

Leadership in Learning

Western's Strategic Plan

Report of the Task Force on Strategic Planning
The University of Western Ontario
November 1995



Approved by Senate:
October 1995

Approved by Board of Governors:
November 1995

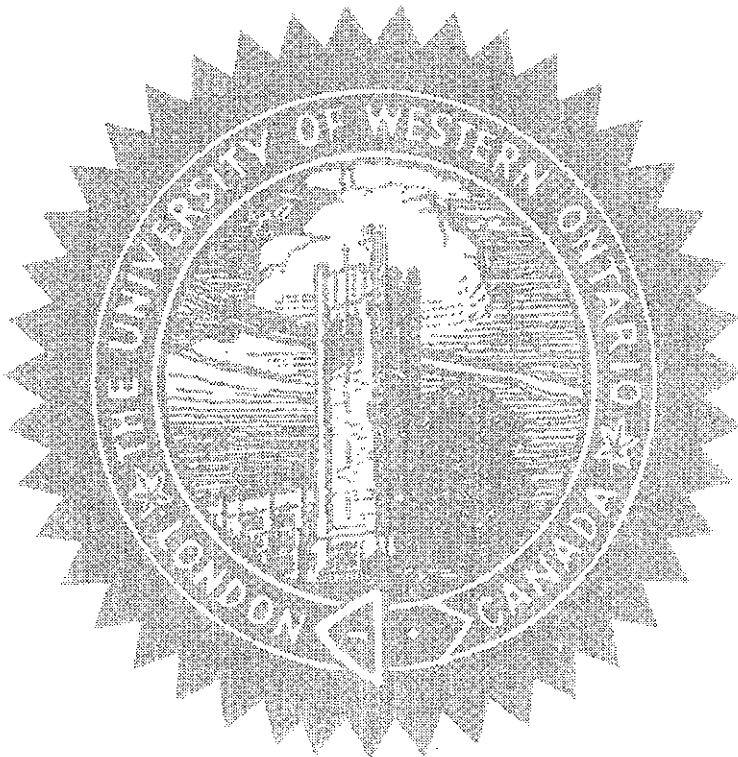


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“We must think in terms of the next 100 years. We must think in terms of this university becoming the greatest university in Canada, and with that greatness will continue beauty. And in the years to come this university, like the great universities of Britain and the United States, will continue to resist the expedient, will deny the passing fancies of political pressures and as technological, social, scientific, economic, and political changes take place it will be found to be giving a constancy of leadership in those things which are of real and of lasting value as well as in the search for new knowledge. We must learn that we may teach, we must be the repository of what is known that we may search for the unknown.”

G. Edward Hall
President and Vice-Chancellor (1947—1967)
Report of the President, 1956





Mission and Vision

This is a document about change.

Universities are special communities in which the curiosity of students and teachers motivates them to pursue knowledge for its own sake and for what it may yield. Knowledge — whether newly discovered or interpreted by senior researchers, or newly acquired by students preparing for a career — is a powerful agent of change in the lives of individual scholars and, through them, in society generally. The idea of the university has survived over nine centuries, not because it has existed in static isolation, but because it has continuously transformed itself to serve citizens and society well and effectively.

The world we are entering will be characterized by a knowledge-based society, marked by rapid changes in technology and an increased level of global competition. Canada must reach toward a position of leadership in that world. Learning — including both education and research — is the key to our future and the means by which Ontario and Canada will establish their place in the next century.

At the heart of social and economic health in the 21st century will be a recognition that our basic resources are not land, nor natural resources, nor unskilled labour, but rather are the knowledge and creativity of educated individuals. Whether we think of our city, our province, or our country, knowledge will be crucial to meeting the economic, social, and cultural challenges which our society will be facing over the coming decades. As institutions, universities must evolve to foster and sustain the vigorous pursuit of knowledge through teaching and research. A learning culture must therefore be both mindful of tradition and values and also responsive to new challenges and opportunities. In this way, the university best contributes to the larger society of which it is an integral part.

Change, then, is the very essence of the university's work, and any true university is itself in perpetual transition. The University of Western Ontario, since its founding in 1878, has evolved from its roots as an intellectual centre for one of Canada's most rapidly developing regions to become also an institution of national and international stature. The shape of its basic academic disciplines has evolved, as has that of its professional Faculties and Schools. Although universities are repositories of past learning, they must also be dedicated to shaping the future. This continuity, of a past that we honour and a future to which we commit, is distilled in our Mission:

The University of Western Ontario is dedicated to the advancement of learning through teaching and research and to the discovery and application of knowledge. The University seeks to provide an environment of free and creative inquiry within which critical thinking, humane values, and practical skills are cultivated and sustained. By pursuing these objectives, the University endeavours to serve the interests of society.

The challenge to change which Western faces today is therefore not new or at all alien to its tradition. The challenge does, however, seem especially urgent now, in the face of shrinking public resources and basic questioning of the educational enterprise. Concerns have arisen within the University about maintaining, in an environment of severe resource constraints, the quality of research, teaching, and learning that we expect of ourselves.

Our response to this difficult environment should be a renewed commitment to academic quality. We intend that Western will become — and be seen to be — a markedly more vital and energetic centre of learning, creative questioning and problem-solving, research and teaching. Our commitment is to **leadership in learning**: we seek faculty who will be acknowledged leaders in their scholarly disciplines and who will ensure a quality of undergraduate and graduate education which will allow Western's graduates in their turn to assume leadership positions in public affairs, the scholarly world, the business world, the performing and fine arts, the professions, community organizations, and the many other areas of endeavour to which they aspire. Our basic strategic objective is expressed in our Vision:

By supporting academic distinction, Western will achieve a place in the first rank of major Canadian universities and, in selected areas, be the leader.

The Task Force identifies undergraduate and graduate education and research (broadly interpreted to include creative activity) as the areas in which a university can most profoundly interact with society. Furthermore, we re-affirm that the essential interaction of undergraduate education and research is to be cultivated. Western can make the most dramatic advances toward realizing its Vision by enriching the experience of its newest scholars, by extending the impact of the work of its established scholars, and — perhaps most important — by fresh and dynamic syntheses of those endeavours.





Principles

In support of Western's Mission and Vision, the University community supports the following mutually dependent principles:

Excellence

We aspire in our teaching and research to academic excellence which is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Selectivity

We will identify our academic strengths and build on them with selective allocation of resources.

Education for Leadership

We are committed to a culture of achievement which ensures that Western graduates are prepared to become leaders of their society. We seek to create an environment in which students are grounded in the values and responsibilities of the scholarly life.

Academic Freedom

We will protect the right of all in our academic community to speak and write freely. We expect all who study, teach, and do research at Western to uphold the highest ideals of scholarly responsibility.

Western's People

We value and support all who work and study at Western and seek to create an environment in which they can aspire to excellence and succeed. The realization of our academic objectives depends on Western's people.

Diversity

As part of our commitment to excellence, we seek to recognize and remove the obstacles faced by traditionally under-represented groups in order to facilitate their access to and advancement at Western. We respect and celebrate the diversity of people who make up our community.

