



The University of Western Ontario

Performance and Activity Indicators

Annual Report to the Board of Governors

May 2007

President's Message

Since 1995 I have presented the Board with an annual report describing Western's progress towards our strategic goals and giving members of our community a sense of our relative standing within the Province and the country on a variety of statistical measures. This is the third annual report to give the presentation a more formal structure. These annual reports will reproduce the same array of core performance and activity indicators on a consistent basis, so that we will have a set of benchmarks which can be measured over time.

The report is an important element of the administration's accountability to the Board. Increasingly the provincial government has been calling upon Ontario's universities for greater levels of accountability and transparency. At Western we are already well-positioned to respond to these calls, in the sense that our academic plans, budget plans, financial statements, and Board and Senate proceedings are already publicly available on a readily-accessible public accountability website.

In selecting a set of core indicators, we have attempted to produce a concise and focussed report. It is important to note that this is not intended as a promotional document. It contains not only indicators which suggest significant achievement by Western, but also ones that identify areas where improvement is necessary in order to achieve our strategic plans and aspirations.

Dr. Paul Davenport
President and Vice-Chancellor

The Primary Data Sources

The Council of Ontario Universities has for many years collected a wide variety of information from its member institutions: applications and marks data, space inventory, faculty and staff counts, and an annual financial report. By agreement, the member institutions do not publish comparisons which might damage the reputation of another member institution. Therefore, Western's performance indicators compare us to the aggregate of the other seventeen member institutions.

In 1999 the executive heads of the G10, Canada's ten most research-intensive universities (Laval, Montreal, McGill, Queen's, Toronto, McMaster, Waterloo, Western, Alberta, and British Columbia) formed a data exchange consortium to facilitate comparative analysis and benchmarking. The G10 data exchange (G10DE) was modelled after a similar data exchange consortium of leading American research universities, and in a comparatively short period of time, the G10DE has produced a valuable set of comparative data. The scope of the G10DE continues to expand, and it holds promise for the development of additional benchmarking data in future. The G10 group was in 2006 expanded to include the University of Ottawa, the University of Calgary, and Dalhousie University: this year for the first time certain of the comparative indicators based upon G10 comparisons have been expanded to include the larger G13 group.

Western also participates in a number of American-based data exchange initiatives which can be used for comparison purposes:

- The Consortium for Student Retention Data Exchange
- The Association of Research Libraries
- The National Survey of Student Engagement

When considering comparisons to American universities, Western has chosen a peer group of five publicly-assisted research universities which most closely resemble Western in terms of program mix: Michigan State University, the University of Arizona, the Ohio State University, the University of Iowa, and the University of North Carolina at Chapel Hill.

The Format for the Indicators

The indicators in this report will be presented in one of three formats, and the selection of a particular format is in large measure a function of data availability. Over time, with increased data availability, the format of a particular indicator may be modified and enhanced. Data will be presented as one of:

1. Western compared to peer institutions over time,
2. Western compared to peer institutions at a point in time (the most recently available year), or
3. Western's performance over a period of time with no peer comparator data.

Acknowledgements

The analyses in this report have been prepared by James MacLean and Anna Bitel of the Office of Institutional Planning and Budgeting. They have been assisted by staff in all of the central administrative offices in the data collection effort. Ruban Chelladurai and Martin England are responsible for the integrity of the analyses presented here, as well as for the organization of the report.

Secondary School Grades of Incoming Students

Figures 1 and 2

Data Source: Ontario University Applications Centre (OUAC)

Calculation of Indicator: The analysis displays the final Ontario secondary school average grades for all first-time applicants who registered in the first year of study as full-time students at an Ontario university. Figure 1 shows the average for first-year registrants at Western as compared to the aggregate of all Ontario universities.

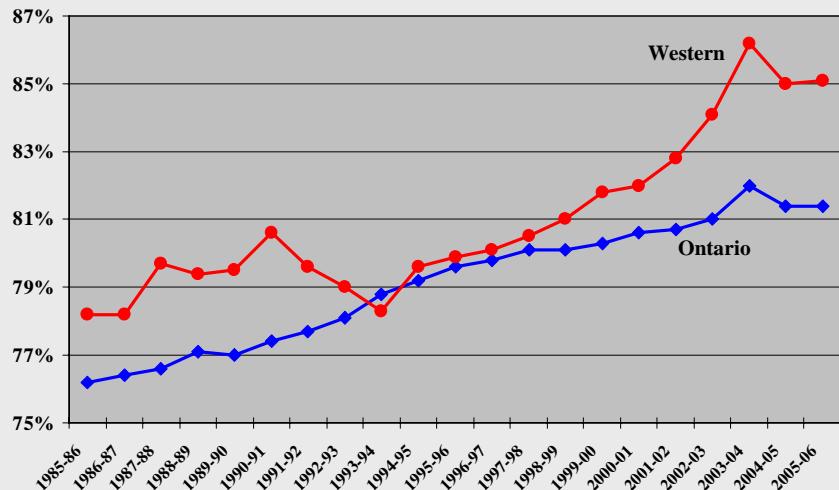
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In the mid-1990s the average entering grade for Western students fell below the Ontario average. This trend has been reversed, and in spite of high levels of intake to accommodate the double cohort, the average entering grade of Western's first-year students is now considerably higher than the provincial average. In 2004-05 there was a decline in the entering average for Western and for all Ontario universities, reflecting the passage of the sharp increase in applicants in 2003-04 occasioned by the double cohort. In 2005-06 entering average grades for Western and for all Ontario universities remained stable, at 2004-05 levels.

The long-term trend is particularly pronounced at the highest end of the grade scale: Western's share of all Ontario secondary school applicants with averages of 85 percent or better has increased by approximately 50 percent, from just under 6 percent of the provincial total in 1996-97 to just over 9 percent in 2005-06.

Figure 1

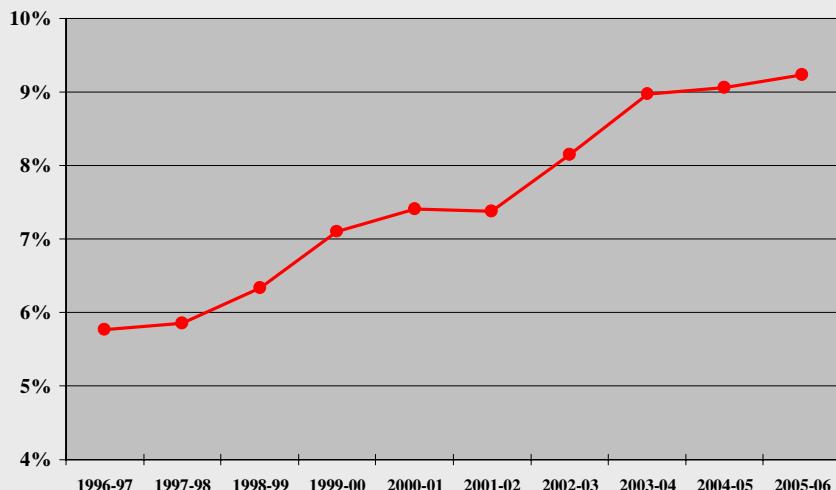
Average Entering Grades
of New Full-Time First-Year Ontario Secondary School Students



Source: Council of Ontario Universities and The University of Western Ontario

Figure 2

Western's Share of All First Choice Ontario Secondary School
Applicants with Entering Grades of 85%+



Source: Council of Ontario Universities and The University of Western Ontario

Out-of-Province and International Students

Figures 3 and 4

Data Source: Ontario University Applications Centre (OUAC)

Calculation of Indicator: The proportion of Western's first time, first-year registrants in direct entry programs from out-of-Province and out-of-country are compared to the proportion of these first time registrants for the aggregate of all Ontario's universities.

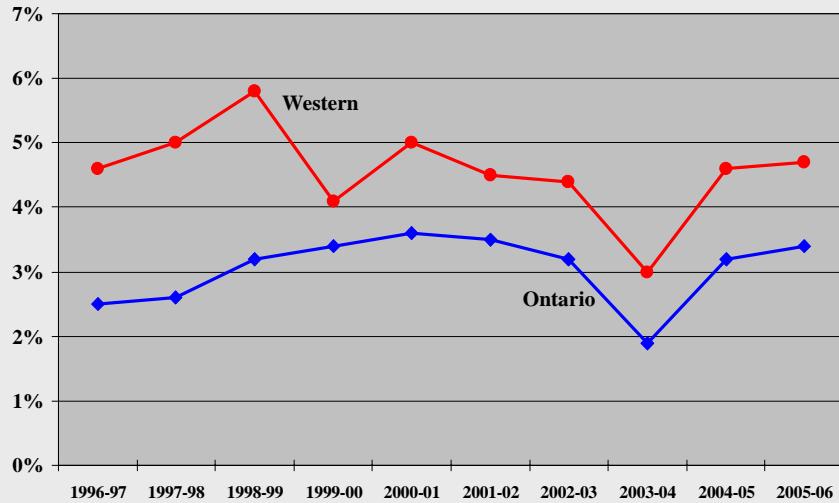
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In cooperation with the Ministry of Training, Colleges, and Universities, all of Ontario's universities, including Western, deliberately reduced the intake of out-of-Province and international students in 2002-03 and 2003-04 in order to create more first-year places for Ontario secondary school students who were graduating as part of the double cohort. This trend has been reversed in 2004-05 and 2005-06, and Western's proportion of out-of-province students is returning to its historical range of four to six percent of the first-year class.

However, Western's proportion of first-year students from other countries remains below the provincial average, and considerably below the recent historical peak of seven per cent of the incoming class.

Figure 3

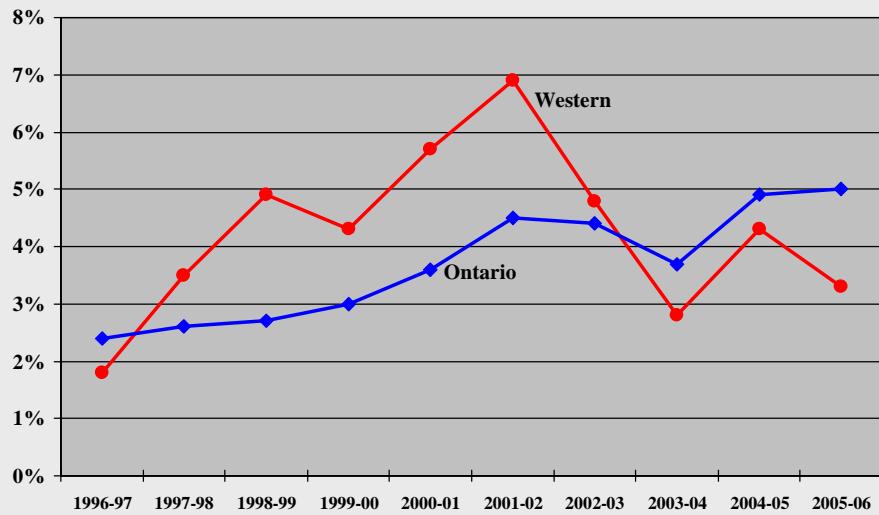
Proportion of First-Year Students from Other Canadian Provinces



Source: Council of Ontario Universities and The University of Western Ontario

Figure 4

Proportion of First-Year Students from Other Countries



Source: Council of Ontario Universities and The University of Western Ontario

Undergraduate Student Retention Rates

Figures 5 and 6

Data Source: Consortium for Student Retention Data Exchange (CSRDE)

Calculation of Indicator: Each year the participants in the CSRDE submit data for the number of students who have successfully proceeded from year 1 to year 2 of study in direct-entry undergraduate programs.

