us, because that doesn’t always happen.”



For Thomas, returning the items was “just doing the right thing.” And after the pandemic slowed the repatriation process, she was pleased to finally see Constance Bomberry of the Six Nations Lands and Resources Office retrieve the documents in August.

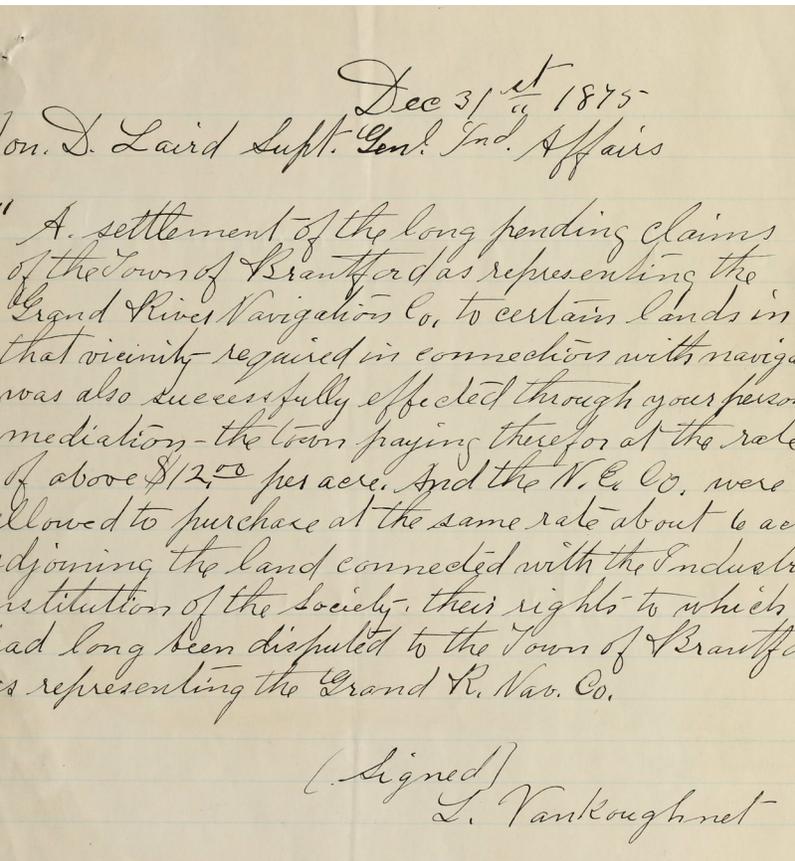
Digital access

Before the documents were repatriated, the land office agreed to allow the ASC to create high-quality, digitized files of the materials, now renamed as the [Six Nations of the Grand River fonds](#).

“I’m really grateful they let us digitize them,” Thomas said. “They are allowing us to continue to provide access to our researchers and to put it online so anyone can look at it. That was very generous of them.”

Supporting decolonization

Although there isn’t a significant amount of Indigenous material in the ASC, the unit has been working to support decolonization for close to a decade.



⌘ A letter found in the book regarding the settlement claims of Brantford.

A current legacy description review project aims to address the use of inappropriate language in past descriptions of archival material in the archives catalogue and finding aids.

“This is something a lot of archives have worked on over the last couple of years,” she said. “Creating a finding aid historically is hierarchical and the file titles often come from donors. Materials that come from 1901 or even more recently can contain commonly used terms that are no longer considered appropriate. The challenge is finding it all.”

Where the original language is retained, Thomas said warnings will be added, noting offensive words or images.

Thomas is also working on a project to identify 21 undated photographs from the [Muncey Photograph Collection](#) featuring both non-Indigenous and unidentified Indigenous children and adults from Muncey, Ont. They may include members of the Munsee-Delaware Nation, Chippewas of the Thames First Nation and Oneida Nation of the Thames. By posting the images online using social media, she’s hoping the people in the photos will be recognized.

“I think it is really important that people be named,” Thomas said. “We have a poor history in Canada of not naming Indigenous people. I think not being represented, not seeing yourself in the past, actually does harm, because it’s taking you out of the picture, saying, ‘you’re not part of the story.’”

Active role in reconciliation

Through decolonization and repatriation, Thomas said libraries, museums and universities across Canada have an important role to play in reconciliation.



⌘ Letter book kept by John Brant.

“Our profession is talking a lot about these issues,” she said. “We have so much responsibility in terms of collecting materials and making things available.”

She also believes libraries have a role in addressing equity, diversity and inclusion.

“People in the past collected from people who were like them, and archivists tend to be part of an overwhelmingly white profession. We need to redress these things and to recreate relationships.”

— *This story was adapted from a Western News story.*



↗ Gunancora Massacre site memorial in El Salvador.

Maps of a War and Its Aftermath

Experts from Western Libraries are lending their skills to a powerful project to document stories, memories and crucial locations from the Salvadoran Civil War.

It's all part of [Surviving Memory in Postwar El Salvador](#), run by Information and Media Studies professor Amanda Grzyb. It's a collaborative project with international contributors, from survivors, scholars, artists and community organizers, among many others.

Geographic information systems (GIS) specialist Liz Sutherland and map librarian Zack MacDonald trekked to remote areas through the jungles of the

Central American country this spring to pinpoint important historical sites of the war.

They climbed. They battled overgrowth. And as they hiked alongside survivors, they gathered personal reflections on the horrors of the war.

“Working with community members and seeing the devastation on the ground – standing in this ruined flour mill where four children were killed from a rocket attack, hearing the story from one of the victims’ mothers – there are no words,” MacDonald said.

“You’re caught between the rigorous academic process but also dealing with something so emotional.”

MacDonald’s pouring over field maps from the United Nations, U.S. Central Intelligence Agency and organizations like the Red Cross that tracked El Salvador during the brutal war, spanning 1980 to 1992. He also uses air photos to better pinpoint sites now rebuilt or overgrown. Even in just 40

Strategic Plan Spotlight

This story demonstrates how we are expanding our services and outreach to local and global communities, and how we promote open scholarship and open science for the benefit of the global research community.

years, some locations have been reclaimed by the jungle, MacDonald said.

The goal is to uncover and remember.

“The library isn’t just books,” Sutherland said. “This project illustrates the new ways libraries help gather, share and preserve information.”

MacDonald and Sutherland are putting a high-tech spin on the work, using specialty photography, GPS data and satellite imagery to piece together 3D landscapes, stitch together air photos, and preserve the locations of these historical sites for the future.

It makes a difference.

Sutherland mapped the site of a violent massacre already located three years prior. Thanks to the data from her commercial-grade GPS, the Arrow Gold unit, mounted on a long pole, it became clear the area was actually kilometres away from the point on the map.

“That’s the difference of a three-hour hike down a steep terrain into a valley,” she said. “This kind of information could be used by the family members of survivors who want to hike the route in a

commemoration event. If they had the (originally mapped) point, they would have hiked to the completely wrong location.”

She captured 98 sites during the spring trip.

It will take multiple journeys to complete the work and build up a digital map featuring locations, data and details shared by survivors.

“It’s not just one conversation, one hike, it’s hikes all over the entire country with many different people who all have different memories and remember things differently as they’re walking through the space,” Sutherland said.

“It’s almost jogging your memory as you’re seeing the landmarks. It is so interesting. As soon as you’re in the place, you remember more than you would compared to recounting it by memory.”

A key tenet of the project is creating a community-driven archive, providing survivors and other Salvadorans skills and equipment to maintain and update the map after Western researchers leave. Eventually, the unit Sutherland is using will remain

✧ The GIS team recording a death march trail in, Cerro Vivo, Chalatenango, El Salvador.



in the community so they can continue capturing locations.

Sutherland said merging emotional conversations with ultra-accurate data – her equipment is precise down to the millimetre – “puts the human into the data.”

“A lot of these massacre stories and sites of violence weren’t captured in UN reports,” MacDonald said.

“These stories that have been buried and we’re bringing them to the fore, it’s really important to



Project collaborator and survivor Genaro Guardado describes a massacre site in La Laguna, Chalatenango, El Salvador.

change people’s understanding of what happened in El Salvador or allow people to hear it for the first time.”

