

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 3, 2022  
**Time:** 10:00 – 11:30 a.m.  
**Place:** Zoom

|  | <b>Action</b> | <b>Time</b> |
|--|---------------|-------------|
| 1.0 <a href="#">Land Acknowledgement</a>   |               |             |
| 2.0 Approval of Agenda and Minutes   |               | 5           |
| 2.1 Adoption of Agenda – Open Session  | Approval      |             |
| 2.2 <a href="#">Approval of the Open Session Minutes of the Meeting of November 18, 2021</a> | Approval      |             |
| 2.3 <a href="#">Business Arising from the Minutes</a>  | Information   |             |
| 3.0 <a href="#">Report of the President (S. Prichard)</a>                                    | Information   | 20          |

**AGENDA**

|  |          |    |
|--|----------|----|
| 4.0 Committee and Senate Reports   |          |    |
| 4.1 Report of the Property and Finance Committee                           | See 5.1  |    |
| 4.2 Report of the Senior Policy and Operations Committee                   | See 5.2  |    |
| 4.3 Report of the Governance and By-Laws Committee                         |          |    |
| 4.3(a) <a href="#">Revisions to Resolution re: Delegation of Authority</a> | Approval | 10 |

|        |  |             |    |
|--------|--|-------------|----|
| 4.4    | Reports Referred from Senate   |             |    |
| 4.4(a) | <a href="#">Western Research Strategic Plan 2022-27</a>  | Approval    | 10 |
| 4.4(b) | <a href="#">Revised Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost (Students)</a> | Approval    |    |
| 5.0    | Consent Agenda   | Approval    | 5  |
| 5.1    | Items from the Property and Finance Committee  |             |    |
| 5.1(a) | <a href="#">New Scholarships, Awards, and Prizes</a>   | Information |    |
| 5.1(b) | <a href="#">Key Financial Indicators Report</a>  | Information |    |
| 5.1(c) | <a href="#">Ancillary Financial Report</a>   | Information |    |
| 5.1(d) | <a href="#">Update on Operating Budget as of December 31, 2021</a>   | Information |    |
| 5.1(e) | <a href="#">Ihnatowycz Family Foundation Chair in Leadership</a>   | Information |    |
| 5.1(f) | <a href="#">Annual Report on Trademark Licensees doing Business with the Western bookstore</a>   | Information |    |
| 5.2    | Items from the Senior Policy and Operations Committee  |             |    |
| 5.2(a) | <a href="#">Senior Appointments</a>  | Information |    |
| 5.2(b) | <a href="#">Board Skills Needs Assessment</a>  | Information |    |
| 5.3    | Items from the Audit Committee   |             |    |
| 5.3(a) | <a href="#">Western Office of the Ombudsperson Annual Report 2020-21</a>   | Information |    |
| 5.4    | Items from Governance & By-Laws Committee  | See 4.3     |    |
| 5.5    | Items from the McIntosh Gallery Committee  |             |    |
| 5.5(a) | <a href="#">Deaccession of Six Portraits</a>   | Information |    |
| 5.5(b) | <a href="#">Deaccession of Portrait of Dr. Ellis Morrow</a>  | Information |    |

- 5.6 Items Referred by Senate
  - 5.6(a) [Annual Report of the University Librarian](#) Information
  - 5.6(b) [Report of the COU Academic Colleague](#) Information
  - 5.6(c) [Academic Administrative Appointments](#) Information
- 5.7 Board Approval (E-Vote/Time Sensitive)
  - 5.7(a) [Renewal of Board Member Term](#) Information
- 6.0 Items removed from the Consent Agenda
- 7.0 Questions from Members for the Open Session
- 8.0 Other Business
- 9.0 Adjournment to Closed Session

Pause for Lunch (11:30-12:30 p.m.)  
followed by the Closed Session (12:30 – 4:30 p.m.)

**ITEM 1.0 - Land Acknowledgement**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**EXECUTIVE SUMMARY:**

K. Gibbons will offer a land acknowledgement.

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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

**ITEM 2.1 - Adoption of Agenda – Open Session**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

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

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**ITEM 2.2 - Approval of Minutes**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**    That the open session minutes of the meeting held November 18, 2021 be approved as circulated.

**ATTACHMENTS:**

[Open Session Minutes of the Meeting of November 18, 2021](#)

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**MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS**

**NOVEMBER 18, 2021 – OPEN SESSION**

The meeting was held at 10:00 a.m. in the Western Interdisciplinary Research Building, Room 3000 and on Zoom.

**PRESENT:**

R. Konrad, Chair  
A. Bryson, Secretary

|              |               |
|--------------|---------------|
| M. Banik     | C. Rorabeck   |
| S. Bennett   | B. Ross       |
| W. Boye      | A. Shepard    |
| A. Chant     | S. Shortreed  |
| G. Dick      | D. Simmonds   |
| K. Gibbons   | C. Stephenson |
| M. Lerner    | M. Surkont    |
| A. Pahargarh | J. Toswell    |
| G. Parraga   | S. Trosow     |
| S. Pitel     | H. Usher      |

**By Invitation:**

A. Blackburn-Evans, R. Chelladurai,  
L. Logan, E. Mallory, J. O'Brien, J. O'Hagan, S.  
Prichard, L. Rigg [Lesley]

**Secretariat Resource:** S. Fretwell, C. Price, L. Rigg [Lisa]

**Regrets:** C. Burghardt-Jesson, L. Hasenfratz, E. Holder, J. Kum,  
S. Neiman, G. Pollock

**Welcome and Chair's Remarks**

R. Konrad greeted Board members and welcomed them to the last Board meeting of the year. He acknowledged international week at Western and encouraged Board members to view the video found on Western International's website featuring Dr. Opiyo Oloya (<https://www.internationalweek.uwo.ca/>) He noted that the video acknowledges the relationship between the land and its people. He stated that with that connection to the land comes a responsibility to care for the land. He recognized the diversity on which Canada is built and the enrichment of Canadian culture as a result of its diverse population.

**Land Acknowledgement**

H. Usher offered a Land Acknowledgement.

BG.21-185 **Adoption of Agenda – Open Session**

It was moved by K. Gibbons, seconded by A. Chant,

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

CARRIED

BG.21-186 **Approval of the Open Session Minutes of the Meeting of September 21, 2021**

It was moved by G. Dick, seconded by G. Parraga,

That the open session minutes of the meeting of September 21, 2021 be approved as circulated.

CARRIED

BG.21-187 **Business Arising from the Minutes**

There were no items noted as business arising from the September 21, 2021 minutes.

BG.21-188 **REPORT OF THE PRESIDENT**

In addition to the written report of the President that was distributed with the agenda, the President commented on the following:

- The President thanked the Western community for their response to the COVID-19 pandemic, citing the high vaccination rate on campus as an achievement that has supported the health of both the campus and the broader London community
- The University is focusing on communicating its stories and achievements more broadly outside of campus including
  - Highlighting the achievements of Sir Frederick Banting at Western along with a recent campaign on the importance of insulin in partnership with LHSC and SJHC in London
  - The new Schulich MD program offering a modular program design
  - The updates made to TD Stadium that support both Western and

- the London community
- The research leading to devices to address leaky heart valves that was recently published in the local paper
- The University has published a number of articles recently citing Western's achievements in sustainability (<https://news.westernu.ca/2021/11/responsible-investing-contributes-to-significant-carbon-footprint-reduction/>)
- The strategic plan roll out is proceeding well with the President engaging with business units and Faculties across the University
- The University has announced the first round of funding for the \$20M that was listed in the last budget and has received more than 30 applications to date
- An action committee led by both Faculty and Staff is meeting regularly to review the incidents that occurred in September regarding gender-based sexual violence. The University will also be undertaking an independent review in conjunction with the work of the action committee
- The President met with other U15 Presidents recently to discuss federal grant competitions

The President concluded his report by highlighting the increase in funding to university research, noting a 13% increase in overall funding compared to previous years.

During the discussion the following was noted:

- It was encouraged that the University post a link publicly that outlines who has been appointed to the task force on gender-based sexual violence
- The University is honoring signed medical exemptions to vaccination for individuals attending campus along with human rights based exemptions on a case by case basis reviewed by the University's Occupational Health unit
- Medical exceptions are only given to people who have had a severe allergic reaction to the vaccine on a first dose or people who have had peri/myocarditis recently or related to a first dose of a vaccine
- There are a small minority of individuals who are refusing to state their vaccination status and are on various forms of temporary suspension as a result, until they adhere to the policy
- The Affiliated University Colleges know they aren't included in the carbon footprint analysis of investments as they each manage their own investments
- The University will be publishing a report in the first quarter of 2022 regarding sustainability investments
- Regarding the Scarborough Charter, the Affiliates are separate legal entities and will sign independently of main campus. Huron University College has stated that they will sign the Charter, but no information has

been provided from the other Affiliates

- Regarding the research funding of \$10M dollars there was a request to publicly communicate who would be adjudicating the research proposals and a request to offer the opportunity to apply through the Faculty Dean or an alternate route if preferred for the next round of proposals

## **AGENDA**

### **ITEMS REFERRED BY THE SENIOR POLICY AND OPERATIONS COMMITTEE**

#### **BG.21-189 Scarborough Charter**

A. Shepard discussed the Scarborough Charter. He reported that more than forty institutions out of ninety-seven have acknowledged their intention to sign the charter which happens formally today at 3 p.m.

During the discussion the following was noted:

- The University has reviewed the Charter at a high level and interprets the document as an aspirational document and not a legal contract
- There are details listed within the document that an individual or organization could potentially pressure the University to adhere to once the document is signed, however the aspirations listed within the document at a macro level are in alignment with goals that the University is already attempting to achieve

### **ITEMS REFERRED BY THE GOVERNANCE AND BY-LAWS COMMITTEE**

#### **BG.21-190 Revisions to Special Resolution No. 3**

A. Bryson presented the revisions to Special Resolution No. 3 for approval.

It was moved by H. Usher, seconded by A. Chant,

That the Board approve the revisions to Special Resolution No. 3, Banking, as presented in ITEM 4.3(a).

CARRIED

#### **BG.21-191 Changing Name of Special Resolutions**

A. Bryson presented the proposed renaming of special resolutions for approval. She noted that the characterization of the items listed as special resolutions did

not require a higher majority vote. She reported that changing the names of the items would clarify and categorize items appropriately.

It was moved by S. Shortreed, seconded by G. Dick,

That the Board of Governors approve that the documents called “Special Resolutions” be renamed as presented in ITEM 4.3(b).

CARRIED

BG.21-192 **Revisions to Board Rules of Procedure at Meetings**

A. Bryson presented the revisions to Board Rules of Procedure at Meetings for approval.

It was moved by M. Banik, seconded by H. Usher,

That the Board of Governors Rules of Procedure at Meetings be revised as presented in ITEM 4.3(c).

CARRIED

BG.21-193 **UNANIMOUS CONSENT AGENDA**

It was moved by A. Chant, seconded by K. Gibbons,

That the items listed in the Unanimous Consent Agenda be approved or received for information.

CARRIED

**ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE**

BG.21-194 **New Scholarships, Awards, and Prizes**

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

BG.21-195 **Semi-Annual Ratio Report on Non-Endowed Funds**

The Semi-Annual Ratio Report on Non-Endowed Funds was provided for information in Item 5.1(b).

BG.21.196 **Annual Report on Underwater Endowments**

The Annual Report on Underwater Endowments was provided for information in Item 5.1(c).

**ITEMS FROM THE SENIOR POLICY AND OPERATIONS COMMITTEE**

BG.21-197 **City of London Extension of Term of M. Lerner to June 30, 2022**

The City of London extension of the terms of M. Lerner was reported to the Board for information in Item 5.2(a).

BG.21-198 **McIntosh Gallery Committee Appointments**

Vacancies filled on the McIntosh Gallery Committee by the Senior Policy and Operations Committee were reported for information in Item 5.2(b).

BG.21-199 **Reappointment of Erika Chamberlain as the Dean of Law**

The reappointment of E. Chamberlain as the Dean of law was provided for information in Item 5.2(c).

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

BG.21-200 **Board Election Schedule 2022**

The Board Election Schedule for Spring 2022 was provided for information in Item 5.3(a).

**ITEM REFERRED BY SENATE**

BG.21-201 **Academic Administrative Appointments (September)**

The academic administrative appointments for October 2021 were provided for information in Item 5.4(a).

BG.21-202 **Report of the COU Academic Colleague**

The report of the COU Academic Colleague for November 2021 was provided for information in Item 5.4(b).

BG.21-203 **Institutional Quality Assurance Report**

The Institutional Quality Assurance Report was provided for information in Item

5.4(c).

BG.21-204 **Research Park Plans**

The Western Research Park key highlights was provided for information in Item 5.4(d).

BG.21-205 **ITEMS REMOVED FROM CONSENT AGENDA**

No items were removed from Consent.

BG.21-206 **QUESTIONS FROM MEMBERS**

BG.21-206.1 **Lanyard Policy**

A Board member requested discussion regarding the identification lanyards citing concerns around faculty, staff, and student safety. It was reported that the use of lanyards is not required and will not be adopted as a policy across campus.

A. Shepard stated that the adoption of lanyards was proposed in response to a potential provincial government requirement to show proof of vaccination status on entering a campus building. The University sought a way to identify who was in a classroom, for example, for contact tracing. The requirement did not materialize and as a result the lanyards are not mandatory.

BG.21-207 **OTHER BUSINESS**

No other business was noted.

**ADJOURNMENT TO CONFIDENTIAL SESSION**

The meeting adjourned to the confidential session at 11:10 a.m.

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R. Konrad  
Chair

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A. Bryson  
University Secretary

**ITEM 2.3 - Business Arising from the Minutes**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

There is no business arising at this time.

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**ITEM 3.0 - Report of the President**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

S. Prichard, Acting President and Vice-Chancellor will provide the Report of the President.

**ATTACHMENT(S):**

[Report of the President](#)

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## REPORT OF THE PRESIDENT

To: Board of Governors  
From: Sarah Prichard  
Date: January 26, 2022  
Re: Quarterly Report

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Dear Governors,

The following report highlights some noteworthy developments since President Shepard's last report to the Board of November 10, 2021. We send our best wishes to Alan as he continues to recover from the cardiac issues he experienced prior to the holiday break.

**COVID-19 update:** Western continues to adapt to the dynamic nature of the pandemic, focused on mitigating health risks to our community while moving towards a safe return to in-person learning for all members of campus. In addition to delaying the start of the winter term and shifting temporarily to online learning, changes to our daily self-assessment and absence notification tools, new masking requirements, protocols for studying and working in shared spaces, and vaccination and testing procedures have all been implemented in recent weeks.

On January 14, we announced plans for a phased return to in-person learning. While second-, third- and fourth-year students will begin in-person learning on January 31, first-year students will continue with virtual learning until February 28. With some exceptions, first-year students will not return to residence until that time. Most of our first-year students are living in residence with shared spaces and washrooms that increase the risk of transmission and will not meet self-isolation requirements if substantial numbers of students are required to isolate. These decisions were informed by advice from medical experts and campus leaders, and they align with policy directives from government and local health authorities. I will provide more details during my oral report to the Board. Please visit <https://www.uwo.ca/coronavirus/> for more details and the latest updates.

**Independent review underway:** Lawyer and principal of Massey College at the University of Toronto, **Nathalie Des Rosier**, has begun her independent review of Western's policies and procedures relevant to the allegations of sexual violence that emerged during and following OWeek last September. Nathalie is joined by co-investigator **Sonya Nigam**, executive coordinator of the Canadian Association for the Prevention of Discrimination & Harassment in Higher Education. Together, Nathalie and

Sonya will look at events that transpired on campus, off campus, and online during the weekend of September 10-11, with a view to identifying policy and procedure gaps and making recommendations for improvement. As an academic, Nathalie's scholarship focuses on women's rights and constitutional law, while Sonya's professional experience includes a decade serving the University of Ottawa's human rights office and Human Rights Research & Education Centre. This week, an email to all campus community members will extend them an invitation to share information confidentially with Nathalie and Sonya as part of their independent review. We look forward to receiving a report with their observations and recommendations later this term.

**Gender-Based & Sexual Violence Action Committee update:** In addition to the independent review underway (noted above) an internal, campus-based committee led by **Terry McQuaid** (Director, Wellness & Well-being) and **Nadine Wathen** (FIMS/Nursing Professor and Canada Research Chair in Mobilizing Knowledge on Gender-based Violence) has also been working since November. In early February, this group will also be inviting campus members and community groups to share information and recommendations for preventing and responding to sexual violence at Western. These separate processes have been designed to operate in parallel to provide community members with ample opportunity to provide input. Watch the Action Committee's website at <https://president.uwo.ca/gbsv/> for updates on its work. We look forward to receiving a separate report from this committee in early spring.

**New home for student health and wellness opens in Thames Hall:** With the arrival of the winter term, all health and wellness services offered to students have now been consolidated under one roof in the newly renovated Thames Hall. Driven by the [Student Mental Health & Wellness Strategic Plan](#), the \$20M project will enhance, streamline and shorten wait-times for a wide range of services related to physical and mental health, student support and case management, and wellness and equity education. The Student Emergency Response Team and Family Practice Clinic are also located in the refurbished space.

**Strategic Priorities Fund update:** Round 1 of Western's \$20M Strategic Priorities Fund attracted a total of 37 proposals, representing a diverse range of high-quality initiatives from Faculties, Schools, and Administrative Units across campus. Sixteen projects have been awarded total funding of \$11.8M. All proposals were reviewed on the basis of five criteria: 1) Alignment with strategic plan; 2) Benefits at the institutional level and corresponding measures of success; 3) Benefits at the Faculty/unit level and corresponding measures of success; 4) Plan and budget soundness; 5) Project feasibility. Deadline for submissions to the next two funding rounds are scheduled for January 31 and March 14. For a list of the 16 projects awarded funding in Round 1, please visit [https://provost.uwo.ca/pdf/planning\\_reports/spf\\_round1\\_sum.pdf](https://provost.uwo.ca/pdf/planning_reports/spf_round1_sum.pdf).

**Western recognized for sustainability efforts:** For the third consecutive time, Western has earned a gold rating from the [Sustainability Tracking, Assessment & Rating System](#) (STARS). The triennial report card represents the global standard for tracking postsecondary institutions' sustainability efforts, measuring their performance in

some 110 areas, including environmental research and curriculum, greenhouse-gas reduction, purchasing, investment and policy, building innovation, equity, planning, waste and water use, and campus community involvement. Western has participated in the international assessment since 2011 and has received gold-level ratings since 2014.

**Western to host national forum on reconciliation:** In collaboration with regional Indigenous communities and Universities Canada, Western recently announced it will host a national forum next June to advance social and institutional change with regard to the Truth and Reconciliation Commission's Calls to Action. The 7<sup>th</sup> annual *Building Reconciliation Forum* will focus on 'Education for Reconciliation: Rebuilding Stronger and with Intentionality,' providing opportunities for the entire campus community to engage. Plans are underway to develop a culturally relevant program agenda including keynote speakers, talking circles, and workshops.

**Family gift supports leadership education:** A \$3.5M-donation, announced November 26, from alumnus **Ian Ihnatowycz** (MBA'82, LLD'13) and his wife, **Dr. Marta Witer**, will fund a new chair jointly appointed to Ivey and the Faculty of Engineering. *The Ihnatowycz Family Foundation Chair in Leadership* will advance teaching and research in partnership with colleagues at the *Ian O. Ihnatowycz Institute for Leadership* and the *John M. Thompson Centre for Engineering Leadership & Engineering*. The gift will leverage an additional \$2.5M investment from Western to endow the chair in perpetuity, and a portion of the gift will be added to an existing endowment that supports long-term projects and emerging initiatives within the Ihnatowycz Institute. Ian and Marta are longstanding supporters of Ivey and Western who established the Institute for Leadership in 2010 with a \$3.5M donation.

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

- **Prof. Sarah Smith** (FIMS) named Canada Research Chair in Art, Culture and Global Relations (Tier 2), and **Prof. Frank Beier** (Physiology & Pharmacology) renewed as Canada Research Chair in Musculoskeletal Research (Tier 1)
- Faculty of Social Science's **Network for Economic and Social Trends (NEST)** named recipient of the *2021 City of London Diversity, Race Relations and Inclusivity Award*
- PhD candidate **Lisa Anne Floyd** (Education) named among recipients of the *Prime Minister's Award for Teaching Excellence*
- **Drs. Bertha Garcia** and **Patricia Valcke** of the Schulich School of Medicine & Dentistry each awarded *Certificates of Merit for 2022 by the Canadian Association of Medical Education*
- **Dr. Beatrice Preti** (Resident, Department of Oncology), **Olivia Ghosh-Swaby** (PhD candidate, neuroscience), and **Max Stone** (MD candidate) each awarded

*Rising Star Certificates of Excellence for 2022 by the Canadian Association of Medical Education*

- **Profs. Danielle Way** (Biology), **Wueliang (Andy) Sun** (Mechanical & Materials Engineering), **Brian Feagan** (Medicine, Epidemiology & Biostatistics) and **Li Ruying** (Mechanical & Materials Engineering) named among *Clarivate's Highly Cited Researchers*
- **Prof. Shelly Taylor** (Education) named President of TESOL International (formerly Teachers of English to Speakers of Other Languages)
- **Dr. Michael Rieder** (Clinical Pharmacology & Toxicology) named *Fellow of the British Pharmacology Society*
- Staff members receiving the *2021 Western Award of Excellence* include:
  - **Sara Mai Chitty**, Curriculum & Pedagogy Advisor, Indigenous Initiatives
  - **Melanie Katsivo**, Equity, Diversity & Inclusion Specialist, Schulich Medicine & Dentistry, and Assoc. Director of Programs & Partnerships, The Africa Institute
  - **Karen Kueneman**, Research Officer for the Faculties of Information & Media Studies, Law, and Don Wright Faculty of Music
  - **Dr. Sonya Malone**, Medical Director, Health Services
  - **Kim Miller**, Director, Academic Support & Engagement, Student Experience (now Executive Director, Career Management & Corporate Recruiting, Ivey)
  - **Sergio Rodriguez**, Director of Client Services, Western Technology Services
  - **Connie Zrini**, Faculty Recruitment Consultant, Office of Faculty Relations
  - **Teacher Education Office Team**, Faculty of Education, including **Cindy Barnes**, **Rebecca Cole**, **Cathy Cornett**, **Courtney Klein**, **Joanne Lombardi**, **Katie Mentone** and **Anna Zuber**
  - **Undergraduate (Ontario) Admissions Team**, Office of the Registrar, including **Kathryn Thomas**, **Theresa Serwatuk**, **Samia Lahib** and **Sarah Visscher**
- Alumni newly appointed to the *Order of Canada* include: **Navjeet Dhillon**, MBA'98; **Tomson Highway** (BMus'75, LLD'93), **Jean Riley Senft** (BA'70), **Vahan Kololian** (BA'75), **Andrew Paul MacDonald** (BMus'81), **Joy Kathryn MacPhail** (BA'77), **Sharon Elizabeth Straus** (BSc'86), and **Barbara G. Stymiest** (HBA'78).
- Five alumni named *among Canada's Top 40 Under 40* including **Adam Segal** (BA'06), **Dr. Teresa Purzner** (MD'09), **Derrick Emsley** (HBA'12), **Seema Lakhani** (HBA'07), and **Mathew Mehrotra** (HBA'09).

- Alumni named among *London's Top 20 Under 40* for 2021 include: **Ahad Al-Hakim**, (BSc'12), **Dr. Christopher Fanelli** (BHSc'10), **Matthew Grossi** (BMOS'14), **Andrew Hentz** (BA'07, JD'14), **Laura Murphy** (BHSc'07), **Louise Poole** (HBA'05), **Shobhita Sharma** (BA'08, MA'09), **Corey Shelson** (MBA'13), **Dr. Caitlin Symonette** (BMSc'06, MSc'08, MD'12, MSc Surgery'15), **Adam Thompson** (BA'06, MA'07), and **Natalie Wakabayashi** (BA'10).
- Eight alumnae named among the *Most Powerful Women in Canada for 2021*, including **Judy Fairburn** (EMBA'01), **Mary Federau** (MBA'87), **Lorin MacDonald** (JD'09), **Gillian Mandich** (BA'07, MA'12, PhD'19), **Zainul Mawji** (MBA'01), **Sarah Saska** (PhD'16), **Allison Taylor** (BSc'96), and **Charlie Wall-Andrews** (EMBA'17). The November report mentioned these awards, but only named the Ivey alumnae; apologies for the oversight.

**ITEM 4.3(a) – Revisions to Resolution re: Delegation of Authority and Rescission of Resolution re: Salary Discussions**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**            That the Board approve the revisions to Resolution re: Delegation of Authority to President as presented at Item 4.3(a) and the rescission of Resolution re: Salary Discussions (formerly Special Resolution No. 8).

**EXECUTIVE SUMMARY:**

The Board By-Law No. 1 and the Senior Policy Operations Committee (SPOC) Terms of Reference have been amended recently, each of which addresses, in part, the delegation of authority by the Board.

Resolution re: Delegation of Authority to the President has been reviewed to ensure that it aligns with the provisions of By-Law No. 1 and the SPOC Terms of Reference, and also with a view to recognize current circumstances.

Suggested revisions were brought forward to the Governance and By-Laws Committee's November meeting. The committee requested that further revisions be suggested and brought back to the committee for consideration.

As a result of the review and suggestions by the committee, amendments are recommended as follows:

- Administrative clean up in section 1 (eliminating previous sections 2 and 3)
- The addition of a new section 2 which is the sole provision of Resolution re: Salary Discussions (formerly Special Resolution No. 8), then rescinding that resolution
- Raising the dollar value of the President's authority with respect to the acquisition of real property to recognize the current reality of the value of real estate in the City of London
- Raising the dollar value of the President's authority with respect to the disposition of physical assets, excluding real property

**ATTACHMENT(S):**

[Proposed Revisions to Resolution re: Delegation of Authority to President](#)

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**Delegation of Authority**

**General Employees**

1. The President (or the President's designate) is authorized to approve staff changes (e.g., appointments, promotions, sabbatical leave) for all academic staff and Chairs of academic units that are recommended in accordance with policies and procedures established by the Board, including the conferment of tenure and the granting of Continuing Appointments.
  