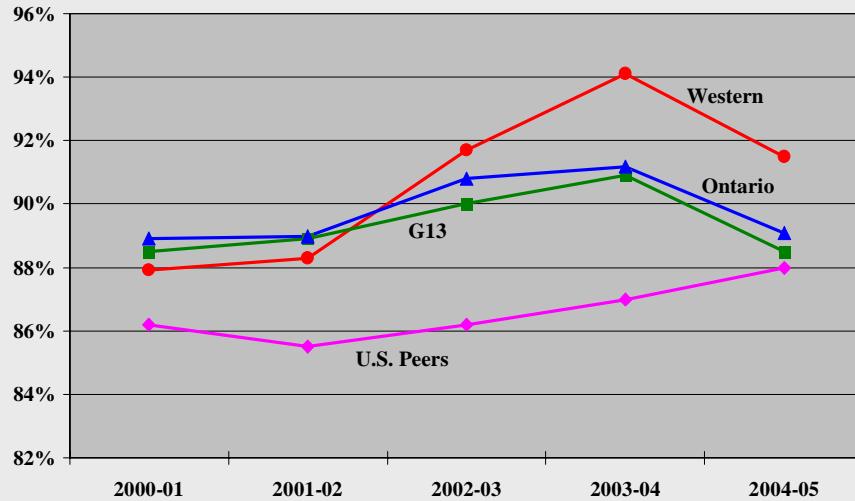
Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including... the Consortium for Student Retention Data Exchange (CSRDE).

Commentary: In the 2006 reporting cycle all Ontario universities and ten of the G13 universities participated in the CSRDE, permitting for the first time a more meaningful comparison of retention rates across institutions.

The data suggest that, as the quality of Western's incoming class (as measured by entering averages) has steadily improved, so too have the retention rates of our students. Western and all Ontario universities (including the six Ontario members of the G13) experienced a downturn in year 1 to year 2 retention rates for the 2004-05 entering cohort. This is in all probability due to the fact that entering average grades for the 2003-04 double cohort were higher than normal, as displayed in Figure 1. Western compares favourably in year 1 retention rates with other Canadian institutions, and considerably exceeds the rates experienced by our American peer institutions. Within the G13 group, Only McGill and Queen's experience better year 1 to year 2 retention rates.

Figure 5

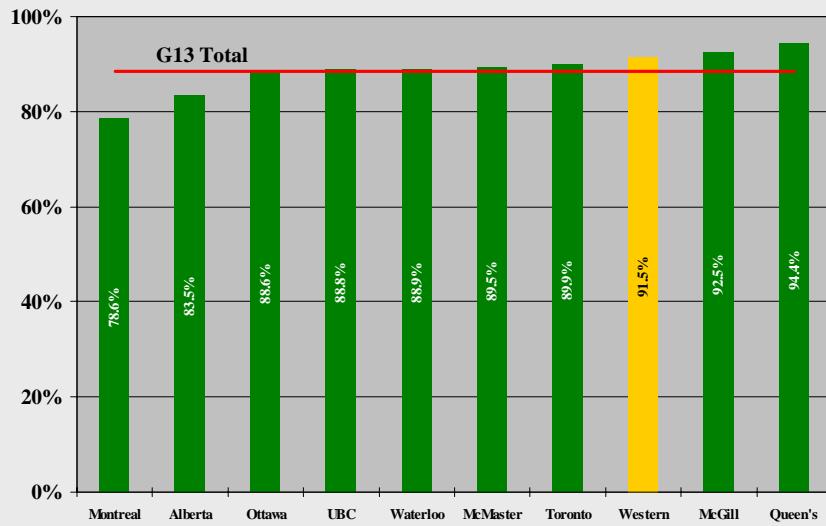
Year 1 to Year 2 Retention Rates
2000-01 to 2004-05 Entering Cohorts



Source: Consortium for Student Retention Data Exchange. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University

Figure 6

G13 Universities: Year 1 to Year 2 Retention Rates
2004-05 Entering Cohort



Source: May 2006 CSRDE Peer Institutional Reports

Undergraduate Student Graduation Rates

Figures 7 and 8

Data Source: Consortium for Student Retention Data Exchange (CSRDE)

Calculation of Indicator: Each year the participants in the CSRDE submit data for the number of students who have successfully graduated from direct-entry undergraduate programs within six years of their entry into the program..

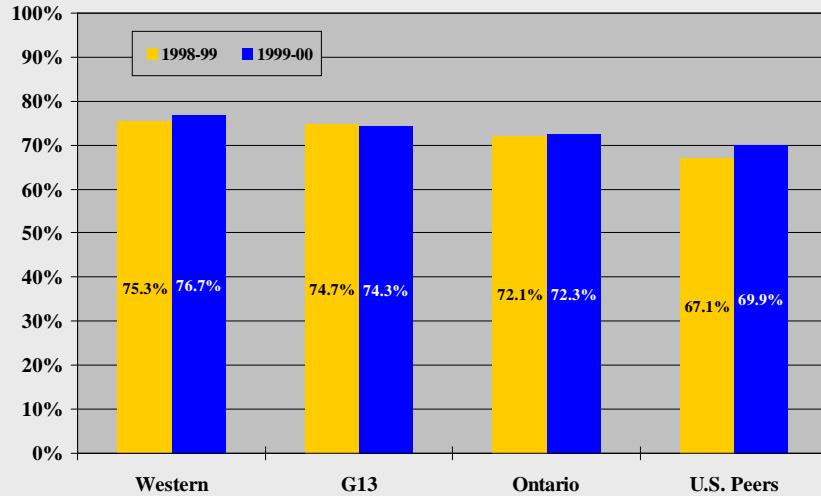
Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including... the Consortium for Student Retention Data Exchange (CSRDE).

Commentary: In the 2006 reporting cycle all Ontario universities and ten of the G13 universities participated in the CSRDE, permitting for the first time a more meaningful comparison of graduation rates across institutions.

Western's six-year graduation rates are higher than the G13 average, the Ontario average, and the average for U.S. peer institutions. However, within the G13 group, Western's rates are to be found in the mid-range, and notably lower than Queen's, McGill, and Waterloo. However, with the sustained improvement of the entering grades of Western's incoming class, as displayed in Figure 1, it is anticipated that there will be a commensurate improvement in graduation rates in future.

Figure 7

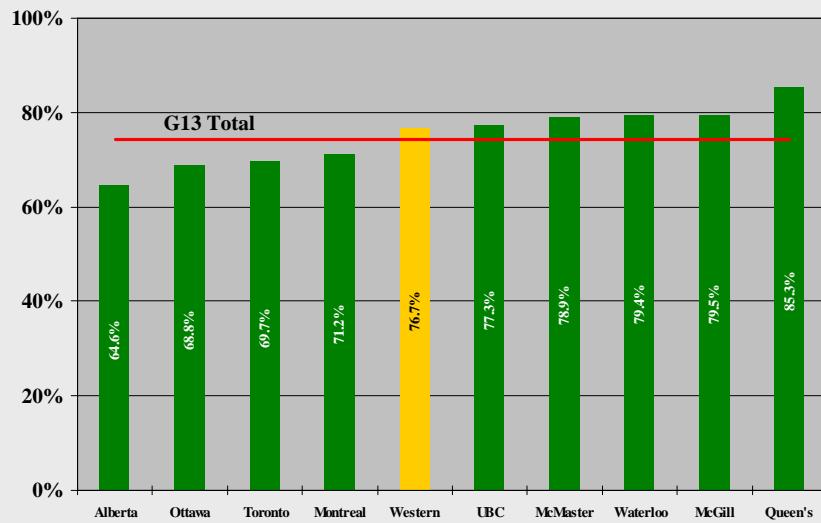
Undergraduate Student Graduation Rates
1998-99 and 1999-00 Entering Cohorts
Six Years After Entry



Source: Consortium for Student Retention Data Exchange. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University

Figure 8

G13 Universities: Undergraduate Student Graduation Rates
1999-00 Entering Cohort -- Six Years After Entry



Source: May 2006 CSRDE Peer Institutional Reports

Proportion of First-Year Students in Residence

Figure 9

Data Source: The University of Western Ontario

Calculation of Indicator: The number of full-time, first-year students living in Western student residences expressed as a percentage of the full-time first-year student population.

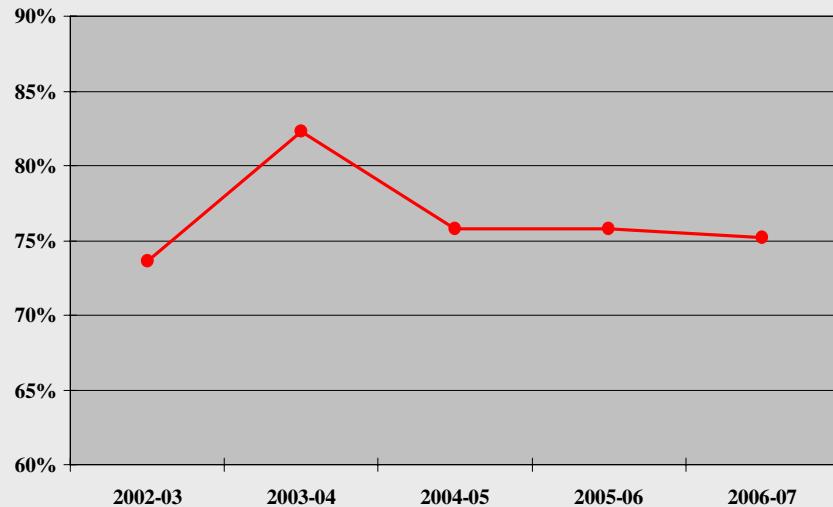
Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: One of the hallmarks of the Western undergraduate experience is the commitment to an offer of a residence place for all first-year students. This has become increasingly important to prospective students and their parents because of the compressed Ontario secondary school curriculum and the resulting younger postsecondary incoming class.

Through the construction of new residences and effective use of existing residences, Western increased the proportion of first-year students in residence through the double cohort period. With the passage of the increased demands of the double cohort, the proportion of first-year students in residence has stabilized at approximately 75 percent.

Figure 9

Percent of Full-Time First-Year Students in Residence at Western



Source: The University of Western Ontario

Student Satisfaction: Evaluation of Instructor Effectiveness and Overall Satisfaction with Education Received

Figures 10 and 11

Data Source for Figure 10: Instructor/Course Evaluation Survey at Western

Calculation of Indicator: Each year all Western undergraduate students are invited to submit a course evaluation. Students grade their course experience on a variety of measures, on a scale of 1 (poor) to 7 (outstanding). The indicator summarizes five years of these student evaluations of their course instructor's effectiveness.

Relation to Strategic Plan: Chapter 2: Enhancing the Undergraduate Student Experience: A significant component of the high level of student and alumni satisfaction is the strong interaction among students, faculty, and staff and the feeling of students that faculty and staff take a personal interest in them. Maintaining that interaction will set limits on the future growth of the University at the undergraduate level.

Commentary: The survey results indicate a very high level of satisfaction on the part of students at both the direct-entry and second-entry level. The results also indicate modest but steady improvement over time in second-entry courses.

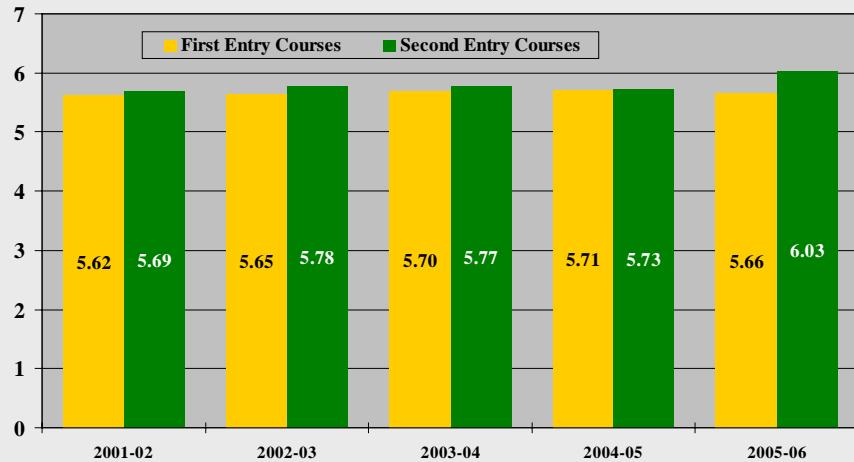
Data Source for Figure 11: Exit survey of all undergraduate students at time of graduation

Calculation of Indicator: Graduating students are invited to grade their overall undergraduate educational experience at Western on a scale of 1 (not at all satisfied) to 5 (very satisfied). The indicator presents a five-year history of students' satisfaction with the overall educational experience.