— This story was adapted from a Western News story.

Meet Zack MacDonald, map librarian. As a member of the Archives and Special Collections team, Zack is responsible for Western’s Cartographic collections which range from late medieval *mappa mundi* and navigational charts, to aerial photos and satellite imagery, and atlases and globes. In addition to acquiring new materials and donations, he regularly teaches workshops about the map collection, historic geographic information systems and spatial humanities. Zack is an active member of the cartographic community and is the vice president, professional development for the Association of Canadian Map Libraries and Archives.

Zack has an active research portfolio where he works at the intersections of HGIS, BIM, immersive technologies and discovery layers. As a co-investigator on two SSHRC Partnership Grants: [Environments of Change](#) and [Surviving Memory in Postwar El Salvador](#), he explores the use of 3D reconstructions and immersive historical environments for education and data discovery.



THIS IS US

We are your information experts, when and where you need us. [Western Libraries teams](#) take your work to the next level.



Archives and Special Collections

We acquire, preserve and provide access to special collections and archives, including rare and unique materials in all formats, to support the teaching and research missions of the University. We also engage with and welcome use of the archives and special collections by members of the broader community.



Collections Management, Discovery and Access

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



Research and Scholarly Communication

We collaborate with researchers across campus to advance the creation, management, dissemination, and preservation of research and scholarship. We assist with open access publishing, GIS and statistical data, data management, researcher identifiers, research impact and copyright.



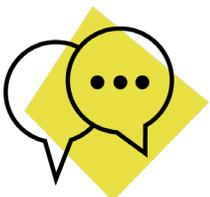
Teaching and Learning

We collaborate with faculty on curriculum design and create and deliver a variety of information literacy learning experiences. Our instruction on research strategies, misinformation and disinformation, and knowledge justice, among other topics, empowers students to become successful, information literate graduates able to achieve their full potential as global citizens and leaders.



User Experience

We support 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.



User Services

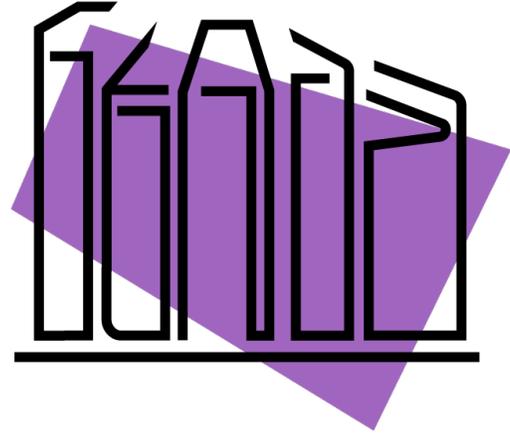
We design and deliver a suite of virtual and in-person front-line library services that support the teaching, learning and research goals of the Western community including Information and Public Service, Document Delivery, Collections Maintenance and Outreach and Events Services.

All Western Libraries units are supported by Administration and Operations and Library Information Technology Services. These teams provide critical support for staffing, human resources, facilities management, records services, communications and IT services. Information technology support includes staff computing, public website development, library service platform support, public printing, application development and domain management.

BY THE NUMBERS

COLLECTIONS AND USE

- **5,782,231** total items – digital and physical books, journals and other materials.
- **281,135** active serial subscriptions – digital and physical journal, newspaper and magazine subscriptions, representing over **300 million** articles.
- **792,780** other materials – scores, audio, video, maps, special collections, theses and dissertations.
- **4,453,684** e-journal views.
- **1,161,624** database searches.
- **403,827** e-book views.
- **43,504** multimedia streams.
- **1,337,078** catalogue searches.
- **49,889** physical items checked out.



INTERLIBRARY LOANS

- **11,757** requests fulfilled by partner libraries for Western researchers.
- **13,308** requests fulfilled for partner libraries.

RESEARCH SUPPORT AND INSTRUCTION

- **372** instruction sessions and workshops for **14,291** students, faculty and staff.
- **9,311** questions answered by chat and email.
- **2,538** in-depth consultations.



WEBSITE

- **1,107,623** unique visits to the library website.



COURSE READINGS

- **22,928** items available through Course Readings.
- **397,199** uses of digital Course Readings materials.

A Rubric for Sustainable Collecting



It's not difficult to raise alarm about the climate emergency; Canadians only needed to look outside this summer to see the catastrophic effects of wildfires raging since spring. What's more challenging is changing how we live and work to slow the devastating effects of climate change. Western University has committed to "discover, develop and advocate for approaches to make our world more sustainable." Researchers from Western Libraries are answering the call with the [Green Audit Project](#) – a first-of-its-kind investigation into the broad economic, environmental and social impacts of library collection management.

Academic libraries everywhere strive to grow collections and expand access to information, but all that growth comes at a cost. Acquiring print materials often involves wasteful packaging and inefficiencies in shipping and delivery. And, of course, between deforestation, water consumption, and petroleum-based inks and glues the carbon footprint of print production is less than ideal. Taking all these factors into account, it's hard to justify a revolving door of textbook

editions with minor changes published yearly while the previous editions are kicked to the curb.

Electronic collections come with their own environmental price. Facilities housing servers that store electronic information require an astounding amount of energy to build and maintain. Accessing e-resources also means a reliance on finite materials to produce everything from the batteries powering servers to the laptops and tablets we use to access collections.

The good news is there are greener alternatives to producing and distributing academic materials, and with the help of the Green Audit Project, libraries and other institutions can evaluate the

Strategic Plan Spotlight

This story is an example of how we foster environmental stewardship and support a culture of sustainability by encouraging eco-friendly practices.



green practices of publishers to help inform collection practices, increase transparency and better align with the [United Nations Sustainable Development Goals](#) (SDGs).

The research team has developed a rubric for assessing everything from materials to transportation to infrastructure. They've also added fields for evaluating how transparent publishers are about their sustainability efforts, as well as what commitments and compliance they've pledged. With the rubric, libraries or other institutions can reflect on their own unique collection practices and relationships.

For Paige Roman, graduate research assistant at Western Libraries and Green Audit Project member, sustainable collecting can't be one size fits all.

The Green Audit Project Team

David McCord, librarian and principal investigator, Collections and Content Strategies

Samuel Cassady, librarian and head, Collections and Content Strategies

Jax Cato, librarian, Collections and Content Strategies

Liz Mantz, librarian, Collections and Content Strategies

Paige Roman, graduate research assistant, librarian, Collections and Content Strategies

"It depends on each institution's priorities. For some, shipping practices might not be as important because they're located really close to a warehouse, or maybe they have a system in place for recycling and aren't as worried about extra plastic packaging. It's about looking at steps in the lifecycle of a product so that they can consider their own publishing partners practices

and what changes could have the biggest impact," Roman said.

At Western, the team is currently focused on connecting with publishing partners to request progress updates on their commitments to be carbon free by a future date. So far, they've audited 18 of Western Libraries' publishing partners. The team knows that for change to happen, publishers need to get on board.

"We need them, and they need us. It's not about tearing down publishers and pointing out their flaws because we're still purchasing their materials. This project opens up a conversation," Roman said.

One of the world's leading academic publishers, Taylor & Francis Group Ltd, is eager to find ways to reduce their environmental impact.

"Taylor & Francis has welcomed participation and collaboration with Western University on their proposed Green Audit Project," said Catherine Hodgson, sustainability manager, Taylor & Francis Group Ltd. "Part of driving sustainable change across the publishing ecosystem and wider supply chain is increasing the availability and transparency of information. As publishers we expect our vendors to

be forthcoming with information about the sustainability of their operations, so it is a natural progression for our customers and consumers to expect the same of us."

Recognizing that major publishers have more resources to dedicate towards sustainability, the Green Audit Project team is hoping to partner



with a smaller publisher to share their research and offer guidance on developing a sustainability program that's achievable at a smaller scale.

In the meantime, the team is focused on sharing their research more widely with other library professionals. They presented their research at the Ontario Library Association Super Conference 2023 with strong interest from publishers and librarians alike. They are also working on an Open Access publication for spring 2024.

Roman has her sights set on a much bigger impact.