21. In accordance with applicable agreements negotiated with employee groups and policies and procedures established by the Board, the President (or the President's designate) is authorized to approve the following:
  - a) In respect of the Vice-Presidents, any leaves and acting appointments;
  
  - b) In respect of all other employees of the University (faculty and staff), all changes involving appointments, acting appointments, promotions, conferment of tenure, sabbatical leaves and the granting of continuing appointments;
  
  - c) All related salaries or salary changes for all positions below the level of Vice-President, except that of for the Deans, the Registrar, the University Librarian and the University Secretary, which of the Board of Governors and the Secretary of the Senate shall be excluded from such authorization unless the President is authorized by the Senior Policy and Operations Committee to fix, in accordance with policies which may be established by the Board from time to time, the remuneration, retirement benefits and superannuation severance of such those excepted employees;
  
  - d) All employee changes involving resignations, terminations, and retirements, except that any such staff change which will entail a continuing commitment on the part of the University, other than normal pension benefits or which falls outside existing University policies, shall be referred to the Senior **Policy and** Operations Committee. [moved from 3 below]
  
3. The President is authorized to approve all staff changes involving resignations, terminations, and retirements, except that any such staff change which will entail a continuing commitment on the part of the University, other than normal pension benefits or which falls outside existing University policies, shall be referred to the Senior **Policy and** Operations Committee.

Delegation of Authority

42. While the Senior Policy and Operations Committee, at its discretion and on behalf of the Board, may impose conditions or limitations to apply in discussions or agreements, the Board authorizes the President to reach agreement with any unions or associations representing the Faculty and Administrative Staff employee groups, on collective changes in salaries and benefits and conditions attached thereto, as may be required and usually in concurrence with preparation of the annual operating budget; and to sign relevant instruments of such agreements with the said unions or associations on the understanding that same the agreements are subject to approval by the Board. [note: this provision is moved here from Special Resolution No. 8 as it relates to delegation of authority and should not require a standalone resolution. It has been amended to acknowledge SPOC's role in authorizing the mandate for negotiations per its terms of reference.]

Operationsing and Research

53. The President is authorized to commit the University to the expenditure of funds and/or approve contracts, as follows:

- a) For the payment of externally-imposed levies, such as municipal taxes and Workers' Compensation assessments, without limit; and
- b) ~~u~~Up to a limit of \$1,500,000 for any one transaction when such expenditure has been provided for in approved budgets. ~~However, the President may authorize the payment of externally-imposed levies, such as municipal taxes and Workers' Compensation assessments, without limit.~~

64. In addition, ~~T~~the President may authorize major purchases (i.e., over \$1,500,000) of research equipment funded by external awards ~~which that require the funds to may~~ be used only for the specified purchase, provided that any contribution from the University's operating budget toward any one such purchase does not exceed \$1,500,000. Any purchases ~~so~~ approved by the President ~~under this clause~~ shall be reported to the Property & ~~and~~ Finance Committee of the ~~Board of Governors~~.

75. In addition, ~~T~~the President is authorized to approve real estate ~~property~~ purchases ~~of up to \$1 million~~ as follows:

- a) Up to \$10 million for acquisition of real property directly adjacent to, or contiguous with, existing university property; and
- b) Up to \$5 million for any other real property.

Any purchase so approved by the President shall be reported to the Property and Finance Committee in a timely manner.

**Delegation of Authority**

86. The President and Vice-Presidents are authorized to transfer funds between accounts within approved budgets as required for the effective management of the University.
97. The President is authorized to sell or otherwise dispose of the University's physical assets, excluding ~~land and real property~~, ~~up to having~~ a fair market value of ~~up to \$100,000~~ \$1 million.

**Imposition of Sanctions for Non-Academic Offences**

408. The President is authorized to take such measures as are appropriate to promote the orderly conduct of students and ~~is authorized~~ to impose academic and ~~/or~~ other sanctions on students who commit non-academic offences. This authority may be sub-delegated by the President. This authority ~~shall is~~ not ~~be~~ limited by proceedings taken under other internal policies or codes ~~unless circumscribed but can be limited~~ by resolution of the Board.
449. The Administration, on the authority of the President (or the President's delegate), retains the discretion to impose academic and ~~/or~~ other sanctions on students for non-academic offences notwithstanding any other civil, criminal or quasi-criminal proceedings ~~which may be taken in a particular case~~.

**ITEM 4.4(a) – Western Research Strategic Plan 2022-27**

**ACTION:**     APPROVAL       INFORMATION     DISCUSSION

**Recommended:**    That the Board of Governors approve the Western Research Strategic Plan 2022-27 as provided.

**EXECUTIVE SUMMARY:**

L. Rigg, Vice-President (Research) will speak to the Western Research Strategic Plan.

**ATTACHMENT(S):**

[Western Research Strategic Plan 2022-27](#)

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# **MOBILIZE FOR IMPACT!**

Western Research Strategic Plan :: 2022-2027

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December 2021 :: For Senate Approval :: v. 1.30



## INTRODUCING ***MOBILIZE FOR IMPACT!***

The Western Research strategic plan seeks to mobilize campus to realize a shared vision for research, scholarship, and creative activity – *across disciplines, methods, and career stage*.

It seeks to mobilize supports that enable success – *as defined by our community*.

And it seeks to mobilize the knowledge we create so it has impact – *within the academy and for society*.

Western is home to a diverse group of innovative researchers, scholars, and artists at all career and learning stages who advance and promote knowledge across the spectrum of fundamental and applied discovery, creative activity, and research creation.

It is home to artists, activists, scientists, and clinicians; to those working individually and to those contributing to collaborative and multidisciplinary teams. All are valued. All are critical to our mission and to the university's role in society.

Collectively, we produce, preserve, and protect knowledge. We enhance culture, develop technologies, innovate, inform policy, train the next generation's leaders, and help shape societies. We have impact within the academy, within our communities, and around the world.

Unique facilities, excellent library resources, internal funding programs, and dedicated, professional services support these efforts.

We *already* have a lot to be proud of and to be excited about – and there is a strong appetite to do more.

Grounded in Western's strategic plan, [Towards Western at 150](#), *Mobilize for Impact!* strives to capture this energy and to accelerate our momentum. It guides the activities of Western Research, which are inextricably linked to the university's mission to facilitate the production of research, scholarship, and creative activity.

This plan is Western Research's commitment to our community, and it outlines how we will provide support, foster inclusiveness, advance collaboration, and facilitate, recognize, and celebrate success.

*Mobilize for Impact!* reflects not only what we are and where we have been, but what we can become – together.

## **DEVELOPING *MOBILIZE FOR IMPACT!***

Our strategic planning process began in late 2020 with an environmental scan of other university plans and subsequent efforts to socialize approaches and seek guidance from partners across campus.

From January to August 2021, we obtained approximately 300 inputs through a series of townhalls, small group discussions, one-on-one meetings, and a feedback survey that was included on the Western Research website and distributed to all research-eligible faculty members. The process was further informed by 100 interviews conducted as part of a concurrent Western Research Parks visioning exercise.

Throughout this process, we worked closely with the research, scholarship, and creative activity theme group of the university's strategic planning steering committee to share findings and gain additional insight from consultations with students, alumni, government, industry, and community organizations. Overall, the strategic planning steering committee received more than 3,700 inputs.

The draft plan was provided to more than 250 members of our community for further review. We are particularly grateful for repeated input from Associate Deans (Research), the University Research Board, research officers, and colleagues within Western Research.

*Mobilize for Impact!* also directly considers, and aligns with, other relevant campus plans, including *Towards Western at 150*, the Indigenous Strategic Plan, and those produced by WORLDdiscoveries, Western Research Parks, Western International, and individual faculties and schools.

## HAVING GREATER IMPACT

Stimulating research, scholarship, and creative activity is a key area of focus identified within the Greater Impact theme of *Towards Western at 150*.

It is also at the heart of Western Research's mission.

Impact takes many forms – from individual scholars creating and promoting knowledge to collaborative teams developing novel technologies and solutions to grand challenges. From researchers influencing policy to artists creating culture and bringing joy to our lives. And from efforts to understand the fundamental questions that drive curiosity to knowledge that supports the development of our business, legal, health, and education systems.

These contributions advance the public good.

Western's community adds to the sum of human knowledge, preserves it, and passes it down to future generations. As thinkers, innovators, artists, leaders, scientists, and entrepreneurs, we have impact within academia, within regional communities, and around the world.

As a key partner in this success, Western Research is committed to supporting, recognizing, and celebrating the full range of these efforts.

As administrative demands increase, we provide professional services, strategic guidance, support, and programs across a project's lifespan – from inception to development, completion, and dissemination. These efforts allow our community to spend more time focusing on their research, scholarship, or creative activities – and having impact.

## ABOUT US

Led by the Vice-President (Research), Western Research sets institutional strategies and fosters a vibrant culture of research, scholarship, and creative activity across campus and across disciplines. We are partners in the university's research success.

Our dedicated team of professionals is knowledgeable and skilled, offering a unique breadth and depth of specialized expertise. We identify needs and respond with progressive services, funding mechanisms, and programming.

These supports begin at the idea stage.

Some Western scholars benefit from grant, partnership, and strategy development; others from expertise related to commercialization, knowledge exchange, and communications. Still others rely on assistance with contractual agreements, veterinary care, or supports that ensure ethics and compliance needs are met. There are many pathways to our services.

These efforts help our community dedicate more of their time to the work they are passionate about.

As the research landscape evolves, Western Research commits to continuing to identify and implement tools, services, and programs that ensure our researchers, scholars, and artists have the support they need to remain competitive and to be successful.

We look forward to working with you.

## GUIDING PRINCIPLES

The following four guiding principles are foundational to Western Research's mandate and flow across all we do. These values and touchpoints guide us as we design and implement strategies and develop activities, services, programs, and relationships.

### **CATALYZE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY**

Western Research will lead and partner on activities that support our community's success and all the steps along the way. We will provide services and foster a culture of inclusivity that embraces, supports, and accelerates research, scholarship, and creative activity in all disciplines and at all career and learning stages. We will continue to provide, evaluate, and expand upon administrative and strategic supports and programs that enhance our scholars' success.

### **ADVANCE EQUITY, DIVERSITY, INCLUSION, AND DECOLONIZATION**

In collaboration with the Office of Indigenous Initiatives and the office of the Associate Vice-President (Equity, Diversity, and Inclusion), Western Research will take proactive steps to extend equity, diversity, inclusion, and decolonization efforts in the academy and in related activities. We will ensure ethical research engagement with Indigenous communities; recognize colonial practices in, and adopt anti-colonial approaches to, research; and work with partners to advance equity, diversity, inclusion, and decolonization in all programs, services, and funding initiatives we support.

### **ENGAGED PARTNERS**

London and Southwestern Ontario are home. By co-creating welcoming spaces, places, and activities that encourage partners to engage with Western's research, scholarship, and creative activity, we will establish strong, ethical, and reciprocal partnerships on campus and with local and regional communities. As our collaborations, impact, and aspirations extend around the world – and beyond – we will also continue to nurture relationships, engage in mutually beneficial partnership development efforts, and share knowledge provincially, nationally, and internationally.

### **BALANCE RISKS AND OPPORTUNITIES**

Academic freedom is at the heart of university life and protected by the Faculty Collective Agreement. Respecting this core commitment, Western Research will be responsible stewards of knowledge, support open access initiatives, and help our community to safeguard research activities by protecting intellectual property and by ensuring compliance with regulations governing research, including national security guidelines for partnerships and the Tri-Agency research data management policy. Where appropriate, we will seek opportunities to advance the university's research mission through high-risk, high-reward research.

## STRATEGIC GOALS

*Mobilize for Impact! identifies four strategic goals that describe what we seek to do as a unit and how. Taken together, they lay the foundation for our plan to support our community and to engage with stakeholders. Each is aligned with all three themes – and multiple sub-themes – identified in Towards Western at 150: Greater Impact; People, Community, and Culture; and Western’s Place in the World.*

### ENHANCE RESEARCH SUPPORT

Ensuring Western’s research success is a shared responsibility, requiring close coordination and collaboration among many individuals and groups across campus.

Western Research is a key partner in this integrated and interconnected network of support that includes Associate Deans (Research), faculty-based research officers, Research Finance, Western Libraries, the School of Graduate & Postdoctoral Studies, Western International, and the Office of Indigenous Initiatives, among others.

Together, with campus and city-wide partners, Western Research will continue to inspire research success by providing a range of professional and strategic services and programs that help scholars reach their full potential at every stage – from a project’s conceptualization, through its development, implementation, and dissemination of outcomes.

Strategies to enhance research support include:

- Maintain and increase professional administrative support for research activities, including for grants and contracts, innovation and partnership development, human and animal ethics, animal care, knowledge exchange, and awards and distinctions.
- Commit to ensuring equity, diversity, inclusion, and decolonization activities are incorporated into all aspects of our work, including through grant-writing support that increases our scholars’ success.
- Offer progressive and professional training that provides scholars with skills they may need to be successful, including those related to leadership, equity, knowledge exchange, grant-writing, patent searches, partnership development, and communications.
- Strengthen relationships with Lawson Health Research Institute and hospital-based research entities to streamline processes and support.
- Foster a welcoming, supportive, and vibrant environment to set new and emerging scholars on paths to success, including by providing orientation, peer mentorship, and postdoctoral supports.
- Integrate research, scholarship, and creative activity into the student experience by increasing engagement opportunities for undergraduate students.
- Develop and support core facilities, institutes, and common resources.

## STRATEGIC GOALS

### FOSTER RELATIONSHIPS

We live in hyper-connected times. The relationships we form allow us to examine new viewpoints, identify needs, access research participants, find solutions, and connect the work we do to knowledge users. In short, strong relationships facilitate success.

Western Research will support the development of ethical and reciprocal research relationships. We will work closely with colleagues on campus and with regional, national, and international partners to engage governments, health care, corporations and businesses, not-for-profits, community groups, and other academic partners.

Strategies to foster relationships include:

- Support the development of connections within various sectors through networking events, a centralized expertise database, and partnership concierge platforms.
- Co-develop collaborative research, scholarship, and creative activity-based relationships within regional communities, including efforts that bring knowledge to campus.
- Foster ethical, reciprocal, community-based participatory research models with Indigenous partners.
- Establish strategic spaces within regional communities that foster research connections, community-engaged scholarship, creativity-based events, and knowledge exchange opportunities.
- Create a new Innovation and Strategic Partnerships portfolio to provide innovation-related supports and programs that foster connections with industry.
- Increase support for international research engagement and collaborative programs, including through enhanced research components of memoranda of understanding with international universities.

## STRATEGIC GOALS

### CONNECT OUR WORK TO THE WORLD

It is important to extend the impact of our academic community's work and to celebrate its successes. Western Research will increase support for knowledge exchange efforts – within the academy, private and public sectors, civil society, and arts communities. We also continue to lead and support nominations for prestigious awards and distinctions, and promote achievements to various audiences.

Strategies to connect our work to the world include:

- Increase support in government relations, particularly with respect to contributions to policy at the municipal, provincial, and federal levels.
- Enhance knowledge exchange capacity through training, support, and tools, including workshops related to writing, strategies, and tactics.
- Enhance public access to visual arts and musical performances, including online.
- Increase support for nominations to prestigious national and international awards and distinctions.
- Advance business development and technology transfer activities that connect Western's research to knowledge users, create spinoff companies, and license technologies.
- Increase engagement with a range of outreach and communication opportunities that bring Western's research to a broader audience.
- Support participatory and community-based research that mobilizes knowledge horizontally within partner communities.
- Support open access to research, scholarship, and creative outputs through the Western repository.

## STRATEGIC GOALS

### TACKLE THE GRAND CHALLENGES OF OUR TIME

All researchers address challenges. Some of these challenges are grand.

Issues like systemic racism, sustainability, global health, socioeconomic inequality, threats to democracy, and climate change – as examples of grand challenges – require collaborative and interdisciplinary approaches because they require interdisciplinary and collaborative solutions.

Western Research will foster models of collaboration and interdisciplinarity that bring together top minds from within and outside the university. Research centres, groups, and institutes often play a vital role in these efforts. By working together, we can apply diverse perspectives and expertise to some of the most pressing challenges facing our world.

Strategies to tackle the grand challenges of our time include:

- Build upon Western's institutes model by seeking additional ways to organize our collective research efforts.
- Introduce and support interdisciplinary initiatives, including institutes, the Western Academy for Advanced Research, and the Interdisciplinary Development Initiatives program.
- Reimagine the Western Research Chairs program to add new opportunities and capacity.
- Provide resources and opportunities to facilitate grassroots connections, identify partnerships, and better frame interdisciplinary relationships.
- Foster and support university-wide research interests and infrastructure.
- Create internal, issue-focused funding programs that encourage interdisciplinary engagement and teams.

## CONCLUSION

*Mobilize for Impact!* fits within the larger context of *Towards Western at 150*, other campus plans, and aspirations set out by faculty, staff, students, postdoctoral scholars, and partners. Its success is a collective responsibility.

Our strategic plan embraces broader conversations about the work we do, supports Western Research offers, and the impact of these efforts. It will mobilize our community around a shared vision for research, scholarship, and creative activity – across disciplines, methods, and career and learning stages.

The plan also paints a broad picture of the directions we intend to take to support themes set out in *Towards Western at 150*. Detailed steps, which will include many of the valuable contributions our community has made over the past year, will be included – and in some cases, co-created – in accompanying implementation plans.

It is an exciting time for research, scholarship, and creative activity at Western.

Western Research is here to support you.

Together, we can mobilize for impact.

**ITEM 4.4(b) – Revised Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost (Students)**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**Recommended:**    That the Board of Governors approve the *Appointment Procedures for Senior Academic and Administrative Officers of the University* be amended to retitle the Associate Vice-President (Student Experience) as the Vice-Provost (Students) as shown in Item 4.4(b).

**EXECUTIVE SUMMARY:**

Western has long been committed to providing our students with a superior experience. Following recommendations received as part of an external review in 2013, the current Student Experience unit and the Associate Vice-President (Student Experience) role were established.

The departure of the Associate Vice-President (Student Experience) in May of 2021 presented an opportunity to reassess how we support students, including the organizational model of the Student Experience unit. The Provost & Vice-President (Academic) appointed Dr. John Doerksen (Vice-Provost, Academic Programs) and Chris Alleyne (Associate Vice-President, Housing & Ancillary Services) as interim co-Associate Vice-Presidents (Student Experience) with a mandate that included assessing the scope of the current Student Experience portfolio and making recommendations regarding the optimal organizational alignment to support students.

On reflection, and after consultation with senior leaders, the Acting Provost is recommending that the Associate Vice-President (Student Experience) role be converted to a Vice-Provost (Students) role, strengthening collaboration between faculties and units that support student success.

**The composition of the selection committee is intentionally broad with respect to members of the university community. As a result of the expanded portfolio for the Vice-Provost (Students), and not knowing which Faculties will be represented by the faculty and student constituencies, it is important to allow these seats to be filled flexibly, in a way that ensures broad representation from academic and support units.**

Reporting to the Provost & Vice-President (Academic), the Vice-Provost (Students) will be an integral member of the Provost's Senior Leadership Team. The Vice-Provost will oversee an expanded portfolio inclusive of the Office of the Registrar and the existing Student Experience unit and will have responsibility for stewarding relationships with student councils and societies, as well as provide leadership for a Strategic Council on Student Success comprised of representatives from faculties and units that support student success across Western.

The Vice-Provost (Students) will provide strategic institutional leadership and guidance to build and sustain an integrated experience for students from recruitment through to convocation that is inclusive of students' academic, co-curricular, social and health needs. The Vice-Provost will be responsible for raising the profile of the holistic student experience in university decision-making and leading important strategic planning to enable a student experience that distinguishes Western within Canada. The Vice-Provost will work collaboratively with stakeholders across Western and consult with key external constituencies to ensure that strategic student objectives align with Western's Strategic Plan.

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

**ATTACHMENT(S):**

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

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**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**

<https://www.uwo.ca/univsec/pdf/board/apptproc.pdf>

**Vice-Provost (Students)**

Composition of Selection Committee

A committee to select a Vice-Provost (Students) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the **University** Registrar
- (c) three faculty elected by Senate, one of whom shall be an associate dean (academic)
- (d) three other members of the university community **selected by the Chair**
- (e) one undergraduate and one graduate student nominated by the USC and SOGS respectively.

Procedure

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

Terms

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



**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**

- A [Introduction](#)
- B [General](#)
  - Selection Committees
  - Academic Tenure and Senior Appointments
- C [Rules for the Operation of Selection Committees](#)
  - The Committee
  - Review of the Incumbent
  - Advertisement of Vacancies
  - Selection
- D [Study Leave and Modified Alternative Workload](#)

**Selection Committees**

- E [President & Vice-Chancellor](#)
- F [Provost & Vice-President \(Academic\)](#)
- G [Vice-President \(Operations & Finance\)](#)
- H [Vice-President \(Research\)](#)
- I [Vice-President \(University Advancement\)](#)
- J [Vice-Provost \(Academic Programs\)](#)
- K [Associate Vice-President \(Equity, Diversity & Inclusion\)](#)
- L [Associate Vice-President \(Student Experience\) Vice-Provost \(Students\)](#)
- M [University Registrar](#)
- N [Vice-Provost \(Academic Planning, Policy & Faculty\)](#)
- O [Vice-Provost \(Graduate & Postdoctoral Studies\)](#)
- P [Vice-Provost and Associate Vice-President \(Indigenous Initiatives\)](#)
- Q [Vice-Provost and Associate Vice-President \(International\)](#)
- R [Deans of Faculties](#)
- S [Associate Deans and Associate Vice-Provosts](#)
- T [Associate Vice-Presidents \(Research\)](#)
- U [Vice-Provost and Chief Librarian](#)

**V** [University Secretary](#)

*Enacted by the Senate (January 19, 2001) and the Board of Governors (January 25, 2001)  
Revisions (Board on recommendation of Senate): April 29, 2010; June 23, 2011; April 24, 2014; June 25,  
2015; June 23, 2016; November 21, 2019; January 21, 2021*

**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**

**A.** [INTRODUCTION](#)

[Back to top](#)

The University of Western Ontario Act (1982) empowers the Board of Governors, on the recommendation of the President, to appoint senior academic and administrative officers to the University, provided that all such appointments are in accordance with the policies and procedures established by Senate and recommended to the Board.

**B.** [GENERAL](#)

[Back to top](#)

Selection Committees

The composition and terms of reference for Selection Committees, as determined by the Senate and Board of Governors, are set out in these *Appointment Procedures for Senior Academic and Administrative Officers of the University*.

Academic Tenure and Senior Appointments

1. Where appropriate, a person appointed to a senior administrative position shall also be accorded an academic appointment. The Selection Committee shall recommend the appointment of the successful candidate at an appropriate rank with tenure in an appropriate academic unit.
2. A person appointed to an administrative position with an academic appointment shall retain the privileges of tenure and academic freedom.
3. Where a person holding an academic appointment with tenure relinquishes his/her administrative duties, he/she may assume duties in the academic unit on a full-time basis following Study Leave (where relevant).

**C.** [RULES FOR THE OPERATION OF SELECTION COMMITTEES](#)

[Back to top](#)

The Committee

1. Wherever possible, the appropriate Selection Committee shall be established at least twelve months, but no more than twenty months, prior to the end of any term of office.
2. Where a body, such as the Board of Governors, Senate, Faculty, or Department is responsible for the election of persons to a Selection Committee, that body shall determine the method of electing its representatives.
3. Following the first meeting of the Selection Committee, the Chair shall notify the Secretary of Senate of the names of the members of the Committee for the information of Senate.
4. The incumbent shall not be a member of the Selection Committee for any office, but this restriction in no way precludes a selection Committee from seeking the advice of the person retiring from the office in question.

5. The composition of a Selection Committee in no way precludes the appointment of a person not associated with the University as a full voting member of any Selection Committee. If such a person is not appointed to a Selection Committee, it is strongly urged that the Committee seek outside advice.
6. Where a member of a Selection Committee consents to be a candidate for the position under consideration, he/she shall cease to be a member of the Committee.
7. Where a member of a Selection Committee ceases to be a member of the Committee for any reason, a successor shall be chosen in the same manner as the person withdrawing, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.
8. A member of a Selection Committee by virtue of his/her office shall remain a member of that Committee until such time as the task of the Committee is completed, provided that he/she remains a member of the University. In instances where an *ex officio* member is unable to act, Senate shall appoint an alternate member to exercise the same functions, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.
9. All Selection Committees shall meet *in camera* and their deliberations shall be strictly confidential.
10. One-half of the membership of the Committees shall constitute a quorum, except at a meeting when a final decision is reached, in which case at least two-thirds of the members must be present.
11. All members of the Selection Committee shall have one vote, including the Chair and *ex officio* members, but the Chair shall not have a second or casting vote.
12. The Selection Committee may seek nominations by whatever means it considers appropriate.
13. The Selection Committee may consult with any person who is not a member of the Committee and, where appropriate, with special groups of faculty, alumni, and students.
14. The Selection Committee may invite to the University for formal consultation eminent persons not associated with the University but who, in the opinion of the Selection Committee, are in a position to offer wise, expert advice on the appointment in question.

#### Review of the Incumbent <sup>(1)</sup>

1. The Committee will assume the incumbent to be a candidate unless the Selection Committee is informed otherwise.
2. When the incumbent has indicated willingness to be a candidate, the Selection Committee will first review the incumbent's performance, with a view to possible reappointment.
3. In the case of selection of Deans, this review shall involve an assessment by external consultants.
4. The Selection Committee will inform the University community that a review of the incumbent will be conducted and invite submissions, as the Committee shall deem appropriate.
5. After it reviews the performance of the incumbent, the Committee will determine whether it will recommend reappointment of the incumbent or conduct a search and interview other candidates.

#### Advertisement of Vacancies

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<sup>1</sup> The review of an incumbent President is governed by the Board of Governors [Presidential Review protocol](#).