Commentary: The results indicate that, at the time of graduation, about 95 percent of Western's undergraduates were satisfied with the overall educational experience. This level of satisfaction has been consistent over the past five years, but there has been significant improvement in the proportion who were 'very satisfied' rather than 'satisfied'.

Figure 10

Western's Instructor and Course Evaluations
Ratings of Effectiveness of the Instructor

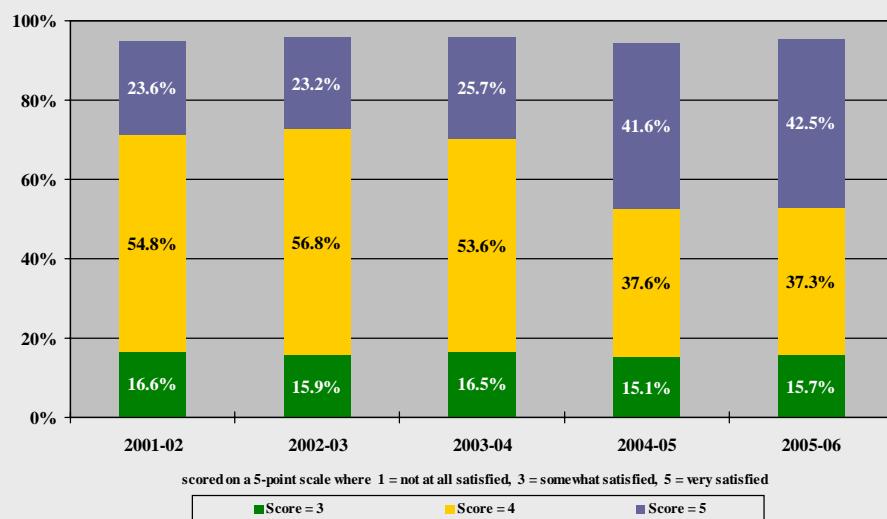


Grading Scale: 7-Outstanding; 6-Very Good; 5-Good; 4-Satisfactory; 3-Borderline; 2-Unsatisfactory; 1-Very Poor

Source: The University of Western Ontario

Figure 11

Overall Satisfaction with Education Received
Percentage of Responses Between 3 and 5 (on a 5 point scale)



scored on a 5-point scale where 1 = not at all satisfied, 3 = somewhat satisfied, 5 = very satisfied

■ Score = 3 ■ Score = 4 ■ Score = 5

Source: The University of Western Ontario

Undergraduate Student Engagement

Figures 12 through 17

Data Source: National Survey of Student Engagement (NSSE)

Calculation of Indicator: In the Spring of 2006, over 30 Canadian universities, including Western, elected to participate in the National Survey of Student Engagement (NSSE) administered through Indiana University. The NSSE survey, it must be emphasized, is not a student satisfaction survey, but rather an attempt to measure the extent to which students are involved in campus life and their academic program. Student responses are segregated between first-year and senior-year students in direct-entry undergraduate programs.

Relation to Strategic Plan: Commitment 2.12: Use ongoing involvement in NSSE to establish additional benchmarks for performance in student-related activities and services and measures of Western's success.

Commentary: The NSSE survey contains a very large and rich source of information about the student experience. The major challenge faced by universities in using the NSSE results is to focus upon the particular areas of student response that represent, for the individual institution itself, priorities for the maintenance and improvement of the student experience. Upon careful consideration, Western has elected to focus on student responses to seventeen questions, which in the lexicon of NSSE have to do with student opportunity for 'enriching educational experiences' and 'active and collaborative learning'.

The data presented here are the institutional aggregate of responses. Each Dean has been provided with the comparable set of data for their Faculty, and in the near future the Deans will be provided with comparative data for like programs at the G13 universities.

Figure 12

2006 NSSE Results
Western – First Year Students

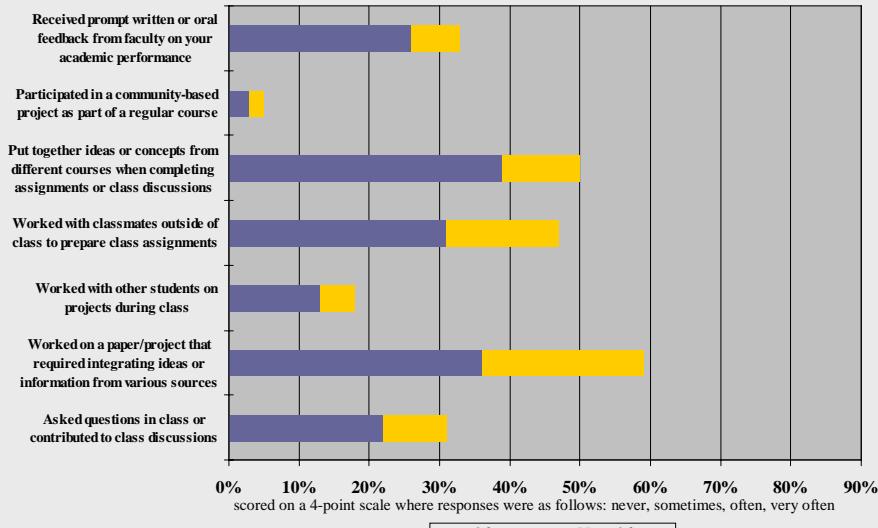
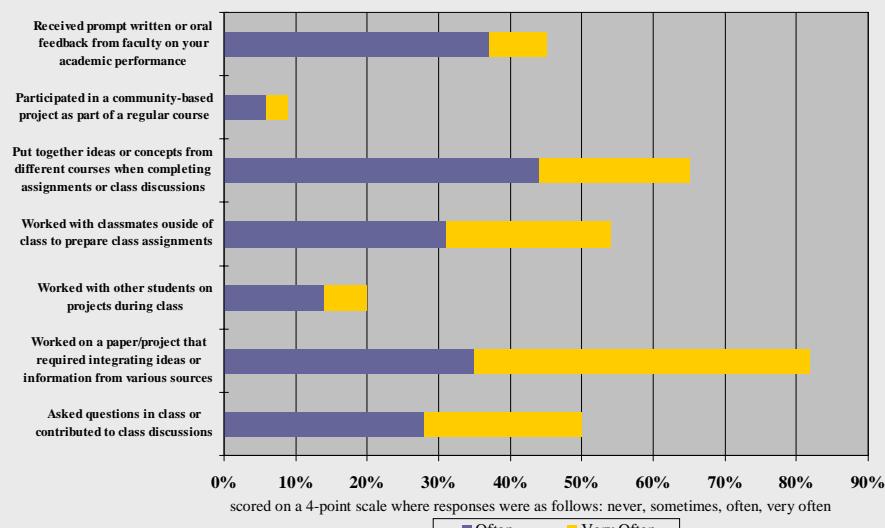


Figure 13

2006 NSSE Results
Western – Seniors Students



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Figure 14

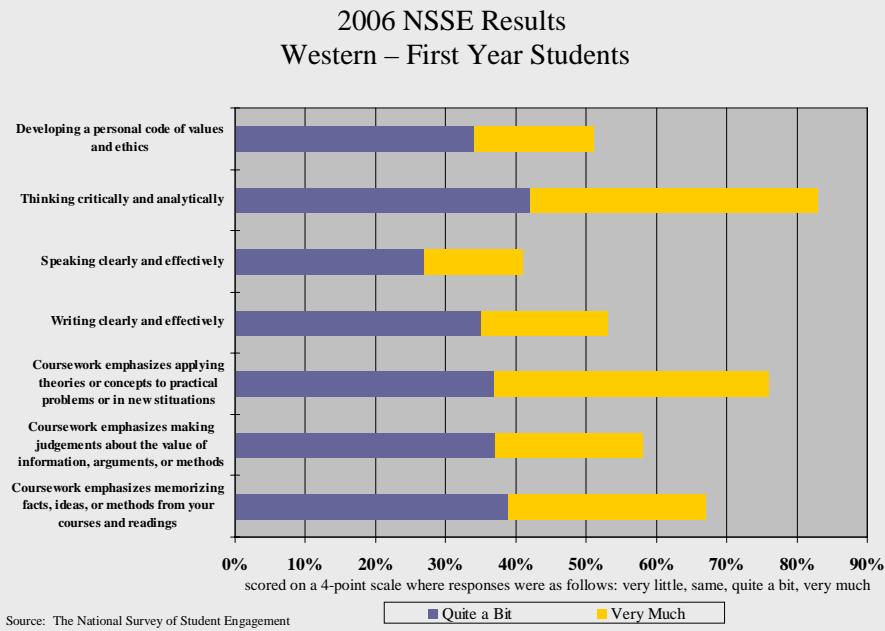
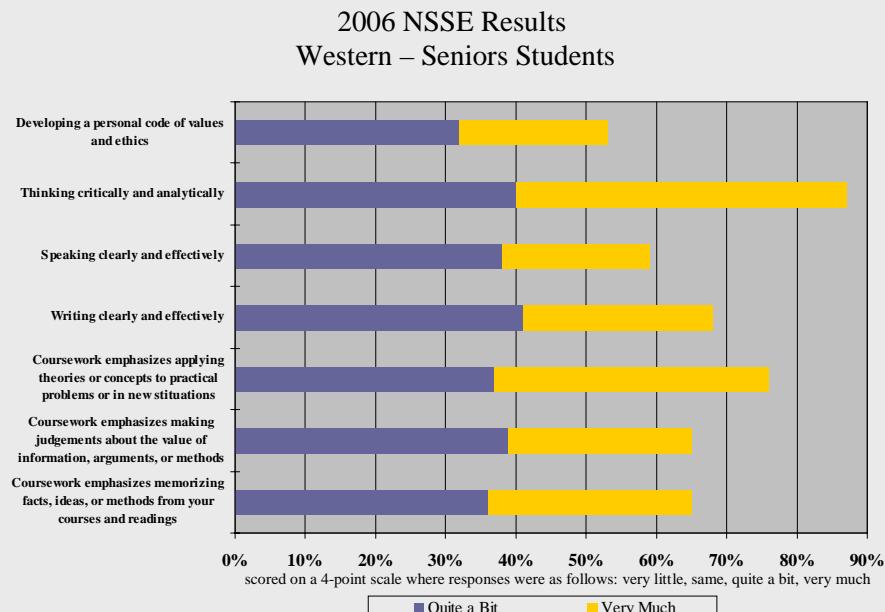


Figure 15



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Figure 16

2006 NSSE Results
Western – First Year Students

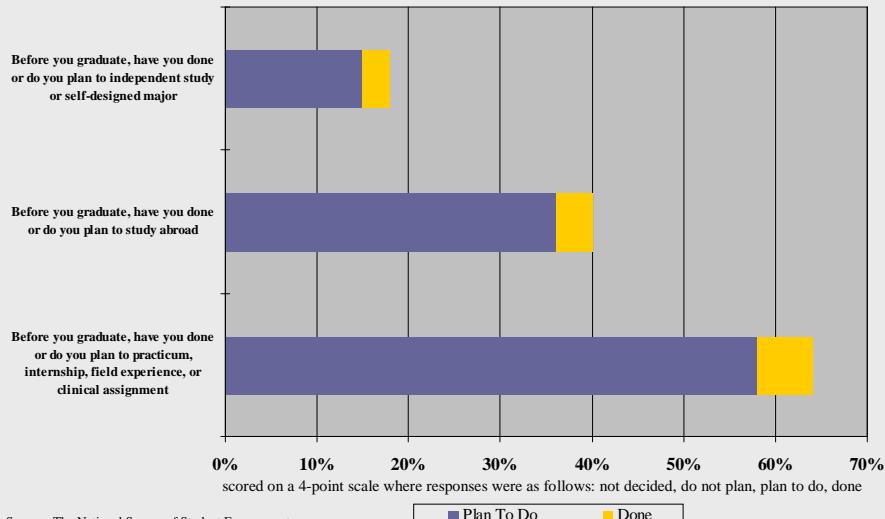
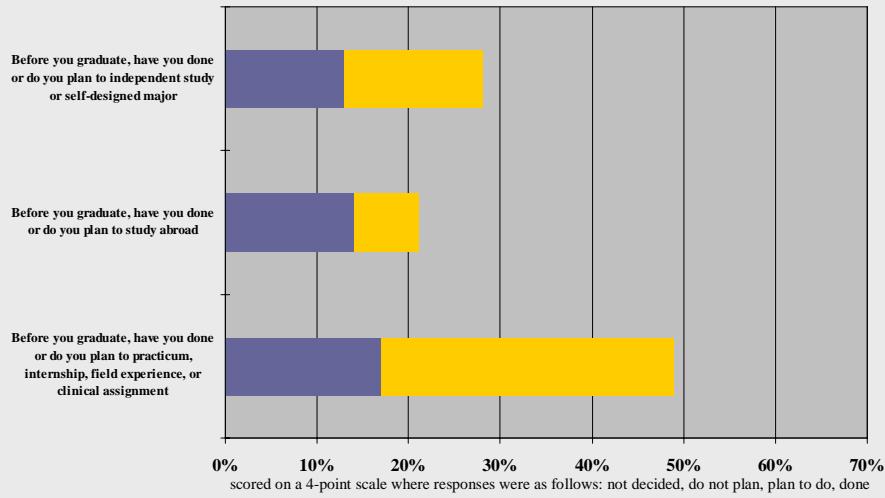


Figure 17

2006 NSSE Results
Western – Seniors Students



Student Aid Funding at Western

Figure 18

Data Source: The University of Western Ontario

Calculation of Indicator: Total operating budget expenditures for student aid divided by total full-time equivalent (FTE) enrolment, 1996-97 through 2005-06. Expenditures from the central budget are presented separately from expenditures from Faculty budgets.