Societal Responsibility

Through our teaching, research and service to the community, we aspire to play a significant role in improving the quality of life and fostering economic development in London and this region, in the Province of Ontario, in Canada, and abroad.

Accountability

We are accountable to our students and the general public for the quality of our teaching, research, and service to the community and for the effective use of our resources.

Autonomy

We will protect Western's autonomy so that the University, through the Senate and Board, can identify academic priorities and set directions in support of its Mission.

Innovation

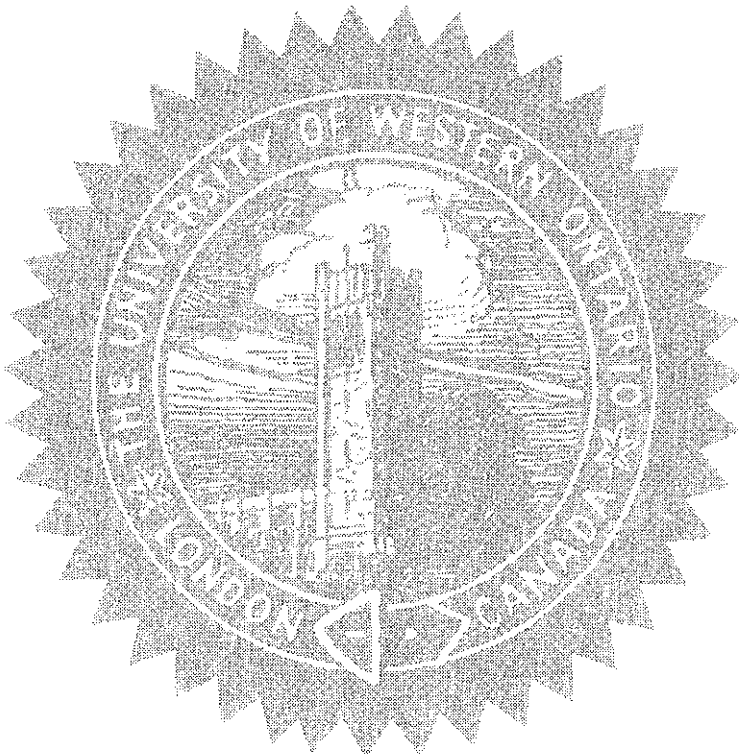
We are committed to fostering an environment that encourages creativity and risk-taking on the part of faculty, staff, and students and that is responsive to new academic opportunities in areas of potential excellence.

Partnerships

We seek cooperative relationships with other academic institutions, businesses, charitable organizations, and governments to enhance and support the educational and research opportunities available at Western, and to bring mutual benefit to the University and its partners.

Openness

We are committed to an environment of fairness, broad participation, and openness in which information is widely shared and the processes for decision-making are understood and respected.





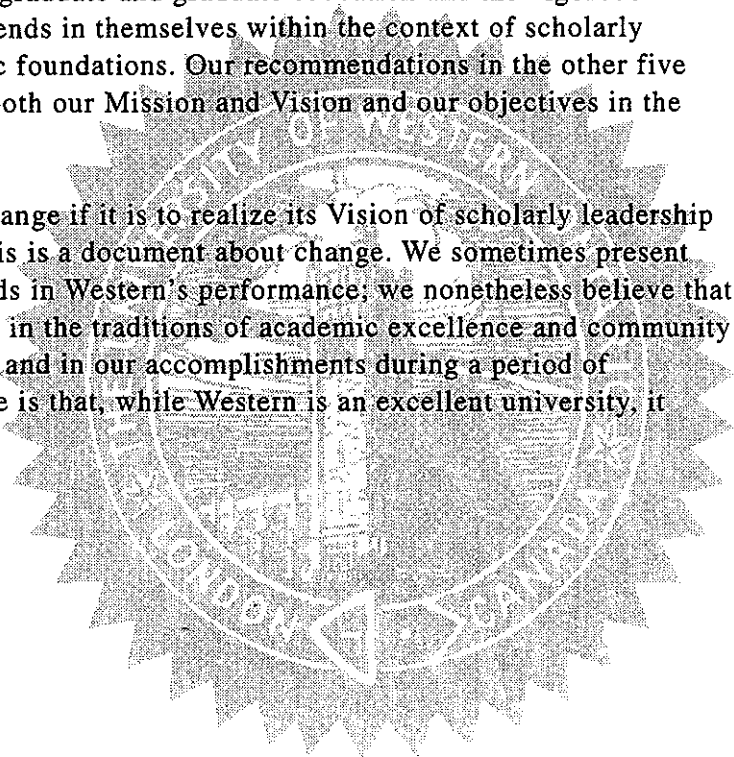
Leadership in Learning: Strategic Issues

The Task Force offers eight strategic areas in which members of the University community should apply our Mission, Vision, and Principles:

1. Undergraduate Students and Programs
2. Graduate Studies
3. Research
4. Faculty Development
5. Institutional Planning and Restructuring
6. Staff and Administration
7. Community Relations, Western's Alumni, and Private Giving
8. Operating and Capital Budgets

In the text which follows, for each strategic area the Task Force offers recommendations for changes in practices and policies which we believe are important to realizing our Mission and Vision. Undergraduate education, graduate studies, and research are the three broad areas of University activity and the underpinning of Western's academic enterprise. They are the *raison d'être* of the University and the heart of its capacity to serve society and advance its cultural and economic goals. In a genuine sense, undergraduate and graduate education and the vigorous pursuit of discovery through research are ends in themselves within the context of scholarly achievement. They are Western's academic foundations. Our recommendations in the other five strategic areas can be seen as supporting both our Mission and Vision and our objectives in the first three areas.

We affirm that Western needs to change if it is to realize its Vision of scholarly leadership in Canada. Indeed, we noted above that this is a document about change. We sometimes present data which show unfavourable recent trends in Western's performance; we nonetheless believe that all at Western should take great pride both in the traditions of academic excellence and community service which have shaped the University, and in our accomplishments during a period of extraordinary fiscal difficulties. Our theme is that, while Western is an excellent university, it must become even better.

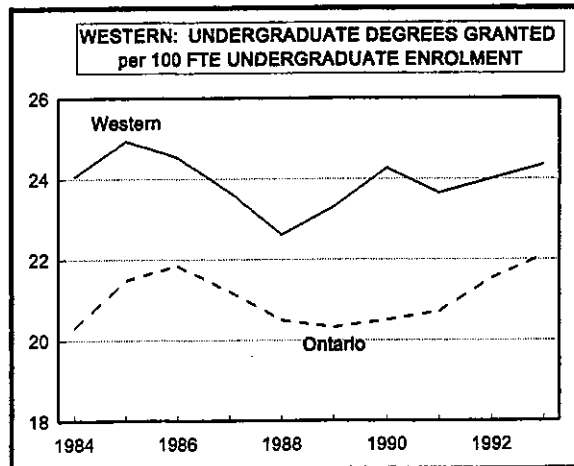
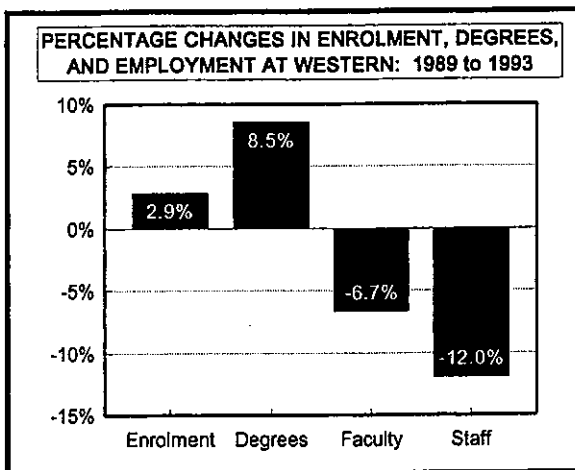