"I would like to see this project or something similar brought up to OCUL [Ontario Council of University Libraries] or one of the other bigger library consortias, so there can be more collective pressure to see the changes that institutions – and a lot of students – value."

Meet David McCord, collections and content strategies librarian supporting the Faculty of Arts & Humanities since 2020. David assists with purchase requests, evidence-based acquisitions and collection displays. His research focuses on collection assessment, demand-driven book programs, collaborative collecting and resource sharing. David is passionate about building community-led dbwstks focused on equity, diversity, inclusion and decolonization.

David is dedicated to sustainability and is a member of the Green Audit Project research team. "It's time that libraries take a closer look at the impact book purchasing has on the environment, and the ways in which our choices can help to encourage sustainable practices across the globe," said David. The team was awarded a SSHRC Explore Grant for this project in 2023.



Library Ambassadors Build Community

Strategic Plan Spotlight

This story highlights one way we enhance the student experience and partner with students to build programming and services that reflect their diverse needs.

Imagine you are Western Libraries, determined to help students make the most of their time on campus and take full advantage of the collections, services and expertise we have to offer. You want them to feel confident navigating academic resources and library spaces and you're striving to give them something so much more essential and elusive – a sense of belonging.

Now imagine you are a new student at Western, living away from home for the first time, in a new city filled with strangers. Your inbox is overflowing, your calendar is chock full and you just received five course outlines each with a laundry list of expectations and assignments. Are you feeling overwhelmed yet?

Enter library ambassadors. They are students too, navigating the same challenges and experiences as their peers. They understand what students need to thrive and how Western Libraries can help. They are familiar faces, ready to welcome students to our community with open arms.

Western Libraries' student ambassadors made their debut this past year and the role and its impact has well exceeded our expectations. Recently, we sat down with student ambassadors Jake and Milena, to reflect on the experience.

What role does Western Libraries play in the student experience at Western?

Jake: The library is a vital part of a student's everyday routine, really – whether you stop by between classes or utilize the amazing research support, Western's libraries are always a great place to spend time and get help.

Milena: The library is one of the most important parts of a healthy university experience. The services the library offers, whether it's research support, course readings or access to a printer, relieve so much stress from the overworked student.

Not only are the services at the library so helpful, but the library also serves as a common space to collaborate with peers and find academic and social motivation at Western.



Jake »

Can you talk about the role students can play in raising awareness about our services, resources, and expertise?

Jake: Students' voices are essential to the library's ability to support and connect with students on campus.

Milena: Students will always trust their peers more than any figure of authority. I think that's why the ambassador position is so interesting because it brings the student voice right to the students, makes them aware of services and resources and encourages them to participate in the word-of-mouth process.

What are you most proud of when you think back on your tenure as a library ambassador?

Milena: I'm proud to have flexed my creative muscles and created something completely new for the Western community and to bring student engagement to the library in a way that we had never seen before.

Jake: It's so rewarding to look back and see the amazing progress we made! I would say a big highlight is whenever we got recognized on campus – students would swarm us saying

they know us from Instagram, which was a very surreal moment!

What are you up to now? How does your experience as an ambassador help you in your current role?

Jake: I'm currently working as a marketing coordinator for a teen travel company. I love applying my knowledge from my time at Western Libraries to new social media projects. Being the library ambassador gave me tons of confidence in myself when it comes to marketing and working with a team, and that experience is a huge reason I love what I do.

Milena: I'm a marketing and development assistant at Next Generation Arts, which is a not-for-profit organization that provides youth who have experienced violence or trauma access to free arts and wellness programs in Scarborough and York Region.

My experience as an ambassador helps inform my decision-making when it comes to creating and posting innovative social media content for younger audiences. I learned how to effectively communicate both professionally as well as more casually with youth. It also built my confidence, which has helped me immeasurably in my new role.

Thank you to the team at Western Libraries for coming along with us on the first ever adventures of the library ambassadors! Good luck to the 2023/24 ambassadors!

Jake: Good luck to the 2023/24 ambassadors! We can't wait to see what they share!

« Milena





Accessible Education With Open Resource Grants

Five Western faculty members are embracing open education resource course materials thanks to a pilot initiative spearheaded by Western Libraries.

The [open education resources \(OER\) grant](#) and support program offers instructor funding and in-kind support to integrate OER into teaching. The program is a partnership between Western Libraries, the Instructional Technology Resource Centre, the Centre for Teaching and Learning and Western Research's knowledge exchange and impact team.

OER course materials are openly licensed and freely available for anyone to use, which saves

students money on course materials, making learning more equitable.

"We are responding directly to students through this program," said research and scholarly communication librarian Emily Carlisle-Johnston, noting a 2016 University Student Council policy recommending Western facilitate an open educational resources pilot.

"Cost is definitely one of the driving factors and is largely tied to equity and ensuring everyone has access to the material that will help them succeed in a course," she said.

Open access to information is a strategic priority for Western Libraries. The program also aligns with a key pillar in Western's strategic plan, Towards Western at 150, aspiring to make the future of learning more equitable and inclusive.

There are many benefits for instructors who embrace OER, including Creative Commons licensing, which allows the option to adopt and customize OER to the unique structure

Strategic Plan Spotlight

This story illustrates how we catalyze research, scholarship and creative activity by championing and enabling a campus culture of open access for publishing, educational resources and data.

and context of their courses. “They don’t have to reinvent the wheel, but can build upon the work of their peers, swapping in more local and meaningful examples, and updating content when there are significant developments,” Carlisle-Johnston said.

Engaging course materials

OER grant recipient Alexis Smith, clinical practice faculty lead and lecturer in the Arthur Labatt School of Nursing in the Faculty of Health Sciences, appreciates the ability to keep her content current.

“My course is mainly focused on mental health, which is such an evolving subject area,” she said. “Although the textbook was published in 2019, much of the content is already dated because knowledge moves so quickly now.”

Smith, BScN’16, MScN’18, is also mindful of the costs incurred to students, and worried that only a few of the chapters in the \$155 textbook were relevant to her course material.

“I felt obligated to include readings every week because they had purchased this textbook,” she said. “I think we all have a responsibility to think about students’ financial obligations.”

Through the OER program, Smith can replace the textbook with diverse course materials, including videos and virtual simulations. “That was a primary motivator for me,” she said. “In nursing or other practice-based concepts, students often learn best with visuals where the content comes to life.”

She also appreciates the support and expertise of the program partners.

“I’m a novice educator,” she said. “Choosing course materials and being able to modify course



goals and meet learning outcomes is challenging when you’re new to teaching. This program gives you the support of library staff who have the specialized skills to help you find materials and the support of the CTL (Centre for Teaching and Learning) to help you embed those changes in the course in a way that’s purposeful. It allows you to transform your entire course. You’re helping the students save money, but hopefully also offering them a better learning experience through the whole process.”

Community of learners

An unexpected but welcome benefit for Smith has been the opportunity to connect with other grant recipients on formal cohort calls and follow-up discussions.

“I’ve now met people from other faculties who are really passionate, more experienced and further along in their OER journey,” she said. “I’m able to draw upon that and learn so much from them. I never would have made those contacts without this program. With new concepts like OER, you need that community of learners, and then hopefully you can be part of bringing someone else in your circle into that community and create that spread of knowledge.”

2022-23 OER Grant Recipients and Projects

Candace Brunette-Debassige, assistant professor, Faculty of Education

Indigenous teaching and learning series module: Working with Indigenous students

Donna Kotsopoulos, dean, Faculty of Education

Project open and accessible: Instructor tool for evaluating OERs for course inclusion

Vera Sarina, lecturer, Faculty of Education

The living tree of mathematics: Word problems through world history and cultures

Alexis Smith, clinical practice faculty lead and lecturer, Arthur Labatt School of Nursing

Adopting OER in nursing to further student learning in mental health

Courtney Casserly, assistant professor, clinical neurological sciences, Schulich School of Medicine & Dentistry

A STROKE of genius: Teamwork makes dreamwork

— This story was adapted from a Western News story.