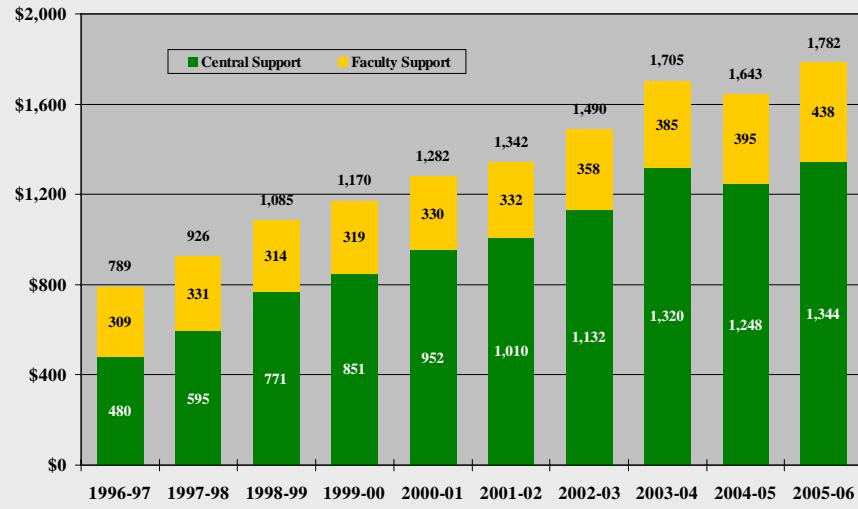
Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: Commencing in 1996-97 Ontario universities were compelled to reserve 30 percent of all revenues arising from tuition rate increases for needs-based student aid. This requirement was removed in 2006-07, but this has not diminished the resources Western devotes to student aid. Historically, Western has exceeded this requirement, and has adopted as policy the commitment that no qualified student shall be denied access to a program due to lack of financial resources. This policy further guarantees that no student shall have to withdraw from a program of study because of the lack of financial resources. Ontario's universities are currently working with the Provincial Government on the implementation of a Province-wide 'Student Access Guarantee' which will in future better integrate student aid from institutional and Provincial sources.

In satisfaction of the student aid policy, Western's per-student expenditure for student aid has more than doubled, from just under \$800 per FTE student in 1996-97 to nearly \$1,800 per FTE student in 2005-06. Efforts to further increase student aid continue through fundraising initiatives under the Ontario Trust for Student Support.

Figure 18

Student Aid Funding from the Operating Budget
per FTE Student at Western



Source: The University of Western Ontario

Student Debt

Figure 19

Data Source: Western's exit survey of all undergraduate students at time of graduation

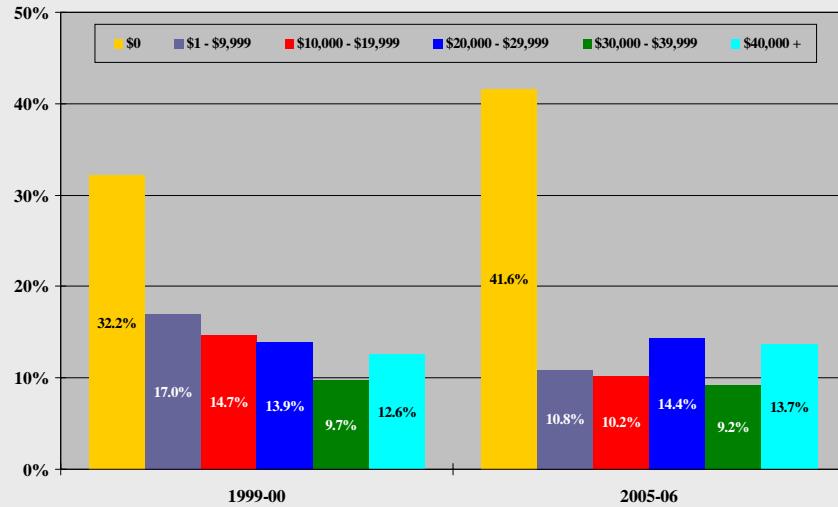
Calculation of Indicator: All undergraduate students, including students in second-entry undergraduate programs, are asked to report on the level of education-related debt they have accumulated at the time of graduation. Reported debt is presented for the 1999-2000 and 2005-06 graduating classes.

Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: The analysis indicates that the majority of Western's undergraduates continue to graduate with debt less than \$10,000, and the proportion who graduate with no reported debt has increased to over 40 percent of the total. However, there has been an increase in the number of graduates with debt in excess of \$40,000.

Figure 19

Education-Related Debt at Graduation
Western Graduates from Undergraduate Programs



Source: The University of Western Ontario

Graduate Student Enrolment as a Proportion of Total Enrolment

Figure 20

Data Source: G13 Data Exchange

Calculation of Indicator: For each of the G13 universities, fall full-time headcount enrolments for Masters and Doctoral students are expressed as a percentage of total fall full-time headcount enrolment.

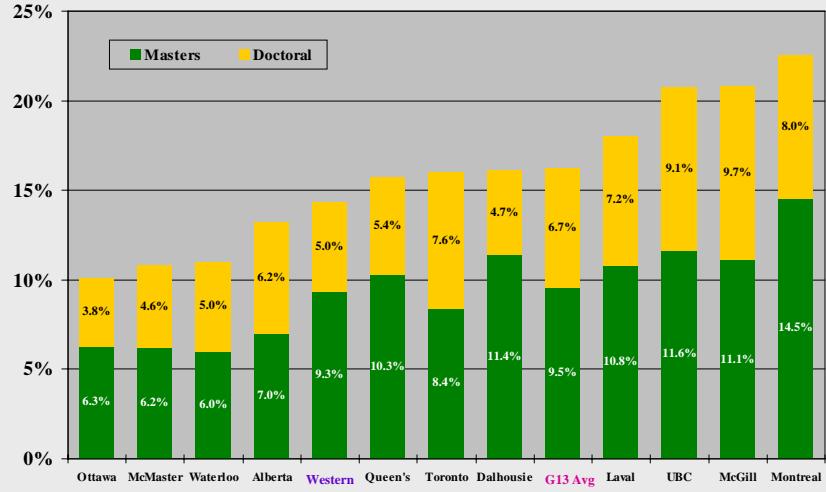
Relation to Strategic Plan: Commitment 3.1: Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.

Commentary: Western has established the priority to double its doctoral enrolment over the ten-year period commencing in 2001. Western's doctoral enrolment currently stands at 5.0 percent of total enrolment, whereas UBC and McGill are in the nine percent range. This comparison puts the doubling objective into context: if Western attains this objective, we will enjoy an enrolment balance comparable to other leading research universities.

Ontario's universities are at present engaged in significant graduate expansion. The Provincial Budget has allocated substantial funds for this purpose.

Figure 20

Full-Time Masters and Doctoral Students
as a Proportion of Total Full-Time Student Enrolment
2005-06



Source: G13 Data Exchange

Doctoral Students: Completion Rates and Time-to-Completion

Figures 21 and 22

Data Source: G13 Data Exchange

Calculation of Indicator: In order to accurately measure the completion rates and time-to-completion for students in doctoral programs, the G13 data exchange developed a detailed methodology which tracks each entering student on a term-by-term basis for nine years after first registration. This gives a precise reading on the percentage of each entering cohort who graduate, as well as the length of time involved to complete the program. The exchange has already gathered information on the 1992 through 1996 entering cohorts. There are no available data for Ottawa or Dalhousie at present.

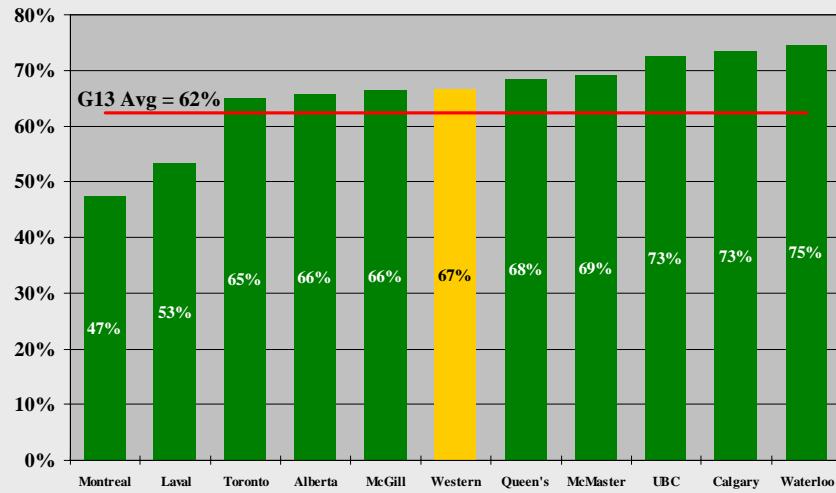
Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: About two-thirds of Western's doctoral students successfully complete the PhD, taking an average of just under five years to do so. Both indicators for Western are slightly better than the G13 average. As Western proceeds with expansion of doctoral enrolment, it will be important to monitor these two indicators. Western's relative position within the G13 is unchanged from last year's report.

A cautionary note about these two indicators: both the completion rate and the time-to-completion will vary significantly by disciplinary group, with lower completion rates and longer completion times, for example, in the humanities disciplines across all universities.

Figure 21

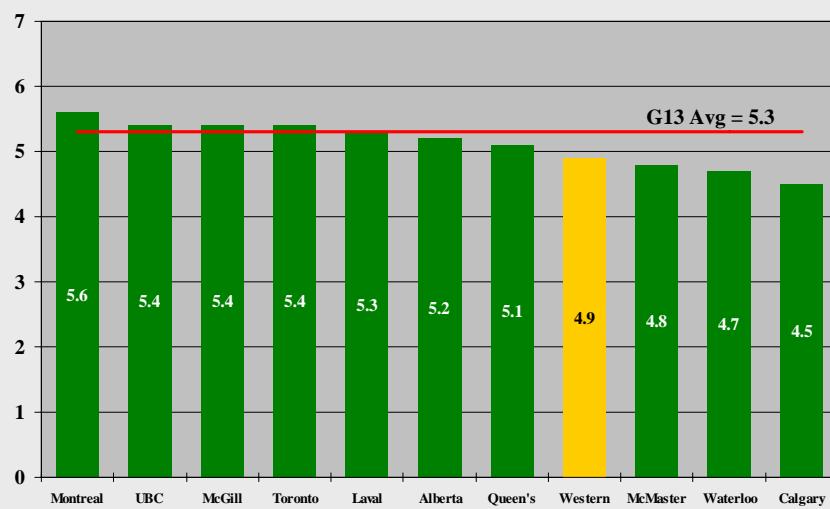
Doctoral Degree Completion Rates
1992-1996 Entering Cohorts – All Disciplines
at Nine Years After Entry



Source: G13 Data Exchange. Calgary data is for 1996 cohort only

Figure 22

Average Number of Years to Doctoral Degree Completion
1992-1996 Entering Cohorts – All Disciplines



Source: G13 Data Exchange. Calgary data is for 1996 cohort only

Graduate Student Satisfaction

Figures 23 and 24

Data Source: Graduate and Professional Student Survey

Calculation of Indicator: In January through April 2007 Western, along with twenty-seven other Canadian universities, administered the Graduate and Professional Student Survey to all graduate students, excluding those enrolled in the MBA program. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use. It assesses student satisfaction in all areas of the graduate student experience.

Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: The survey results indicate a very high level of satisfaction on the part of graduate students with most aspects of the Western experience.

The G13 universities will be pooling their survey results in the near future, enabling comparative analysis which will be shared with Deans and Graduate Chairs to assist them in future graduate program planning and improvement.

Figure 23

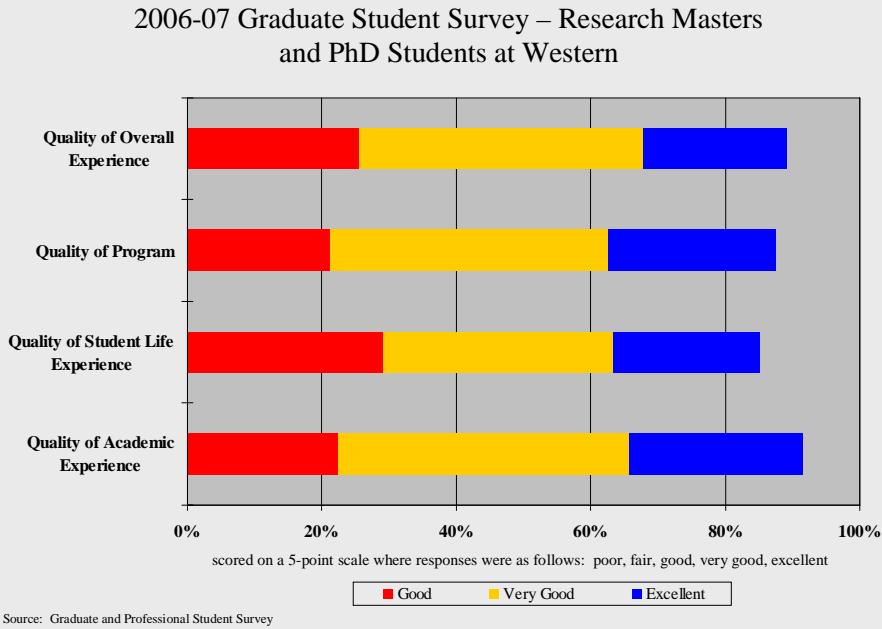
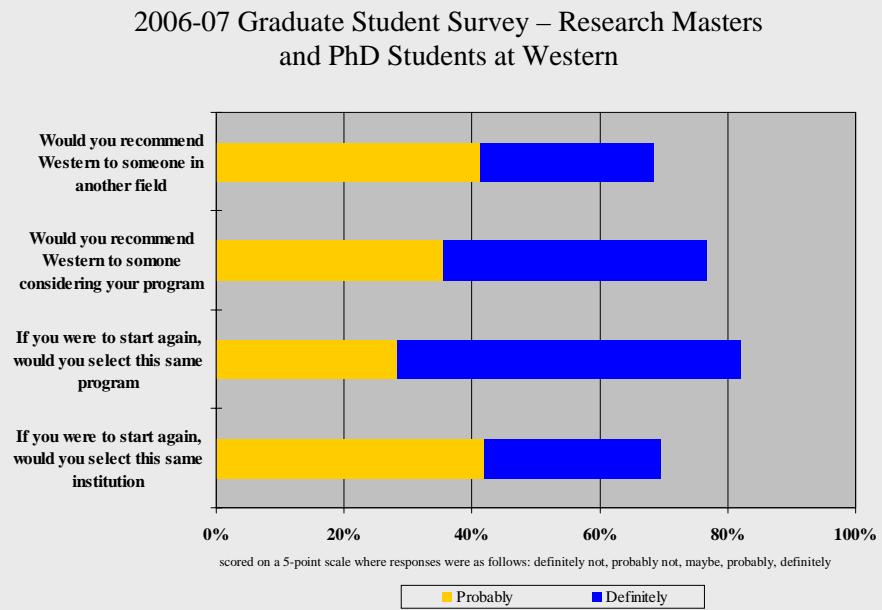


Figure 24



Average Financial Support per Masters and Doctoral Student

Figures 25 and 26

Data Source: G13 Data Exchange

Calculation of Indicator: The G13 institutions have submitted a record-level file of all student support provided to its masters and doctoral students for the 2005-06 academic year. The data exchange has noted certain problems of data comparability in the medical sciences, and has thus excluded them from the analysis. The three new members of the G13 have not yet compiled the data for their institutions.

Relation to Strategic Plan: Commitment 3.3: Ensure competitive levels of graduate student financial support from internal and external sources.

Commentary: In order to realize its plans to significantly increase doctoral enrolment, Western must offer a competitive package of financial support to prospective students. The data indicate that Western's support, both from internal and external sources, is highly-competitive among the leading research universities. Western's relative position within the G13 is unchanged from last year's report.

Ontario's universities are currently engaged in discussions with the Provincial Government concerning the need to substantially expand the Ontario Graduate Scholarship program to assist the universities in meeting graduate expansion targets.

The data for McMaster University, while correct in total, are not comparable to other universities in terms of the internal/external split of funding. Certain external funds are categorized in McMaster's information systems as being internal.

Figure 25

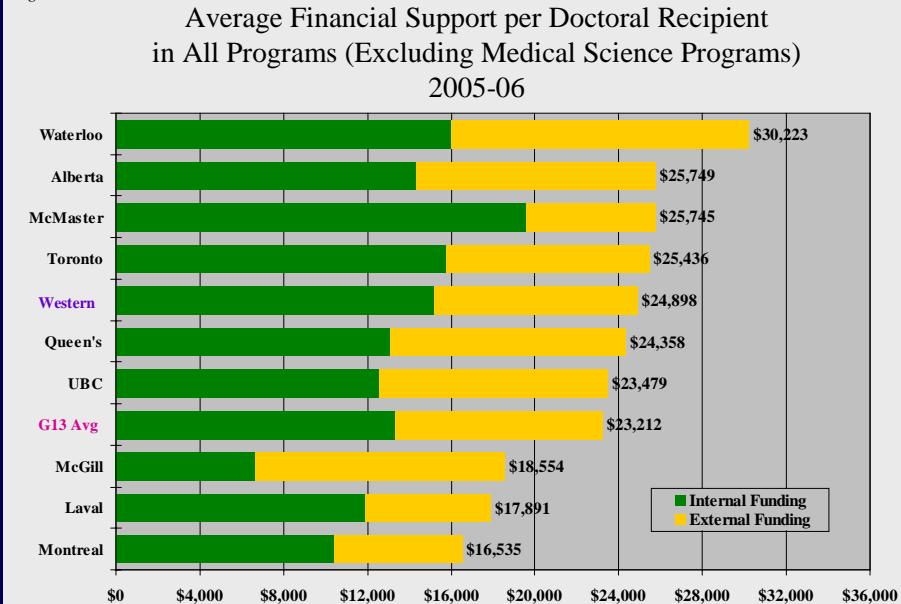
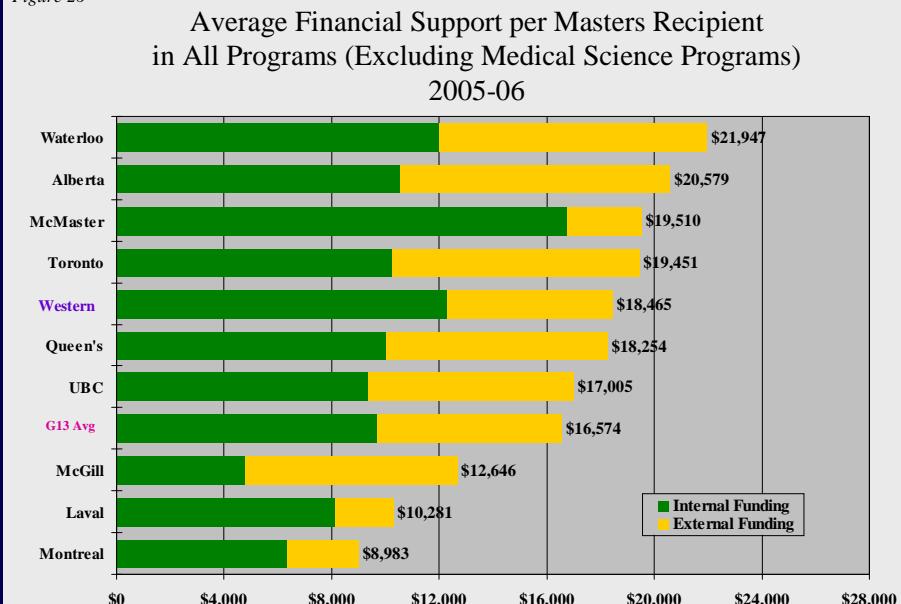


Figure 26



Graduate Student Support from Federal Granting Councils

Figures 27 through 29

Data Source: Awards data from the three federal granting councils for the years 2003-04 through 2005-06 have been compiled for the G13 by the Observatoire des Sciences et des Technologies. Graduate enrolment data has been provided from the G13 data exchange for the academic year 2005-06. The three new members of the G13 have not yet compiled the data for their institutions.

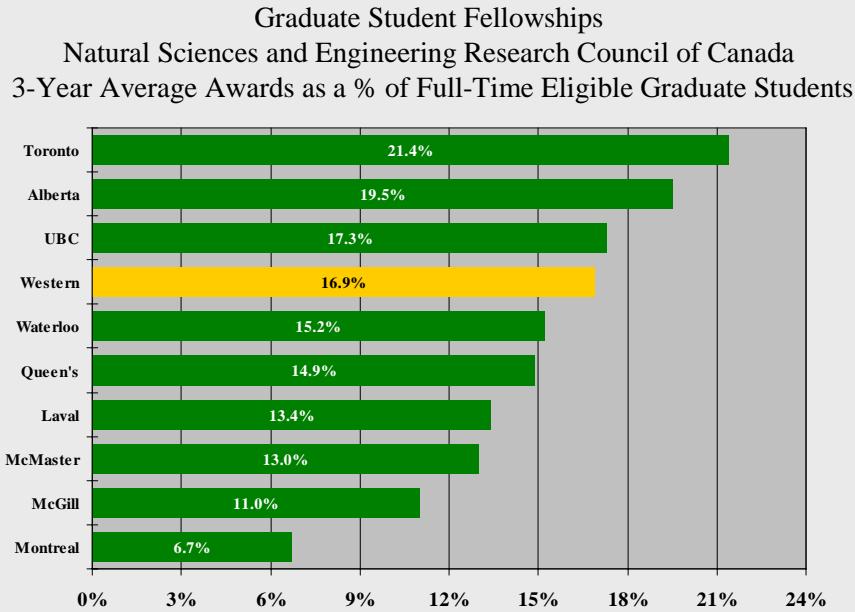
Calculation of Indicator: The average number of fellowships from the three federal granting councils are expressed as a percentage of the total graduate student population (masters and doctoral) at each of the G13 institutions. The graduate enrolments for each institution have been subdivided into the three granting council categories for the analysis: engineering and physical sciences (NSERC); humanities and social sciences (SSHRC); and health sciences (CIHR).

Relation to Strategic Plan: Commitment 3.2: Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students, engaging and supporting faculty members to be the leaders of this process.