Except when the Selection Committee recommends reappointment of the incumbent, all senior administrative openings must be advertised internally and externally unless the Selection Committee concerned deems that external advertising is unnecessary and obtains approval from the President to that effect. In those instances where advertising is required, placement of external advertising in "University Affairs" and /or "CAUT Bulletin" will be the responsibility of the Chair of the Selection Committee following the approval of the Provost & Vice-President (Academic). Internal advertising will be the responsibility of the Office of the Provost & Vice-President (Academic). A short version of the ad will appear in *Western News* and the complete ad will be available on the University's Website.

#### Selection

1. The decision of the Selection Committee shall be determined by a majority vote of the whole Committee.
2. The University officer negotiating with the prospective appointee shall make known to him/her any policy with respect to the term of the appointment and any collective agreement which may apply to the successful candidate. At the time a formal offer of appointment is made, the University officer shall inform the candidate of the term of the appointment and relevant policies, in writing.
3. The Selection Committee shall recommend one name to the President & Vice-Chancellor. Where the Selection Committee fails to reach a decision, it shall report to Senate for further instructions.

#### **D. STUDY LEAVE and MODIFIED ALTERNATIVE WORKLOAD**

[Back to top](#)

1. The purpose of Study Leave and Modified Alternative Workload is to re-establish a faculty member's abilities as a scholar and teacher following a period of administrative service which has been of such length and intensity that his/her scholarship and teaching might have suffered.
2. Study Leave may be taken while holding a senior administrative appointment, subject to the provisions of this Section D.
3. Modified Alternative Workload, consistent with the UWOFA Collective Agreement, may be agreed to at the conclusion of administrative service.
4. Only those senior administrators holding academic appointments are eligible for Study Leave.
5. Study Leave/Modified Alternative Workload shall be negotiated with the selected candidate at the time of the appointment. The duration and terms of the Study Leave shall be included in the letter of appointment.
6. In no circumstances may the Study Leave/Modified Alternative Workload be more than twelve months duration.

## SELECTION COMMITTEES

### **E. PRESIDENT & VICE-CHANCELLOR**

[Back to top](#)

#### Composition of Selection Committee

Pursuant to Section 19(a) of the *UWO Act*, a committee to select a President & Vice-Chancellor shall consist of:

- (a) 5 members of the Board of Governors, named by the Board
- (b) 5 persons named by the Senate, at least one of whom must be a student

#### Procedure

- The Chair of the Board of Governors shall convene the Committee.
- The Committee shall select its own Chair.
- The Committee shall determine its own procedure.
- The Chair shall undertake negotiations with prospective candidates.
- Any recommendation of the Committee shall be made in writing signed by at least eight members and delivered to the Board within nine months of the date on which the Board names five members to the committee or the date on which the Board requests the Senate to name five persons to the committee, whichever date is later, and, failing a recommendation within that period, the Board may appoint the President.

### **F. PROVOST & VICE-PRESIDENT (ACADEMIC)**

[Back to top](#)

#### Composition of Selection Committee

A committee to select a Provost & Vice-President (Academic) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

#### Procedure

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

#### Terms

The term for the Provost & Vice-President (Academic) is five years and may be renewed

**G. VICE-PRESIDENT (OPERATIONS & FINANCE)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-President (Operations & Finance) shall consist of:

- (a) The President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 4 persons elected by the Board of Governors, one of whom shall be a member of the administrative staff
- (d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

Procedure

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

Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

**H. VICE-PRESIDENT (RESEARCH)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-President (Research) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

Procedure

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

Terms

The term for the Vice-President (Research) is five years and may be renewed.

**I. VICE-PRESIDENT (UNIVERSITY ADVANCEMENT)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-President (University Advancement) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 4 persons elected by the Board of Governors, two of whom will be alumni
- (d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

Procedure

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

Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

**J. VICE-PROVOST (ACADEMIC PROGRAMS)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-Provost (Academic Programs) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-Provost (International)
- (c) 4 faculty elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic).
- (d) 1 student Senator elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term of the Vice-Provost (Academic Programs) is five years and may be renewed.

**K. ASSOCIATE VICE-PRESIDENT (EQUITY, DIVERSITY & INCLUSION)**

[Back to top](#)

Composition of Selection Committee

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

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

Procedure

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

Terms

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

**L. ASSOCIATE VICE-PRESIDENT (STUDENT EXPERIENCE)  
VICE-PROVOST (STUDENTS)**

[Back to top](#)

Composition of Selection Committee

A committee to select an ~~Associate Vice-President (Student Experience)~~ **Vice-Provost (Students)** shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- ~~(b) the Vice-Provost (International)~~
- ~~(c)~~ **(b)** the **University** Registrar
- ~~(d)~~ **(c)** ~~four~~ **three** faculty elected by Senate, one of whom shall be an associate dean (academic)
- ~~(e)~~ **(d)** ~~five~~ **three** other members of the university community, including representation from the following areas: academic counsellors, the units reporting to the Associate Vice-President (student experience), Housing, the University Discipline Appeal Committee **selected by the Chair**
- ~~(f)~~ **(e)** one undergraduate and one graduate student nominated by the USC and SOGS respectively.

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate ~~through the President & Vice-Chancellor~~ **at the conclusion of the search.**

Terms

~~The term of the Associate Vice-President (Student Experience) is five years and may be renewed.~~  
**It is intended that the candidate be appointed for a five-year term, with the opportunity for renewal.**

**M. UNIVERSITY REGISTRAR**

[Back to top](#)

Composition of Selection Committee

A committee to select a University Registrar shall consist of:

- (a) the Provost & Vice-President (Academic) who shall be Chair
- (b) the Vice-Provost (Academic Programs)
- (c) ~~the Associate Vice-President (Student Experience)~~ **Vice-Provost (Students)**
- (d) 3 members elected by Senate, one of whom must be an associate dean (academic)
- (e) 1 Student Senator elected by Senate

Procedure

1. The Chair shall convene the Committee
2. The Chair shall undertake negotiations with the prospective appointee
3. The Chair shall report to Senate through the President & Vice-Chancellor

Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee does not have an academic appointment with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

**N. VICE-PROVOST (ACADEMIC PLANNING, POLICY & FACULTY)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-Provost (Academic Planning, Policy & Faculty) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 3 persons elected by Senate, one of whom shall be a Dean
- (d) 1 faculty member nominated by the University of Western Ontario Faculty Association

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term of the Vice-Provost is five years and may be renewed.

**O. [VICE-PROVOST \(GRADUATE & POSTDOCTORAL STUDIES\)](#)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-Provost (Graduate & Postdoctoral Studies) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 5 persons elected by Senate, one of whom shall be a Dean and one of whom shall be a graduate student

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term for the Vice-Provost (Graduate & Postdoctoral Studies) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

**P. [VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT \(INDIGENOUS INITIATIVES\)](#)**

Composition of Selection Committee

[Back to top](#)

A committee to select a Vice-Provost and Associate Vice-President (Indigenous Initiatives) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 3 faculty members elected by Senate, one of whom shall be a Dean
- (d) 1 member of the Indigenous faculty or staff university community to be appointed by the Provost & Vice-President (Academic)
- (e) 1 undergraduate student elected by Senate
- (f) 1 graduate student elected by Senate
- (g) Community Co-Chair of the Indigenous Postsecondary Education Council (IPEC) or designate

Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective candidates
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term of the Vice-Provost and Associate Vice-President (Indigenous Initiatives) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

**Q. [VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT \(INTERNATIONAL\)](#)**

Composition of Selection Committee

[Back to top](#)

A committee to select a Vice-Provost and Associate Vice-President (International) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 3 faculty elected by Senate, one of whom shall be a Dean
- (d) 1 Student Senator elected by Senate

Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective appointee
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term for the Vice-Provost and Associate Vice-President (International) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

**R. [DEANS OF FACULTIES](#)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Dean of a Faculty shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- (d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean,
- (e) for Medicine & Dentistry, the President and Chief Executive Officers of the London Health Sciences Centre and St. Joseph's Health Care or designates, one Robarts Scientist identified by the Robarts Scientists, and one additional student and faculty member elected by the Council of the Schulich School of Medicine & Dentistry  
for Engineering, one member of the Advisory Council of Western Engineering, named by the Advisory Council;  
for Business, two members of the Ivey Advisory Board, named by the Advisory Board;  
for Law, one member of the Law Alumni Association, named by the Association.

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term for Deans of Faculties is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

**S. ASSOCIATE DEANS AND ASSOCIATE VICE-PROVOSTS**

[Back to top](#)

Each Faculty Council shall determine the procedure for the selection of an Associate Dean. In the School of Graduate and Postdoctoral Studies (SGPS), the procedure for selection of an Associate Vice-Provost shall be determined by the Graduate Education Council. The selection of a suitable candidate may be by a standing Appointments Committee or by an ad hoc Selection Committee.

The position of Associate Dean and Associate Vice-Provost requires the incumbent to devote more than half time to decanal duties and to be involved in setting policy, and to have management responsibilities.

Associate Deans and Associate Vice-Provosts shall be appointed for a specified term. In general it is not anticipated that persons will serve in these positions for long periods of time.

In case of Associate Deans, the Dean shall undertake negotiations with prospective candidates. In case of Associate Vice-Provosts in SGPS, the Vice-Provost (Graduate and Postdoctoral Studies) shall undertake negotiations.

Initial appointments and changes in title shall be reported to Senate by the Dean/Vice-Provost through the Provost & Vice-President (Academic) and the President & Vice-Chancellor.

**T. ASSOCIATE VICE-PRESIDENTS (RESEARCH)**

[Back to top](#)

Composition of Selection Committee

A committee to select an Associate Vice-President (Research) shall consist of:

- (a) the Vice-President (Research), who shall be Chair
- (b) 4 persons elected by the Senate, one of whom shall be a graduate student
- (c) 2 persons elected by the Board of Governors

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

An Associate Vice-President (Research) may be a member of faculty or a member of staff.

If appointed from the faculty, the term for an Associate Vice-President (Research) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

If appointed from the staff, the term for an Associate Vice-President (Research) will be agreed upon between the Vice-President (Research) and the appointee at the time of the initial appointment, with such terms to include provision for review and renewal as appropriate.

**U. VICE-PROVOST AND CHIEF LIBRARIAN**

[Back to top](#)

Composition of Selection Committee

A committee to select a University Librarian/conduct a five-year review of the Library shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) the Vice-Provost (Graduate & Postdoctoral Studies)
- (d) 3 members of the full-time library staff, one of whom must be a professional librarian, elected by the full-time library staff
- (e) 3 members of faculty and 1 student, elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

1. The term for the Vice-Provost and Chief Librarian is seven years and may be renewed.
2. The Vice-Provost and Chief Librarian may or may not come from the academic ranks. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

**V. UNIVERSITY SECRETARY**

[Back to top](#)

Composition of Selection Committee

A committee to select a University Secretary shall consist of:

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

Procedure

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

**ITEM 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 presented.

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

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

At its meeting on January 25, 2022, the Property and Finance Committee, on behalf of the Board of Governors, approved the Terms of Reference for the new scholarships, awards, and prizes as shown in Item 5.1(a).

Scholarships, Awards, and Prizes are funded in two different ways, through donor funding and through operating funding. Donor-funded scholarships, awards, and prizes are recommended by the Senate for approval by the Property and Finance Committee on behalf of the Board in accordance with the Property and Finance Committee Terms of Reference. These scholarships, awards, and prizes are shown in Item 14.1. There are no operating-funded scholarships, awards, and prizes to report.

**ATTACHMENT(S):**

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

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**New Scholarships, Awards, and Prizes**

Canadian Century HBA Award (Ivey)

Awarded to a student entering HBA 1 at the Richard Ivey School of Business, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. This award was established through the generosity of Western alumni.

Value: 1 at \$4,100

Effective Date: 2022-2023 academic year

*This award was generously established by William Mara, HBA '56 who believes the concept of giving back is an important part of the mission for this Award. William promised himself that if he ever achieved financial success, he would give back by donating money to help establish a fund committed to providing financial assistance to other worthy students to help meet their financial needs while at Ivey. His wish is that you will enjoy as much pleasure and satisfaction from your future career as he had in his.*

CNS Resident Publication Award (Schulich School of Medicine & Dentistry)

Awarded annually to a postgraduate trainee in a residency program in Clinical Neurological Sciences at the Schulich School of Medicine & Dentistry, who is the first author of a research publication and/or a resident who will present a publication at a conference or meeting. Residents should submit a copy of their publication and outline of the conference or meeting where they will present their work if applicable to the Department of Clinical Neurological Sciences by March 15. Final selection will be made by a committee coordinated by the Chair of the Department of Clinical Neurological Sciences. This award was established with a generous gift from Ms. Janet Maola in honour of Dr. K. Kimpinski and Mrs. Maola's passion for supporting individuals who are working to discover new ways to identify, treat and hopefully one day cure neurological conditions.

Value: Number and Value will vary depending on funds available

Effective Date: 2022-2023 academic year

Douglas L. English Memorial Bursary (Information and Media Studies)

Awarded to a full-time graduate student entering the Master of Media in Journalism & Communications (MMJC) program based on financial need. A committee in the Faculty of Information and Media Studies will select the recipient. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous gift from Shirleyan English (BA 1962) in memory of Douglas L. English.

Value: 1 at \$1,000

Effective Date: May 2022

*This award was established by his family in memory of Douglas Land English who was a journalist for more than 60 years. He had a diverse career, almost all in the printed word which was his passion. A prize-winning writer, he was a witty and garrulous man who delighted in telling stories of his travels, many of which were published during his time as Travel Editor at the London Free Press.*

Dr. David Armstrong Graduate Award in Physiology and Pharmacology (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time graduate student in a Master's or Doctoral program in Physiology and Pharmacology at the Schulich School of Medicine & Dentistry, based on academic achievement and research merit. Preference will be given to a student studying women's health and/or endocrinology. Selection will be made by the Graduate Awards Committee in the Department of Physiology and Pharmacology, with at least one representative of the committee holding membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$1,000

Effective Date: May 2022

*Dr. Armstrong was a valued faculty member with Physiology, and Obstetrics & Gynaecology at Western University from 1968-1998, when he became professor emeritus. He was one of Schulich Medicine's most renowned basic scientists in the field of reproductive biology and a world-renowned research scientist in reproductive physiology. To mark the 5th anniversary of the loss of their father (August 1, 2016), Dr. Armstrong's family established and proudly supports this endowed annual award,*

*honouring his pioneering contributions to the advancement of reproductive technology. His passion for research and deep commitment to mentoring and sharing scientific information were hallmarks of his academic career.*

Dr. Frank G. Wong and Family Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student graduating from the Doctor of Medicine (MD) program who has been accepted to a Family Medicine Rural/Regional Residency Training Program or Royal College Program with designated training time in the rural/region. Applicants are asked to submit an online application to the Undergraduate Medical Education Office indicating their interest in family medicine in a rural setting by March 31. The recipient will be selected by a Committee from the Department of Family Medicine and the Office of Distributed Education with the approval of the Undergraduate Medical Education Awards Committee. This award is established through a generous gift from Dr. Frank Wong (MD '77), and his family. Dr. Wong practiced as a family physician in Seaforth, Ontario for 9 years and in London, Ontario for 32 years.

Value: 1 at \$2,000

Effective Date: 2022-2023 academic year

Julia and Alan Beck Scholarship (Science)

Awarded annually to an undergraduate student registered in Year 2 of a program offered by the Department of Earth Sciences, based on a minimum 80% average. Preference will be given to students in the Honours Specialization in Geophysics – For Professional Registration. A committee in the Department of Earth Sciences will select the recipient. The scholarship will continue for Years 3 and 4 provided that the recipient remains in an Earth Sciences program and maintains a minimum 80% average. If a recipient does not retain the scholarship, another recipient from the same cohort will be selected. This scholarship was established with a generous gift from the Estate of Julia and Alan Beck and contributions made to the Beck Memorial Fund.

Value: 1 at \$4,500, continuing for three years

Effective Date: 2022-2023 academic year

*Dr. Alan E. Beck (1928 – 2020) was Head of the Department of Geophysics at Western from 1963 to his retirement in 1993, when he was awarded the J. Tuzo Wilson Medal. Julia (1928 – 2012) and Alan met in 1955 at Australia National University, where she was working after completing a degree and graduate work in geology and he was studying for his PhD in geophysics. Over the course of their married life, they shared inquisitive minds and were passionate about earth sciences, higher education and helping others. The naming of the award recognizes the key role that Julia played in supporting both Alan and the Department of Geophysics (now Earth Sciences).*

Robert E. and M. Phyllis Younker Award (Music)

Awarded annually to an undergraduate student in third or fourth year of a Music Education program in the Don Wright Faculty of Music, based on a minimum 70% average and demonstrated leadership skills. Candidates must submit a one-page statement outlining their leadership skills in Music Education to the Dean's Office in Music by September 30. The Scholarship and Awards committee in Music will select the recipient. This award was established with a generous donation from Dr. Betty Anne Younker, Dean of the Don Wright Faculty of Music from 2011 to 2021.

Value: 1 at \$1,000

Effective Date: 2022-2023 academic year

Robert E. and M. Phyllis Younker Graduate Award (Music)

Awarded annually to a full-time student entering their first year of the Master of Music in Literature and Performance based on academic and musical achievement. The Chair of the Music Performance Studies Department in consultation with the Associate Dean (Graduate Studies) will select the recipient. This award was established with a generous donation from Dr. Betty Anne Younker, Dean of the Don Wright Faculty of Music from 2011 to 2021.

Value: 1 at \$1,000

Effective Date: May 2022

Thomas W. R. Macfarlane Bursary (Any Undergraduate Program)

Awarded annually to a student in any year of any undergraduate program based on financial need. Preference will be given to students who are current or past members of the Student Emergency Response Team (SERT). Online financial assistance applications are available through Student Center and must be completed by October 31. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from Mrs. Penelope A. Macfarlane (BA 1970).

Value: 1 at \$1,500

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

*This award was established by Penelope A. Macfarlane in memory of her late husband, Tom. Dr. Macfarlane was a proud Western Alumnus who, after receiving his B.A in Psychology from Huron University College, completed his Master's degree and PhD in Biophysics from Western's Faculty of Medicine. He then went on to obtain his Doctor of Medicine degree from McMaster University. Dr. Macfarlane was the former Director of Student Health Services at Western and is one of the founders of the Student Emergency Response Team (SERT).*

Cynthia Westaway Award (Law)

Awarded annually to undergraduate students in the Faculty of Law based on academic achievement, with a preference for students who excel in the area of Indigenous and Aboriginal Law. The Faculty of Law will select the recipient. This award was established by Cynthia Westaway (LLB '94, Master of Laws '96) whose legal practice focuses on providing a wide range of services to First Nations, Inuit and Métis, as well as partners working with Indigenous interests in Canada.

Value: 1 at \$2,000

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

Meds Class of 2015 Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time student in any year of the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications

are available through Student Center and must be submitted by September 30th. The Undergraduate Medical Education Awards Committee, Schulich School of Medicine & Dentistry, will select the recipient after the Office of the Registrar has assessed the financial need.

Value: 1 at \$1,500

Effective Date: 2022-2023 to 2026- 2027 academic years inclusive

Ian MacDonald Medical Biophysics Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student registered in Year 3 of the Honours Specialization or Major Module in Medical Biophysics program in the Schulich School of Medicine & Dentistry, based on the evaluated excellence of their research project in Medical Biophysics 397OZ. The Medical Biophysics Award Committee will select the recipients.

Value: 1 at \$1,000

Effective Date: 2022-2023 academic year

Black Student Relief Fund (Any Undergraduate Program)

Available to undergraduate students in any year of any program with emergency financial need who self-identify as Black. The intent of the fund is to provide short-term emergency funding to ensure students can continue to move forward in their studies and training. To be considered for the Black Student Relief Fund, students need to login to Live Chat at Western <https://westernchat.uwo.ca> and select Financial Aid Counselling from the dropdown options to discuss circumstances via chat. The Office of the Registrar will select the recipients and allocate the funding. This fund was established by a generous gift from BAWA (Black at Western Alumni) and friends of Western.

Value: Approximately \$10,100 will be available. These awards cannot cumulatively exceed \$750 per student per academic year.

Effective: 2021-2022 academic year

**ITEM 5.1(b) – Key Financial Indicators Report**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

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

The indicators have been broken into four categories:

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

All indicators have been summarized on the dashboard and 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 report indicates that the University maintains a solid financial position, amid the challenging circumstances caused by the global COVID-19 pandemic.

**ATTACHMENT(S):**

[Key Financial Indicators – Dashboard](#)  
[Appendix 1 – detailed Key Financial Indicators report](#)

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| TYPE OF INDICATOR   | FREQUENCY & REPORT  | PERFORMANCE MEASURE   | TARGET/<br>MAXIMUM  | OUTCOME   |
|---|---|---|---|---|
| <b>POLICY COMPLIANCE</b><br>Capital Debt Policy 2.30<br><br>Ratio on Non-endowed Funds<br>(also an indicator of Financial Health)   | Semi-Annual Report on Capital Debt<br><i>(P&amp;F - November, April)</i><br><br>Semi-Annual Report on Non-Endowed Funds<br><i>(P&amp;F - November, June)</i>  | <b>Compliance Ratios:</b><br>Net Assets-to-Debt Ratio<br>Debt Burden<br><b>Monitoring Ratios:</b><br>Debt per FTE Student<br>Debt to Revenues available for repayment<br>Floating rate debt between 0% - 50% of total debt  | > 0.5X<br>5%<br><br>\$<br><br>0-50%   | <b>Actual at April 30/21:</b><br>3.7<br>1.9%<br><br>9,812<br>30%<br>0%  |
|   |   | Target Ratio of Investments to Obligations  | 1.08  | 1.47  |
| <b>FINANCIAL HEALTH / SUSTAINABILITY</b><br><br>Credit Rating<br><br><u>Financial Sustainability Metrics</u><br>Net Income/Loss Ratio<br>Net Operating Revenues Ratio<br>Primary Reserve Ratio (days)<br>Interest Burden Ratio<br>Viability Ratio                 | Annual<br><br>SMA - Annual<br>SMA - Annual<br>SMA - Annual<br>SMA - Annual<br>SMA - Annual  | External credit rating - Standard & Poor's<br><br>2019-20 5.2%<br>2019-20 11.3%<br>2019-20 323<br>2019-20 1.3%<br>2019-20 304.0%  | AA Stable<br><br>2020-21<br>2020-21<br>2020-21<br>2020-21<br>2020-21  | AA Stable: February 2021<br><br>16.9%<br>23.1%<br>411<br>1.4%<br>380.4%   |
| <b>STEWARDSHIP &amp; MONITORING</b><br><br>Statutory Financial Statements<br><br>Audit Findings Report<br><br>Operating Reserve<br><br>Deferred Maintenance<br><br>Report on Endowments<br><br>Report of the Investment Committee<br><br>Employee Future Benefits | Annual<br><i>(Audit Committee - September)</i><br><br>Annual<br><i>(Audit Committee - September)</i><br><br>Annual Budget<br><i>(P&amp;F - April)</i><br><br>Annual Budget<br><i>(P&amp;F - April)</i><br><br>Annual<br><i>(P&amp;F - November)</i><br><br>Quarterly<br><i>(P&amp;F - November, January, June)</i><br><br>Annual Budget | Approval of Combined Financial Statements<br>Pension Financial Statements for information<br><br>External auditors report to the Audit Committee.<br><br>Minimum target set by Board<br><br>Comparison annually to 2% target<br><br>Endowment Performance and Underwater Endowments<br>Endowment per FTE<br><br>Rank - Endowment/FTE per CAUBO Investment Survey<br>Rank - Total Endowment per CAUBO Investment Survey<br>Rank - Total Investment Pools per CAUBO Investment Survey<br><br>Performance of the operating and endowment investment portfolio and the recent activities of the Investment Committee<br><br>Reported through the operating budget<br><i>(based on notes to the Combined Financial Statements)</i> | N/A<br>N/A<br><br>N/A<br><br>\$7.5M<br><br>2.0%<br><br>6.5%<br>\$27,488<br>at 12/31/19<br><br>15<br>8<br>5<br><br>2020 \$561.8M | Unqualified Audit Opinion<br>Unqualified Audit Opinion<br><br>No recommendations<br><br>\$73.6M<br><br>Budget 3.8%<br><br>One year 22.4%<br>\$28,617<br>at 12/31/20<br><br>17<br>8<br>5<br><br>See Appendix 1<br><br>\$565.3M |

| TYPE OF INDICATOR                         | FREQUENCY & REPORT   | PERFORMANCE MEASURE  | TARGET/<br>MAXIMUM | OUTCOME       |
|---|--|--|--------------------|---------------|
| <b>PERFORMANCE</b>                        |  |  |                    |               |
| Financial Report (Operating Budgets)      | Semi-Annual<br>(P&F - January, April)  | Performance - Actual versus budget for Operating Budgets<br>Surplus/(Deficit) - forecast of 2022   | \$3.9M             | \$1.9M        |
| Statutory Financial Statements - Combined | Annual<br>(P&F - September)  | Excess of revenues over expenses (expenses over revenues)  | 2020 \$65.4M       | 2021 \$231.4M |
|   |  | Carryforward Reserve   | 2020 \$269.9M      | 2021 \$252.4M |
|   |  | Operating Reserve - forecast of 2022   | \$66.7M            | \$75.5M       |
| Ancillary Financial Report                | Semi-Annual<br>(P&F - January, June)   | Budget versus actual revenues and expenses for Student Fee Funded units,<br>Ancillaries, Academic Support Units and Associated Companies<br>Surplus/(Deficit) - forecast of 2022 | \$10.2M            | \$1.0M        |
| Fundraising                               | Quarterly<br>Development & Fundraising Committee<br>Property & Finance Committee | Performance against fundraising target   | 2019-20 \$66.3M    | \$66.8M       |
|   |  |  | 2020-21 \$60.3M    | \$71.4M       |

## **Key Financial Indicators – Appendix 1**

### **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, 2021, the ratio of investments to obligations for non-endowed funds was 1.47. 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 11, 2021, which reaffirmed Western's AA Stable rating. The rating identified the following rationale for Western's outlook:

- Very strong enterprise profile
- Healthy demand profile and market position

- Very strong financial profile
- History of strong financial performance
- Robust liquidity
- Moderate debt burden

## FINANCIAL SUSTAINABILITY METRICS

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

On December 2, 2015, Executive Heads provided direction concerning the development and reporting of financial sustainability indicators to the MCU as part of the SMA “report backs.” Executive Heads agreed to five indicators proposed by CSAO and directed that the scope of the indicators that will be reported to MCU should be expanded beyond the five indicators identified to include optional “forward-looking” indicators.