Meet Emily Carlisle-Johnston, research and scholarly communications librarian since 2020. Emily works with researchers, instructors and editors to facilitate open publishing. She educates authors who are exploring options to publish their work Open Access (OA), provides technical training and advice on editorial guidelines to editors who manage OA journals, and advises instructors who are seeking to find or create open education resources (OER) for their teaching.

Emily recently launched the second round of the open educational resources grant and support program — a program she established, in partnership with the Centre for Teaching and Learning and the Instructional Technology Resource Centre, to support integration of OER into teaching.

“My vision for the future of academic publishing is scholar-led and community-driven, rather than controlled by commercial publishers that profit off of academics’ labour. I hope that my current and future work will play a role in fulfillment of this vision.”

Reflections on Experiential Learning



Paige Roman – Collections and Content Strategies co-op student

I had the opportunity to work on numerous projects and collaborate with amazing colleagues across the Content Management, Discovery and Access team. My major project was a retrospective monograph assessment project where I analyzed usage and subject trends to inform future purchasing. I also developed a research project on sustainability in collections, assisted in the development of an approval plan, interpreted licenses, and engaged in outreach such as hosting a monthly library-wide journal club. These projects allowed me to hone my data analysis skills and understand the intricacies of managing and developing collections.

My supervisors always encouraged me to seek out new opportunities and make the most of my co-op experience. My placement was by far the highlight of my degree and I couldn't have asked for better people to work with. I'm excited to channel everything I learned during my time at Western Libraries into a career in collections!



Amber Carroll – Communication and Marketing intern

As a Communication and Marketing intern, I had the privilege of contributing to the social media strategy of Western Libraries. This role provided me with invaluable exposure to copywriting, collaboration across the organization and the work it takes to make various initiatives and events successful. One of my favourite aspects of the role was the value of creativity. I got to see my ideas integrated into compelling content.

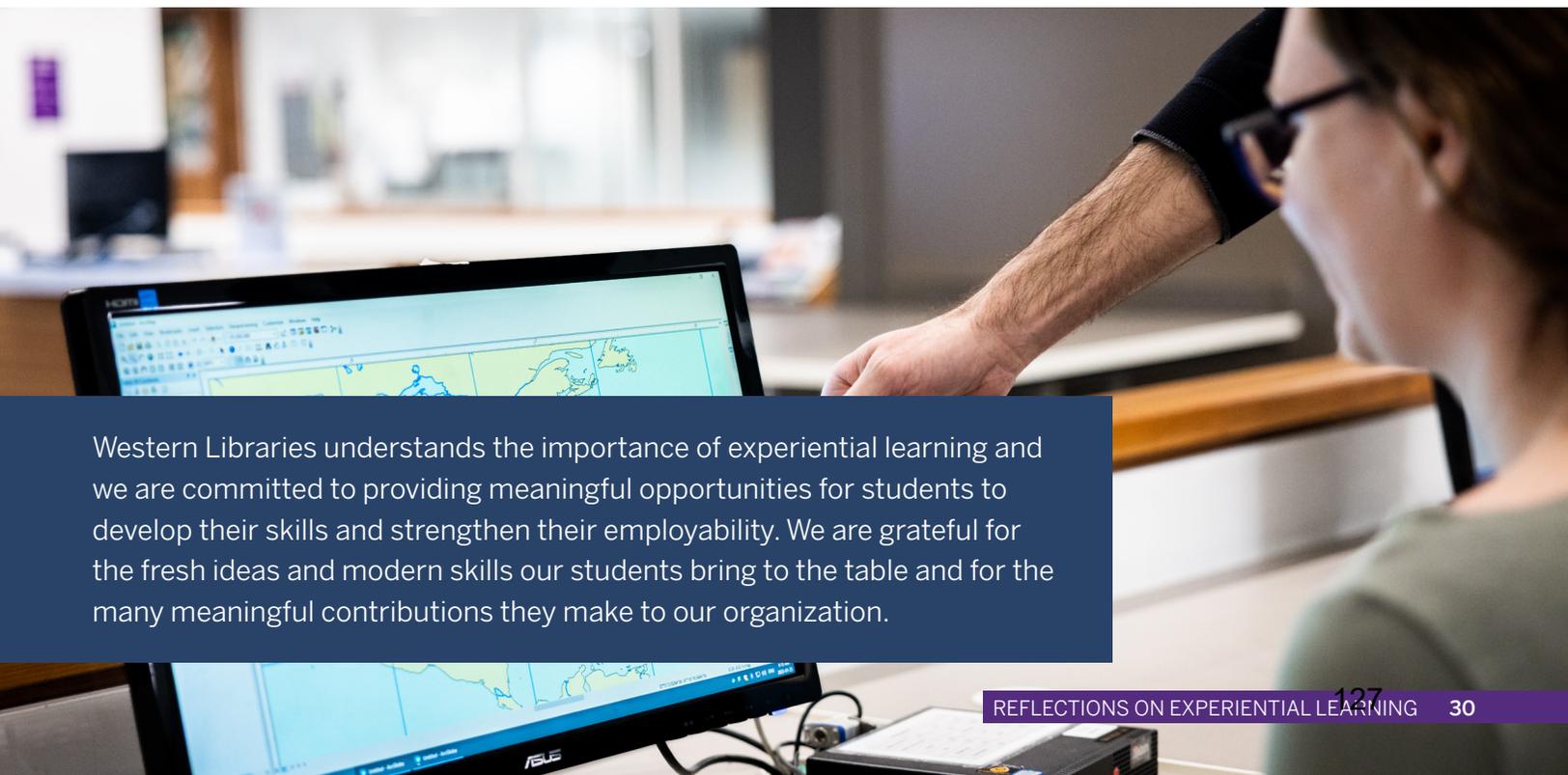
The skills I cultivated during my internship have helped me succeed in other work experiences, such as writing for *The Health Insider* and completing a co-op term with Technology at RBC. The lessons I have learned at Western Libraries have also undoubtedly assisted me in receiving a proactive offer to return to RBC full-time. The groundwork laid during my internship was not only an opportunity to truly make an impact but also secured my pathway to a thriving future.



Noah Churchill-Baird – Research and Scholarly Communication co-op student

Throughout my co-op with the Research and Scholarly Communication team, I developed hands-on experience and practical skills as a librarian in training. From the first day onwards, my coworkers encouraged me to pursue opportunities across Western Libraries and to dive into projects that interested me.

My major project included the development of a digital presence for the Hume Cronyn Memorial Observatory on campus through the digitization of the autobiographical scrapbook of the Cronyn's earliest curator, W.G. Colgrove. Over the course of my co-op, I worked closely with Dr. Mark Tovey to bring this valuable manuscript to a wider audience through an e-book shared openly on Scholarship@Western, along with a digital flipbook version of the manuscript, and an accompanying ArcGIS StoryMap of Colgrove's life and connection to Western University. I am grateful for this project and the support of my colleagues in honing my skills in supporting library users and developing collaborative projects with campus partners, skills that I will be bringing to the Library of Parliament in Fall 2023 as a recently graduated librarian.



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.



Archival Collections Guide

Californian Adventure Trek

Long before becoming a prominent Canadian psychiatrist, author and co-founder of Western's medical school, Dr. Richard Maurice Bucke achieved another feat – as sole survivor of a harrowing gold-seeking expedition through the Sierra Nevada mountains in 1857.

Bucke set out on the trek with [Hosea and Allen Grosh](#), who believed they had found the [Comstock Lode](#). However, both brothers died before they could claim it at the assayer's office in San Francisco. Hosea, the youngest, struck his foot with a pickaxe early on and died of blood poisoning. Allen, distraught with grief, vowed to continue, with Bucke by his side – and many of his papers and maps left behind in his cabin, entrusted to the care of Henry Comstock.

More than 150 years later, a [team of five endurance athletes](#) retraced [Bucke and Allen Grosh's 100-mile route](#) across the Sierras. Driven by an appreciation of the character and motivation

of these hopeful pioneers, they also wish to share important new historical information and maps, gleaned with help from Western's Archives and Special Collections (ASC) team.

Team spokesperson Bob Crowley said material obtained through the ASC aided their mission significantly.