1. Undergraduate Students and Programs

The University of Western Ontario is justly known for its wide-ranging, high-quality undergraduate programs. If this reputation is to be maintained and enhanced, we must commit ourselves to a continued process of critical review and renewal of these programs. This process must be focused within Departments and Faculties, but will require leadership and coordination at the University level. Renewal should involve attempts to reduce the complexity of program requirements, increase program coherence, and encourage the development of interdisciplinary offerings that bring together academic resources in different areas of the University. It should also address procedural restrictions which unduly circumscribe program flexibility and undermine our recruiting efforts. For example, the current limitation on the number of first-year courses which may be taken within a single Department appears to weaken our ability to recruit outstanding undergraduate students in Mathematics. Similarly, rigid upper-year admissions procedures may discourage promising first-year applicants for professional programs, an issue which has recently been addressed by the Western Business School in its pre-admissions initiative.

This critical review of undergraduate programs must ensure that we have high academic expectations of our students and, equally, that these students encounter the best possible educational experiences in Western's lecture halls, classrooms, and laboratories. This review comes after three decades of growth in undergraduate enrolment at Western. Faculty positions and other resources unfortunately have not kept pace with this growth in enrolment. During the last five years, in particular, the number of faculty and staff positions have fallen significantly while enrolment has continued to grow. While our faculty and staff deserve enormous credit for their dedicated efforts to preserve the quality of a Western degree under these difficult conditions, a review of our undergraduate enrolments and programs is definitely in order.

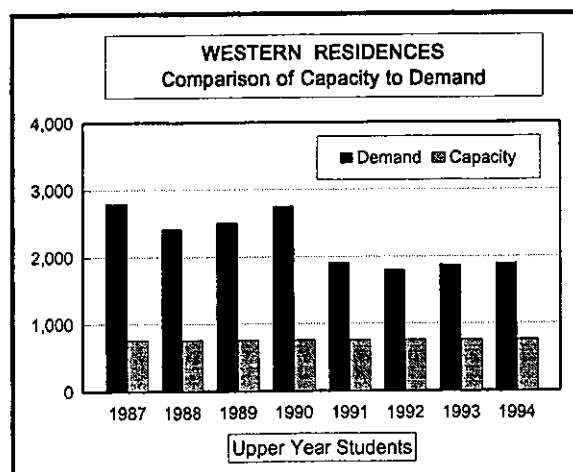
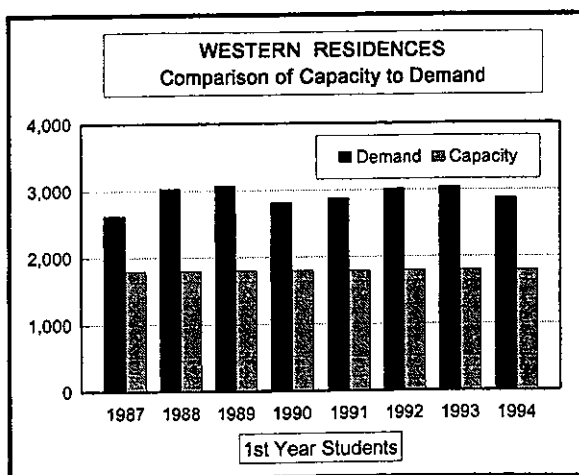


In 1993 Western's Senate approved a resolution to reduce gradually the first-year class at Western from a target of 4,000 full-time students to a target of 3,750. This reduction will have the greatest effect in the Faculties of Arts, Science, and Social Science. We believe that it is important to carry out the Senate resolution over the next three years. Accessibility at Western must imply access to a high quality academic experience, and if our academic expectations of Western's students are high, so, too, must be our standards of admission. Over the last decade Western has granted an average of about 24 undergraduate degrees per 100 Full-Time Equivalent (FTE) enrolment at all undergraduate levels. Western's performance in this regard is approximately 14% higher than the Ontario average of about 21 undergraduate degrees per 100 FTE enrolment. We must continue to admit students who can meet the high standards of a Western degree, while providing those admitted with a challenging yet supportive academic environment.

Is it possible to create a situation which will cause students to take up intellectual issues as a part of life, rather than as what one does "in class" in isolation from "the rest of life"? How can we foster the thoughtful life? These basic questions turn on the qualities we seek in our students and the experience that our community offers them from the day they join us.

Although a large part of our recruitment activities should continue to be aimed at attracting outstanding students from across Ontario, we must pay particular attention to attracting undergraduates from other parts of Canada and the world. We believe the quality of undergraduate education at Western for all our students can only be enhanced by a greater mix of students from the various regions and cultures of Canada including First Nations students from across the country. Moreover, as an institution that values its international reputation, Western should aspire to offer an attractive educational experience for students from all parts of the world.

Residences play an important role in the ability of Western to attract excellent students. Residence life is an integral part of the undergraduate educational program and academic support services of our institution. Demand for our residences has remained strong; in particular, demand for first-year residence space continues to exceed availability. We are currently unable to offer housing to every incoming first-year non-London student who requests residence space. Western is moving forward with a proposal to build a 500-bed residence which will open in 1997.



Availability of residence space is a very important factor to students, and particularly to their parents, when considering their choice of universities. Although first-year accommodation is a priority, significant demand from upper-year students for on-campus housing also remains.

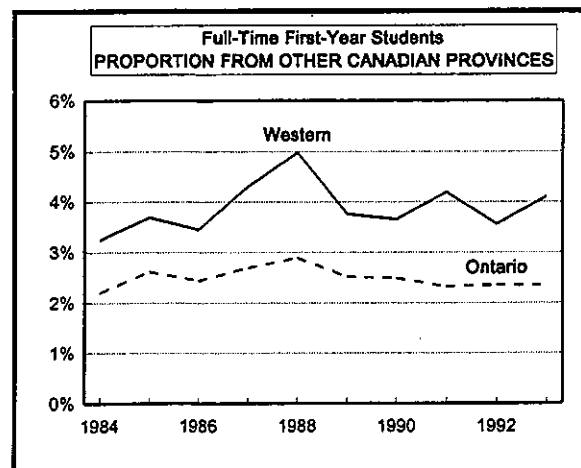
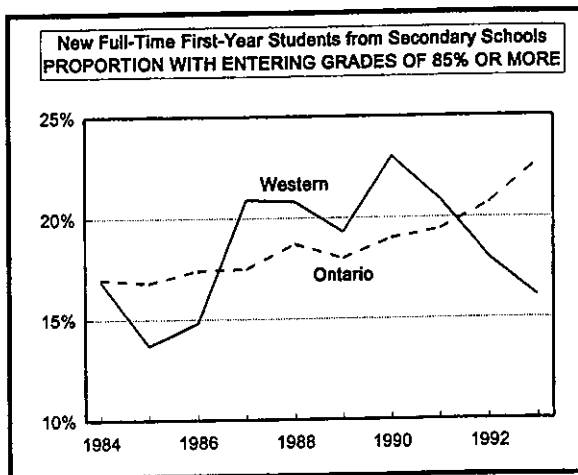
RECOMMENDATIONS