Commentary: The data suggest that Western compares very favourably with the other G13 institutions in competition for graduate student awards from NSERC and SSHRC, but not quite as well in the CIHR disciplines. Western's relative position within the G13 is unchanged from last year's report, with the exception of NSERC fellowships, where UBC improved to move slightly ahead of Western.

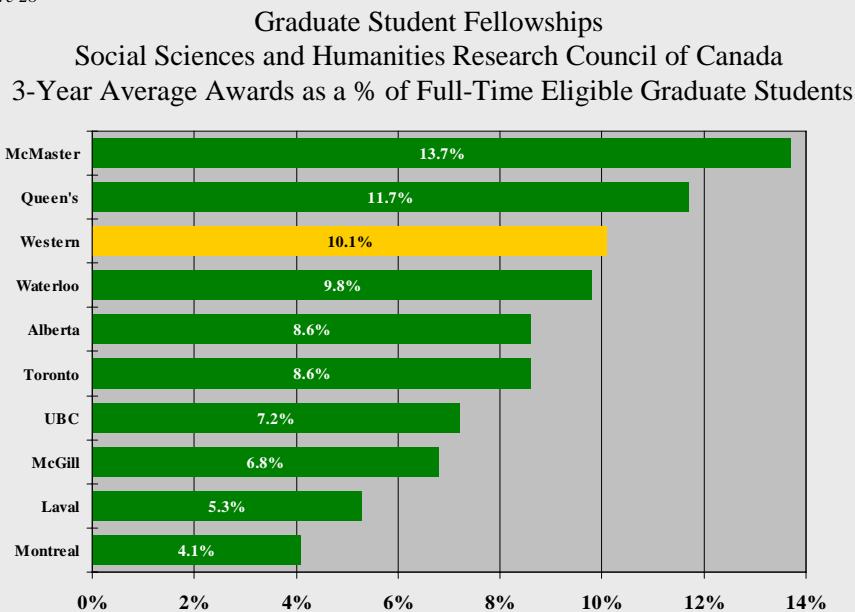
This is an important indicator to monitor as Western realizes its aspirations for growth in doctoral stream programs. The Association of Colleges and Universities of Canada is engaged in discussion with the Federal Government concerning increases to the fellowship programs, to assist universities in realizing their graduate growth aspirations.

Figure 27



Source: Awards data from NSERC, as compiled by the OST (2003-05); Enrolments from G13DE (2005-06)

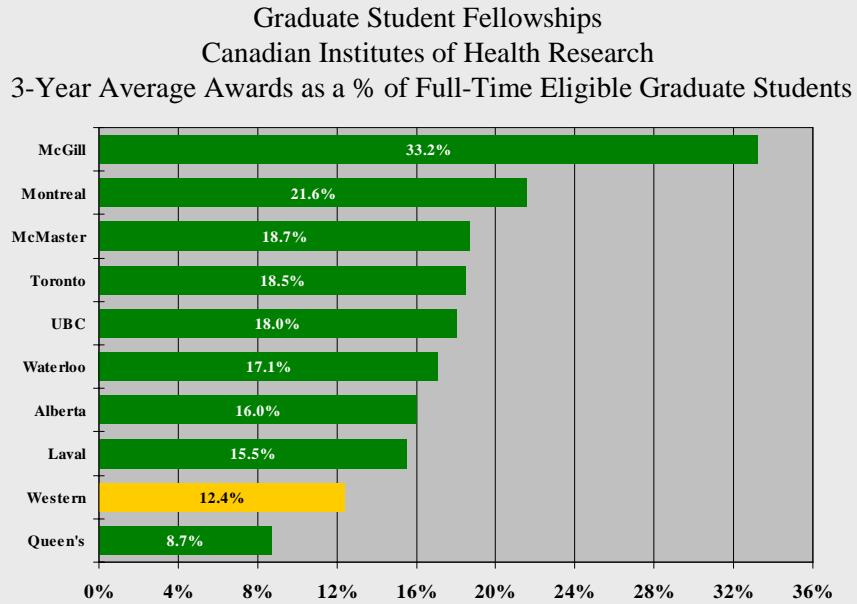
Figure 28



Source: Awards data from SSHRC, as compiled by the OST (2003-05); Enrolments from G13DE (2005-06)

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Figure 29



Gender Balance of Tenure-Track Faculty Appointments

Figures 30 and 31

Data Source: G13 Data Exchange

Calculation of Indicator: All new tenure-track faculty appointments for 2005-06, as well as the total tenure-track complement, are shown by gender and by institution. Comparable data are not available for Laval, Montreal, and Dalhousie.

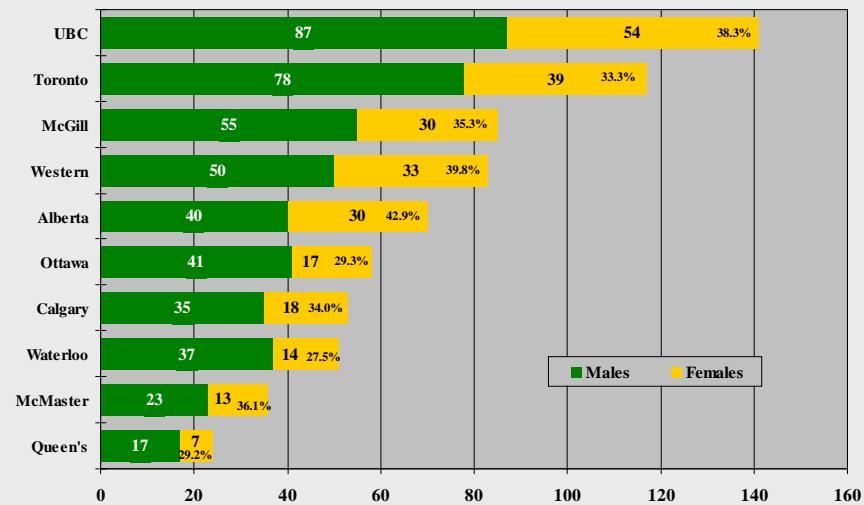
Relation to Strategic Plan: Commitment 6.2: Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are not greater than for men.

Commentary: For the 2005-06 academic year, the reporting institutions appointed 718 new tenure-track faculty, of whom 35.5 percent were women. For Western, approximately 40 percent of all new hires were women, the second-highest percentage among the G13 universities, behind only the University of Alberta.

However, in terms of total tenure-track faculty complement, Western is below the G13 average of 30 percent women. Correction of this imbalance will require continued emphasis on the hiring and retention of women faculty.

Figure 30

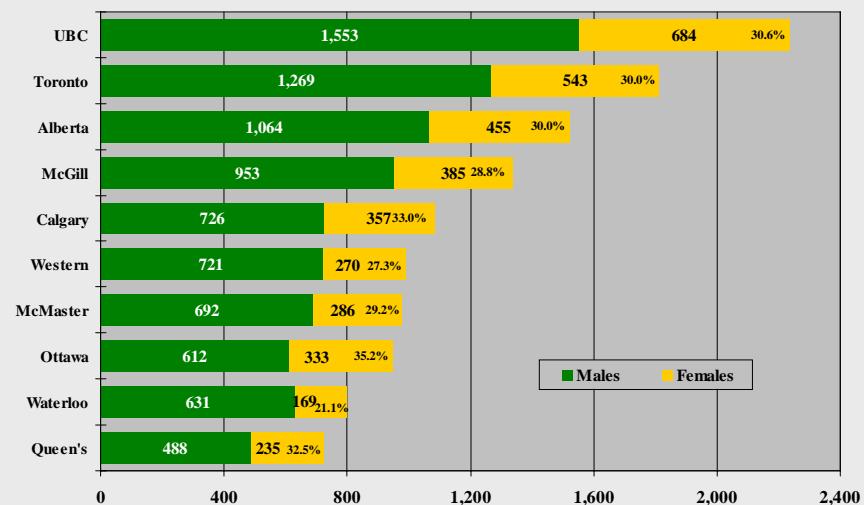
New Tenured and Probationary Appointments by Gender
2005-06



Source: G13 Data Exchange

Figure 31

Total Tenured and Probationary Faculty by Gender
2005-06



Source: G13 Data Exchange

Student-Faculty and Student-Staff Ratios

Figures 32 and 33

Data Source: G13 Data Exchange and Western's Student and Human Resources databases

Calculation of Indicator: Two indicators are presented: the full-time student to full-time faculty ratio for the G13 universities for 2005-06; and a summary of the full-time student to full-time faculty and full-time student to full-time staff ratios at Western from 2001-02 through 2005-06. Comparative data are not available for UBC and Calgary.

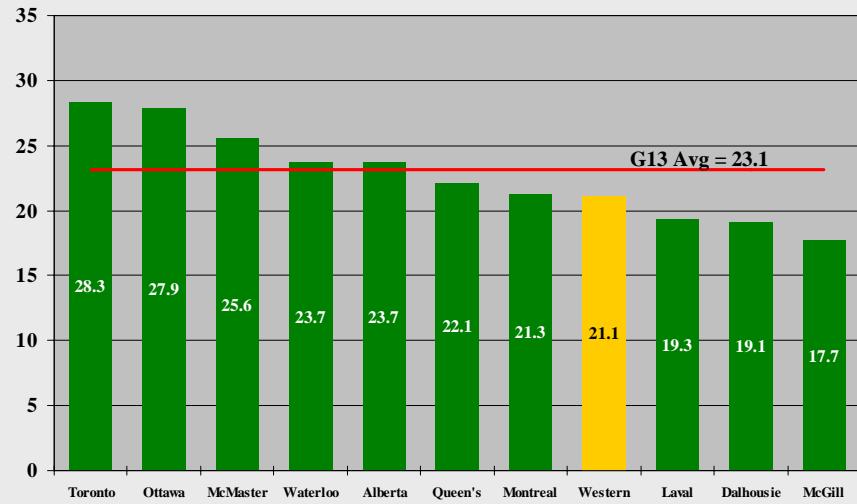
Relation to Strategic Plan: Commitment 11.2: Plans have been guided by the concept of Making Choices, that is, investments in faculty, staff, and support resources are strategic and selective.

Commentary: The comparative analysis indicates that Western experiences a slightly lower student-faculty ratio than the G13 average. The G13 average deteriorated slightly from last year's report.

The five-year trend for Western indicates recent improvement in both the student-faculty and student-staff ratio. With the stabilization of first-year intake following the double cohort, and improved Provincial funding, this trend should continue.

Figure 32

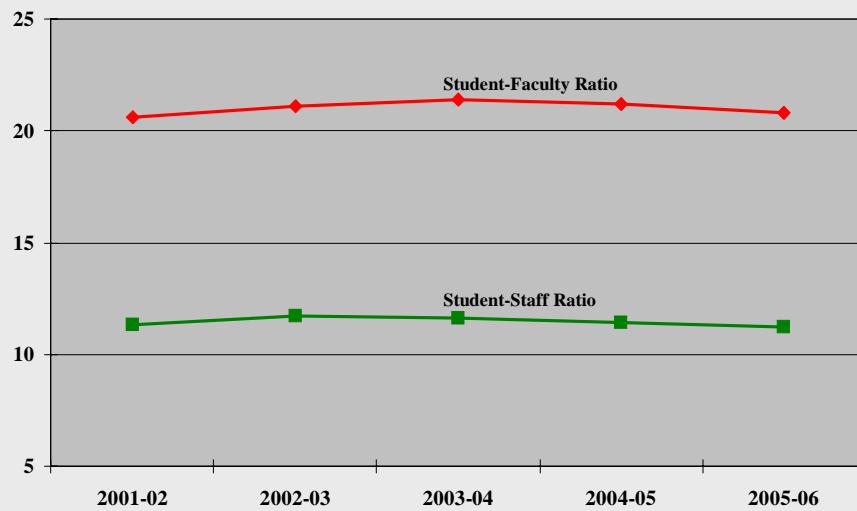
Full-Time Student to Full-Time Faculty Ratio
2005-06



Source: G13 Data Exchange

Figure 33

Full-Time Student to Full-Time Faculty and Staff Ratios at Western



Source: The University of Western Ontario

Research Funding: SSHRC Awards per Eligible Faculty Member

Figure 34

Data Source: Social Sciences and Humanities Research Council (SSHRC) grants as compiled by the Observatoire des Sciences et des Technologies; and G13 data exchange for faculty counts. Data are not available for Dalhousie.