"We rely on primary sources to discover our trails and solve mysteries of history about our protagonists," he said. "For the Grosh brothers' expedition, we hit our very own mother lode of

Strategic Plan Spotlight

This story demonstrates how we are expanding our services and outreach to local and global communities, and enhancing services and support for faculty, students, and researchers working across Ontario, Canada and abroad.

resources at Western. The archives provided us with diaries, detailed maps, newspaper accounts and leads to a plethora of other sources, which accelerated our research.”

The team departed from Gold Canyon, Nevada on Monday, Feb. 27 and in a fitting twist of fate were forced to stop a day into their journey due to extreme weather. They ultimately completed their five-day trek to Last Chance, California in April, tracing their steps with a GPS tracking system.

Western’s health, medicine and science archivist Anne Quirk watched their journey with interest, having worked with Crowley’s teammate Hal Hall since last August, providing prudent information accessed through the [Dr. Richard Maurice Bucke and Family fonds](#) and those of Bucke’s son-in-law, [Dr. Edwin Seaborn](#). With the help of archives assistant Theresa Regnier, Quirk saw more than 600 documents scanned and sent to the expedition team within a fairly tight timeline.

“Requests for scans of archival records are not uncommon, but this request was unusual, because of the intended use of the information,” Quirk said. “Most people who contact us are conducting academic research or writing a book. In this case, the team from California were using the information to recreate this expedition as closely as possible to the original one from 1857, and they came to us because Bucke was the only survivor.”

Crowley credits Quirk and the archives team “for assisting us in providing convincing evidence that we used in writing an article that changes the historical narrative 175 years later,” he said

On supporting the team’s mission, Quirk says, “We’re very happy to be involved and to help them as much as we could,” noting Bucke’s key role in

this important piece of history. “He was the only survivor, a fighter, and he lived to tell the tale.”

Local collections, global impact

Having the world come knocking on the archive’s door is nothing new for the ASC team. Time and again they see how local collections like the Bucke family fonds have global significance. Just this summer, the team welcomed a researcher from Vienna, Austria to work with Western’s Gustav Mahler-Alfred Rosé Collection. In May, ASC helped an academic from King’s College London (United Kingdom) with research on marginalia in first editions of *Moby Dick* by providing access to our copy.

Advances in technology continue to expand horizons. The more archival descriptions the ASC team share online, the more researchers around the world can discover Western’s collections. Scanning and digitization services mean Western Libraries can connect researchers to materials remotely.

“Our archives and special collections are more accessible than ever and we’re constantly striving to make them more so,” Quirk said. “As the world is shifting to more remote work, we’re adapting to meet the needs of our researchers the world over.”

— *This story was adapted from a Western News story.*

≈ The Grosh Brothers Expedition team. From left, Elke Reimer, Hal Hall, Tim Twietmeyer, Bob Crowley and Jennifer Hemmen.



Creating Connections, Building Community

There were over 320 events across Western's five libraries in 2022/23.

The Community Room in The D.B. Weldon Library (Weldon) was well used by our campus and community partners including the Office of Equity, Diversity & Inclusion, Morrissette Entrepreneurship, Student Experience, the Centre for Teaching and Learning, the Office of Indigenous Initiatives, USC clubs, London Public Library and many more.



Indigenous Collections Pop-Up

In September, we teamed up with London Public Library (LPL) to share recent publications on Indigenous topics in book and digital format, from leisure reads to Indigenous law and learning modules. LPL gave out Every Child Matters buttons and Indigenous Culture Cards with information about local communities. Visitors also had the chance to sign up for or renew their public library cards.



Black Print Culture and Western University's Special Collections

In September, our Archives and Special Collections team participated in the Black Press in Canada Community conference hosted by Professor Nina Reid-Maroney and Huron College. We invited researchers into our Reading Room to explore black print culture through items in Western's special collections. Professors Scott Schofield from Huron University College and Alyssa MacLean and Mary Helen McMurrin from the English and Writing Studies department at Western shared presentations about key items in the collections.



Weldon Grand Reopening

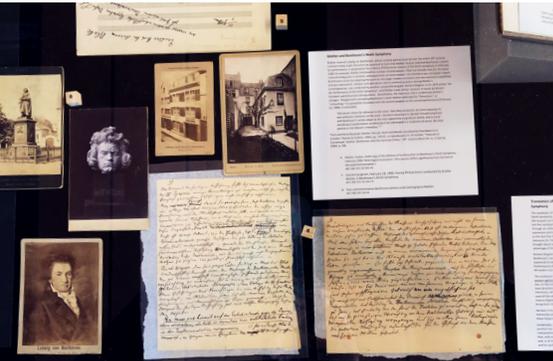
In January, we celebrated the grand reopening of Weldon with a reception featuring remarks from the Provost and Vice-President (Academic), Florentine Strzelczyk, and readings from Western's Writers-in-Residence, January Rogers and Matthew Dawkins, and former library staff and published poet, John Tyndall.

After the reception, guests enjoyed guided tours of the new two-storey student Learning Commons and perused an archival exhibit exploring Weldon's history, The D.B. Weldon Library: A Look Back.



Writer-in-Residence Program: Celebrating 50 Years

In September, in collaboration with the Department of English and Writing Studies, Archives and Special Collections (ASC) celebrated the 50th anniversary of the Writer-In-Residence program with an exhibition in Weldon. It featured archival records presenting the history of the program. The material was selected from various collections from ASC's unique archival holdings and records maintained by the Office of the Dean of Arts and Humanities.



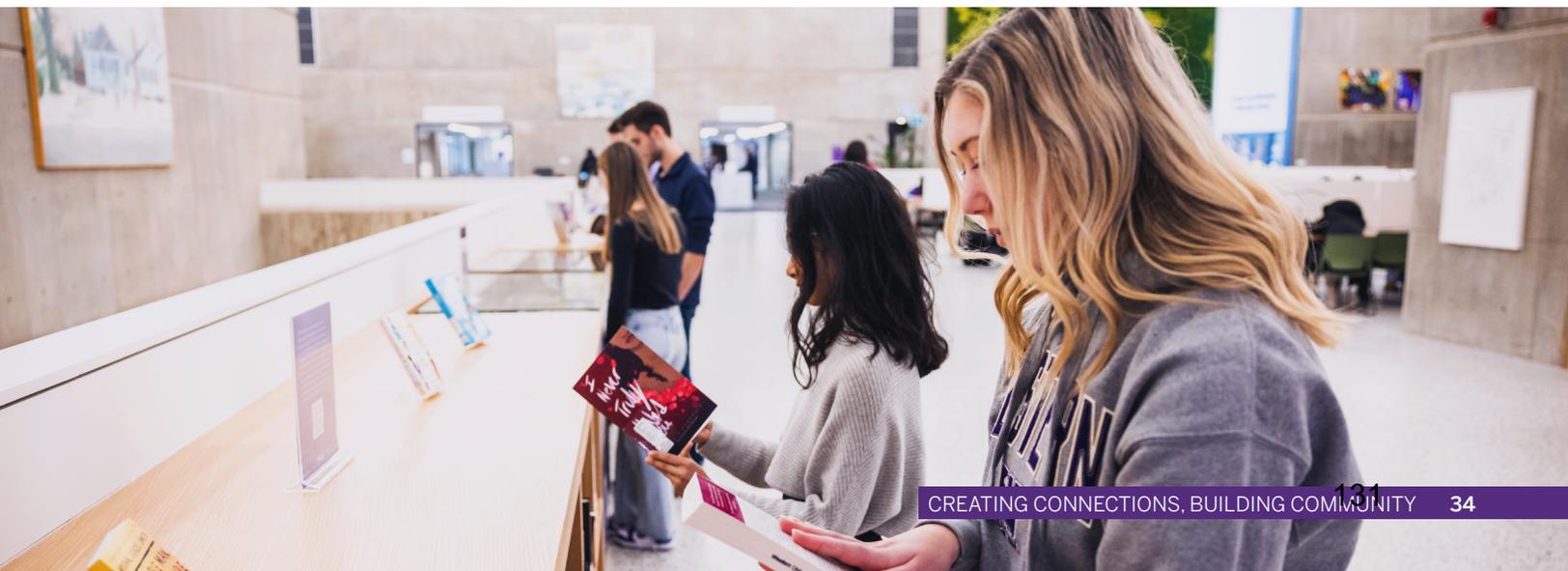
Celebrating Mahler: The Gustav Mahler-Alfred Rosé Collection

In March, the Music Library curated an exhibition of artifacts from the Gustav Mahler-Alfred Rosé Collection, North America's largest collection of Mahler memorabilia, for a Western University Symphony Orchestra concert celebrating Mahler. Through photographs, letters, postcards, manuscripts, concert programs, newspaper articles, and Mahler's own baton, the display highlighted the deep reverence Mahler felt for Beethoven and the surprising connections of Mahler's Symphony No. 4 to London and Western University.