- 1.1 The University should adopt the following **Statement of Purpose** for its Undergraduate Programs:

All who graduate with an undergraduate degree from Western should be able to communicate effectively in writing and speech, to share knowledge and work supportively with others, and to respond from their own perspectives to the moral, political, and practical issues of life and work in modern society. Western believes that undergraduate studies characterized by critical thinking, intellectual discipline, and freedom of thought and discussion benefit our students as individuals, foster respect for humane values, and contribute to the fulfilment of our responsibility to the larger society. These objectives are common to all our undergraduate programs. In addition, our Honors programs seek to provide students with sufficient knowledge in a particular discipline for entry into leading graduate programs or for further study in a profession, while our professional programs seek to provide our students with the knowledge and ethical and social understanding necessary to the practice of their profession.

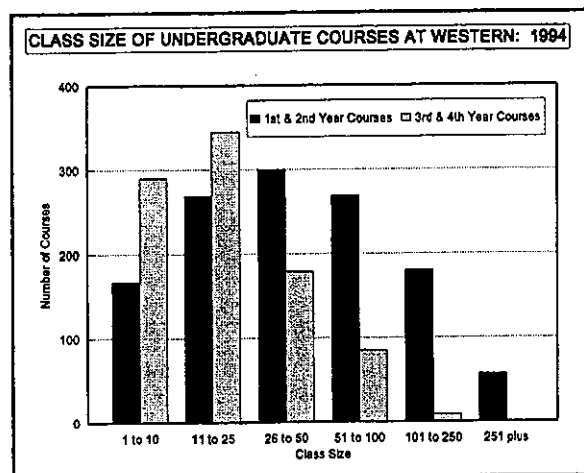
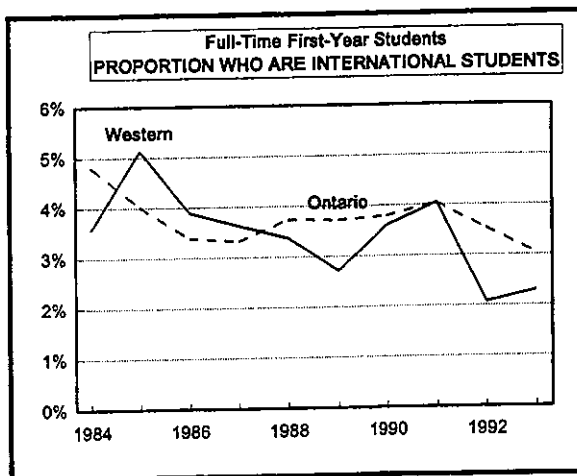
- 1.2 The Provost should establish the Provost's Advisory Committee on Undergraduate Student Recruitment and Orientation which should present to Senate a coordinated recruitment plan for attracting students from diverse backgrounds from Ontario, other provinces, and internationally. This plan should be aimed particularly at:

- i. increasing the proportion among Western students of Ontario scholars and those with secondary school averages of above 85% and those above 90%;
- ii. increasing the participation in undergraduate studies of students from other regions and cultures of Canada and of international students.



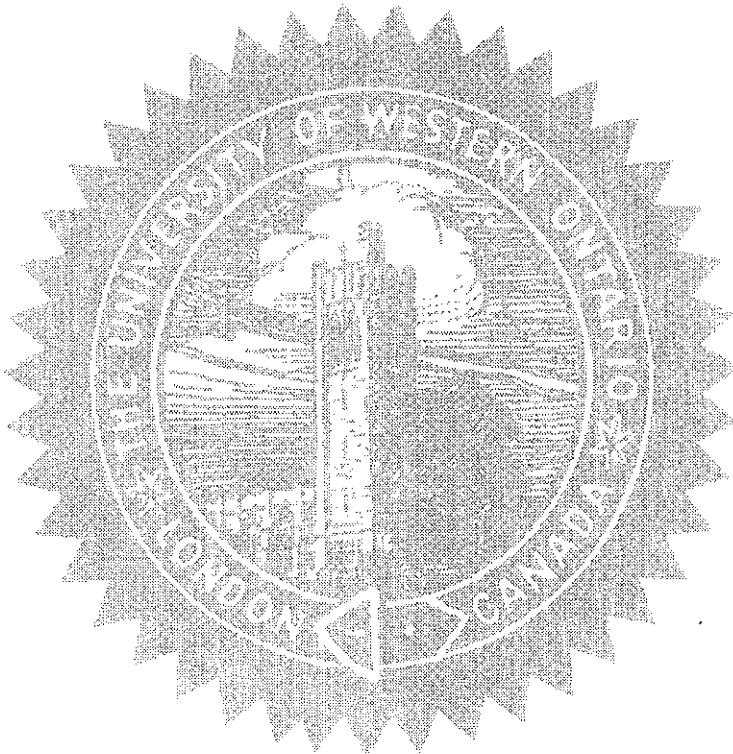
This plan should include a program of undergraduate scholarships and steps for increasing the effectiveness of Western's secondary school liaison program, including further involvement of current faculty, Emeritus Professors, and students in the recruiting process. The plan should also include a procedure to evaluate the program annually, with a major assessment in 2000.

- 1.3 The undergraduate student's earliest experience at Western can have a lasting impact and has been identified as a critical time of influence on a student's success. A special team, chaired by the Provost or designate, in conjunction with the University Students' Council, should be established to investigate the direction, focus, and governance of Orientation Week. Western recognizes that University orientation is a year-long process, and this team will examine linking the First Year Experience programs with faculty members and departments involved in offering first-year courses and programming.
- 1.4 The Vice-President (Administration) and the Senior Director of Housing and Food Services should bring forward two plans in the Fall of 1995:
- i. A plan for first-year on-campus housing which, by allocating more of our housing to first-year students, would allow the University to offer on-campus housing to every student admitted to Western from outside London in 1997, when the new residence will open.
 - ii. A plan for upper-year on-campus housing, which would allow for the construction of 300 units of apartment-style accommodation in the year 2000 in a financially prudent manner, with part of the financing to come from rent increases on our current housing, to be instituted in 1996 and assigned to a Building Fund.
- 1.5 The University should maintain the Senate-approved policy of moving to a first-year enrolment of 3,750 by 1998-99; the quality of undergraduate education cannot be sustained without controlling enrolment.