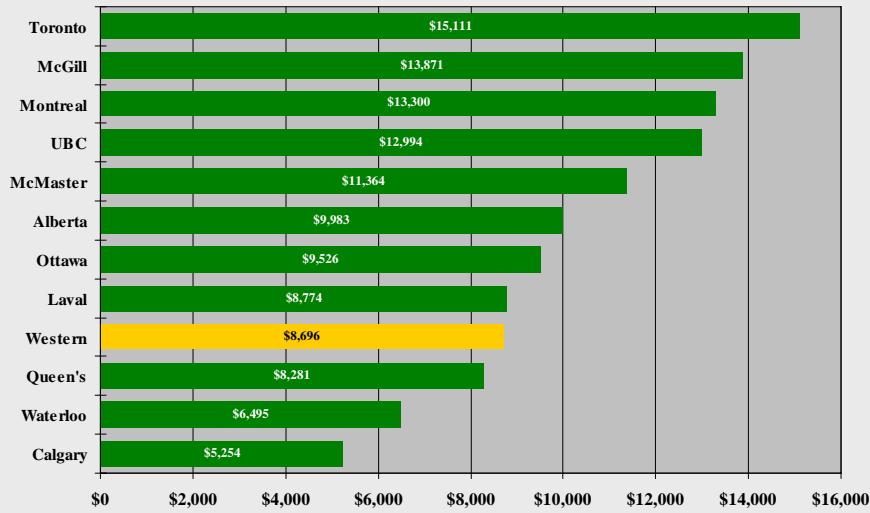
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the SSHRC in 2005-06 divided by the number of tenure-track faculty members at each institution in SSHRC disciplines.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: On a per-faculty-member basis, Western's success in competition for SSHRC grants is in the lower mid-range of the G13 universities, clustered with Laval, Queen's and Ottawa, but significantly lower than McGill, Toronto, Montreal, and UBC. Western's relative position dropped slightly in this year's report, from seventh among ten reporting universities to ninth out of twelve.

Figure 34

SSHRC Awards
Funding per SSHRC-Eligible Tenure-Track Faculty Member
2005-06



Source: SSHRC, as compiled by the OST

Research Funding: NSERC Awards per Eligible Faculty Member

Figure 35

Data Source: Natural Science and Engineering Research Council (NSERC) grants as compiled by the Observatoire des Sciences et des Technologies; and G13 data exchange for faculty counts. Data are not available for Dalhousie.

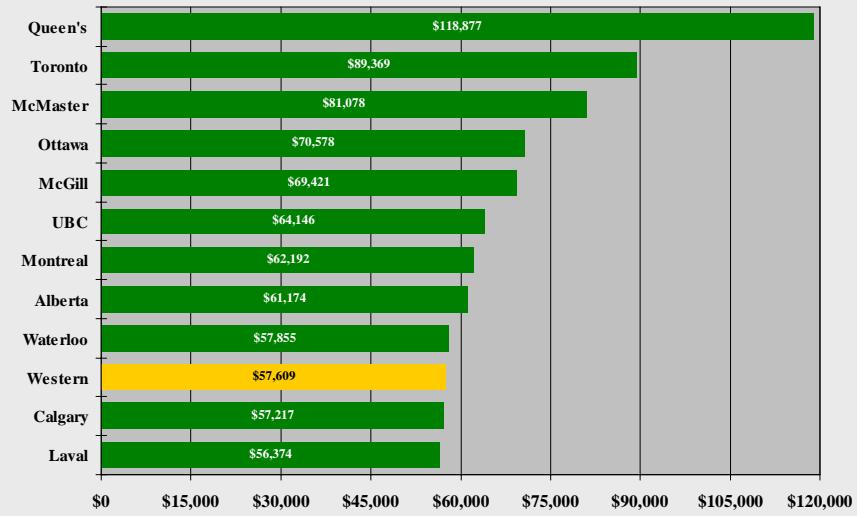
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the NSERC in 2005-06 divided by the number of tenure-track faculty members at each institution in NSERC disciplines.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: On a per-faculty-member basis, Western's success in competition for NSERC grants is at the low end of the range of the G13 universities, clustered with Waterloo, Calgary, and Laval. Western's relative position within the G13 is unchanged from last year's report.

Figure 35

**NSERC Awards
Funding per NSERC-Eligible Tenure-Track Faculty Member
2005-06**



Source: NSERC, as compiled by the OST

Research Funding: CIHR Awards by Institution

Figure 36

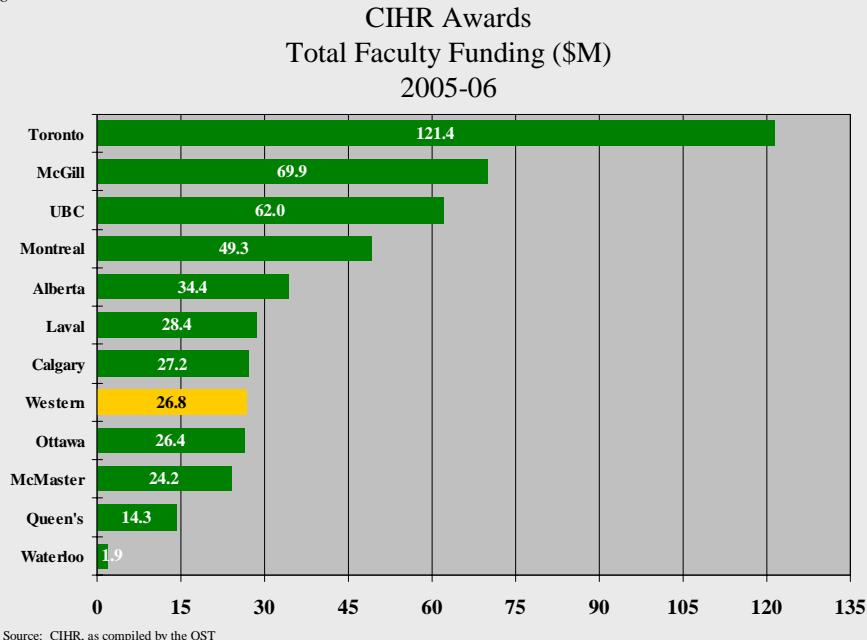
Data Source: Canadian Institutes for Health Research (CIHR) as compiled by the Observatoire des Sciences et des Technologie.

Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the CIHR in 2005-06 as compiled by the Observatoire des Sciences et des Technologies, by institution. Data are not presented for Dalhousie.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: This particular indicator, unlike the comparable indicators for SSHRC and NSERC, presents the dollar value of CIHR awards by institution in order to give an overall sense of scale of the health research enterprise at each of the G13 institutions. It is not possible to compute the grants on a per-faculty-member basis due to different practices from one institution to the next in counting clinical faculty members. Western is in the lower mid-range among the G13 institutions, clustered with Laval, Calgary, and Ottawa. Western's relative position within the G13 is unchanged from last year's report.

Figure 36



Bibliometric Measures: Publications per Faculty Member

Figure 37

Data Source: Observatoire des Sciences et des Technologies (OST) for publication counts; and the G13 data exchange for NSERC-eligible faculty counts. Data are not available for Dalhousie.

Calculation of Indicator: The OST collects data on the publications of Canadian faculty members in refereed journals via the International Science Indicators (ISI). The number of publications by faculty members at the G13 institutions in NSERC disciplines are expressed on a per-faculty-member basis.

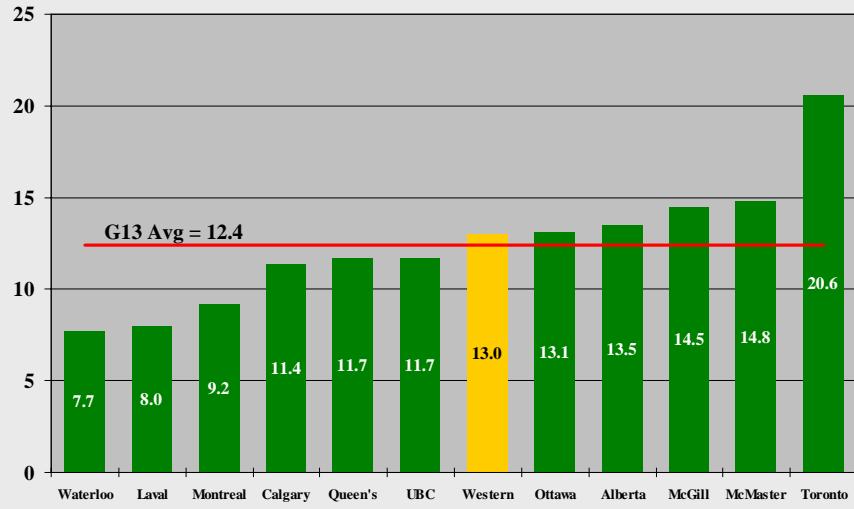
Relation to Strategic Plan: Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

Commentary: Western's faculty members in the NSERC disciplines publish in refereed journals at slightly above the average of the G13 group, about the same as the University of Alberta and UBC. Bibliometric output is commonly used as a proxy for research productivity. Western's output increased slightly from last year's report, as did the G13 average.

Comparable analyses for the SSHRC and CIHR disciplines are not presented here. While the analysis is reliable for the NSERC disciplines, in the case of SSHRC the ISI does not capture the full spectrum of published faculty output. With respect to CIHR disciplines, the G13 has been unsuccessful in attempts to accurately and consistently report the clinical research population to which the clinical discipline publications could be normalized.

Figure 37

Natural Sciences and Engineering Publications
per NSERC-Eligible Faculty by University
2001 to 2005



Source: Publications from OST are totals for the period 2001 to 2005 excluding those categorized as clinical Medicine; NSERC-eligible faculty from G13 Data Exchange is from 2005-06

Contract Research Revenue

Figure 38

Data Source: The University of Western Ontario

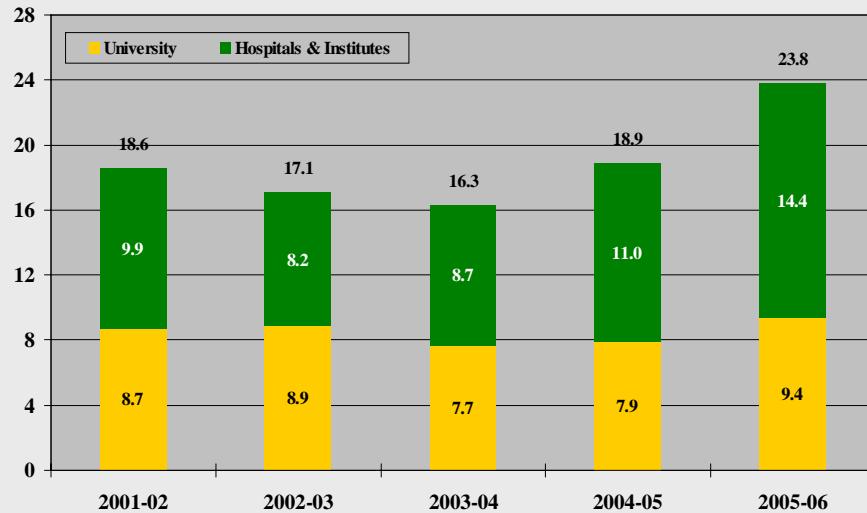
Relation to Strategic Plan: Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

Calculation of Indicator: This indicator is a five-year summary of Western's revenue from research contracts, excluding government research contracts. Research contracts administered through the hospitals and affiliated research institutes are included, but displayed separately.

Commentary: The volume of contract research is a limited measure of the university's research collaboration with industry. Over the past five years, the volume of contract research at Western has gradually increased to nearly \$24 million annually, with the majority of the growth occurring in the affiliated research institutes.