Unissued Diplomas Exhibit

In April, we hosted the Ukrainian Canadian Students' Union's Unissued Diplomas Exhibit in the front entrance of Weldon. The exhibit honoured students who lost their lives in Ukraine due to the on-going conflict, and featured diplomas for 36 students who died during the war and will never get the chance to graduate. It originally began in Ukraine and has now been featured at over 45 universities across the world.





Contributions

Articles written by, or adapted from, Heather Campbell, Kristin Kerbavaz, Western News. Photographs by Rayanne Tipert, Shawn Robertson. Design by Jarett Solomon.



Western Libraries

Office of the Vice-Provost & Chief Librarian
Western University, London, Ontario N6A 3K7
2022 - 2023
Produced 2023

ITEM 5.4(b) – Report of the Academic Colleague

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

October 16-17, 2023 Meeting:

The COU Academic Colleagues met on October 16 and 17, 2023. The October 16 meeting included a presentation from Jen McMillen, Vice-Provost Students, Toronto Metropolitan University, and Chair of the Ontario Committee on Student Affairs (OCSA), who shared observations and reflections on strategies for mitigating anti-LGBTQ2S+ movements and navigating diversity with a view to making university campuses safer for all students.

The full Council (Executive Heads and Academic Colleagues) met on October 17, 2023. The academic colleagues continued the discussion with executive heads on “Mitigating Anti-LGBTQ2S+ Movements and Promoting Safe Spaces on Campus,” presenting ideas relating to civil discourse, campus free speech, and preparing students for the workforce, including upholding workplace anti-harassment requirements under the Ontario Human Rights Code. COU President Steve Orsini delivered an update on COU’s activities in government advocacy.

Since that meeting, the Ontario government’s blue ribbon panel report on Ensuring financial sustainability for Ontario’s postsecondary sector was released on November 15, 2023. Key recommendations from the report include:

- Tuition Framework: The panel recommended that the province approve an increase of up to 5% in domestic tuition, beginning in September 2024. Thereafter, tuition rates increase by the greater of 2% or the cost of living. The panel further recommended flexibility to increase tuition by an additional 3% starting in September 2024 in professional universities programs and high-demand colleges programs, where graduate earnings are demonstrably higher.
- Operating Funding: The panel recommended that the province increase the value of Weighted Grant Units for universities and Weighted Funding Units for colleges by 10%. Thereafter, the panel recommended that these rates increase by the greater of 2% or the cost of living.
- Efficiencies/Savings: The panel agreed with Nous Group that administrative savings up to 10% administrative savings would be possible, leveraging automation and space modernization initiatives, among others.

The report also included recommendations on French language universities in Ontario, international students research, data, Indigenous institutes, student supports, and northern institutions. It was released with a statement from the Minister of Colleges and Universities that committed to reviewing the recommendations and “[working] with postsecondary institutions to create greater efficiencies in operations, program offerings and sustainability of the sector.”

December 12-13, 2023 Meeting:

The COU Academic Colleagues met on December 12 and 13, 2023. The December 12 meeting included a presentation from Dr. James Turk, Director, Centre for Free Expression & Distinguished Visiting Scholar, Toronto Metropolitan University, who discussed issues of free speech and public statements by universities about social issues. Dr. Turk argued that universities should follow the recommendations made by the University of Chicago's Kalven Committee in not making such statements; see <https://cfe.torontomu.ca/blog/2023/12/open-letter-canadian-university-and-college-presidents>. He noted that there is now an expectation that universities make such statements, so a change to not making them would require public explanation. Dr. Turk argued that universities' support of free expression by faculty and students does not mean permitting hate speech or harassment. The issue of "who speaks for the university" and how this is perceived by governments and members of the public was also discussed.

In responding to the Ontario Blue ribbon panel report, the COU has provided a report on [Driving Greater Efficiencies](#), explaining many existing collaborative initiatives between universities (OUAC, UHIP, libraries, etc.). There has been consultation with Colleges Ontario on response to the report; the two groups are aligned on some issues. COU is monitoring the effects on Ontario universities of tuition changes Quebec's English-speaking universities and the growth of private universities in Ontario (U. Niagara Falls, Northeastern).

Information shared by colleagues at other universities includes the [Auditor General's Value-for-Money Audit of York University](#) which concluded that the university is financially sustainable and also noted concerns including some common to many universities (e.g. dependence on tuition revenue from students from India and China, a deferred maintenance backlog). As topics of interest at their universities, other colleagues noted administrative turnover, the effects of budget tightening, and a planned June 2024 conference at the University of Waterloo titled "From Targeting in Academia to Promoting Trust and Understanding," that "focuses on the broad subject of responding to antagonistic and intimidating reactions to academic research and pedagogy."

ATTACHMENT(S):

None.

ITEM 5.4(c) – Academic Administrative Appointments

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of December 1, 2023:

Start Date	End Date	Name	Department	Admin Appointment
10/15/2023	1/14/2024	Hall, Patricia	Psychiatry	Interim – Clinical Department Chair
11/1/2023	12/31/2026	Klassen, Robert	Ivey-Associate Dean	Associate Dean (Research)

Faculty Relations advised of the following academic administrative appointments as of January 19, 2024:

Start Date	End Date	Name	Department	Admin Appointment
12/1/2023	12/31/2025	Haddara, Wael	Department of Medicine	Interim Clinical Department Chair
12/11/2023	1/31/2024	Paul, Ileana	Arts - Office of the Dean	Acting Dean
1/1/2024	12/31/2024	Bains, Sukhveer	Schulich - Office of the Dean	Acting Associate Dean
1/1/2024	12/31/2025	Joanisse, Marc	Soc Science - Office of Dean	Associate Dean (Research)
1/1/2024	6/30/2025	Martin, Ruth	Grad & Postdoc Studies (SGPS)	Associate Vice Provost
1/1/2024	12/31/2024	Agrawal, Sumit	Otolaryngology	Acting Clinical Department Chair
1/1/2024	2/29/2024	Fuller, John	Anesthesia- Perioperative Med	Interim Clinical Department Chair
1/1/2024	12/31/2028	Steven, David	Clinical Neurological Science	Clinical Department Chair
1/1/2024	12/31/2028	Siddiqui, Kamran	Grad & Postdoc Studies (SGPS)	Vice-Provost (Grad, Post Doc)

ITEM 5.4(d) – Annual Report of the Office of Academic Quality and Enhancement (OAQE)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Academic quality assurance is a shared responsibility between the Ontario Universities Council on Quality Assurance and Ontario’s publicly assisted universities. This collaboration ensures a culture of continuous improvement and support for a vision of a student-centred education based on clearly articulated program learning outcomes. Quality assurance processes result in an educational system that is open, accountable, and transparent.

Established in the summer of 2021, Western’s Office of Academic Quality and Enhancement (OAQE) has been tasked with the further enhancement of all protocols in relation to Western’s Institutional Quality Assurance Process (IQAP). More broadly, its role is to ensure that Western meets all expectations of the Ontario Universities Council on Quality Assurance.