- 1.6 Western recognizes the need to provide an open and welcoming environment for faculty and students from diverse backgrounds. The programs on communication and diversity in the classroom which are currently part of the Orientation for New Academic Administrators should be incorporated into the ongoing programs of the Educational Development Office.
- 1.7 The Provost should oversee the development of a standard teaching dossier as a basis for annual evaluations and consideration for promotion and tenure for all members of faculty, to be in use by September 1, 1996. This dossier should include the results of a University-wide undergraduate course/instructor evaluation comprised of roughly ten standard items. Statistical results of the evaluation of courses with five or more respondents should be made available in traditional formats and through the campus electronic bulletin board. Guidelines and format of the teaching dossier and course/instructor evaluation should be submitted to Senate for approval prior to May 1, 1996.
- 1.8 The Dean of Graduate Studies should oversee the development of a University-wide Graduate Teaching Assistant evaluation process. The format of these evaluations may vary somewhat across disciplines and assignments (e.g., laboratory sections, seminars, grading assignments) but should include evaluations by undergraduate students and faculty supervisors.
- 1.9 The University, through the Provost, should refine and institute on a permanent basis 1995's pilot survey of graduating students regarding their academic experience at Western. The Provost's Office will compile and report the results to Senate on an annual basis.
- 1.10 The Provost, in collaboration with the Deans, should coordinate an examination of Western's current procedures for the review of undergraduate programs. These reviews now are associated with the selection of Chairs and Deans, and with accreditation of some programs. We must be confident that these practices are effective and consistent with the expectations of the Council of Ontario Universities' Undergraduate Program Review procedures, scheduled to be initiated in 1995-96.
- 1.11 Departments should examine first-year courses to ascertain how well they bridge the gap between pre-university preparation and the requirements of more advanced study in the discipline; deficiencies identified by this examination should be speedily remedied.
- 1.12 The Provost, Faculties, and Departments should collaborate to strengthen interdisciplinary dimensions of undergraduate studies at Western. Four new elective first-year half-courses should be introduced in 1996-97, to expose new students to basic scholarly concerns and current research challenges in Science, Social Science, the Humanities, and the Professions. Emphasis should be placed on developing an understanding of the modes of inquiry which characterize the various disciplines and skills in critical thought and communication. If this program is successful, it will be expanded as appropriate on an annual basis.

- 1.13** The budgetary cutbacks of the past five years have increased class sizes and decreased course selection in many areas. The responsibility of offering optional courses for the majority of undergraduates has fallen on the Faculties of Arts, Social Science, and Science. In order both to distribute some of this responsibility and to offer a wider range of Western's academic activities to students at the undergraduate level, the Provost should encourage all Faculties to offer additional courses designed for students without a background in their specific disciplines.
- 1.14** The University, through the Provost, should allocate \$750,000 from the Undergraduate Teaching Enhancement Fund in 1995-96 and a minimum of \$300,000 in each of 1996-97, 1997-98, and 1998-99, for undergraduate course development and the enhancement of classroom facilities, with particular emphasis on the provision of the hardware and courseware required to support innovative teaching approaches using computer-based information technology.





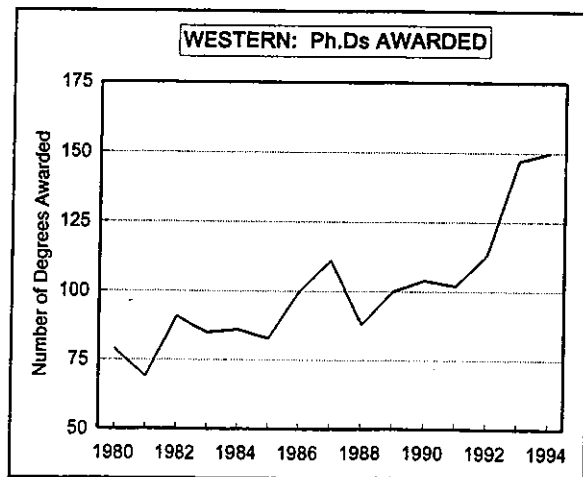
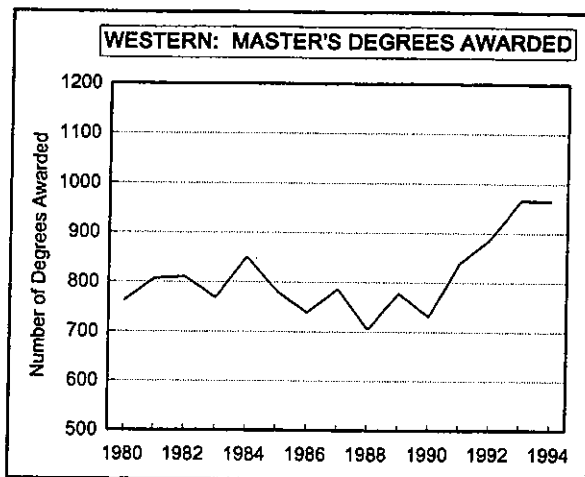
2. Graduate Studies



vital element of Western's mission of excellence in research and scholarship is the recruitment and support of outstanding graduate students. Graduate students are special contributors to the University, as they are at the same time researchers, teachers, and students. They play a critical role in many areas of University life.

First, and most obviously, they are students who will go on to play leadership roles in higher education, research, business, industry, the performing and fine arts, and the public service. Second, graduate students are an essential element of the success of Western as a research-intensive university. Finally, Graduate Teaching Assistants are important employees of this University whose teaching responsibilities are essential for the quality of learning at The University of Western Ontario. Western must continue to increase funding of graduate fellowships and seek external support for these awards. We also have a special responsibility to ensure that our programs and graduate supervisors provide the structure, guidance, and academic resources necessary for graduate students to complete their programs in a timely fashion and in a manner that allows them to realize their scholarly potential and aspirations.

The knowledge base in all disciplines is changing at an unprecedented rate. Increasingly, practising professionals in all fields are looking to universities for continuing education opportunities to upgrade their existing graduate level education or to add graduate education to an undergraduate degree. Western must move quickly to meet these legitimate expectations and develop graduate programs at the Master's level that are designed to be compatible with the time and mobility limitations of the practising professional, yet meet the highest graduate-level academic standards. Recent innovations in information technology have dramatically increased the



possibilities in this area. Excellent models for such development can be found in Western's Executive MBA and Modular MEng programs and in the emerging MSc program in computer software engineering.

Because graduates of such programs will play a key role in addressing both the present challenges and the future opportunities of our society, it is particularly important that we strive for a culture of innovation and renewal in graduate studies at Western. Although such innovation will continue to be found in well-established disciplinary programs, we must also continue to support the development of interdisciplinary graduate programs that follow newly-emerging directions in scholarship and which bring together knowledge and methods from traditionally distinct domains. Existing programs in Theory and Criticism, Neurosciences, and Comparative Literature are outstanding examples of the potential of interdisciplinary graduate study.

As we move to pursue innovation and move into new areas of graduate education, Western must reinforce the preeminent place of the doctoral degree. As we seek to enhance our position as a leading research-intensive university, the size and quality of our doctoral programs and the success of their graduates will be an important indicator of the University's movement towards fulfilment of its Mission and Vision.