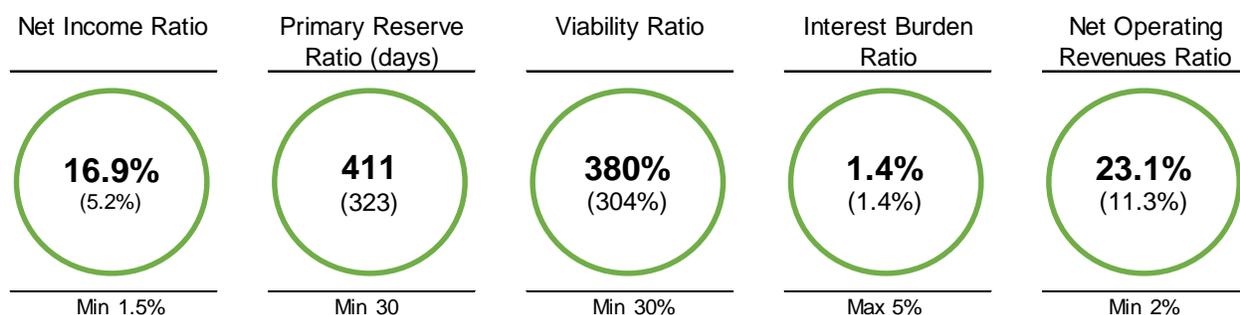
The approved indicators are based on current, reliable, and publicly available information, including from universities’ audited financial statements. These indicators are widely accepted and commonly used among higher education institutions in North America. They are derived from a KPMG model that established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

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

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

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

*Western’s financial indicators, as at April 30, 2021 (2020 shown in brackets) are presented below. The minimum thresholds are presented below the relevant metric.*



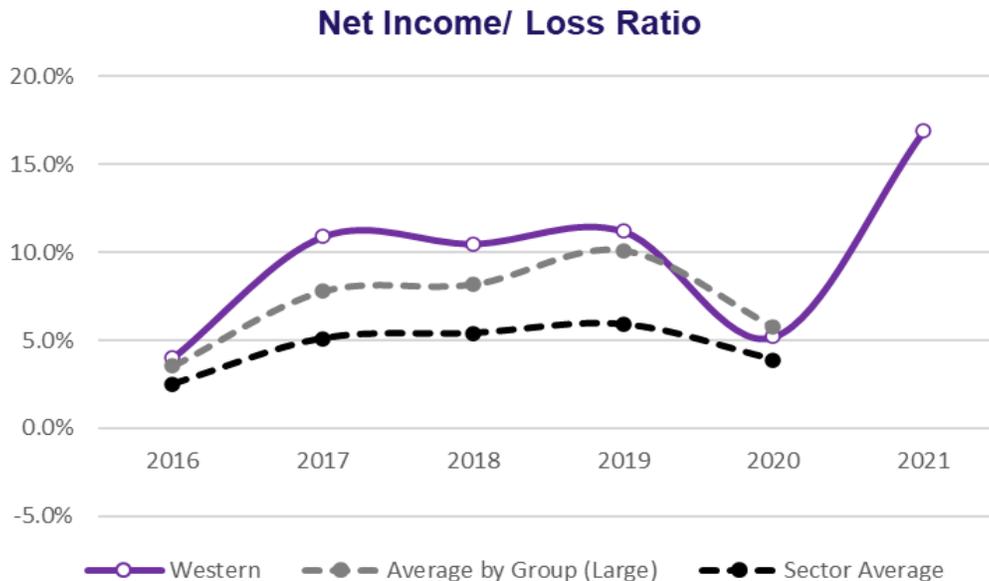
### Financial indicators – Details and comparison to other Large Institutions

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

#### Net Income/Loss Ratio

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

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

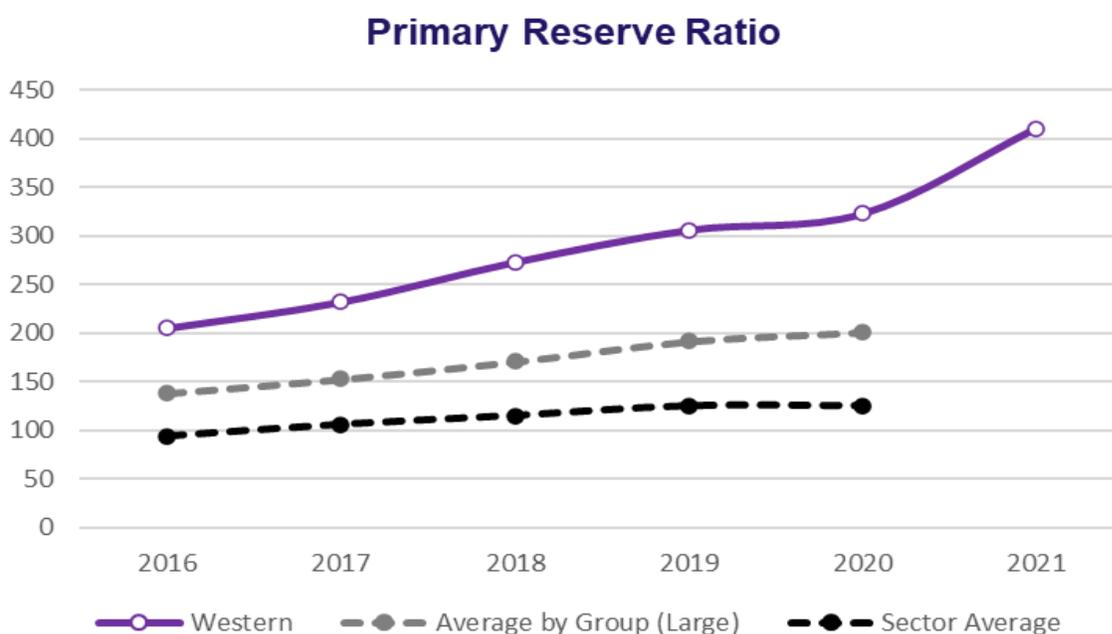


| Institution                     | 2016        | 2017         | 2018         | 2019         | 2020        | 2021         |
|---------------------------------|-------------|--------------|--------------|--------------|-------------|--------------|
| 1                               | 3.0%        | 11.8%        | 11.2%        | 13.2%        | 7.9%        |              |
| 2                               | -1.4%       | 4.5%         | 6.4%         | 8.1%         | 3.1%        |              |
| 3                               | 6.3%        | 5.7%         | 8.3%         | 4.1%         | -2.6%       |              |
| 4                               | 7.2%        | 13.0%        | 13.8%        | 14.1%        | 12.2%       |              |
| 5                               | 3.6%        | 5.4%         | 5.0%         | 7.2%         | 4.8%        |              |
| 6                               | 2.2%        | 3.3%         | 2.1%         | 12.9%        | 9.9%        |              |
| <b>Western</b>                  | <b>4.0%</b> | <b>10.9%</b> | <b>10.5%</b> | <b>11.2%</b> | <b>5.2%</b> | <b>16.9%</b> |
| <b>Average by Group (Large)</b> | <b>3.6%</b> | <b>7.8%</b>  | <b>8.2%</b>  | <b>10.1%</b> | <b>5.8%</b> |              |
| <b>Sector Average</b>           | <b>2.5%</b> | <b>5.1%</b>  | <b>5.4%</b>  | <b>5.9%</b>  | <b>3.9%</b> |              |

### Primary Reserve Ratio

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

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



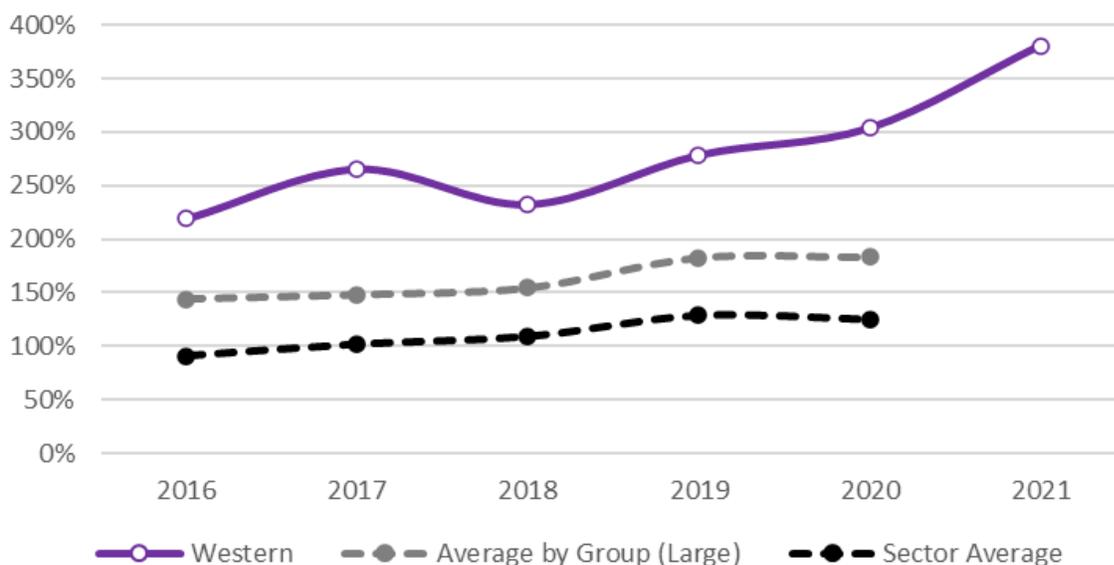
| Institution                     | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       |
|---------------------------------|------------|------------|------------|------------|------------|------------|
| 1                               | 176        | 205        | 207        | 214        | 204        |            |
| 2                               | 115        | 122        | 128        | 158        | 165        |            |
| 3                               | 60         | 57         | 87         | 78         | 50         |            |
| 4                               | 166        | 193        | 228        | 253        | 278        |            |
| 5                               | 141        | 143        | 144        | 152        | 167        |            |
| 6                               | 105        | 117        | 128        | 180        | 220        |            |
| <b>Western</b>                  | <b>205</b> | <b>232</b> | <b>273</b> | <b>306</b> | <b>323</b> | <b>411</b> |
| <b>Average by Group (Large)</b> | <b>138</b> | <b>153</b> | <b>171</b> | <b>192</b> | <b>201</b> |            |
| <b>Sector Average</b>           | <b>94</b>  | <b>106</b> | <b>115</b> | <b>125</b> | <b>125</b> |            |

## Viability Ratio

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

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

## Viability Ratio



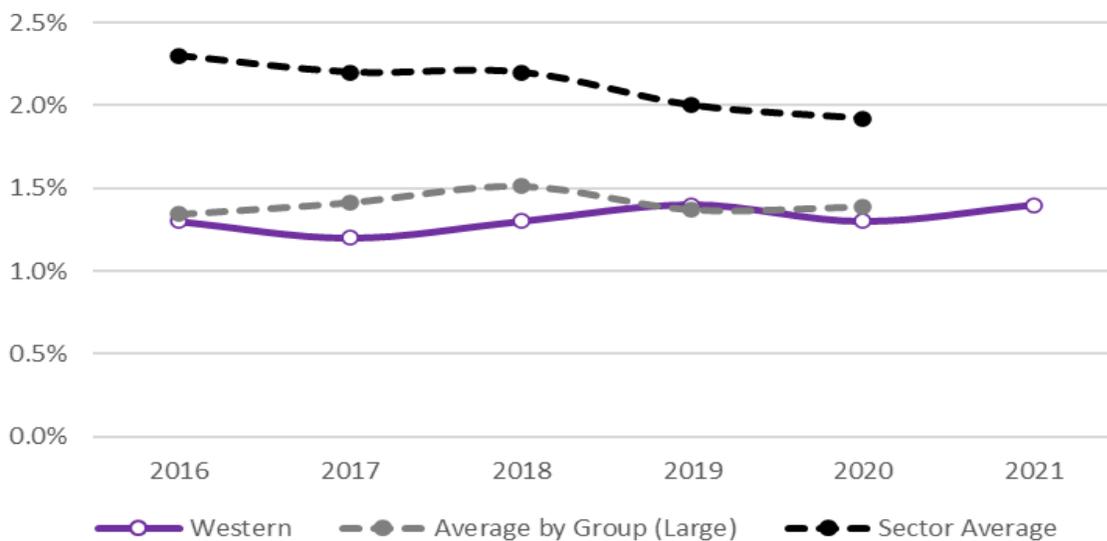
| Institution                     | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1                               | 167%        | 202%        | 209%        | 227%        | 223%        |             |
| 2                               | 186%        | 94%         | 98%         | 125%        | 75%         |             |
| 3                               | 48%         | 52%         | 55%         | 54%         | 38%         |             |
| 4                               | 171%        | 207%        | 256%        | 301%        | 342%        |             |
| 5                               | N/A         | N/A         | N/A         | N/A         | N/A         |             |
| 6                               | 73%         | 68%         | 75%         | 111%        | 115%        |             |
| <b>Western</b>                  | <b>220%</b> | <b>266%</b> | <b>233%</b> | <b>279%</b> | <b>304%</b> | <b>380%</b> |
| <b>Average by Group (Large)</b> | <b>144%</b> | <b>148%</b> | <b>154%</b> | <b>183%</b> | <b>183%</b> |             |
| <b>Sector Average</b>           | <b>91%</b>  | <b>102%</b> | <b>109%</b> | <b>129%</b> | <b>125%</b> |             |

### Net Interest Burden Ratio

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

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

### Interest Burden Ratio

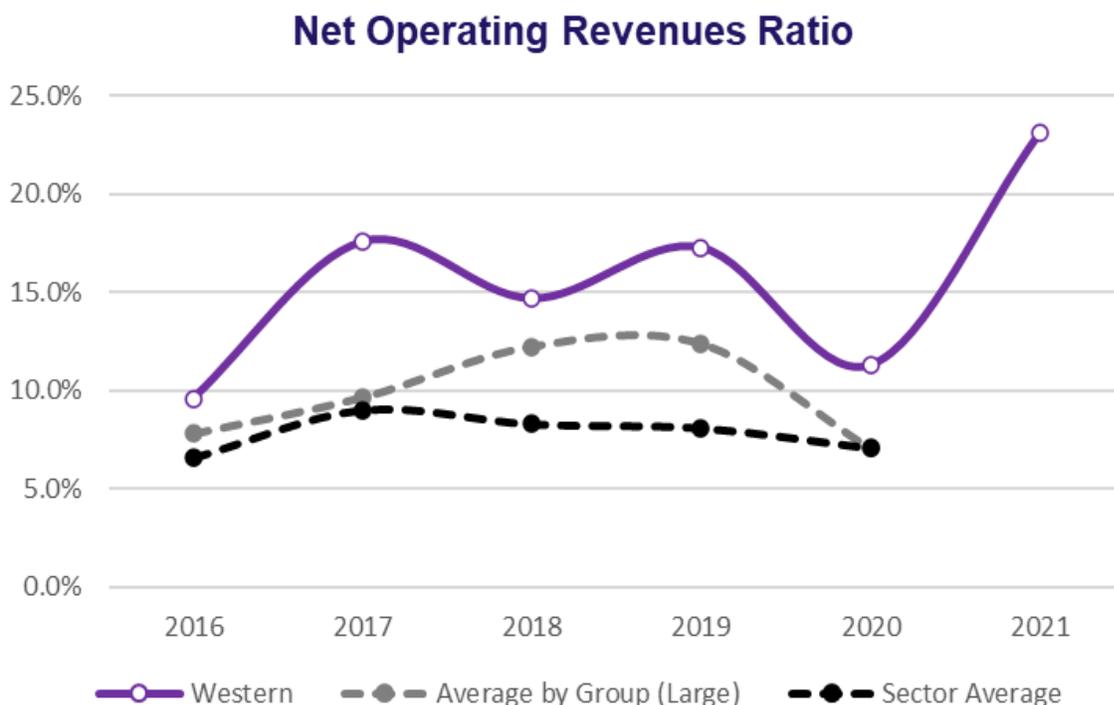


| Institution                     | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1                               | 1.2%        | 1.5%        | 1.5%        | 1.4%        | 1.3%        |             |
| 2                               | 1.2%        | 1.5%        | 1.8%        | 1.8%        | 1.8%        |             |
| 3                               | 1.7%        | 1.5%        | 1.6%        | 1.3%        | 1.5%        |             |
| 4                               | 1.5%        | 1.5%        | 1.4%        | 1.3%        | 1.3%        |             |
| 5                               | 0.1%        | 0.1%        | 0.4%        | 0.0%        | 0.0%        |             |
| 6                               | 2.4%        | 2.6%        | 2.6%        | 2.4%        | 2.5%        |             |
| <b>Western</b>                  | <b>1.3%</b> | <b>1.2%</b> | <b>1.3%</b> | <b>1.4%</b> | <b>1.3%</b> | <b>1.4%</b> |
| <b>Average by Group (Large)</b> | <b>1.3%</b> | <b>1.4%</b> | <b>1.5%</b> | <b>1.4%</b> | <b>1.4%</b> |             |
| <b>Sector Average</b>           | <b>2.3%</b> | <b>2.2%</b> | <b>2.2%</b> | <b>2.0%</b> | <b>1.9%</b> |             |

### Operating Revenues Ratio

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

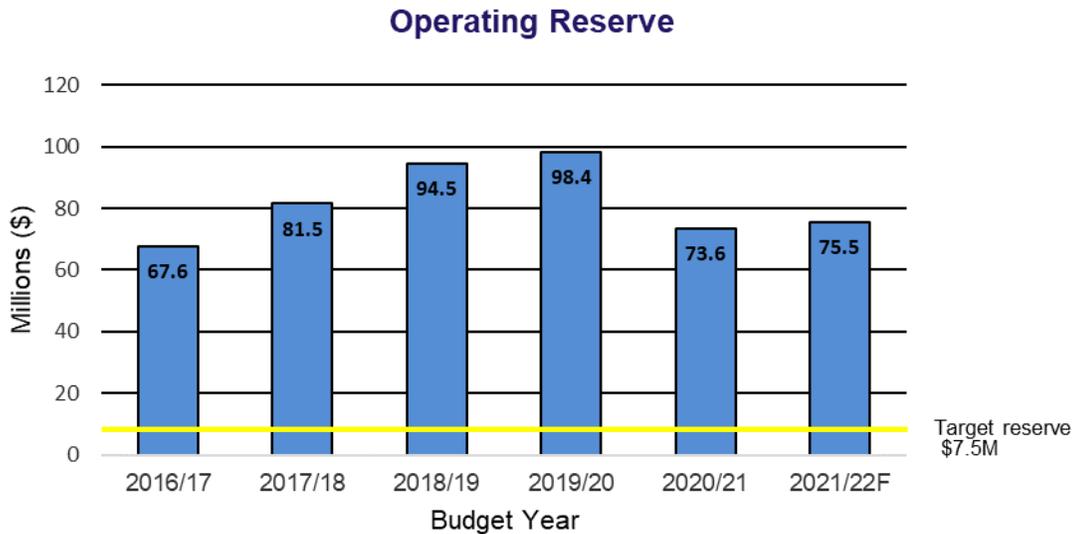
$$\text{Net Operating Revenues Ratio} = \frac{\text{Cash Flow from Operating Activities}}{\text{Total Revenues}}$$



| Institution                     | 2016        | 2017         | 2018         | 2019         | 2020         | 2021         |
|---------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|
| 1                               | 7.1%        | 14.5%        | 13.6%        | 15.7%        | 8.5%         |              |
| 2                               | 6.4%        | 2.4%         | 12.2%        | 8.5%         | 7.2%         |              |
| 3                               | 10.9%       | 9.1%         | 10.4%        | 8.2%         | 0.5%         |              |
| 4                               | 11.6%       | 12.8%        | 14.1%        | 11.3%        | 8.3%         |              |
| 5                               | 5.1%        | 7.1%         | 8.9%         | 10.5%        | 2.0%         |              |
| 6                               | 4.1%        | 4.1%         | 11.7%        | 15.1%        | 11.7%        |              |
| <b>Western</b>                  | <b>9.6%</b> | <b>17.6%</b> | <b>14.7%</b> | <b>17.3%</b> | <b>11.3%</b> | <b>23.1%</b> |
| <b>Average by Group (Large)</b> | <b>7.8%</b> | <b>9.7%</b>  | <b>12.2%</b> | <b>12.4%</b> | <b>7.1%</b>  |              |
| <b>Sector Average</b>           | <b>6.6%</b> | <b>9.0%</b>  | <b>8.3%</b>  | <b>8.1%</b>  | <b>7.1%</b>  |              |

**OPERATING RESERVE**

The Board of Governors has set a minimum level for the operating reserve at \$7.5M for the current planning cycle. The 2021/22 operating reserve is forecasted to be \$75.5 million as at April 30, 2022 (forecast as at December 31, 2021).



**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 2021, as shown in the 2021-22 Capital Budget was:

**DEFERRED MAINTENANCE TO CURRENT REPLACEMENT VALUE**

|   |                                 | Non-Residential Buildings | Combined Residences |
|---|---------------------------------|---------------------------|---------------------|
| 1 | Current Replacement Value (CRV) | \$2,062 million           | \$623 million       |
| 2 | Deferred Maintenance (DM)       | \$261 million             | \$43 million        |
| 3 | DM/CRV                          | 12.7%                     | 6.9%                |

As part of the 1995 Strategic Plan, the Board of Governors approved an incremental annual base transfer of \$750,000 from operating to capital in support of maintenance

spending for 10 years, from 1996-97 to 2005-06 (the Maintenance, Modernization, and Infrastructure (MMI) transfer). In 2004, Western's Board of Governors approved the recommendation that the base transfer of \$750,000 be continued until it reached \$15.5 million. The annual transfer has been maintained at \$15.5 million since 2017-18, a funding commitment that has established Western as a leader among Canadian universities in maintaining its facilities and dealing with deferred maintenance.

The MMI transfer, coupled with Facilities Renewal Funds received from MCU, will allow Western to allocate \$79.3 million to maintenance and modernization expenditures in 2021-22, representing 3.8% of the Current Replacement Value of our nonresidential buildings, utilities, and infrastructure.

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

### **REPORT ON ENDOWMENTS**

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

The market value of endowments at April 30, 2021 was \$989 million, with 4 endowments representing \$1.3 million being underwater at that point in time. The annual return on the Operating and Endowment Fund was 22.4%, net after fees.

### **REPORT OF THE INVESTMENT COMMITTEE**

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

#### **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, 2020.

**Annualized returns for periods ending December 31, 2020**

|                         | 1-Yr   | 2-Yr   | 3-Yr   | 4-Yr   | 5-Yr   | 10-Yr  |
|-------------------------|--------|--------|--------|--------|--------|--------|
| S&P/TSX                 | 5.60%  | 13.91% | 5.74%  | 6.57%  | 9.33%  | 5.76%  |
| S&P 500 (in CAD)        | 16.32% | 20.51% | 14.81% | 14.57% | 13.24% | 16.75% |
| MSCI EAFE (in CAD)      | 6.38%  | 11.30% | 5.37%  | 8.25%  | 6.12%  | 8.67%  |
| FTSE TMX Bond Universe  | 8.68%  | 7.77%  | 5.61%  | 4.83%  | 4.19%  | 4.49%  |
| FTSE TMX 91-Day T-Bills | 0.86%  | 1.26%  | 1.30%  | 1.11%  | 0.99%  | 0.95%  |

With the positive market returns of 2020, new gifts and net of the allocation for spending, there was positive growth in our endowments.

**Total Endowments**

As of December 31, 2020, Western had endowments of \$900.6 million. Western is the 8<sup>th</sup> largest Canadian university endowment, unchanged from last year. The following table compares the 10 largest Canadian university endowments at the end of 2020 and 2019. Over the last five years, Western endowments have grown by 9.1% compounded annually, which puts the University in 11<sup>th</sup> place among all Canadian universities in terms of endowment growth.

***Ten Largest Canadian University  
Endowments***

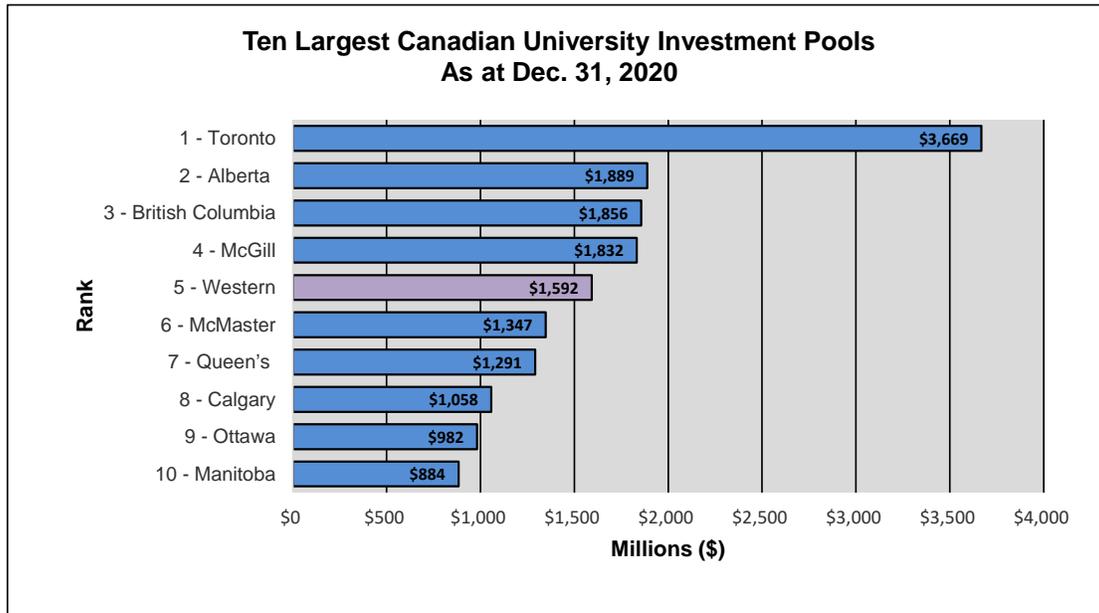
***As of December 31, 2020***

|          | University                | Endowment Value |              | %         |
|----------|---------------------------|-----------------|--------------|-----------|
|          |                           | 2020            | 2019         |           |
| 1        | Toronto                   | \$3,08          | \$2,74       | 12%       |
| 2        | British Columbia          | \$1,85          | \$1,80       | 3%        |
| 3        | McGill                    | \$1,83          | \$1,73       | 6%        |
| 4        | Alberta                   | \$1,48          | \$1,47       | 1%        |
| 5        | Queen's                   | \$1,29          | \$1,17       | 10%       |
| 6        | Calgary                   | \$1,05          | \$1,06       | -1%       |
| 7        | McMaster                  | \$1,00          | \$848        | 18%       |
| <b>8</b> | <b>Western University</b> | <b>\$901</b>    | <b>\$845</b> | <b>7%</b> |
| 9        | Manitoba                  | \$817           | \$791        | 3%        |
| 10       | Dalhousie                 | \$736           | \$677        | 9%        |
|          |                           | Average         |              | +6.8%     |

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, 2020, Western had a total investment pool of \$1,592 million, the 5<sup>th</sup> largest of Canadian Universities. Western’s investment pool for comparison to other Canadian universities includes the Operating & Endowment Fund only. The following chart displays the 10 largest Canadian University investment pools at the end of 2020.