ATTACHMENT(S):

[Annual Report – Office of Academic Quality and Enhancement \(OAQE\)](#)

2022-2023



Annual Report

Office of Academic Quality and Enhancement (OAQE)

*Supporting Academic Excellence and Innovation
Through Continuous Program Enhancement*

Now in its second year, the OAQE continues to support Western’s academic programs through cyclical review as well as program proposal and approval processes. Building off a newly ratified IQAP in August 2022, renewed templates and forms, and constant collaborations with colleagues at the School of Graduate and Postdoctoral Studies (SGPS), the Centre for Teaching and Learning (CTL) and the University Secretariat (to name but a few...), the OAQE aims to make academic quality assurance ever more seamless and meaningful.

Rooted in an enhancement-oriented ethos, the work associated with program reviews is increasingly about uncovering and reflecting on questions most important to programs, so that programs can collect feedback, renew their vision and craft a plan for the years ahead. Cyclical review is an opportunity to focus on the intended, experienced and ideal outcomes of the program and to examine if components such as curriculum, policy, operations and student supports continue to align optimally in helping students achieve the outcomes.

A few examples of new initiatives to help scaffold programs in their reflections include: 1) [a short support resource](#) that aims to outline common examples of how academic programs can embed the principles of Equity, Diversity, Inclusion – Decolonization, Indigenization & Accessibility (EDI-DIA) into their design, learning outcomes, procedures, and operations; and 2) the evolving [QA Academy training program](#) that has elevated and enriched the role of student reviewers as members of site visit reviewer panels – integral in helping address gaps between intended and experienced outcomes.

Practicing what is preached, the OAQE began a process to audit Western’s quality assurance processes and practices in winter 2023. Led by the province’s Quality Council, this process has involved the completion of an institutional self-study, a review of institutional documentation and of six case examples of recent program reviews and new program proposals. In November 2023, an audit team composed of scholars from across the province will visit Western for a three-day collection of meetings before submitting a report with general findings and recommendations.

With preparations for, and follow-up from, this audit process as a focal point, the 2023-2024 academic year will very much be centered around enhancement – taking stock of current and evolving quality assurance processes and practices and crafting short, medium and long-term plans to implement and further strengthen the core mission of the OAQE, as articulated in [its strategy map](#).

Programmatic excellence is a collective effort that is best done in a collaborative and participatory way. With this as a standard, we have much to celebrate this year. The palpable energy and crosspollination of creative ideas around continued program enhancement – across programs, Faculties and institutional support units – is inspiring and positions Western well in our mission to “educate, support, and encourage leaders who think and act boldly in response to the grand challenges of our time.”

Jovan Groen, Ph.D.
Director of Academic Quality and Enhancement

Undergraduate

CONSENT AGENDA - ITEM 5.4(d)

Combined Degree Program in Arts and Humanities and Business Administration
Combined Degree Program in Chemical Engineering and Foods and Nutrition
Honours Specialization in Applied Psychology (King's)
Major in Nutrition Management (Brescia)

Graduate

Drug Safety and Pharmacovigilance MSc
Global Health Systems MHSc
Business and Sustainability G.Dip
Climate Risk Assessment and Opportunity G.Dip



New Programs

14 Undergraduate Programs

(10 completed | 4 in progress)

1 @  3 @ 

2 @  8 @ 
Western

Cyclical Program Reviews



21 Graduate Programs

(11 completed | 10 in progress)

51 Across All Programs

35% (18) Changes to Program Requirements or Learning Outcomes

24% (12) Addition of a New Field, Minor Module or Certificate

24% (12) Program, Field or Module Closure

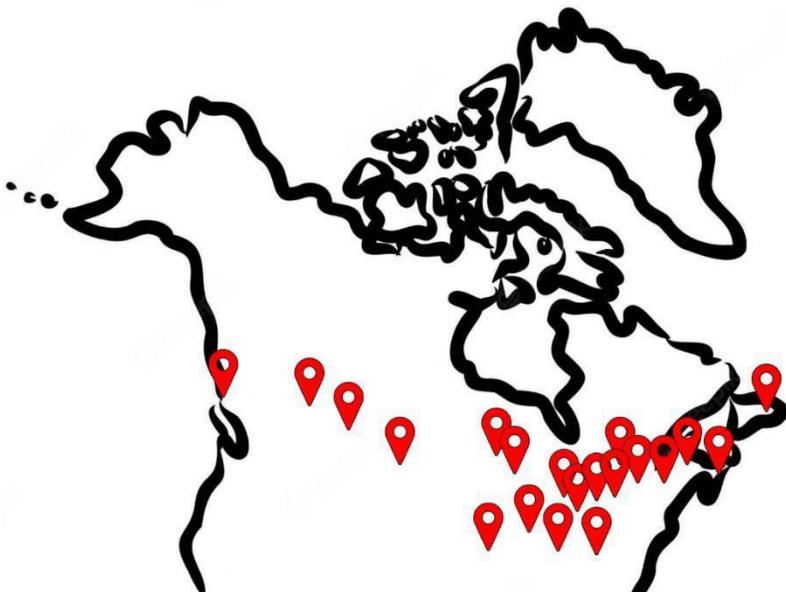
11% (6) Program Name Changes

6% (4) Integration of a Work-Integrated Learning Option

2% (1) Change in Degree Designation



Major Modifications



Institutional Origin of This Year's 52 External Reviewers

Western's Academic Quality & Enhancement Team

Artie Harricharran | Administrative Coordinator | Office of Academic Quality and Enhancement



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Jovan Groen | Director | Office of Academic Quality and Enhancement



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Visit the OAQE website @ <https://oage.uwo.ca/>

Key Partners

- School of Graduate and Postdoctoral Studies
- Office of the Vice-Provost Academic Programs
- Centre for Teaching and Learning
- University Secretariat
- Office of Institutional Planning and Budgeting
- Office of the Registrar
- Western Libraries
- Office of the Vice Provost, Academic Planning, Policy & Faculty
- Office of Equity, Diversity & Inclusion
- Office of Indigenous Initiatives
- Western Alumni



Western's OAQE works to ensure the quality of the University's undergraduate and graduate academic programs by leading quality assurance and enhancement processes in partnership with academic leaders and administrators across all departments, faculties, schools, and support units.

With a second year behind us, we have the advantage of starting to see trends across dozens of reviews from all Faculties and levels of study. For instance, program self-studies are becoming ever more iterative, adaptive and dialectical – instead of merely describing the current state of a program, self-studies have increasingly showcased an analysis of feedback and program data to look forward, vision and plan more explicitly. A particular trend of note includes more concerted reflections on Equity Diversity, Inclusion, Decolonization and Indigenization in the work of programs, and their connection with their disciplines, the student body, the campus and the community at large. Examples include forming dedicated committees to assess and implement EDID initiatives, incorporation of EDID as a standing agenda item in program committee meetings, a survey of EDID content across program curricula, integration of external EDID expertise via workshops and guest speakers, and revisiting program admission and progression policy and practice with an EDID lens.

To that end, as briefly mentioned earlier in this report, the OAQE in partnership with Western Libraries, the Office of Equity Diversity and Inclusion, the Office of Indigenous Initiatives and the Centre for Teaching and Learning has worked to develop [a support resource](#) to leverage program review as a strategic opportunity to bolster equitable, inclusive, and accessible policy and practice, to decolonize curriculum and pedagogy, and to integrate Indigenous perspectives, scholarship, and ways of knowing into our programs. We hope that more focused prompts in the self-study templates and this resource, among others, will help usher in more robust and meaningful reflections and planning.

The following programs were reviewed during this academic year. The full versions of each of the Final Assessment Reports (FARs) can be found on [the OAQE website](#), by using the hyperlinks embedded in the program names below.