RECOMMENDATIONS

- 2.1** The University should continue to focus recruitment efforts on outstanding graduate students through the support of entrance and continuing scholarships. The recruitment and support of graduate students should continue to be maintained through the current process that assigns 80% of new revenue deriving from graduate student tuition fees to the awards budget of the Faculty of Graduate Studies. The effectiveness of this awards program should be reviewed regularly. Private-sector support for graduate scholarships should be a priority in upcoming fund-raising campaigns.
- 2.2** Chairs and Deans, in consultation with the Dean of Graduate Studies, should ensure that the responsibilities of graduate supervision are precisely defined and carefully monitored in each graduate program. Graduate student supervision and graduate course instruction should be explicitly considered by Chairs and Deans in annual evaluations of faculty performance and assignment of workload.
- 2.3** Multidisciplinary research programs which may cross Faculty boundaries are becoming more prevalent as collaborative links are forged between research investigators in various disciplines. Graduate students may require courses and research experience outside of the area of their primary emphasis in order to be successful and adaptable in the modern research environment. The Dean of Graduate Studies should examine mechanisms which would foster the development of multi-discipline skills in graduate research, including the ability of students to obtain credits in Faculties outside of their own program.

- 2.4** The Dean of Graduate Studies should move aggressively to foster development of alternative formats for the delivery of graduate programs at the Master's level for continuing professional education. Such programs should be designed to take into account the time and mobility limitations of students within the professions. A plan for the development of such programs should be submitted to Senate by the Dean of Graduate Studies prior to July 1, 1996.
- 2.5** The Dean of Graduate Studies should carefully review times-to-completion in all graduate programs to ensure that program requirements and supervisory practices facilitate completion in a timely fashion.
- 2.6** The Dean of Graduate Studies should initiate a survey of graduate students as they leave Western regarding their academic experience at the University.

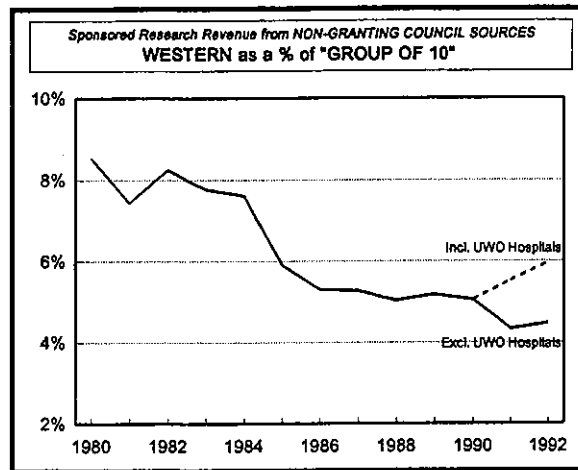
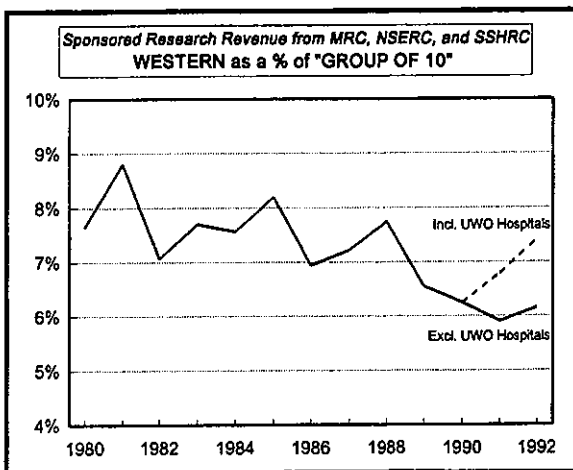




3. Research

It is essential to Western's aspirations as a major international university to demonstrate a significant profile in innovative research in its broadest definition. Although comparability of specific data among universities is difficult to ascertain, many indicators suggest that in recent years the University has not kept pace in attracting external research funding with other Canadian universities which have historically served as Western's peers. One important deficiency has been Western's performance relative to that of our competitors in attracting alternative sources of research funding, particularly from industry. Another is that we have not moved rapidly enough to take advantage of funding initiatives in multidisciplinary research. Western is fortunate to have outstanding scholars in many disciplines, so the potential for cross-disciplinary collaboration at this time is excellent.

The Office of the Vice-President (Research) has a crucial role in promoting and facilitating the cross-Departmental and cross-Faculty collaborative and interdisciplinary research that is a focus of a growing share of government and private research funding. Large research initiatives commonly require the identification of suitable project leaders, the coordination of researchers from more than a single faculty, and senior institutional representation in dealings with off-campus partners, tasks most readily taken on by the Vice-President (Research). If the office is to be effective in these and related functions, the Vice-President (Research) must have access to resources to assist with the preparation and support of complex research proposals which have the potential for major pay-offs in research and teaching. The Vice-President (Research) should have a major role in the allocation of category "A" of the Academic Development Fund (ADF) in support of innovation in teaching and research.



The University of Western Ontario Library System constitutes the fifth largest research library in Canada and is listed by the Association of Research Libraries as among the sixty largest in North America. As a resource for scholarship, the libraries lie at the heart of Western's academic enterprise. Specific funding provisions to address the inflationary costs of acquisitions and to provide a buffer against fluctuations in international currency exchange rates have been in place in recent years. It is imperative that Western maintain the integrity of the University Library System if the academic needs and aspirations of students, faculty, and staff are to be addressed.

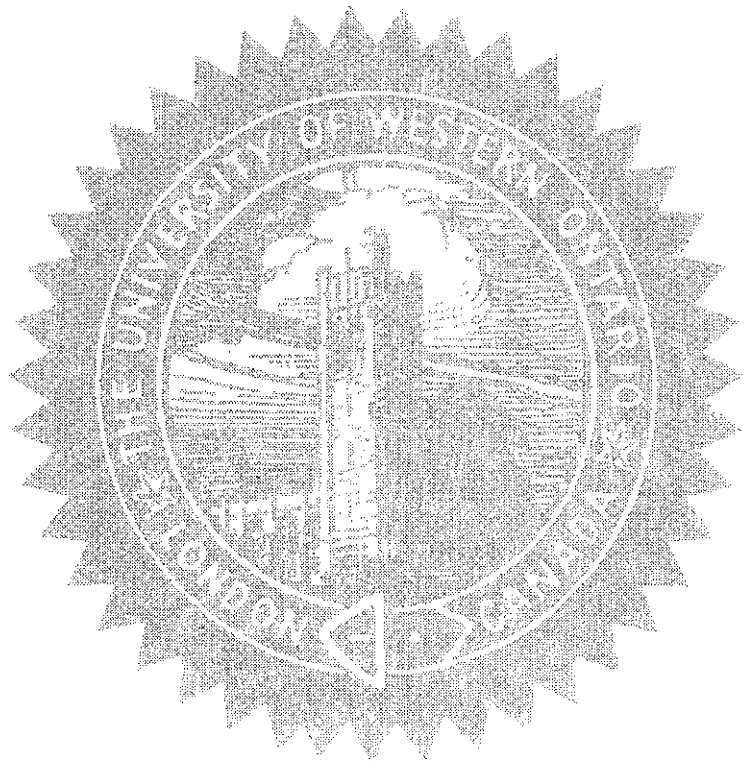
Western requires better coordination and planning of academic computing in support of both research and teaching. The combination of the growing ease of use of individual computers, the growing sophistication of networking individual machines and providing access to a wide range of services on-campus and off, and the significant potential to use computers in instruction, all require new and innovative leadership in academic computing.