### **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 2020 was \$484 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 slightly below median in 2020, with an 8.2% return, compared to 9.0% for the median. Long-term, performance is above median for horizons greater than four years. Compared to the entire universe of university endowments, Western’s returns remain in the first quartile over ten years.

**CAUBO Universe of the Largest University Investment Pools  
Annualized Return as of December 31, 2020**

|                             | <b>1-Yr</b> | <b>2-Yr</b>  | <b>3-Yr</b> | <b>4-Yr</b> | <b>5-Yr</b> | <b>10-Yr</b> |
|-----------------------------|-------------|--------------|-------------|-------------|-------------|--------------|
| 95 <sup>th</sup> Percentile | 15.1%       | 15.9%        | 10.3%       | 10.0%       | 9.4%        | 9.8%         |
| 75 <sup>th</sup> Percentile | 11.3%       | 13.2%        | 8.6%        | 9.0%        | 8.8%        | 9.4%         |
| Median                      | 9.0%        | 12.2%        | 8.0%        | 8.4%        | 8.4%        | 9.1%         |
| 25 <sup>th</sup> Percentile | 5.7%        | 9.2%         | 6.6%        | 7.4%        | 7.4%        | 8.5%         |
| 5 <sup>th</sup> Percentile  | 3.4%        | 8.3%         | 5.3%        | 6.2%        | 6.7%        | 7.8%         |
| <b>Western</b>              | <b>8.2%</b> | <b>12.1%</b> | <b>7.5%</b> | <b>8.5%</b> | <b>8.5%</b> | <b>9.1%</b>  |

**EMPLOYEE FUTURE BENEFITS**

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

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

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

|      | <b>Obligation<br/>(\$M)</b> | <b>Expense<br/>(\$M)</b> | <b>Total<br/>University<br/>Expenses<br/>(\$M)</b> | <b>EFB<br/>Expense<br/>as % of<br/>Total</b> |
|------|-----------------------------|--------------------------|--|--|
| 2017 | 473.5                       | 28.9                     | 1,113  | 2.6%   |
| 2018 | 495.3                       | 21.8                     | 1,122  | 1.9%   |
| 2019 | 546.5                       | 23.4                     | 1,170  | 2.0%   |
| 2020 | 561.8                       | 21.9                     | 1,183  | 1.9%   |
| 2021 | 565.3                       | 30.1                     | 1,137  | 2.6%   |

**FINANCIAL REPORT (OPERATING BUDGETS)**

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

**ANCILLARY FINANCIAL REPORT**

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

**FUNDRAISING**

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

**ITEM 5.1(c) – Ancillary Financial Report**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

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

**ATTACHMENT(S):**

[Ancillary Financial Report](#)

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February 3, 2022



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

**2021-22 Approved Budgets and Updated Projections**

(At December 31, 2021)

**January 18, 2022**

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

**Fiscal 2021-22 Updated Projections  
(Compared to Fiscal 2021-22 Approved Budgets)**

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**For Information**

The attached table updates the projected fiscal 2021-22 financial results and year-end reserve positions for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies.

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

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

The surplus from Sport is projected to be higher than anticipated primarily due to reduced team travel. The improved forecast for Recreation is the result of position vacancies.

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

The surplus for Health & Wellness and Wellness & Equity Education are both projected to be higher than anticipated due to additional unplanned mental health funding received from the Province. The utilization of this funding will be reflected in next year's budget plan.

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

The surplus for the Careers & Experience unit is projected to be higher than planned primarily due to temporary leaves covered by part-time staff.

***Off-Campus Housing & Housing Mediation Services (line 17):***

Due to a tight rental market, fewer landlords are requiring the use of the listing service offered by Off-Campus Housing and Housing Mediation Services. The deficit projected for this unit is the result of the reduced listing revenue.

***Family Practice Clinic (line 21):***

The deficit for this unit is projected to be higher than anticipated due to lower medical billings and an increase in overall operating costs. The operations, structure, and finances of this unit are currently under review.

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

The fiscal 2021-22 surplus from Housing Services is projected to be approximately \$9.5M lower than planned, primarily due to the loss of revenue from 220 beds set aside for COVID isolation and rebates provided to students to compensate for the delayed reopening of residence rooms for the winter term (\$7M).

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

Parking Services is expected to end fiscal 2021-22 in a deficit position due lower revenue from permit sales and violation fines. The decline in permit revenue is the result of waiving parking fees for the first four months of the fiscal year and again in January, due to COVID restrictions limiting access to the campus. The impact of lower parking revenue has been partially mitigated by reducing part-time enforcement staff and leaving parking booths unattended during the campus closure periods.

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

The deficit projected for this unit is mainly attributed to the continuing impact of the pandemic on Hospitality Service food sales and lower Bookstore margins resulting from a continuing trend towards a higher proportion of lower margin digital book sales.

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

The deficit for Animal Care and Veterinary Services (ACVS) is projected to be higher than anticipated for fiscal 2021-22 due to slower recovery of cage counts following the COVID shutdowns from the previous year.

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

The surplus for Surface Science Western is projected to be higher than planned due to an increase in the volume of external contracts.

***Continuing Studies at Western (line 32):***

Continuing Studies at Western is expected to end the year in a surplus position primarily due to increased participation in non-credit professional development programs.

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

The deficit for Western Research Parks is the result of keeping Windermere Manor hotel operational for potential COVID isolation purposes, a change in the timeline to implement the Windermere Manor debt restructuring plan, and a startup deficit for ADEISS as it continues through the medical device certification process. The positive operating reserve balance projected for the end of the fiscal year is an outcome of the debt restructuring plan, which will result in the Windermere Manor cumulative deficit no longer being reported in Western Research Parks.

***Ivey Business School Foundation (line 36):***

The Ivey Business School Foundation is projected to end the year in a surplus position, primarily due to increased participation in Ivey Academy non-credit programs.

**Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies  
2021-22 Budget and Projected (\$ 000)**

|    |   | 2021-22 Budget   |                  |                 | 2021-22 Projected |                  |               | % Change       |               | Projected April 30/22 Reserves |                |
|----|---|------------------|------------------|-----------------|-------------------|------------------|---------------|----------------|---------------|--------------------------------|----------------|
|    |   | Revenues         | Expenses         | Rev-Exp         | Revenues          | Expenses         | Rev-Exp       | Revenues       | Expenses      | Operating                      | Capital        |
| 1  | <b>A - Student Fee-Funded Units</b>                           |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 2  | <i>Student Experience - Sport &amp; Recreation Pillar:</i>    |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 3  | Sport   | 4,873.1          | 4,864.7          | 8.4             | 5,454.3           | 5,400.3          | 54.0          | 11.93%         | 11.01%        | 116.3                          |                |
| 4  | Recreation  | 4,764.4          | 4,719.1          | 45.3            | 4,588.0           | 4,499.2          | 88.8          | -3.70%         | -4.66%        | 209.9                          | 928.5          |
| 5  | Thompson Recreation & Athletic Centre                         | 874.4            | 831.9            | 42.5            | 940.1             | 909.5            | 30.6          | 7.51%          | 9.33%         | 83.0                           | 570.0          |
| 6  | Spirit & Connection   | 320.1            | 282.2            | 37.9            | 382.1             | 348.6            | 33.5          | 19.37%         | 23.53%        | 42.9                           |                |
| 7  | <i>Student Experience - Wellness &amp; Well-being Pillar:</i> |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 8  | Health & Wellness   | 6,102.7          | 6,023.7          | 79.0            | 5,872.5           | 5,678.4          | 194.1         | -3.77%         | -5.73%        | 1,310.8                        | 680.0          |
| 9  | Wellness & Equity Education                                   | 551.9            | 550.8            | 1.1             | 911.7             | 846.2            | 65.5          | 65.19%         | 53.63%        | 263.1                          | 300.0          |
| 10 | Student Support and Case Management                           | 364.7            | 350.4            | 14.3            | 361.0             | 357.8            | 3.2           | -1.01%         | 2.11%         | 135.9                          | 82.6           |
| 11 | <i>Student Experience - Leadership &amp; Learning Pillar:</i> |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 12 | Academic Support & Engagement                                 | 1,756.7          | 1,749.0          | 7.7             | 1,756.7           | 1,731.8          | 24.9          | 0.00%          | -0.98%        | 436.7                          | 73.1           |
| 13 | Careers & Experience  | 1,484.8          | 1,466.3          | 18.5            | 1,488.8           | 1,372.0          | 116.8         | 0.27%          | -6.43%        | 252.0                          |                |
| 14 | Financial Aid Office  | 1,260.1          | 1,243.9          | 16.2            | 1,302.0           | 1,213.0          | 89.0          | 3.33%          | -2.48%        | 135.7                          |                |
| 15 | International Student Services                                | 521.1            | 520.7            | 0.4             | 545.4             | 545.2            | 0.2           | 4.66%          | 4.71%         | 1.4                            |                |
| 16 | Indigenous Services   | 875.5            | 873.9            | 1.6             | 887.0             | 871.3            | 15.7          | 1.31%          | -0.30%        | 382.2                          |                |
| 17 | Off-Campus Housing & Housing Mediation Svcs                   | 485.4            | 438.6            | 46.8            | 459.7             | 476.2            | -16.5         | -5.29%         | 8.57%         | 203.5                          |                |
| 18 | Western Foot Patrol   | 205.8            | 205.2            | 0.6             | 200.2             | 199.9            | 0.3           | -2.72%         | -2.58%        | 50.2                           | 31.7           |
| 19 | <b>Sub-Total</b>  | <b>24,440.7</b>  | <b>24,120.4</b>  | <b>320.3</b>    | <b>25,149.5</b>   | <b>24,449.4</b>  | <b>700.1</b>  | <b>2.90%</b>   | <b>1.36%</b>  | <b>3,623.6</b>                 | <b>2,665.9</b> |
| 20 | <b>B - Ancillary Units</b>                                    |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 21 | Family Practice Clinic  | 482.1            | 555.3            | -73.2           | 355.7             | 705.6            | -349.9        | -26.22%        | 27.07%        | -388.0                         |                |
| 22 | Housing Services  | 86,012.2         | 75,011.7         | 11,000.5        | 78,245.6          | 76,707.2         | 1,538.4       | -9.03%         | 2.26%         | 60,255.2                       |                |
| 23 | Parking Services  | 6,634.6          | 5,990.4          | 644.2           | 3,858.8           | 4,448.6          | -589.8        | -41.84%        | -25.74%       | 3,040.9                        |                |
| 24 | Retail & Hospitality Services                                 | 27,809.0         | 28,911.1         | -1,102.1        | 20,735.5          | 21,442.7         | -707.2        | -25.44%        | -25.83%       | -4,507.7                       |                |
| 25 | <b>Sub-Total</b>  | <b>120,937.9</b> | <b>110,468.5</b> | <b>10,469.4</b> | <b>103,195.6</b>  | <b>103,304.1</b> | <b>-108.5</b> | <b>-14.67%</b> | <b>-6.49%</b> | <b>58,400.4</b>                | <b>0.0</b>     |
| 26 | <b>C - Academic Support Units</b>                             |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 27 | Animal Care & Veterinary Services                             | 6,042.3          | 6,103.4          | -61.1           | 5,387.5           | 5,697.3          | -309.8        | -10.84%        | -6.65%        | 407.3                          |                |
| 28 | Boundary Layer Wind Tunnel                                    | 2,004.7          | 1,957.9          | 46.8            | 1,911.3           | 1,882.2          | 29.1          | -4.66%         | -3.87%        | 847.5                          | 300.0          |
| 29 | University Machine Services                                   | 1,827.2          | 1,820.2          | 7.0             | 1,806.5           | 1,797.7          | 8.8           | -1.13%         | -1.24%        | 293.9                          |                |
| 30 | Fraunhofer Project Centre                                     | 1,364.8          | 1,349.0          | 15.8            | 1,057.2           | 1,057.0          | 0.2           | -22.54%        | -21.65%       | 0.0                            | 129.6          |
| 31 | Surface Science Western                                       | 1,557.0          | 1,551.8          | 5.2             | 1,949.6           | 1,727.8          | 221.8         | 25.22%         | 11.34%        | 545.9                          | 407.4          |
| 32 | Continuing Studies at Western                                 | 2,566.1          | 2,652.1          | -86.0           | 2,985.5           | 2,856.2          | 129.3         | 16.34%         | 7.70%         | 1,037.5                        |                |
| 33 | <b>Sub-Total</b>  | <b>15,362.1</b>  | <b>15,434.4</b>  | <b>-72.3</b>    | <b>15,097.6</b>   | <b>15,018.2</b>  | <b>79.4</b>   | <b>-1.72%</b>  | <b>-2.70%</b> | <b>3,132.1</b>                 | <b>837.0</b>   |
| 34 | <b>D - Associated Companies</b>                               |                  |                  |                 |                   |                  |               |                |               |                                |                |
| 35 | Western Research Parks (incl. Windermere Manor, ADEISS & AMP) | 4,641.1          | 4,677.5          | -36.4           | 4,979.6           | 5,923.9          | -944.3        | 7.29%          | 26.65%        | 3,399.3                        |                |
| 36 | Ivey Business School Foundation                               | 23,931.0         | 24,368.0         | -437.0          | 25,375.3          | 24,145.7         | 1,229.6       | 6.04%          | -0.91%        | 15,837.7                       |                |
| 37 | Ivey Business School Asia Limited                             | 3,465.0          | 3,461.0          | 4.0             | 3,007.3           | 2,986.7          | 20.6          | -13.21%        | -13.70%       | -1,470.6                       |                |
| 38 | <b>Sub-Total</b>  | <b>32,037.1</b>  | <b>32,506.5</b>  | <b>-469.4</b>   | <b>33,362.2</b>   | <b>33,056.3</b>  | <b>305.9</b>  | <b>4.14%</b>   | <b>1.69%</b>  | <b>17,766.4</b>                | <b>0.0</b>     |
| 39 | <b>Grand Total</b>  | <b>192,777.8</b> | <b>182,529.8</b> | <b>10,248.0</b> | <b>176,804.9</b>  | <b>175,828.0</b> | <b>976.9</b>  | <b>-8.29%</b>  | <b>-3.67%</b> | <b>82,922.5</b>                | <b>3,502.9</b> |

**ITEM 5.1(d) – Update on Operating Budget as of December 31, 2021**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

An update on the Operating Budget as of December 31, 2021 is provided to the Board of Governors through the Property and Finance Committee.

**ATTACHMENT(S):**

[Operating Budget as of December 31, 2021 Report](#)

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**2021-22 Operating Budget Update**  
As at December 31, 2021

The attached table provides an update on the University's 2021-22 Operating Budget – based on the best available information as of December 31, 2021 – and compares the updated figures to the budget as approved by the Board of Governors in April 2021. Major changes are as follows:

**Revenues** (lines 7 to 9)

1. Undergraduate tuition revenue (line 7) is projected to be higher by \$6.8 million – due to an additional 1,150 FTE students (than initially projected).
2. Graduate tuition revenue (line 8) is projected to be lower by \$1.5 million. While overall graduate enrolments were higher than planned, there was a decline in some higher-tuition international enrolments – and the net result was a reduction in total graduate tuition revenue.
3. The net result is that total operating revenue is projected to be \$5.3 million higher than the original budget (line 9).

**Expenditures** (lines 10 to 14)

4. The enrolment-related revenue sharing mechanism (which is slip-year) flows \$1.7 million to the Faculties – based on 2020-21 enrolments (line 10).
5. Undergraduate scholarship costs are projected to be higher by about \$2.7 million (line 11) – as a result of the higher-than-planned first-year enrolment and higher entering grades.
6. Government policy requires us to set aside 10% of incremental domestic tuition for needs-based student financial aid – and we estimate an additional \$0.5 million allocation for this purpose (line 12).
7. Line 13 shows the sum of various one-time costs related to our response to the global pandemic – which is estimated to be \$2.5 million higher (to-date) than the budgeted amount. The costs include pandemic supplies, health & safety improvements to facilities, enhanced building maintenance and security, classroom ambassadors, on-line course conversion activities, enhanced student service initiatives, and I.T infrastructure expansion.
8. The net result is that total operating expenditures are projected to be \$7.4 million higher than the original budget (line 14).

**Operating Reserve** (line 6)

9. As a result of the above changes in revenue and expenditures, the Operating Reserve is projected to be at \$75.5 million – which is \$8.8 million higher than the initial budget. *Note that this projected change in the Operating Reserve is due to the difference in the prior-year final reserve amount (which was \$10.9 million higher – as shown in line 4) – and not due to the changes described above for the current year.*

*Western University*  
**2021-22 Operating Budget Update**  
as at December 31, 2021  
(\$000)

**<a> Summary**

|   |  | As Approved<br>by Board | Revised<br>Forecast | Increase/Decrease |       |
|---|--|-------------------------|---------------------|-------------------|-------|
|   |  |                         |                     | \$                | %     |
| 1 | Revenues <b>                           | 833,132                 | 838,467             | 5,335             | 0.64% |
| 2 | Expenditures <c>                       | 829,177                 | 836,602             | 7,425             | 0.90% |
| 3 | Surplus / (Deficit)                    | 3,955                   | 1,865               | -2,090            |       |
| 4 | Operating Reserve -- Beginning of Year | 62,724                  | 73,607              | 10,883            |       |
| 5 | Surplus / (Deficit)                    | 3,955                   | 1,865               | -2,090            |       |
| 6 | Operating Reserve -- End of Year       | 66,679                  | 75,472              | 8,793             |       |

**<b> Revenue Changes**

|   |                                |  |  |        |  |
|---|--------------------------------|--|--|--------|--|
| 7 | Tuition Revenue: Undergraduate |  |  | 6,817  |  |
| 8 | Tuition Revenue: Graduate      |  |  | -1,482 |  |
| 9 | Total Revenue Changes          |  |  | 5,335  |  |

**<c> Expenditure Changes**

|    |   |  |  |       |  |
|----|---|--|--|-------|--|
| 10 | Revenue Sharing to Faculties (for last year's enrolments) |  |  | 1,710 |  |
| 11 | Incremental Undergraduate Scholarships                    |  |  | 2,655 |  |
| 12 | Incremental Tuition Re-Investment for Student Aid         |  |  | 524   |  |
| 13 | Pandemic-related Costs (incremental to-date)              |  |  | 2,536 |  |
| 14 | Total Expenditure Changes                                 |  |  | 7,425 |  |

**ITEM 5.1(e) - Ihnatowycz Family Foundation Chair in Leadership**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

On November 26, 2021, the Property and Finance Committee, on behalf of the Board of Governors, approved the Ihnatowycz Family Foundation Chair in Leadership by e-vote.

**Donor and Funding:**

A \$2,500,000 endowed gift from Ian O. Ihnatowycz and Marta Witer and the Ihnatowycz Family Foundation will be matched by \$2,500,000 from the University, to create a \$5,000,000 endowment to fund the Chair.

**Effective Date:**

January 22, 2022

**Purpose**

The gift from the Donor will support leadership research and teaching at the Ivey Business School and the Faculty of Engineering. One of the objectives of this gift is to accelerate the cross campus sharing with the Faculty of Engineering, with a longer-term objective of inspiring additional faculty and donor involvement in, and support for, Leadership programming across campus.

**Criteria**

The creation of the Ihnatowycz Family Foundation Chair in Leadership (jointly appointed with Western Engineering) will support an internationally renowned teacher and scholar in leading significant research projects, developing curricula and supporting executive development offerings. This prestigious faculty appointment will be integral to expanding the Institute's work beyond a business-only context, by establishing links with leaders from a broad range of sectors and applying leader character in new settings. The Chair will also identify new opportunities for collaboration with academics at Western, across Canada and around the world. Through these new collaborations, the position will be a direct boost to the Institute's global reach and, in turn, Ivey's and Western's international reputation.

The Chair will spend 75% of their time at the Ivey Business School, linked to the Ian O. Ihnatowycz Institute for Leadership and 25% of their time in the Faculty of Engineering to advance their leadership teaching and programming at the John M. Thompson Centre for Engineering Leadership & Innovation.

Appointments to the Chair will be conducted according to MAPP Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships

([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section2/mapp222.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf)) in consultation with the Dean of the Ivey Business School and the Dean of the Faculty of

Engineering, and will generally be for a renewable five-year term. The inaugural chair is expected to be appointed in 2022/2023.

**Allowable Expenses**

Annual expenditures may include but are not limited to salary and benefits, course buyout, research or some mixture thereof.

The administration of the spending of resources will be the responsibility of the Chair subject to budgetary oversight and approval of the Dean of the Ivey Business School.

**Reporting:**

The University, through the Ivey Business School agrees to report annually to the Donor regarding the financial status of the endowments as well as on the activities of the Chair and progress and achievements of the Institute.

**Background**

This Chair was created through a generous donation from Ian O. Ihnatowycz and Marta Witer and the Ihnatowycz Family Foundation.

**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

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**ITEM 5.1(f) – 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 Board through the Property and Finance Committee for information.

**ATTACHMENT(S):**

[Annual Report on Trademark Licensees doing Business with the Western Bookstore](#)

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**Annual Report on Trademark Licensees Doing Business with The Book Store at Western January 2022**

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

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

The biggest story of 2021 was once again the issue of China's suspected forced labor policies in Xinjiang and Dandong, Liaoning province, where a coalition of human rights groups estimates up to 1.8 million Uighur and other Turkic and Muslim people and now, North Korean migrant workers are detained and forced to work for little or no wage. The use of North Korean migrant workers has been banned by the UN Security Council since 2019. Canadian retail giant Reitmans Ltd. (Penningtons, RW&Co.) as well as brands such as Sirens, Stitches, and Bluenotes had all done business with a factory implicated in the forced labour issue. In November of 2021, Reitmans moved to remove all remaining inventory purchased from this factory from its stores.

The effect of the global pandemic on garment workers was also in the news with many losing their jobs without compensation as factories came to a standstill due to canceled orders from major fashion brands and retailers. Exposure to SARS-CoV-2 was also recognized by governments and health professionals as an occupational hazard. A number of studies show that labour and living conditions for many garment workers severely worsened during the pandemic.

In the college apparel industry, dozens of US schools chose to leverage their facemask procurement and licensing choices to support living-wage jobs by sourcing from Alta Gracia Apparel. This has been crucial in maintaining the factory's ability to continue providing living-wage jobs to Dominican workers. Alta Gracia Apparel is a living wage apparel company manufacturing that sells licensed collegiate and professional sports apparel to university bookstores and online retailers. Their factory, located in Villa Altagracia, Dominican Republic is the first and only verified Living Wage company of its kind.

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

In addition, the Book Store at Western has posted its commitment to environmental sustainability located at [http://www.bookstore.uwo.ca/promos/WRS\\_EnvironmentalSustainabilityPolicy.pdf](http://www.bookstore.uwo.ca/promos/WRS_EnvironmentalSustainabilityPolicy.pdf). We have also reached out to our vendors with a sustainability audit, asking for information on their monitoring and tracking measures of their operation and suppliers relating to sustainability and environmental laws.

**ITEM 5.2(a) – Senior Appointments**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

On December 31, 2021, the Special Policy and Operations Committee (the committee) approved on behalf of the Board the extension of the appointment of Sarah Prichard as Acting Provost & Associate Vice-President (Academic).

President Alan Shepard advised the committee that pursuant to section 56 of Board By-Law No. 1 he was delegating presidential authority to Sarah Prichard during the period of a temporary medical leave.

On January 3, 2022, the committee approved on behalf of the Board the appointment of John Doerksen as Acting Provost & Associate Vice-President (Academic) until Sarah Prichard's term as Acting President ends.