Figure 38

Western's Non-Government Contract Research Revenue (\$M)



Source: The University of Western Ontario

Total Endowment Value

Figure 39

Data Source: The University of Western Ontario

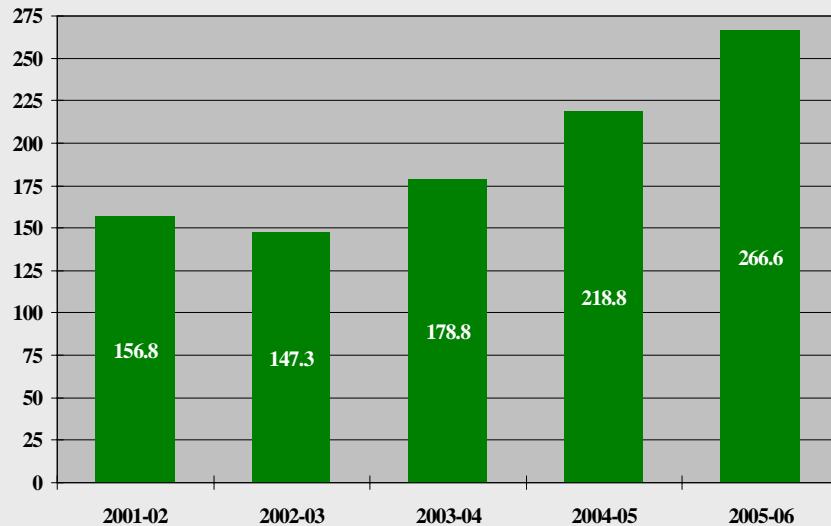
Calculation of Indicator: This indicator is a five-year summary of the value of Western's endowment at the end of the fiscal year.

Relation to Strategic Plan: Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

Commentary: Western's endowment fund has been relatively stable until 2003-04, when the first large gifts were received in response to the Ontario Student Opportunity Trust Fund (now the Ontario Trust for Student Support), a provincial government matching program to encourage endowed gifts for student aid. Western's early success in attracting gifts and future pledges under this program will lead to an enhanced endowment fund in the coming years.

Figure 39

Western's Total Endowment Value (\$M)



Source: The University of Western Ontario Audited Financial Statements as of April 30th

Total Gifts to Western

Figure 40

Data Source: The University of Western Ontario

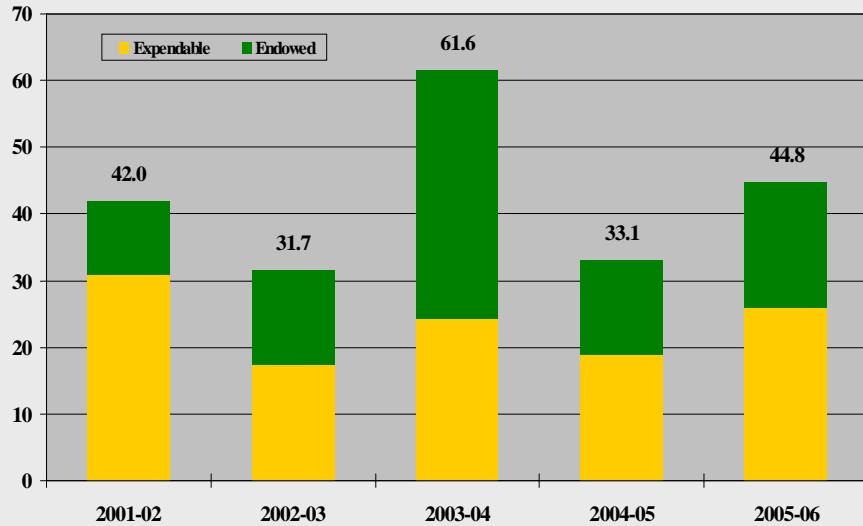
Calculation of Indicator: This indicator is a five-year history of gifts to Western, segregated between endowed and expendable purposes.

Relation to Strategic Plan: Commitment 9.1: Implement the next major institutional fundraising campaign from 2007-2013 based on approved academic and research priorities.

Commentary: The current annual target of \$40 million seems to be a realistic goal for the foreseeable future, and was exceeded in 2005-06. The large increase in 2003-04 was the direct result of a single large gift to the Schulich School of Medicine and Dentistry.

Figure 40

Total Gifts to Western (\$M)



Source: The University of Western Ontario

Comparative Endowment Levels

Figures 41 and 42

Data Source: Canadian Association of University Business Officers (CAUBO)

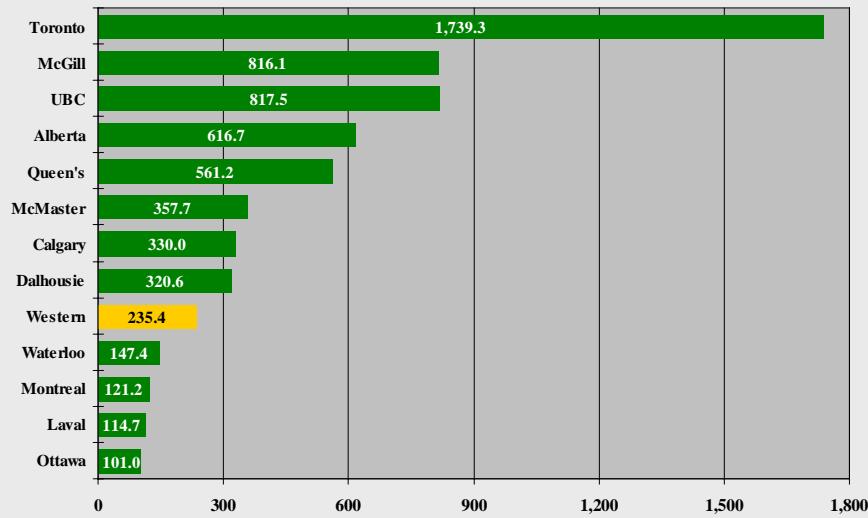
Calculation of Indicator: Data on the total market value of endowments as at December 31, 2005 for the G13 universities are displayed both in terms of the absolute value, and as a value per FTE student.

Relation to Strategic Plan: Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

Commentary: The analysis indicates that Western's endowment fund, as compared to other G13 institutions, is quite modest both in absolute terms and on a per-FTE-student basis. Western's relative position within the G13 has dropped slightly, due to the addition of two universities with larger endowment levels: Calgary and Dalhousie.

Figure 41

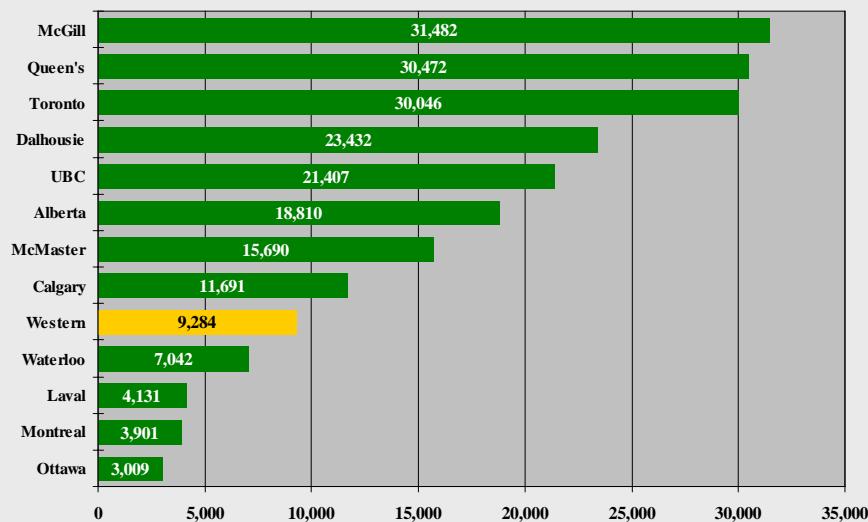
Total Market Value of Endowments in 2005 (\$M)



Source: CAUBO University Investment Survey (December 31, 2005)

Figure 42

Endowment Assets per FTE Student in 2005



Source: CAUBO University Investment Survey (December 31, 2005)

Physical Infrastructure: Actual Space vs. Required Space

Figure 43

Data Source: Council of Ontario Universities (COU)

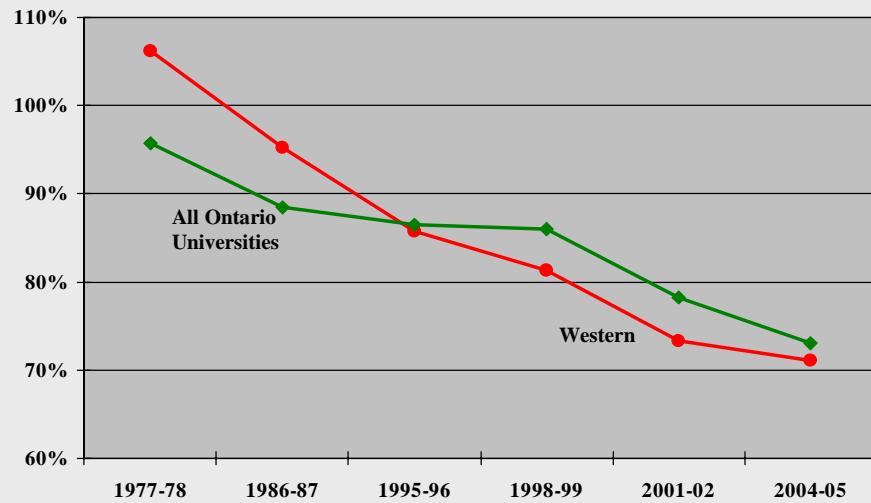
Calculation of Indicator: On a triennial cycle, each Ontario university reports to COU, quantifying space inventory in a number of categories such as research space, classrooms, faculty offices, student services. The COU then calculates the amount of space required by each university through the use of space standards formulae. The analysis then computes each university's actual space inventory as a percentage of the space requirement generated by the formula.

Relation to Strategic Plan: Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

Commentary: The analysis indicates that Western has fallen considerably below the provincial space standard, and slightly below Ontario's other universities. Ontario's universities have for a number of years absorbed significant enrolment and research growth without adequate expansion of capital facilities.

Figure 43

Ratio of Actual Space to Provincial Space Formula



Source: Council of Ontario Universities

Maintenance, Modernization, and Infrastructure Expenditures

Figure 44

Data Source: The University of Western Ontario

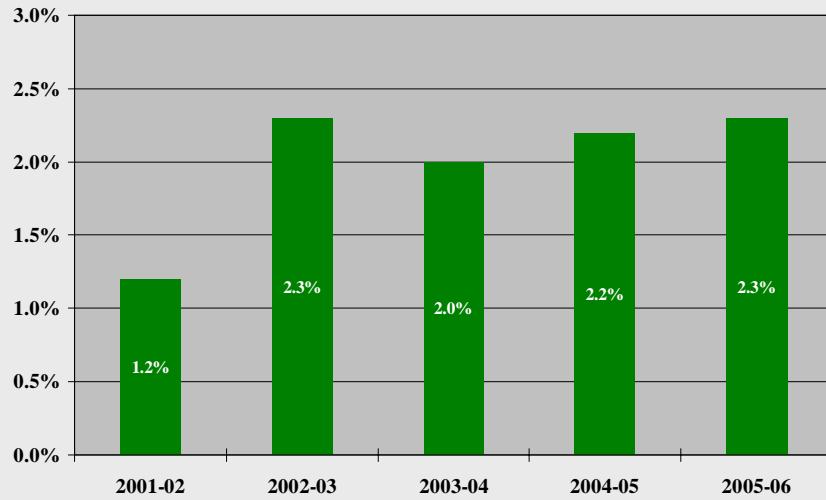
Calculation of Indicator: Annual expenditures for facilities maintenance, modernization, and infrastructure are expressed as a percentage of the estimated building replacement value, excluding the value of student residences.

Relation to Strategic Plan: Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

Commentary: Annual expenditures are now at just over two percent of the replacement value of campus buildings, which compares favourably to industrial standards.

Figure 44

**Western's Maintenance, Modernization, and Infrastructure
Expenditures as a Percentage of Building Replacement Value**



Source: The University of Western Ontario; Replacement Value includes Non-Residential Buildings, Utilities and Infrastructure