At the heart of research excellence and the training of graduate students and post-doctoral fellows lies the recruitment, promotion, tenure and rewarding of Western's faculty. There is no substitute for leadership on the part of the Provost, Vice-President (Research), Deans, and Chairs in setting high academic standards for faculty performance in research and scholarship. The quality of this performance should be an important part of selective budgetary allocation. The Provost and Vice-President (Research) should develop and use a set of indicators that, properly interpreted in light of disciplinary differences, play a role in the annual distribution of Western's operating and capital resources.

RECOMMENDATIONS

- 3.1 The Office of the Vice-President (Research) should be provided the resources and support necessary to facilitate research through activities such as assisting with the preparation of complex proposals for collaborative and interdisciplinary research, University investment required to attract external funding support, and short-term bridge funding for outstanding post-doctoral fellows who are likely to attract support from major granting councils.
- 3.2 The Provost and the Vice-President (Research) should develop a set of research activity indicators (including the training of graduate students and post-doctoral fellows) that can be used in an Annual Report and as a factor in the annual budget planning process. These indicators should be used in the annual assessment of both academic units and the Office of Research Services.
- 3.3 The Provost, Vice-President (Research), and the Vice-President (Administration) should bring forward a proposal for a structure for renewed leadership in academic computing and the coordination of information technology on campus. With due respect for the need for specialized services in some areas, coordination must include the computing facilities across the campus (e.g., Social Science Computing Laboratory, Engineering, Music, Education, Medicine, Business). In collaboration with the Director of Libraries and the Senate Committee on Information Technology Services, a plan should be developed for the coordination of information technology services, including the University Library System. The plan should include a five-year estimate of budgetary requirements in this area.

3.4 The University Research Park has the potential to become an important catalyst for collaborative research and strong scholarly partnerships. The University must build upon its strong partnership with the City of London to ensure the long-term success of the Research Park. A long-term plan for the Park should be developed by the Vice-Presidents (Administration) and (Research) which includes both a realistic financial strategy and a policy to ensure that activities in the Research Park support and complement the academic Mission and Principles of the University.



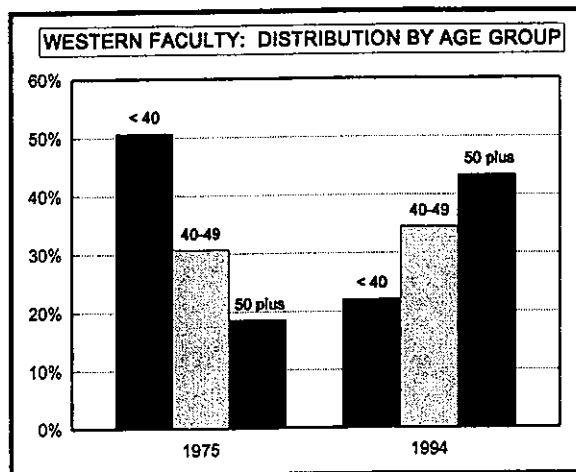
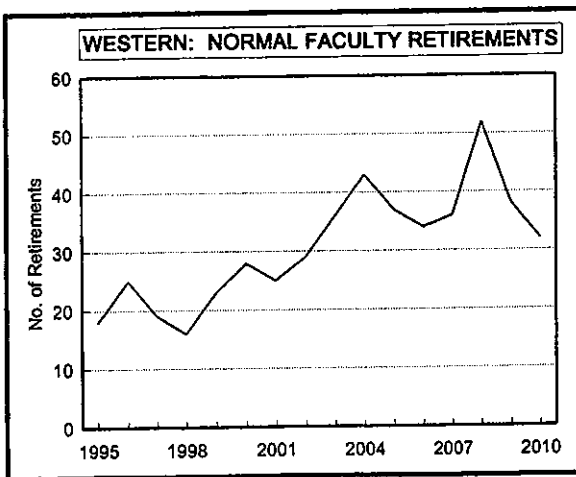


4. Faculty Development

Recruitment, Retention, and Renewal

Excellence in all areas of teaching and research is an unattainable goal unless Western is able to attract and retain outstanding faculty members. *Recruitment* speaks to our ability to compete successfully for the very best new members of faculty, particularly those in the early stages of their career. *Retention* refers to the challenge of keeping these individuals at Western as their success makes them attractive targets for alternative employers. *Renewal* refers to the challenge of maintaining the highest standards of teaching and research in the face of an unprecedented wave of retirements that will see 60% of Western's current faculty retire over the next 15 years.

As important as are the distinctions between faculty recruitment, retention, and renewal, a number of issues are common in meeting the challenges in all three areas. Western must maintain salary levels which allow us to compete with other universities for the best faculty. Meaningful merit-based salary increments are an essential element of the reinforcement of outstanding performance at all career stages, but are particularly important for faculty early in their careers. A salary structure with insufficient discretionary merit component fails to reward outstanding performance and is seen as indicative of a lack of commitment to excellence. Also, start-up research funds are often required to attract outstanding new members of faculty and to ensure a program of scholarship which becomes productive and attracts external support.



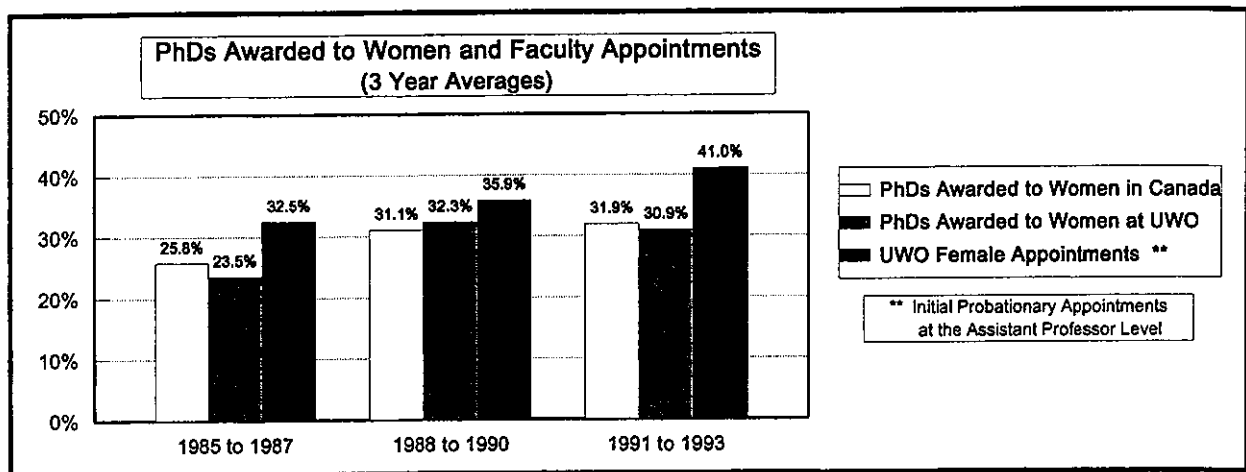
During the past three decades, a growing proportion of PhDs in Canada have been awarded to women. To maintain and enhance Western as an outstanding academic institution, the University must be fully competitive in attracting female graduate students and professors. Our policy at Western is to seek out and encourage female applicants and then to make the final appointment decision solely on the basis of academic merit. For the three years from 1991–92 to 1993–94, at Western, the percentage of initial probationary appointments at the Assistant Professor level awarded to women averaged 41%. Western must continue to ensure that it is a welcoming environment for female students and faculty.