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**ITEM 5.2(b) – Board Skills Needs Assessment**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

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

At its meeting on January 25, 2022, the committee considered the current skills of Board members and engaged in a discussion of needs. The updated needs identified below are presented for information:

- Senior corporate experience
  - Diversity, including gender, Black, Indigenous and Persons of Colour
  - 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
-

**ITEM 5.3(a) – Western Office of the Ombudsperson Annual Report 2020/21**

**ACTION REQUIRED:**  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 by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

**ATTACHMENTS:**

[Western Office of the Ombudsperson Annual Report 2020/21](#)

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2020/2021



# Office of the Ombudsperson Annual Report

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

**Western**  
UNIVERSITY · CANADA



*“I cried when I got off the phone with you because it felt like someone was listening when I spoke to you.”*

*“Thank you so much for all your help in preparing this appeal letter, I could not have done it without you.”*

*“I wanted to sincerely thank both of you for your support in completing my Dean’s Waiver. The process was honestly terrifying but our meetings along the way instilled a sense of comfort and confidence. I have the utmost appreciation for the time the both of you took to help me.”*

*“Thank you very much for your guidance and support throughout this process. I very much appreciate all the time and effort you took to assist me.”*

*“My son and I are not sure how to thank you for all your support/help. We so appreciate what you have done. You are a breath of fresh air.”*

*“I want to express my sincere gratitude to you for your listening, patience, all the understanding and empathy. Following is a sentence from one of my favorite childhood books: ‘Maybe I’m not capable to find you the exit to the brightness, but I’m so willing to keep you company and walk through the darkness.’ I was so moved by this sentence. I want to tell you that you are just like that person who keeps me company and walks with me through the dark time.”*

### The Power of Relational Fairness

Not long ago a colleague guided me to “Kindness, emotions and human relationships: The blind spot in public policy” (Unwin, 2018). This report commissioned by the Carnegie Trust in the UK discusses the two lexicons of public policy – relational and rational. Unwin argues there have been very good reasons for keeping qualities such as empathy out of policy. “Reasons such as fairness, openness and safety, which can become clouded by the more personal and discretionary expression of human relationship” (p. 2); however, Unwin then goes on to outline the benefits of relationship building and “allow(ing) space for kindness in public policy discussions” (p. 3).

I often extol the procedural fairness of Western. Policies are primarily transparent and decision makers thoughtful in considering and communicating outcomes. At the same time, I explain procedural fairness does not stand alone. Relational fairness is critical to helping students understand the reasons for a decision, and thereby helping them thrive and become more resilient. Students need to hear their specific situation has been considered. Kindness doesn’t mean giving in or granting an exception where there are not grounds; kindness means listening to hear.

The impartial nature of the Ombuds Office allows us to be kind to both sides in an argument. We listen and explain the reason for a decision. Where we feel a decision maker may not have considered the relational aspects of a situation, we pursue further conversations. On the facing page are quotes from visitors to the office. One message, received by our Associate Ombudsperson, clearly exemplifies relational fairness. In it, the student quotes the author of their favorite children’s book: “Maybe I’m not capable to find you the exit to the brightness, but I’m so willing to keep you company and walk through the darkness.” That is kindness. That is relational fairness. That is what staff in the Office of the Ombudsperson do, and that is the need all student-facing employees must be sure to fill in encounters with students.

When reading the scenarios later in this report, I encourage you to consider the stories – were individuals visiting the Ombuds Office because they did not perceive procedural fairness or because they wanted an opportunity to tell their stories and to have their specific concerns heard? Did students learn more by meeting with an Ombuds staff member than by simply accepting the decision they had been given? Western’s motto is Veritas et Utilitas: our role as an institution is not just to be right but also help students apply that knowledge in the future.

### The Facts

**Between August 1, 2020 and July 31, 2021, Office staff met with 920 students regarding 1041 concerns.** This is an increase from previous years; however, 2020/21 was not a normal year. Problems were unique, anxiety was high, and regular resources were not as readily available. Given the year, the relations between students, faculty, and staff may have unusually affected relational fairness.

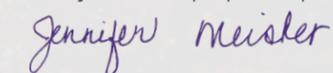
Nine hundred and twenty students equates to 2.2 percent of students on main campus and the affiliates, an increase of point two percent from 2019/20. Most of these students (51 percent) visited the Office for advice. Ombuds staff intervened in five percent of cases, and only with the student’s permission. The remaining students (44 percent) needed information such as to whom they should appeal or where to locate a policy. Ombuds staff also met with 91 non-students, including faculty, administrators, staff, parents, and alumni.

Outreach is an important part of the work we do. During 2020/21 we led conflict management workshops as part of the School of Graduate and Postdoctoral Studies’ Own Your Future program, spoke to numerous student groups about the work of the Office, and twice conducted workshops as part of Student Experience’s Thriving Thursdays.

We also provided input to the review of the Self-Reported Absence (SRA) Policy and the Provost’s Academic Advising Working Group; submitted information to the Vice Provost (Academic Programs) on how the current requirements for the Dean’s Honours List and Scholarships impact students registered with Accessible Education; and worked with the School of Graduate and Postdoctoral Studies on scholastic offence processes.

An initiative undertaken in 2020 by Associate Ombudsperson Whitney Barrett was the investigation of a new case management system. Once implemented, the system will allow Ombuds staff to provide department (not just faculty) specific data and follow up on visitors to determine appeal outcomes and general wellbeing.

Please ask should you have questions, and keep in mind: “Rational speech allows for assessment and evaluation ... And yet it can mask real differences, can be deaf to nuance and individuality. It can ignore what really matters to people, and privilege that which can be counted” (Unwin, 2018, p. 9).



Jennifer Meister,  
Ombudsperson, Western University

**920**  
STUDENTS

**1041**  
CONCERNS

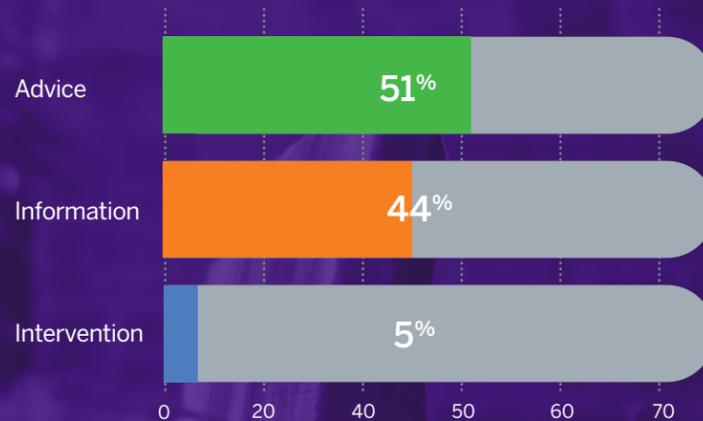
20% of students visiting the Office between August 1, 2020 and July 31, 2021 were referred to the Office.

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

**20%**



**Reason student approached office:**



**1 out of every 46 students contacted us in 2020/21**



**1,008**  
TOTAL VISITORS

**91%**  
student visitors (920)

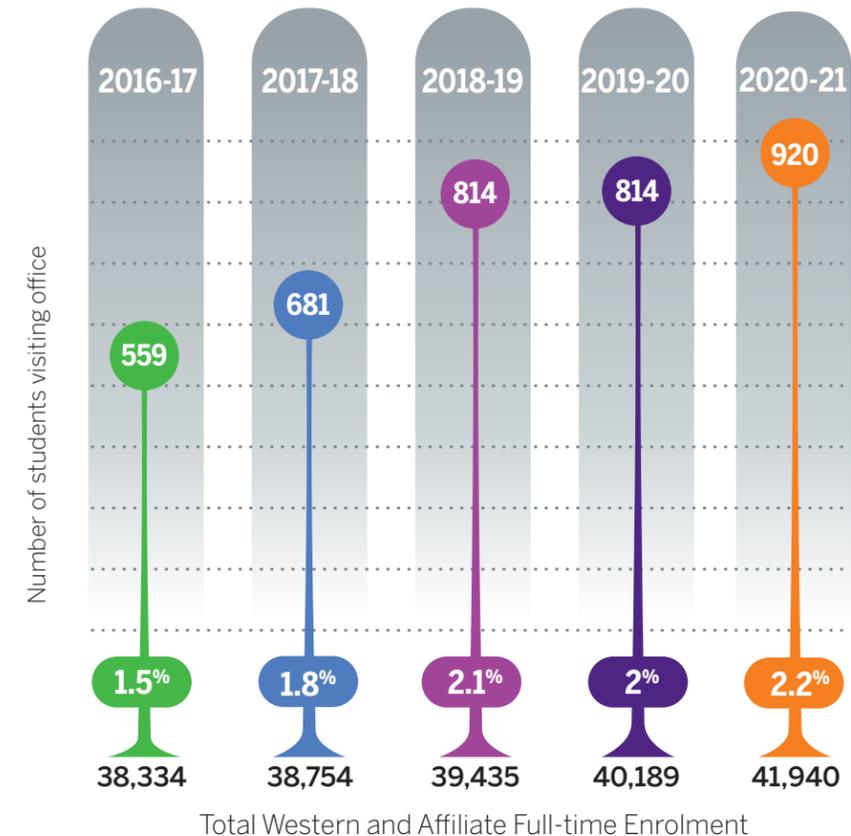
**9%**  
Non-student visitors (88)

# Visitor Overview

The following pages paint a picture of who came to the Ombuds Office in 2020/21 and why.

## Student visitors over time

(Note: Some students come to the Ombuds Office for more than one concern. The number of concerns brought to the Office was 1041.)



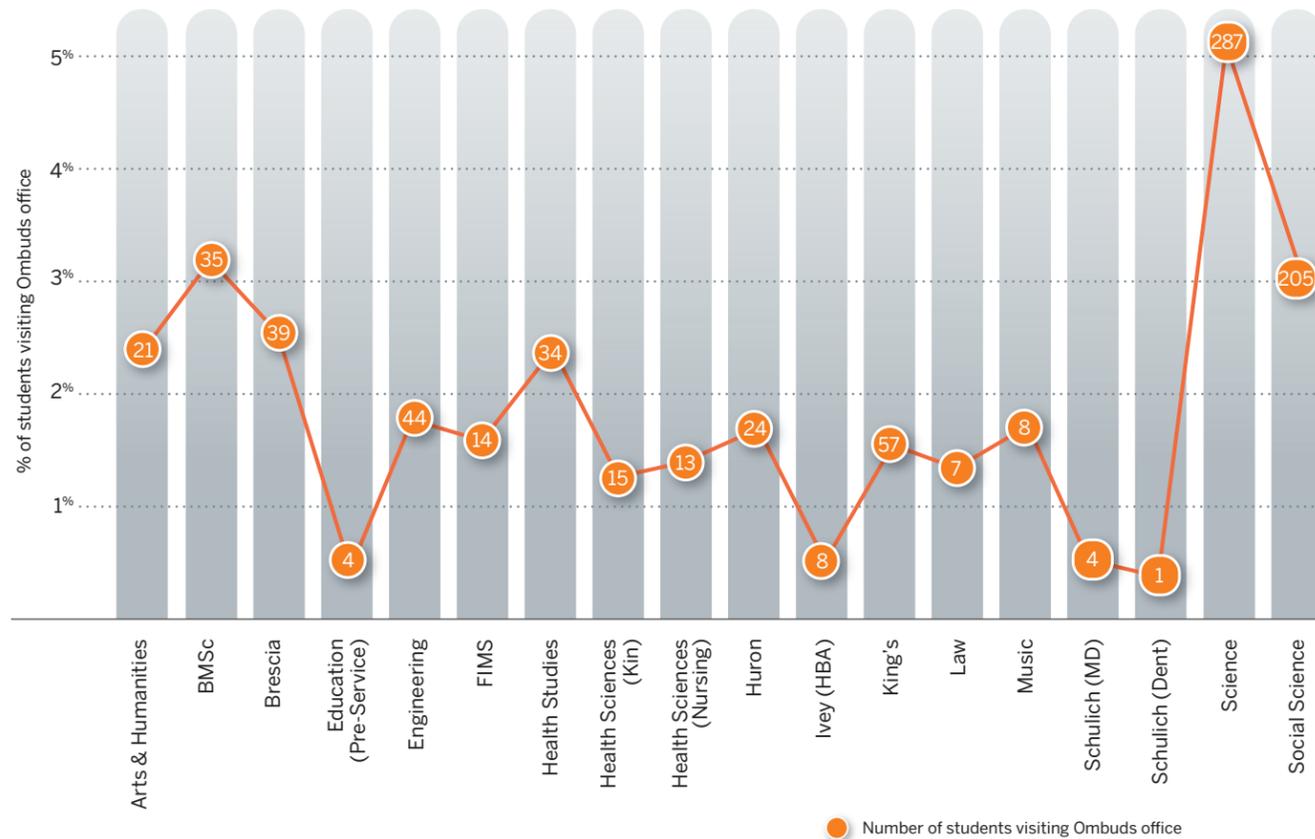
\*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison located at [https://www.ipb.uwo.ca/documents/2021\\_five\\_year\\_enrolment\\_comparison.pdf](https://www.ipb.uwo.ca/documents/2021_five_year_enrolment_comparison.pdf)

# Undergraduate Student Visitors

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

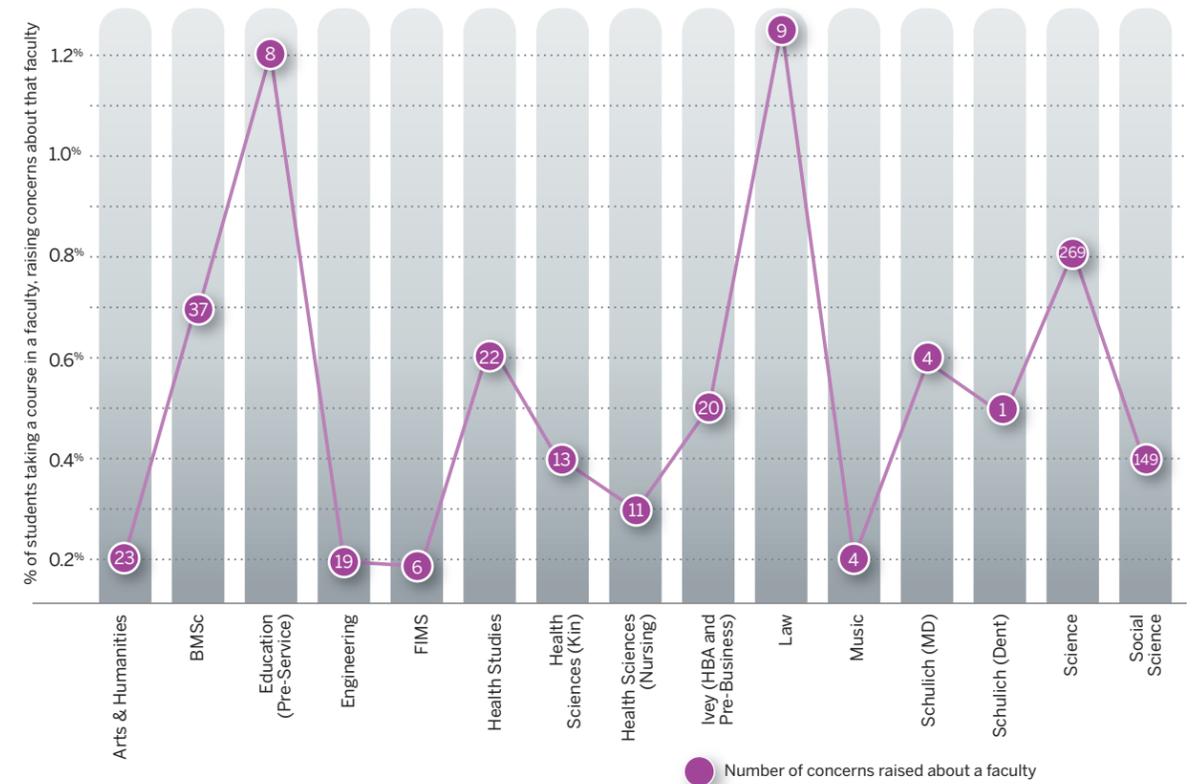
## Undergraduate student visits by home faculty

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



## Undergraduate students by faculty of concern

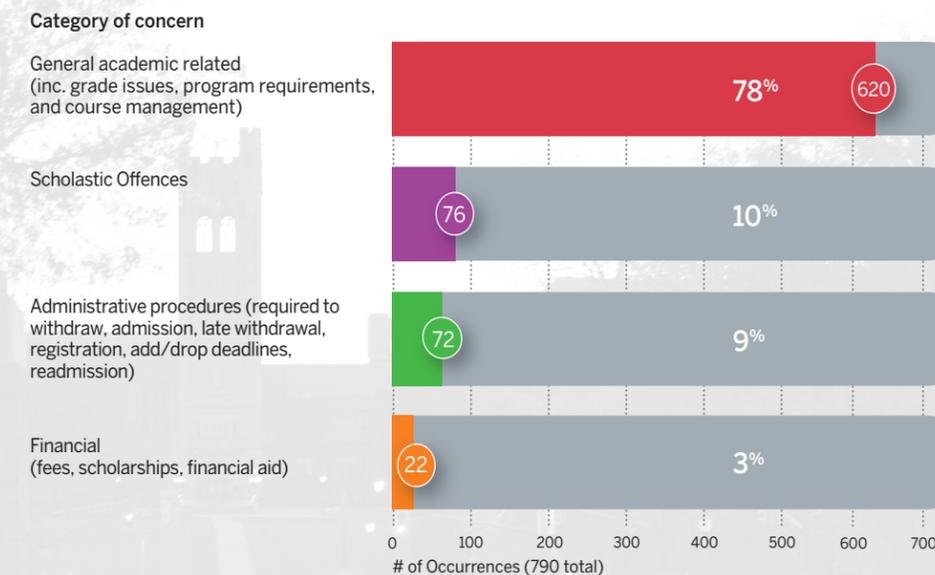
The following chart illustrates visitors who have concerns about courses in a faculty other than their home faculty.



\*Brescia (40 concerns), Huron (20 concerns), and King's (47 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

## Undergraduate concern breakdown

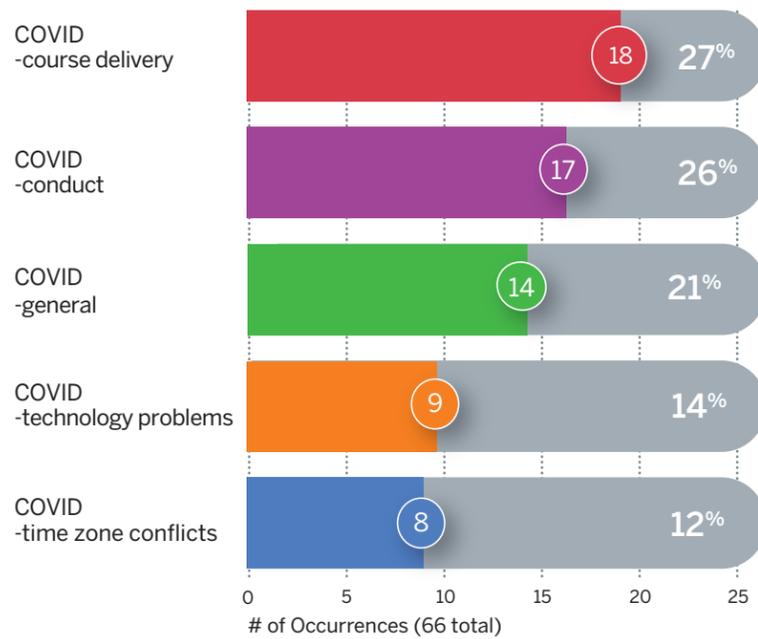
790 concerns raised by undergraduate students dealt with academics and financials. Following is a breakdown of concerns raised over the past year.



### COVID-related concerns

While many students raised the pandemic as a contributor to a difficulty they were experiencing; there were 66 concerns that were a direct result of contracting COVID-19, studying and taking examinations online, and the enforcement of public health measures. Those concerns are recorded as part of the overall data but also broken down below.

Category of concern



**COVID-course delivery** refers to concerns regarding course management and delivery.

**COVID-conduct** refers to students who were in violation of the University's COVID regulations. Most of these students lived in residence and were found to be in spaces over the stated capacity, some on the September 28 weekend. Such violations would normally have been addressed through the Residence Contract. Many of these students appealed to the University Disciplinary Appeals Committee (UDAC).

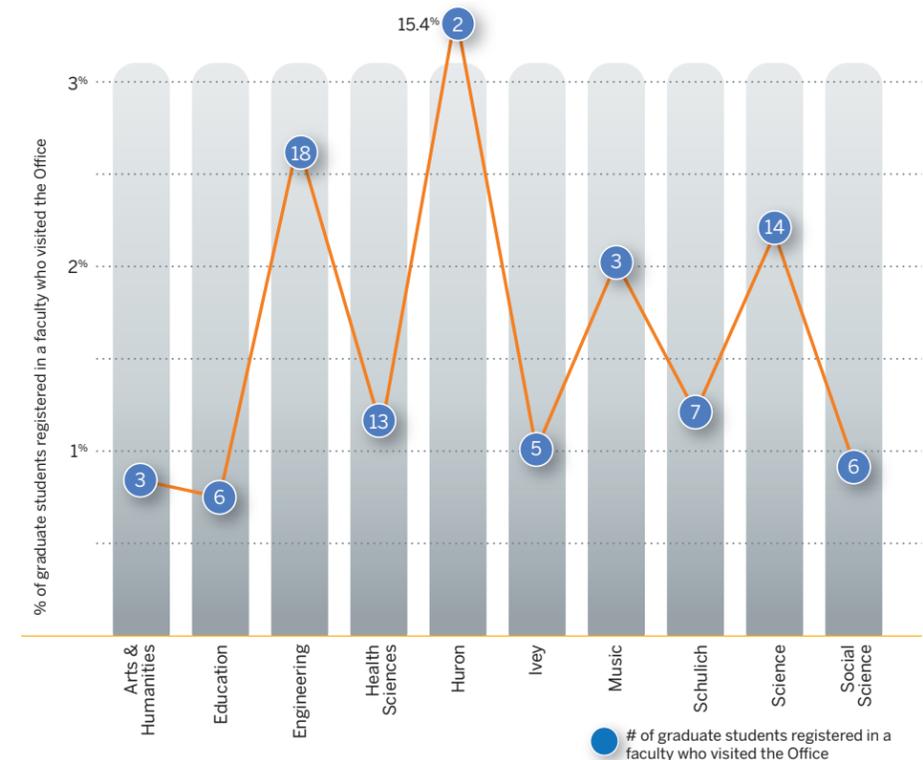
**COVID-general** is a catch-all category for concerns raised regarding COVID and the University's response.

**COVID-technology problems** refers to students who had technology issues during exams such as Proctortrack and OWL problems. The Registrar's Office instituted a system to quickly respond to student difficulties but there were still some who felt their grades were impacted.

**COVID-time zone conflicts** refers to students who were studying in different time zones, specifically those in China and India where there was a 10-to-12-hour time difference. Students had been able to attend classes in the middle of the night or were enrolled in asynchronous classes, but students felt writing exam at 4 a.m. added undue stress. It was left up to individual professors to accommodate students, many of whom did; however, there were students who were not accommodated. It is not known if this impacted their exam performance.

## Graduate Student Visitors

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



### Graduate concerns – academic and financial

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



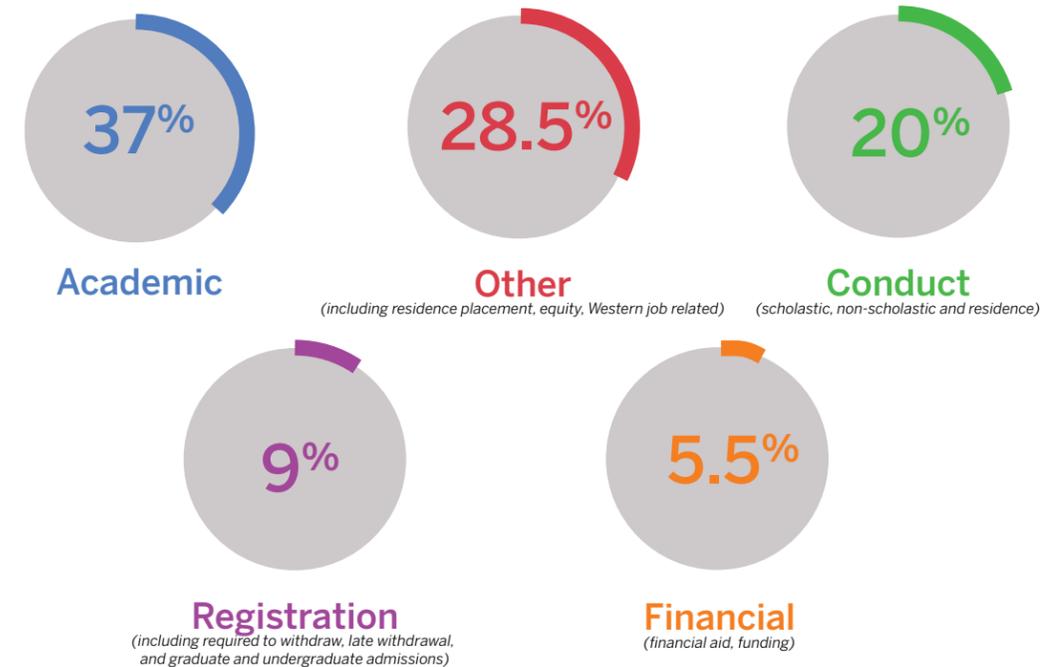
# Undergraduate and Graduate non-academic concerns

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

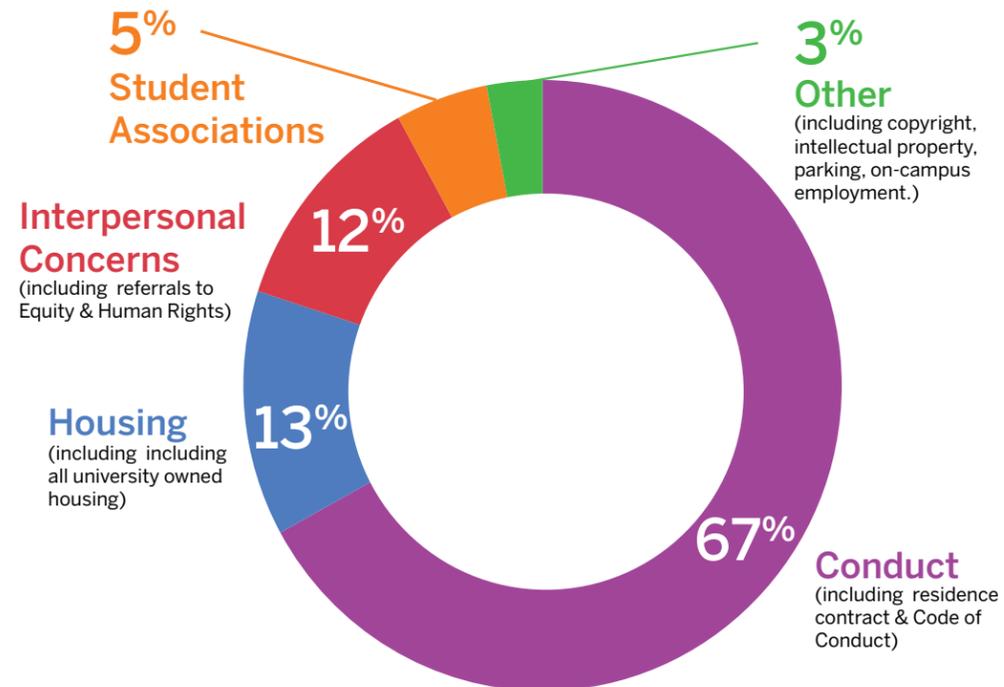
## Non-Student Data

In 2020/21 we heard from 91 administrators, faculty members, staff, family members of students, alumni, and members of the public. These individuals had wide-ranging concerns, but many dealt with scholastic and conduct offences.