Cyclical Program Reviews

Don Wright Faculty of Music

- I. Music, DMA, MA; Music Theory, MA; Musicology, MMus, PhD (Pending final approval)

Faculty of Arts & Humanities

- I. [Medieval Studies, BA](#)
- II. Visual Arts, MA, MFA, PhD (Pending final approval)

Faculty of Engineering

- I. [Electrical and Computer Engineering, MEng, MEng, MSc, PhD](#) (Approved in fall 2022)
- II. [Civil and Environmental Engineering, MEng, MEng, MSc, PhD](#) (Approved in fall 2022)
- III. [Chemical and Biochemical Engineering, MEng, MEng, MSc, PhD](#) (Approved in fall 2022)

Faculty of Health Sciences

- I. [Nursing \(Collaborative Western/Fanshawe\), BScN](#)
- II. [Nursing, MN, MScN, PhD](#)

Faculty of Information and Media Studies

- I. [Master of Media in Journalism & Communication, MMJC](#)

Faculty of Science

- I. [Computer Science, MSc, PhD](#) (Approved in fall 2022)
- II. Astronomy & Physics, MSc, PhD (Pending final approval)
- III. Environment and Sustainability, MES (Pending final approval)

Faculty of Social Science

- I. [Sociology, BA](#)
- II. [DAN Management & Organizational Studies, BMOS](#)
- III. [Management of Applied Science, MMASc \(Interdisciplinary\)](#)
- IV. [Public Administration, MPA. GDIP](#)
- V. [Sociology, MA, PhD](#)

Schulich School of Medicine and Dentistry

- I. [Neuroscience, MSc, PhD](#) (Approved in fall 2022)
- II. [Orthodontics, MCID](#) (Approved in fall 2022)

Richard Ivey Business School

- I. [Business, MBA, PhD](#) (Approved in fall 2022)
- II. [Management MSc](#)

Brescia University College

- I. [Foods and Nutrition, MScFN](#)

Huron University College

- I. [French, BA](#) (Approved in Fall 2022)
- II. [Philosophy, BA](#)

King's University College

- I. [Childhood & Youth Studies, BA](#)
- II. [Psychology, BA](#)

Newly Approved Programs (July 1, 2022 – June 30, 2023)

Drug Safety and Pharmacovigilance, MSc

Global Health Systems, MHSc

Business and Sustainability, G.Dip

Climate Risk Assessment and Opportunity, G.Dip

New Undergraduate Program Combinations and Modules:

- Combined Degree Program in Arts and Humanities and Business Administration
- Combined Degree Program in Chemical Engineering and Foods and Nutrition
- Honours Specialization in Applied Psychology (King's)
- Major in Nutrition Management (Brescia)

ITEM 5.4(e) – School of Graduate and Postdoctoral Studies: Introduction of a new degree designation of Master of Kinesiology (MKin) (Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate, the Board of Governors approve that effective September 1, 2024, a new degree designation of Master of Kinesiology (MKin) be introduced as shown in Item 5.4(e).

EXECUTIVE SUMMARY:

The School of Kinesiology is proposing modifications to the course-based Master of Arts (MA) and Master of Science (MSc) in Kinesiology. The 6-term course-based MA and MSc will become a 3-term Master of Kinesiology (MKin) with a capstone experience.

The new degree designation of MKin requires the approval of the Board of Governors.

ATTACHMENT(S):

[Major Modification to the Course-Based Master of Arts \(MA\) and Master of Science \(MSc\) in Kinesiology](#)

**Major Modification to the Course-Based Master of Arts (MA) and
Master of Science (MSc) in Kinesiology**

The graduate program in Kinesiology currently offers course- and thesis-based Master of Arts (MA), Master of Science (MSc), and doctoral (PhD) degrees in four fields: Management and Leadership (MA and PhD), Sociocultural Studies (MA and PhD), Psychological Basis (MA and PhD), and Integrative Biosciences (MSc and PhD).

The modifications proposed are specific to the course-based MA and MSc. The modifications will improve consistency within the program and address concerns raised in the most recent IQAP review.

The School of Kinesiology is proposing modifications to the course-based Master of Arts (MA) and Master of Science (MSc) in Kinesiology. The 6-term course-based MA and MSc will become a 3-term Master of Kinesiology (MKin) with a capstone experience.

The new degree designation of MKin requires the approval of the Board of Governors.

The course-based options were developed with a stated purpose of providing a breadth of knowledge across the broad discipline of Kinesiology. The current design does not align with this overall goal of the program. Further, the degree expectations, in terms of course requirements, currently differ across the different field options. The proposed MKin designation better reflects the focus on breadth of knowledge in Kinesiology in the course-based Master's program and will afford consistency in degree requirements for all course-based Master's students. Such a designation will also provide distinction from the thesis-based MSc and MA degrees, which have different expectations and learning outcomes than the course-based program. The MKin designation for course-based Master's programs is also consistent with other non-thesis Master's degrees at other institutions across Canada.

The course-based Master's is currently a 6-term program. However, students in the course-based curriculum option complete the degree in 12-24 months. A recommendation in the most recent IQAP review was to restructure the course-based Master's degree into a 12-month program, aligning with other non-thesis Master's degrees across Canada.

In aligning the degree requirements and expectations through the amalgamation of all course-based curriculum options into one MKin degree designation, the degree will be structured in a way that allows the objectives to be met in 12 months. An additional recommendation in the recent IQAP review was to provide more hands-on experiences for students in the course-based program. As such, the program will be restructured to include a substantial capstone experience, replacing and expanding the current major research paper. This capstone experience is modelled after the existing Management and Leadership internship (KIN 9011Y).

All students in the course-based Master's program will receive the same degree designation of MKin. There will no longer be MSc and MA degrees nor separate field designations for the course-based program. Students will be able to select courses from a breadth of Kinesiology courses. The MKin is structured to be completed in 3 terms (12 months). The degree level expectations remain unchanged from the current course-based Master's program. Rather, the change in degree designation better aligns with the existing degree expectations.

A capstone opportunity will be offered to all students in the course-based Master's, fulfilling 1.5 credits of the degree requirements. If a student has an accommodation preventing them from meeting the capstone requirements, there will be an opportunity to earn equivalent credit through additional coursework.

Proposed degree course requirements:

- Interpreting and Communicating Science (0.5)
- Sport Leadership (0.5)
- Elective (0.5)*
- Elective (0.5)*
- Elective (0.5)*
- Capstone Experience (1.5)
- Kinesiology seminar (Milestone – 1 term)

*Electives may be selected from any graduate level courses. At least one elective must be selected from Kinesiology courses, resulting in a minimum of 50% of courses from Kinesiology. Examples of courses offered covering the breadth within Kinesiology: KIN 9062 Rethinking the Olympics; KIN 9431 Physiology of Exercise Training; KIN 9066 Sport, Body & Culture; KIN 9445 Medical Aspects of Sport; KIN 9466 Biomechanics in Practice and Research.

Current Requirements	Proposed
<p>Master of Arts and Master of Science, Kinesiology (Course-based) 24 months (6 terms)</p>	<p>Master of Kinesiology (MKin) (Course-based) 12 months (3 terms)</p>
<p>Course Requirements</p> <ul style="list-style-type: none"> • <u>Course-based MA and MSc (without internship):</u> 4.0 course credits (8 semester long courses) (Note: MSc students required to take KINESIOL 9466: Interpreting and Communicating Science) • <u>Course-based MA with internship:</u> 2.5 course credits (5 semester-long courses) <p>Milestones (non-course degree requirements)</p> <ul style="list-style-type: none"> • Course-based MA and MSc with and without internship: Major Research Paper • Course-based MA with internship: Semester-long internship • Course-based MA and MSc with and without internship: Kinesiology seminar (two terms) 	<p>Course Requirements</p> <p><u>Course-based MKin:</u> 4.0 course credits</p> <p>Required core courses (1.0 course credits)</p> <ul style="list-style-type: none"> - KIN 9467: Interpreting and Communicating Science (0.5 course credits) - KIN 9032: Sport Leadership (0.5 course credits) - Elective courses (1.5 course credits) -KIN 9468 (Capstone) OR additional course work (1.5 course credits) - Milestone: Kinesiology seminar (one term) <p>*Electives may be selected from any graduate level courses. At least one elective must be selected from Kinesiology courses, resulting in a minimum of 50% of courses from Kinesiology. Examples of courses offered covering the breadth within Kinesiology: KIN 9062 Rethinking the Olympics; KIN 9431 Physiology of Exercise Training; KIN 9066 Sport, Body & Culture; KIN 9445 Medical Aspects of Sport; KIN 9466 Biomechanics in Practice and Research.</p>

Current students will be unaffected by the proposed changes. Current course-based students will finish the program under the current program requirements. The new requirements will only affect students entering the program in Fall 2024 and beyond.

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.