As a % of total non-student occurrences (91)



As a % of total non-academic and non-financial occurrences (108)



\*As identified in the COVID section of this report, there were numerous students sanctioned under the Code of Conduct for violating the University's COVID regulations. The increase in the Conduct category takes these into account.



# Case Examples 2020-2021

Individuals don't always *need* to visit the Ombuds Office. In few cases are there such egregious procedural fairness issues that outside intervention is required. While students and others may come to the Office of the Ombudsperson believing there has been procedural unfairness, the relational fairness shown by the Office helps them understand they have been dealt with fairly. This also helps them apply the lessons of this experience in the future.

## Code of Conduct

As mentioned earlier, residence students who violated the University's COVID regulations were sanctioned under the University's Code of Conduct. Students' residence contracts were terminated, they are not permitted to hold University club leadership roles until September 2022, and – perhaps most significantly – they now have a Code of Conduct citation which they must explain when applying for many professional programs in the future. Students and, at times, their parents contacted the Ombuds Office about the accusations, sanctions, and appeal process. In addition to the sanctions individuals perceived as unfair, the students and their families were concerned with delays of the University Disciplinary Appeals Committee (UDAC) decisions. Most of these decisions were not issued until Spring 2021, more than six months after the incidents.

There were cases where the process showed it can work well. In one case, a student had been found to be in a room that was over-capacity and had been notified their residence contract had been terminated. In a meeting with Ombuds staff, the student admitted they held back information during the investigation process that may have altered the outcome of the decision. The information was personal and sensitive, and the student had not felt comfortable disclosing it. Ombuds staff assisted the student in preparing an appeal for UDAC. In their appeal, the student provided the information previously withheld. As per process, the Secretariat forwarded the appeal to the original decision maker who stated a further investigation would be conducted. After meeting with the original decision maker and sharing the additional information, the student was informed the sanction had been changed to a lesser penalty and they could remain in residence.

## Chegg and Academic Integrity

In 2020/21, the Office saw an increase in scholastic offences related to the use of Chegg, with multiple instances happening in some of the larger first year courses. Chegg is a popular website with students, where students can access assistance from other students and experts. File sharing often occurs.

In one first-year course, the exam used a bank of questions with multiple combinations and order of questions. This means each student had an exam that was the same as only a few other students, even in a large class. Therefore, when a student posted their exam to Chegg the professor knew only a small number of students would have had that exam. Chegg then helped the department narrow down the students by providing the

University with IP address and user login information. Due to the volume and complexity of cases, investigations took four to six weeks with an equal length of time taken if a student appealed the department's finding. Students had signed a statement prior to the exam stating they would not use external sources. While receiving an F in a first-year course is rare for a single offence, most students received an F in this case as the department undergraduate chair and then faculty associate dean felt the students had blatantly disregarded the agreement.

The frequency of issues related to Chegg makes it challenging to ensure all students are being treated fairly and equally. In another course, an undergraduate chair of a department issued sanctions of a grade of zero on the exam, as opposed to a failure in the course. One student in this course who used Chegg to post questions during their exam received a zero on the exam. That student still passed the course due to their other grades in the course. A month after the undergraduate chair made their decision, the associate dean reopened some of the cases because the original decision outcomes were not consistent with similar offences in other departments in the faculty. To be consistent, the associate dean proposed the student fail the course. The associate dean provided all students with an opportunity to respond and provide additional evidence, ensuring students had opportunity to participate in the investigation. This decision not only kept with Western's policy on Scholastic Discipline for Undergraduate Students, but the work of the associate dean ensured consistent application of discipline for scholastic offences across their faculty.

In all cases, the Ombuds Office guided students through the scholastic offence process, reviewing appeals in some cases. Office staff spoke with concerned parents and clarified information with an undergraduate chair and associate dean.

Past editions of the Ombudsperson's Annual Report have stated a need for an academic integrity office at Western. I will reiterate that need this year. We need a central office that educates the community in respect of the value of academic integrity, that works with students on educational sanctions, and helps to ensure decisions across faculties are consistent and transparent.

## Time zone concerns

A student living and studying from China during the pandemic was enrolled in the asynchronous section of a course. The professor posted presentations but not the lecture recording. The other section of the course, which was taught by the same professor and held synchronously, had both presentations and recordings posted. The student asked the professor for access to the recordings for a synchronous section. When the professor responded that the student's only option was to move to the synchronous class, the student approached the Office of the Ombudsperson. Ombuds staff gave the student some tips for speaking with the professor again and if that was not successful, suggested the student approach the undergraduate chair. The student did speak with the professor, but the outcome did not change so the student drafted an email for the undergraduate chair which Ombuds staff reviewed. The undergraduate chair spoke with the professor and the student was given access to the recordings of one of the sections.

Another student living and studying in China had an exam scheduled from 9:00 a.m. to noon EST (9 p.m. to midnight in China). The student's next exam started at 7 p.m. EST the same day (7 a.m. the next day in China). This meant the student would be writing from 9 p.m. to midnight, and then again at 7 a.m. the next day. The student asked academic counseling and the professors if one of the exams could be moved, citing compassionate grounds. All parties said no, bringing the student to the Ombuds Office. Ombuds staff investigated the situation and spoke with the undergraduate chair in the departments. No one was willing to move one of the exams, so the student wrote as scheduled. This is a good example of the types of hardship some students encountered learning remotely.



Jennifer Meister  
Ombudsperson



Whitney Barrett  
Associate Ombudsperson

## Who We Are

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

## Spreading the Word

### Outreach

- » King's Student Leader training
- » University Students' Council presentation
- » Huron University College Students' Council presentation
- » Brescia University College Students' Council presentation
- » Conflict Management workshops, SGPS Own Your Future
- » Managing Conflict workshop for undergraduate students

### Committee Participation

- » Graduate Student Life Advisory Group

### Virtual Conference/Meeting/Training Attendance

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

## 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 2020/21 Advisory Committee:

Mr Parker Thomlinson, University Students' Council

Ms Chidambra Halari, Society of Graduate Students

Dr Margaret McGlynn, Senate representative

Dr Ken Meadows, President's representative

Dr Stephen McLatchie, Huron, Affiliate Faculty representative

Mr Terry Lee, Master of Business Administration Association representative

Ms Emily Petch, Brescia, Affiliate Students' Council representative



Western

## Office of the Ombudsperson

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ombuds@uwo.ca  
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The Office of the Ombudsperson is jointly funded by the University of Western Ontario, the Affiliated University Colleges, the University Students' Council and Student Councils of the Affiliated University Colleges, the Society of Graduate Students, and the MBA Association.

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

**ITEM 5.5(a) – Deaccession of Six Portraits**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

At its meeting on January 5, 2022 the McIntosh Gallery Committee approved the deaccession of the six artworks to be transferred to the listed faculties and departments to receive the respective portraits.

**Curatorial Justification for Deaccession of Six Portraits**

When the first professional curator, Maurice Stubbs, arrived at Western in 1969, he immediately undertook a campus-wide survey to create the first central inventory of all university artworks. This resulted in the subsequent accession of many portraits of individuals important to the history of specific faculties and departments.

Under the current Collection Policy, McIntosh Gallery is responsible only for the Portraits of Record of **Board chairs**, university presidents and chancellors. The subject portraits now fall outside the policy and our collecting practice.

The following faculties and departments have agreed to receive the respective portraits listed. Therefore, we propose the deaccession of these artworks so that their transfers can be completed.

Faculty of Medicine

**Philip Brinkman (American, 1916-2000)**  
***Portrait of Leonard George Rowntree* 1948**  
**oil on canvas, 121.6 x 91.5**  
**Gift of Friends of Dr. Leonard G. Rowntree, 1948**



School of Nursing

**Clare Bice (Canadian, 1909-1976)**  
***Edith M. McDowell, Dean of the School of Nursing (1947 to 1960)*** n.d.  
oil on canvas, 105.4 x 80.3  
Gift of the Faculty of Nursing, Class of 1961, 1961



Metras Museum

**Archibald David Logan (Canadian, 1918-2011)**  
***Dr. John P. Metras, Director of Western University Athletics***  
***(1945 to 1973)*** n.d.  
acrylic on canvas, 100.3 x 151.2  
Gift of Members of the 1969-1970 Football Team and Friends, 1971

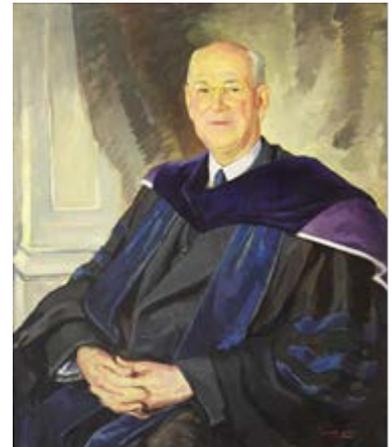


Faculty of Arts and Humanities

**Clare Bice (Canadian, 1909-1976)**  
***Dr. Kenneth Percival Rutherford Neville, Dean of Western University College of Arts (1927 to 1947)*** n.d.  
oil on canvas, 124.5 x 99.1  
Gift of Members of the Faculty, the Student Body and other Friends of Dr. Neville, 1947



**Clare Bice (Canadian, 1909-1976)**  
***Dr. Harold R. Kingston, Dean (1947 to 1950) and***  
***Principal (1950 to 1952), University College n.d.***  
**oil on canvas, 91.5 x 76.2**  
**Gift of the 1954 Graduating Class in the Arts and**  
**Science, 1955**



**Clare Bice (Canadian, 1909-1976)**  
***Portrait of Professor Tamblyn n.d.***  
**oil on canvas, 106.6 x 86.5**  
**Gift of Mrs. Marion Bice, 1985**



**ITEM 5.5(b) – Deaccession of Portrait of Dr. Ellis Morrow**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

On January 25, 2022, the McIntosh Gallery Committee approved by e-vote the deaccession of the portrait of Dr. Ellis Morrow.

**Curatorial Justification for Deaccession of the Portrait of Dr. Ellis Morrow**

Over the years, many portraits of individuals important to the history of specific faculties and departments have been accepted into the Collection. Under the current Collection Policy, McIntosh Gallery is responsible only for the Portraits of Record of **Board chairs,** university presidents and chancellors. The subject portrait therefore falls outside the policy and our collecting practice. The Ivey Business School has now agreed to receive the portrait and we propose this deaccession so that its transfer can be completed.

Artist Unknown

*Dr. Ellis H. Morrow, First Head of Commercial Economics (1922 to 1928) n.d.*

Oil on canvas, 58.4 x 47.1 cm

Gift of the Richard Ivey School of Business Administration, 1957



**ITEM 5.6(a) – Annual Report of the University Librarian**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

The Annual Report of the University Librarian is presented to the Board of Governors for information, and includes the following:

- The impact of the pandemic
- Western Libraries strategic approach
- Library use and expenditures
- Equity and Inclusion – Decolonization of the Library Catalogue, Accessibility, and Diversifying Pedagogies
- Donor Support
- Supporting research

**ATTACHMENT:**

[Annual Report of the University Librarian](#)

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Western  
Libraries

# Annual Report

May 2020-April 2021

# A Message from the Chief Librarian

Over the past year, events have highlighted the extent to which our work as a university and as a research library are inextricably linked to our place and purpose in our community, in society, and in the world. While the COVID-19 pandemic has been paramount, what's also become clear is the importance of work that serves equity-deserving groups, addresses injustice and discrimination, and reflects Western's and Western Libraries' responsibility to equity, diversity, and inclusion (EDI) as well as decolonization.

Throughout 2020-2021, we continually adjusted to the changing realities of the pandemic, working to ensure access to library services and collections in support of research and student success in remote, hybrid, and eventually, in-person modalities. Western Libraries staff pulled together and demonstrated their deep commitment to the teaching, research, and learning outcomes of our campus community.

In addition to the necessary and critical adaptation of our operations, Western Libraries has taken time over this period to reflect on and begin to develop an approach to EDI work. We have established a committee to identify ways to foster a library environment characterized by accessibility, equity, and inclusion through our collections, services, and spaces. Plus, ongoing initiatives include supporting and promoting open access to scholarly information, working towards changing outdated language and categorization of materials in the library catalogue, and diversifying teaching and learning practices.

This annual report is a reflection of the ways your research library adapted and innovated to provide service continuity through unprecedented times. It chronicles some of our first steps in EDI work and examines how we might hold ourselves accountable and lead by engaging in necessary and difficult work that challenges longstanding norms. We are acutely aware that we are only at the beginning. We are unlearning and identifying the work needed to change systems that are not representative of our commitment to an inclusive Western. And this report is a promise of what we can achieve when we take action and commit to a Western Libraries that is attentive to, and addresses, barriers to inclusion and access, within our teams and for the individuals who frequent our locations and resources.

To echo Western's new strategic plan, we know the work we do together toward greater equity and diversity will make Western Libraries – and our campus community – better and stronger.



Catherine Steeves  
Vice-Provost and  
Chief Librarian



# A Pandemic Year in Review



# Pandemic Timeline

## Spring 2020

- All library locations closed in March, effectively pausing access to physical collections.
- Emphasis on e-course readings as campus shifts to online learning.
- Virtual consultations for research, teaching, and learning.
- Launch of [COVID-19 digital archive](#), to record local pandemic experiences.

## Summer 2020

- No-contact pickup service introduced.
- Digital delivery expansion – added to Omni for users to easily request a scanned portion of print materials.
- Interlibrary loans service shifts to digital-only.
- Launch of dedicated COVID information hub on website for users to find online library resources available amid the ongoing pandemic, and provide updates on library services and closures.

## Fall 2020

- Re-opened locations, until Ontario lockdown in December.
- Launch of online space booking system to ensure physically distanced seating.
- Introduction of controlled digital lending via Scholars Portal to support Course Readings.
- Survey to campus community in October, to gauge user experience amid ongoing pandemic and how to best meet their emergent needs.
- More than 300,000 new e-books added to collection – with 250,000 free from rights restrictions, allowing for a flexible user experience.
- 6,000+ new videos for streaming synchronous and asynchronous screenings to enhance online teaching and learning.

# Pandemic Timeline

## Winter 2020/21

- Libraries closed December 24 to February, with Taylor Library being first to reopen February 22nd.
- HathiTrust Emergency Temporary Access Service (ETAS) launches, with nearly 760,000 in-collection print materials digitized for temporary online use.
- Construction starts for Weldon Revitalization, after delays caused by the pandemic.
- Limited print interlibrary loan service resumes in February.

## Spring 2021

- April 2 – closure of campus/all libraries until June, in alignment with provincial shutdown.
- Staff remain primarily work-from-home, with some teams onsite for library materials handling, managing interlibrary loan requests, and more.

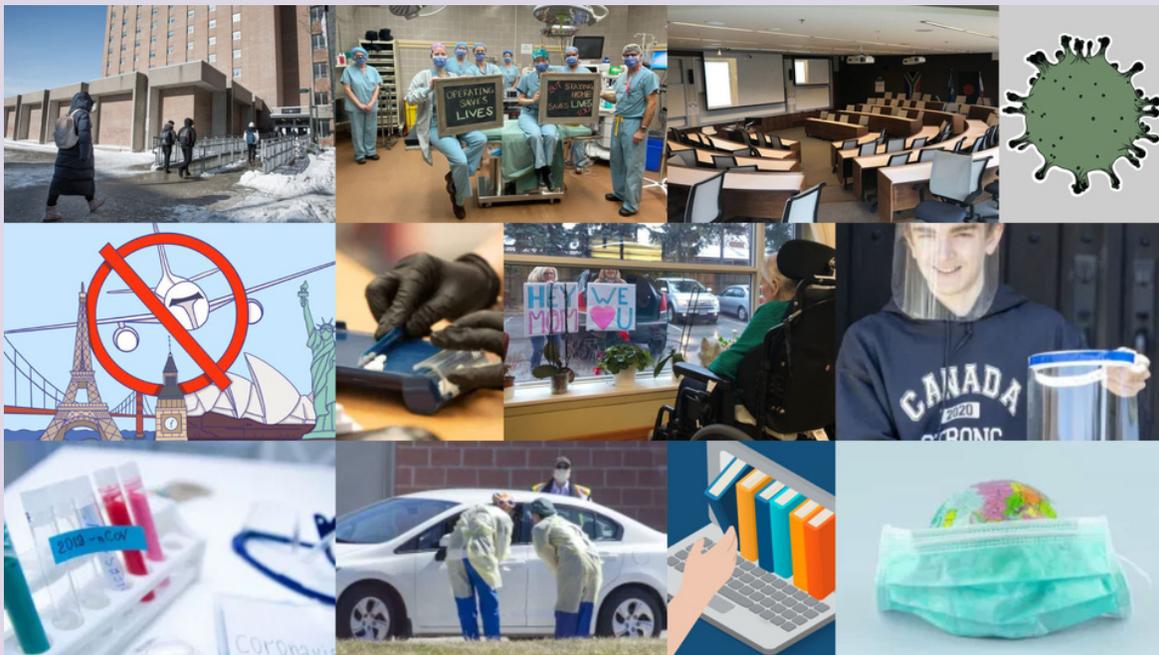


Photo Credit: [COVID-19 in London, Ontario: Capturing the local experience](#)  
(Archives and Special Collections, Western Libraries)

# Our Strategic Approach



## A digital-first strategic approach

While Western Libraries has long operated in a hybrid model to accommodate online and on-campus teaching, learning, and research, the unique circumstances of the pandemic compelled a digital-first approach to decision-making for our collections and services in 2020/21.

**Guided by pillars of organizational excellence, Western Libraries was able to pivot and adjust services in response to COVID-19 .**

Three strategic priorities helped define where best to focus resources and staffing to meet the needs of our user community as they shifted between remote and hybrid teaching, learning, and research environments.

1

### Strategic Pillar — Service Excellence

Deliver service excellence to library users and Western University.

2

### Strategic Pillar — User-Centred Spaces and Technologies

Repurpose spaces to meet user needs and provide access to new and emerging technologies.

3

### Strategic Pillar — Access to Collections

Provide access to world-class print and digital collections and resources.

1

# Service Excellence

| SERVICE                            | DETAILS   | OUTCOME   |
|------------------------------------|---|---|
| <b>No-Contact Pickup</b>           | Provided access to the Western Libraries' collection in a safe environment.   | <ul style="list-style-type: none"> <li>• 1,610 no-contact pickups of physical library materials</li> </ul>  |
| <b>Ask a Librarian Online Chat</b> | Strengthened outreach and support via online chat – to both Western students and for users from partner institutions as part of the provincial consortium, the Ontario Council of University Libraries (OCUL).                                | <ul style="list-style-type: none"> <li>• 4,597 Western users helped</li> <li>• 5,077 chats answered by Western staff for users across the OCUL consortium</li> </ul>  |
| <b>Modified Services Survey</b>    | In early fall 2020, a survey was developed to gain feedback on the experiences of students, staff, and faculty using the heavily digital service model, and to better understand the effect of remote library services on the user community. | <ul style="list-style-type: none"> <li>• Increased seat booking time slots from 2 to 3 hours</li> <li>• Modified library open hours to add evening and weekend hours</li> <li>• Allowed seat booking extensions based on user demand</li> </ul> |

1

# Service Excellence

| SERVICE  | DETAILS   | OUTCOME  |
|--|---|--|
| <b>Instruction and Research Support</b>            | <p>In response to the pandemic, much of Western Libraries' instruction and research support shifted to an online format to enable remote research and embed instructional programming across disciplines and faculties.</p>   | <ul style="list-style-type: none"><li>• 160 instructional sessions and workshops with 7,520 participants</li><li>• 644 reference and research consultations</li></ul>                                    |
| <b>Systematic and Scoping Review Consultations</b> | <p>Librarians work collaboratively to provide method-driven search reviews to strengthen research at the university and partner as co-authors in the planning, execution, and writing of knowledge syntheses.</p> <p>The demand for this work increased significantly due to the impact of COVID-19 on research involving human subjects. Western Libraries temporarily allocated additional resources to support this critical research service.</p> | <ul style="list-style-type: none"><li>• 396 Systematic and Scoping Review Consultations</li><li>• A 142% increase in consultations conducted in 2020/21 compared to the previous academic year</li></ul> |

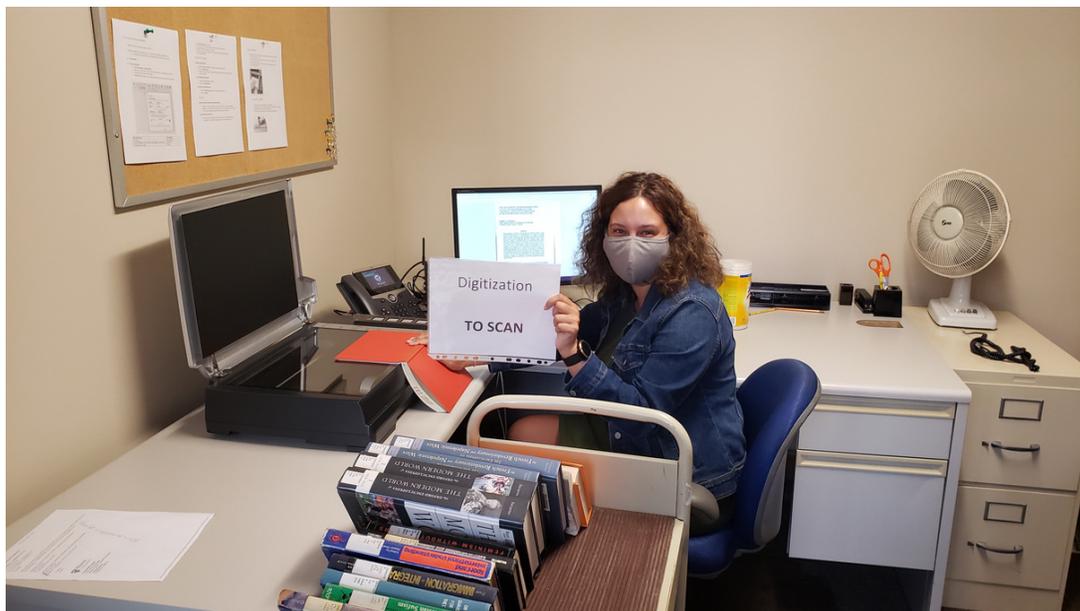
## 2 User-Centred Spaces and Technologies

| SERVICE                   | DETAILS   | OUTCOME  |
|---------------------------|---|--|
| <b>Onsite Library Use</b> | As provincial guidelines evolved, at times throughout 2020/21, Western Libraries was able to safely open its spaces to Western students, faculty, and staff.  | <ul style="list-style-type: none"> <li>• Launch of online booking system to ensure safe onsite visits and adoption of physical distancing across library locations</li> <li>• 18,511 confirmed study space bookings</li> </ul>   |
| <b>GIS Days 2020</b>      | A signature event for Western Libraries, GIS Days shifted to a fully online model and extended to a week-long initiative to offer 33 lightning talks, two networking sessions, one professional meeting, two tutorials, and eight demonstrations. | <ul style="list-style-type: none"> <li>• 509 participants from across the globe</li> <li>• Volunteers from across Ontario and presenters from as far as Glasgow, Scotland and the Netherlands</li> <li>• Strength of online format evidential to continue with virtual setting for 2021</li> </ul> |



# 3 Access to Collections

| SERVICE   | DETAILS  | OUTCOME   |
|---|--|---|
| <b>Digital Delivery and Digitization Service</b>            | Western users could request portions of physical library materials to be scanned and delivered to their inbox, enabling remote collections access.     | <ul style="list-style-type: none"><li>• 3,172 digitization requests fulfilled by Western Libraries staff</li></ul>                                |
| <b>HathiTrust Emergency Temporary Access Service (ETAS)</b> | Due to physical collections access being restricted, Western Libraries implemented ETAS to offer users digital access to in-copyright print materials. | <ul style="list-style-type: none"><li>• 10,090 unique users of HathiTrust ETAS materials</li><li>• 759,954 items available through ETAS</li></ul> |



# 3 Access to Collections

| SERVICE                             | DETAILS   | OUTCOME   |
|-------------------------------------|---|---|
| <b>Course Readings</b>              | To ensure that Course Readings items continued to be available to students as classes moved online, accessible, digital content was offered wherever possible including stable links to online resources and the purchase of new e-books.   | <ul style="list-style-type: none"> <li>• 1,143 courses featured Course Readings items</li> <li>• 18,985 Course Readings items offered across Western Libraries, affiliate university college libraries, and Scholars Portal digital lending platform</li> <li>• 363,918 total uses of electronic Course Readings items</li> </ul> |
| <b>Collections Digital Strategy</b> | <p>Demand for e-resources climbed significantly in response to pandemic circumstances. A concerted focus was given to building our collections access to e-book and streaming services as a result.</p> <p>This reflects the collections strategy overall, guided by a deep understanding of the information needs of users and how they interact with resources.</p> | <ul style="list-style-type: none"> <li>• 378,484 uses of e-books, an increase of 123% compared to 2019/20</li> <li>• 38,760 streams of videos and movies, an increase of 64% compared to 2019/20</li> </ul>   |

# By the Numbers



## Reference Services

- 1,552 questions answered in person, on the phone, and over video call
- 9,931 online chats answered
- 8,559 questions answered by email
- 85% of email questions answered within 24 hours



## Research Guides

- 347,836 overall research guide views
- 348 research guides published



## Open Access

- 37 Open Access journals hosted by Western Libraries
- 1,461,816 items downloaded from the institutional repository, Scholarship@Western, from 228 different countries
- The Geospatial Hub, including five main geographic information system (GIS) projects, viewed 98,587 times



## Online Presence

- 1,059,679 visits to the Western Libraries website
- 7,811 followers across three social media platforms



## Resource Expenditures

- Total Spent on Resources: \$16,249,788.72
  - Total spent on monographs (books, e-books): \$3,390,685.57
  - Total spent on serials (ongoing purchases – journals, databases, etc.): \$12,815,041.31
  - Total spent on other resources (kits, scores): \$44,061.84

# Equity and Inclusion at Western Libraries

The D. B. We

# Decolonizing the Library Catalogue

Subject headings are how libraries categorize and describe materials in their catalogues. Almost like a dictionary or thesaurus, they provide a vocabulary so that library users can more easily and broadly search and find related subject matter. These headings also guide the way we think about topics or disciplines – and therefore representation across communities and cultures.

Around the world, the most common system is the Library of Congress Subject Headings, and they're also what is primarily used at Western Libraries.

Today, many of these Library of Congress Subject Headings still carry the biases and discrimination reflective of their early 20th century origins. This is unmistakable when one looks to how Indigenous topics are catalogued, which is typically from a historic perspective, meaning the conflicts and harm Indigenous peoples face are in the past, or that demean Indigenous cultural practices as folklore or mythology.

Throughout 2020, Western Libraries' Discovery Description, and Metadata (DDM) team began the grassroots work to deepen understanding of the issues faced by Indigenous peoples in Canada and the impact of subject heading practices.

They examined the library as a colonial institution and the colonial aspects of cataloguing, with a focus on E classification (History of the Americas) and how this heading becomes a catch-all for anything Indigenous-related – reinforcing the notion that Indigenous topics exist in the historic.

With guidance from the Indigenous Curriculum Pedagogy Advisor at Western's Office of Indigenous Initiatives, the DDM team also explored Indigenous land back movements to contextualize treaty rights, the impacts of the Indian Act, and conflicts of band-elected and traditional governance in present-day circumstances.

Learning about how Western Libraries' cataloguing practices negatively impact users is the first step to changing harmful practices and to improving discoverability of library resources by discontinuing the use of offensive subject headings and shelving protocols.

In the long term, this is foundational work to what comes next for Western Libraries: making real, tangible changes to descriptions and classification in the catalogue, changes that will lead to better quality access to materials for all library users. This includes working with our Omni partner institutions across Ontario, as part of a Decolonizing Description Working Group, to explore how we can consult with local Indigenous communities to decolonize library description collaboratively and examine potential reclassification projects and processes to remove offensive subject headings from our library records.

# Accessibility at Western Libraries

As part of a strategy to improve accessibility at Western Libraries, in 2020 the User Experience (UX) team partnered with Western's Accessible Education group to gain a better understanding of how the libraries' online content meets student accessibility needs.

Grounded in principles of openness and exploration, two Western Libraries co-op students stewarded the work to test digital exhibits, instructional videos, and modules in the online learning management system for the university, in order to identify areas where library content was inaccessible.

For Sara and Alexandra, this was a chance to not only learn first-hand from student users where improvement was necessary, but during COVID-19, offered a unique opportunity to engage in participatory user testing in remote environments. "So often 'accessibility' in a library context refers to in-person services and how to move around a physical building," explains Sara. "Because of the campus closure and the shift to online classes and library resources, we really got to see how accessibility is fundamental to digital spaces, too."

Student participants shared their feedback across multiple user testing sessions, and in the end, an overarching need identified was to have customizable content that a user could change or select depending on their needs at that time.

"Accessibility needs can shift regularly," adds Alexandra. "We learned that what might work for a student with disabilities one day could be different the next, so flexibility to, for example, read a transcript or watch a captioned video with various playback speeds is essential."

In December 2020, with user findings in-hand, the UX team produced reports that detailed specific accessibility recommendations for each of the content types tested and identified best practices for improving web accessibility. The best practices report was also shared with Accessible Education, the Centre for Teaching and Learning, and the Instructional Technology Resource Centre, who plan on conveying the recommendations with instructors to facilitate more accessible online teaching materials across campus.

While users who experience web accessibility challenges will benefit the most from this work, the goal is to have all Western Libraries users find web content easier to read and navigate. As Alexandra says, "Offering options to customize what you're working with can make a huge difference – it means everyone can access materials in the way they need or want to."

# Diversifying Pedagogies

When you consider who developed the first information literacy standards, where they were from, and the voices that were excluded, one can see how library curriculum is not reflective of our diverse campus community. This colonial foundation to academic learning continues to influence the ways teaching happens today.

At Western Libraries, the Teaching and Learning team has purposefully taken steps to examine these historical implications and how they impact student learning and well-being.

In 2020/21, the team participated in several curriculum retreats to start learning how to decolonize and diversify information literacy traditions and practices, including sessions led by campus leaders from the Centre for Teaching and Learning and the Office of Indigenous Initiatives.

For Heather, Curriculum Librarian, these sessions meant exploring how their team can, as a community, commit to questioning the knowledge systems that ground their work.



“As Indigenous educators explain, this isn’t about rejecting Euro-American teaching. This is about learning how both perspectives bring value; not replacing, but integrating and welcoming multiple ways of knowing so there’s no longer one exclusive approach.”

Shaking up longstanding pedagogies involves unlearning and relearning, and with that comes the acknowledgement that colonial practices are still in place in contemporary education and in institutions like libraries. “It’s uncomfortable – and overdue – work to confront the harm that’s perpetuated when we privilege Eurocentric processes,” adds Heather.

From resource creation to information literacy instruction, decolonization spans all activities of the Teaching and Learning team, individually and collectively. This is a long-term commitment for Western Libraries and the Teaching and Learning group, and is not a one-time event or action. “Decolonization is an enduring and active process for all of us,” Heather explains, “and it’s critical we keep asking ourselves how we can better support students and our communities by evolving our teaching and learning.”

Looking ahead, the team plans to rewrite their information literacy curriculum and continue with their community of practice approach to decentering internalized Euro-American ways of knowing. “This will enable Western Libraries to diversify our teaching and highlight biases and inequities in academic research,” Heather says. “We’ll use this curriculum to demonstrate our priority of building meaningful relationships with students and our faculty and campus partners.” The team hopes to establish a process of continuous curriculum inquiry with students as partners, to ensure library teaching truly supports the needs of learners.

# A User-Friendly Weldon Library

At the heart of Western campus is The D.B. Weldon Library, the largest of the university library locations. Weldon, as it's affectionately known, started Phase One renovations in 2020 as part of the ongoing revitalization project to modernize its key spaces and provide better usability for the campus community.

After a brief hiatus due to COVID-19, the revitalization project resumed in the early part of 2020, with Facilities Management working with consultants to finalize specifications for infrastructure retrofitting at Weldon.

Working from the original project vision to create a bright, timeless space that respects and celebrates Weldon's brutalist architecture, Western Libraries led Program Advisory Groups to meet with students, faculty, staff, and other stakeholders to identify features and amenities important to new learning spaces in Weldon. From these consultations, we learned about the need for flexible furniture and room functionality to accommodate various bodies, uses, and physical abilities.

To further inform furniture decisions, we compiled a variety of options and shared them as part of an online survey with Western students, to see if we were on the right track. Nearly 100 students responded and we held six additional online student focus groups for more in-depth discussions about the furniture. Alongside the survey findings, we heard a clear preference for standalone seating, like desk chairs and swivel tub chairs, a desire for large, shared tables over individual ones, and a strong plea for accessible power sources.

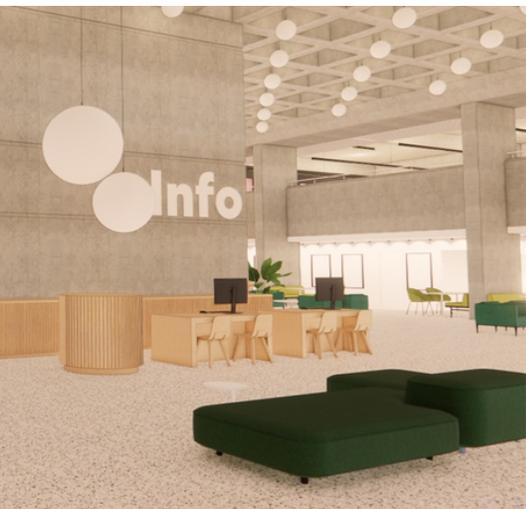
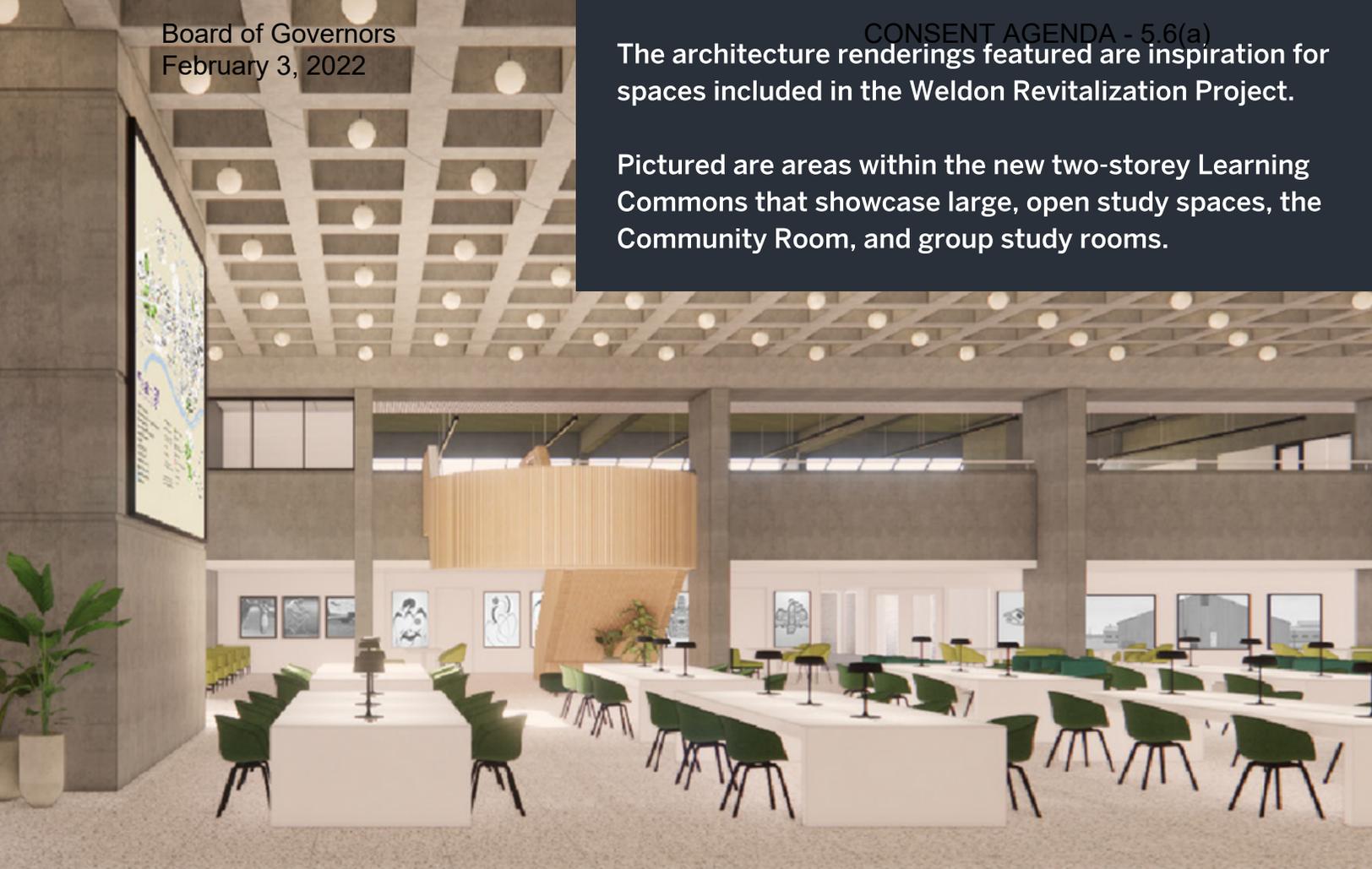
Thanks to these insights, which follow on several years of engagement about the revitalization of Weldon, when it opens, the new two-storey Learning Commons will feature spaces and fixtures that are in high demand by our users. There will be more study seats, including group study rooms; a community room for presentations and gatherings; a reading lounge; expanded display spaces; a student support hub; and a family room for students who wish to study alongside their young children. When complete, we're confident the space will provide variety and choice for those visiting Weldon, supporting learning, inspiring reflection, and encouraging community in an accessible and inclusive environment.



A dedicated [microsite for the Weldon Revitalization](#) launched in 2020, including a [video walk-through](#) of the brighter, refreshed learning and research environments.

The architecture renderings featured are inspiration for spaces included in the Weldon Revitalization Project.

Pictured are areas within the new two-storey Learning Commons that showcase large, open study spaces, the Community Room, and group study rooms.



# Donor Improves Textbook Access

Finances are often an obstacle for university students, especially when you consider the substantial cost of textbooks. Halina Czajkowska Robinson and her late husband, Dr. James Russell Robinson, understood this barrier to higher learning and established a fund with Western Libraries to help lessen the burden for students.

No stranger to remarkable hardship, Halina grew up the daughter of a Polish military officer when World War II struck. After fleeing for Warsaw in late 1940, she attended an underground school and later witnessed the destruction of the Warsaw Ghetto. Halina was an avid learner, right from childhood, and this nature would serve her well in the coming years and decades.

It was in 1944 that Halina and her mother were arrested during the Warsaw Uprising and transported to Auschwitz-Birkenau, and from there deported to Bergen-Belsen – a Nazi concentration camp where approximately 50,000 imprisoned people died.

After the liberation of Bergen-Belsen in 1945, Halina and her mother were sent as displaced persons to Sweden, where Halina studied – in Swedish no less – to become a chemical engineer. Studying tirelessly, Halina graduated in 1950 and would join a cancer research lab at the Karolinska Institute where she learned histochemical and biochemical techniques that would be influential in her career.

Halina immigrated to Canada in April 1951, where she struggled to find employment in her field due to discrimination against women in industry.

Eventually, she was hired at the Collip Cancer Research Laboratory at Western University (then, the University of Western Ontario), where Halina could use her learnings from the Karolinska Institute. It was at the Collip Lab that Halina discovered plant extracts effective in treating cancer and childhood leukemia. It was also at the lab that Halina met her husband, who was the university's first doctoral candidate in chemistry.

Throughout the remainder of her scientific work, Halina made important contributions to micro-chemical analytics, though her observation on plant extracts as a potential cancer treatment would go uncredited until recently, more than 50 years after her initial discovery.

Halina's desire to help others did not wane throughout her decades of life. Since its launch in 2011, the Dr. and Mrs. James Russell and Halina Robinson Western Libraries Textbook and Materials Acquisition Fund has enabled the purchase of more than 400 textbooks. And in 2020/21, this special fund meant Western Libraries could buy all required and recommended course readings not already in the library collection.



# Supporting Research Excellence

One of the strategic pillars for Western Libraries is to expand and support research excellence across disciplines. As part of a research-intensive university, Western Libraries actively collaborates with scholars and research teams to advance their projects – both within Western and beyond campus – in service of advancing knowledge and sharing it locally, nationally, and globally.

The following highlights offer a look at how Western Libraries supported research centred on Indigenous-led studies, sustainable development, health equity, and gender-based violence in 2020/21.



Logo Artist: Tsista Kennedy

*Tsista Kennedy is a woodland-style artist from Beausoleil First Nation, and Oneida Nation of the Thames. Tsista creates his artwork on canvas with acrylic paint, on paper with ink, and digitally as well. He has been creating this style of artwork since the age of 13, winning a Governor General's Award for his "Seventh Fire Leadership" in 2018.*

## **Head and Heart Research Fellowship Collection**

Scholarship@Western, the Western Libraries-managed institutional research repository, provides a digital space for the student research outcomes of the Head and Heart Indigenous Research Fellowship program.

In alignment with Western's commitment to increase Indigenous voices across all levels of community, the repository is a platform to promote the diversity of Indigenous scholarship at the university and share and preserve research outputs so that students see their work reflected as part of the larger research enterprise. Plus, by having a stable portal to showcase their work, Indigenous students can demonstrate the impact and scope of their individual research as part of future scholarship and employment opportunities.

Seventeen projects make up the Head and Heart collection currently, with over half being the 2020 cohort of fellows. In 2020/21, these studies were accessed from 14 countries around the world by a variety of institutions, including government and Indigenous-led organizations.

# Supporting Research Excellence

## **Western Heads East Collection**

In the open-access institutional repository, the Western Heads East collection offers research related to probiotic foods, community health and sustainable development in Africa.

The open-access nature of Scholarship@Western facilitates timely access to health information so that others can build upon existing studies, narrowing the gap in global health equity by accelerating research in this area.

In 2020/21, users from 89 institutions across 78 countries accessed Western Heads East works in the institutional repository.

## **Gender-Based Violence Research**

Western Libraries is often sought out as a resource for research materials – by Western scholars and investigators from other academic institutions. In November 2020, our Archives and Special Collections team was approached by a PhD student from the University of Waterloo about their thesis. Seeking documents related to gender-based violence and records within the London Women’s History Group Collection, the student needed access to digital versions of these materials to continue their thesis research while campuses across Ontario were navigating stay-at-home orders.

Archives and Special Collections staff digitized hundreds of pages from a variety of archival documents, including London Battered Women’s Advocacy Clinic Records, London Coordinating Committee to End Women Abuse Records, Mary McKim Papers, and Multicultural Committee to End Woman Abuse Records.



Yustina Milk  
Photo Credit: Western Heads East Collection (Scholarship@Western)

# Centring the Campus Community

**Western Libraries has always sought to put users at the centre of our services, resources, and spaces, and it's essential that we understand our campus community and address critical issues of equity, diversity, and inclusion.**

## ***An EDI Roadmap***

In 2018/19, Western Libraries formed a dedicated equity, diversity, and inclusion (EDI) committee comprising staff members from across departments and teams. Together, this group is tasked with evaluating Western Libraries' strengths and challenges in EDI-related areas, with the intention to further enhance a learning and work environment characterized by equal access and respected participation of all groups and individuals.

As the Black Lives Matter movement continued to grow in summer 2020, in response to the murders of Breonna Taylor, Ahmaud Arbery and George Floyd, discussions about white privilege surfaced among Western Libraries staff. This was a catalyst for a Diverse Conversations event called "Unpacking White Privilege," meant to create space for open dialogue about how white supremacy is embedded throughout daily life, exploring how to disrupt micro-aggressions and harmful norms. Nearly 60 Western Libraries staff members took part in this online event and the feedback gathered from participants revealed a keen interest in learning more about EDI issues and how to discuss these together as colleagues.

The EDI committee also embarked on strategic planning in fall 2020, to identify milestones and initiatives to pursue in support of a more inclusive Western Libraries. The plan provides a roadmap of short- and long-term actions for the committee to achieve, knowing that this essential work is never finished and must be embedded across all levels of Western Libraries.

Next, the committee will continue with staff learning events, scaffolding them around the university's commitment to EDI and decolonization. In addition, the group is creating an inclusive language guide, to foster internal communication that is respectful and brings everyone into the conversation, as well as a hiring toolkit to support the ongoing recruitment and retention of a diverse library workforce.

# Centring the Campus Community

## ***Biindigen:*** ***Western's Indigenous Learning Circle***

In 2020, Western Libraries joined a cross-campus partnership with the Office of Indigenous Initiatives, Western Research, the university's Human Rights Office (formerly Equity and Human Rights Services), and Student Experience. Together, this collaboration formed Biindigen, Western's Indigenous Learning Circle, to give graduate students, staff, and faculty opportunities to learn with and from Indigenous Peoples, and explore the landscape of Indigenization and reconciliation through events, discussion, and other mediums such as documentaries and books.

In 2020/21, Biindigen hosted its first events:

- A conversation with Mohawk author, Alicia Elliott – A discussion of and reading from the Western Writer-in-Residence's book of essays: *A Mind Spread Out on the Ground*. More than 60 participants joined the event and took part in a question-and-answer session with Alicia.
- A discussion of *Braiding Sweetgrass* – In recognition of World Water Day and the lack of clean water access in Indigenous communities in Canada, this event opened conversations about the reciprocal relationship between humans and nature, through the lens of readings from *Braiding Sweetgrass* by Robin Wall Kimmerer. Fifty-one participants took part in this springtime event.

In addition to these inaugural events, Biindigen created an online portal to carry forward discussions started and provide a space for ongoing dialogue about Indigenous ways of knowing and being. Currently, there are almost 140 members in the online portal who regularly interact and share articles and information.



As the academic commons of Western University, Western Libraries provides the library and archival expertise and infrastructure – information resources, technology, people, and spaces – required to cultivate and mobilize knowledge, and accelerate excellence in teaching, research, and scholarship.



Western  
Libraries

Office of the Vice-Provost and Chief Librarian  
Western University, London, Ontario N6A 3K7  
May 2020 - April 2021  
Produced November 2021

**ITEM 5.6(b) - Report of the Academic Colleague**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

**Report to Senate, COU Academic colleague, Prof. Pauline Barmby**

January 2022

The COU Academic Colleagues met by Zoom December 7 and 8, 2021. The following discussion items may be of interest to Senators:

**Indigenous content across a university:**

Prof. Denise Baxter, Vice-Provost of Indigenous Initiatives, Lakehead University, gave a presentation on Lakehead's Indigenous Content Requirement. This requirement was implemented in the 2016/17 academic year and is currently being evaluated. Both the implementation and evaluation of the requirement were complex processes. While evaluation is not yet complete, early results are that some approaches to providing Indigenous content were more successful than others, and that community partners are pleased with the outcome and believe that more can be done. Lakehead's "lessons learned" should be helpful for other universities considering implementing a similar requirement.

**Three-year degrees:**

Ontario colleges are in discussion with the Ministry of Colleges and Universities about rebranding three-year advanced diplomas as degrees. Implications for the university sector are unclear: there is tension between differentiation (colleges and universities do different things) and institutional autonomy (institutions compete and tend toward greater homogenization). Demand for three-year versus four-year degrees at universities is difficult to gauge: universities don't often recruit students into three-year programs so the only measure of interest is the graduation rate.

**Quality Council:**

The annual report from the Ontario Universities Council on Quality Assurance (the "Quality Council") indicates that over all universities, 36 new programs were approved and seven degree programs and 22 program options closed in 2020-21. This was the lowest number of new programs in the past five years. New programs approved include four from Western (Graduate Diplomas (GDips) in Engineering Leadership and Innovation and Executive Healthcare Leadership; MSc in Interdisciplinary Medical Science; Master of Management). The report indicates that "many of the programs appraised and approved ... respond to immediate needs in Ontario for graduates with the skills, knowledge and experiences necessary to contribute to a just and equitable pandemic recovery in Ontario." A revised framework now governs new program

approval, cyclical program approvals and cyclical audits.

Although Quality Council has previously indicated it wouldn't allow stacking of microcredentials to become a degree, this may need to be revisited and/or clarified as some institutions look to the creation of stackable graduate level credentials. While there is a great deal of interest in microcredentials there continues to be a wide range of views and definitions (sometimes contradictory in scope), with a desire for universities to maintain their own flexibility in delivery. The Ministry of Colleges and Universities is strongly supporting the microcredential concept, particularly via eCampus Ontario, but how to distinguish them from existing continuing education offering, certificates, and GDips is as yet unclear.

**Advocacy Strategy:**

COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support. COU launched its public-facing campaign in December, including a report entitled "[Partnering to Drive Ontario's Recovery through Talent and Innovation](#)".

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**ITEM 5.6(c) - Academic Administrative Appointments**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**EXECUTIVE SUMMARY:**

Faculty Relations advised of the following academic administrative appointments as of the month of January 2022.

**ATTACHMENT:**

[Academic Administrative Appointments](#)

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**Academic Administrative Appointments**

**Information for Senate - January 2022**

| Start Date | End Date   | Name             | Admin Appointment             | Department                     |
|------------|------------|------------------|-------------------------------|--------------------------------|
| 10/1/2021  | 12/31/2022 | Clark, A. Kim    | Assistant Dean                | Soc Science - Office of Dean   |
| 10/1/2021  | 9/30/2026  | Garg, Amit       | Associate Dean                | Schulich - Office of the Dean  |
| 10/1/2021  | 6/30/2025  | Murray ,Laura    | Associate Dean (Grad,PostDoc) | Health Science - Dean's Office |
| 10/1/2021  | 6/30/2022  | Orange, JB       | Acting School Director        | Communication Sci & Disorders  |
| 10/15/2021 | 6/30/2026  | Ragogna, Paul    | Associate Dean (Research)     | Science - Office of the Dean   |
| 12/1/2021  | 11/30/2026 | Driman, David    | Clinical Department Chair     | Pathology and Lab Medicine     |
| 12/16/2021 | 12/31/2022 | Fuller, John     | Clinical Department Chair     | Anesthesia-Perioperative Med   |
| 1/1/2022   | 6/30/2025  | Doralp, Samantha | Assistant Dean                | Health Science - Dean's Office |
| 1/1/2022   | 6/30/2022  | Tithecott, Gary  | Associate Dean                | Schulich - Office of the Dean  |
| 1/1/2022   | 12/31/2023 | Joanisse, Marc   | Associate Dean (Research)     | Soc Science - Office of Dean   |
| 1/1/2022   | 2/28/2022  | Cardy, Janis     | Acting Dean                   | Health Science - Dean's Office |

**ITEM 5.7(a) – Renewal of Board Member Term**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

On December 9, 2021 the Board of Governors approved by e-vote the renewal of Cecil Rorabeck's term on the Board of Governors effective January 1, 2022, for a term ending on December 31, 2025.

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**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.

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