Similarly, Western must also make every effort to be a welcoming environment for students and faculty from the other designated groups, including visible minorities, people from the First Nations/Aboriginal community, and persons with disabilities. Given the demographic trends in Canada, it is vital to Western’s mission of excellence that we be competitive in recruiting students and faculty from the designated groups. From the national point of view, increasing the pool of members of the designated groups who can apply for faculty positions requires recruiting these students at the undergraduate and graduate levels.

Evaluation

Effective selective investment, whether through reallocation of resources among academic units and programs or through selective salary allocations and workload adjustments for individual members of faculty, cannot be achieved without systematic, equitable, and meaningful evaluation. The University currently has evaluation procedures in place in many areas which are responsive to these needs, but a consistent and effective system of evaluation is necessary across the University.

An annual evaluation signals the value that the University places on the faculty member’s contributions to teaching, research, administration, and professional activity. The absence of such an evaluation is incompatible with a recognition of the primary relationship between faculty activity and pursuit of the University’s Mission.



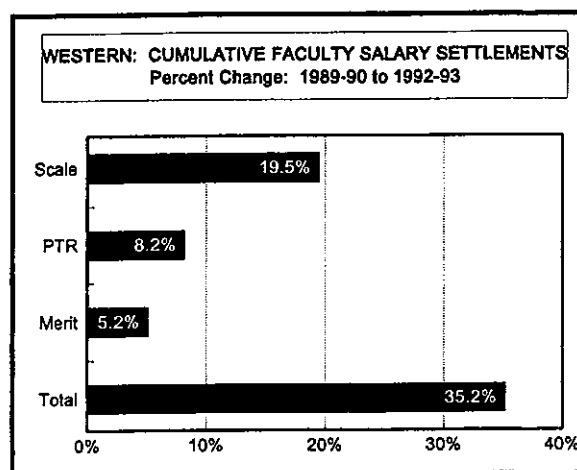
Evaluation should explicitly involve a consideration of workload at the level of the individual and academic unit. Such consideration is essential for at least two reasons: 1) members of faculty or academic units carrying a relatively light workload are underutilized as academic resources; and, 2) substantial workload inequities are unacceptable in principle and have a negative impact on faculty morale.

An effective system of evaluation should include a clear, agreed-upon set of criteria that is both sensitive to discipline-specific characteristics and consistent with the University's expectation of the individual or unit. Evaluation should include candid, constructive feedback and logical consequences that are meaningfully related to performance.

Universities and their faculty must be accountable. While it is essential that we maintain our autonomy, both as an institution and as individual teachers and scholars, the reasonable price of this autonomy is that we maintain a demonstrably effective process of evaluation of individuals, programs, and academic units. If we fail to do so, we can anticipate that far less acceptable constraints will be placed on our activities by those who control our funding but who may have a limited understanding of the University and its functioning.

RECOMMENDATIONS

- 4.1 Faculty salaries must enable Western to attract and retain the most outstanding academic faculty. An ideal salary structure would address a number of vital goals in the area of faculty development:
- i. The largest portion of annual salary increments would be selective and based on performance in teaching and research. Merit-based salary increases would be assigned by Chairs and Deans according to a distribution that results in meaningful distinctions between members of faculty.
 - ii. Salary would be related significantly to promotion with restrictions on salary increases in the absence of promotion from the Assistant and Associate Professor ranks.



iii. The salary structure would offer meaningful, merit-based salary increases for junior members of faculty and avoid the anomalies that could develop between the salaries of those hired pre- and post-Social Contract.

4.2 Prior to July 1, 1996, each Department should establish a set of annual evaluation procedures for individual members of faculty which include the identification of activity indicators that are appropriate to the discipline. Department evaluations should also include consideration of a set of common activity indicators to be developed by the Provost in conjunction with the Deans.

The annual evaluation process should involve an annual meeting between the Chair or Division Head and each member of faculty to discuss the evaluation outcome, including selective salary increments and possible adjustments to the range and distribution of activities assigned to the individual by the Chair or Division Head. Specific distribution of responsibilities (i.e., undergraduate and graduate teaching, research and scholarship, administrative duties) will vary among individuals within a unit and for an individual during the course of a career. Where such consideration reveals the need to reduce the undergraduate teaching responsibilities of those most involved in graduate supervision and research, classes should be reassigned to those less involved in these activities, thus resulting in a more equitable overall distribution of responsibilities.

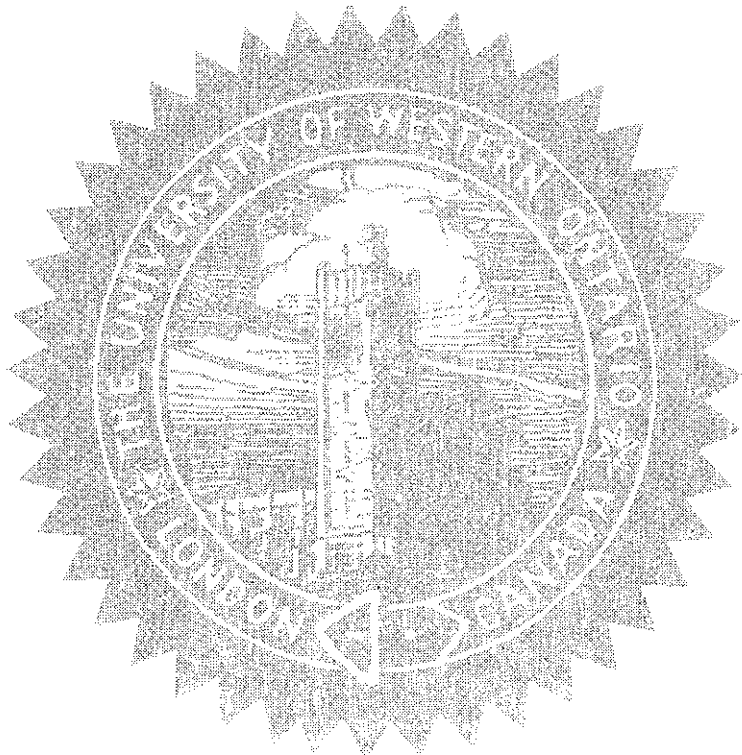
Where there is an indication of performance difficulties in classroom instruction or graduate supervision, remedial action should be specified. Such steps might include consultation with peers within the Department or referral to the Educational Development Office's courses or peer consultation services.

Options for responding to annual evaluations that reveal a repeated failure to maintain a record of satisfactory performance should be clearly specified. Such options include consideration of dismissal, as outlined in sections B and C of *Conditions of Appointment*.

4.3 Each Faculty should develop, prior to July 1, 1996, a set of procedures for the annual evaluation of its Departments including discipline-appropriate activity indicators. These indicators should be supplemented by a set of University-wide measures to be developed by the Provost and the Deans. Similar to procedures described for individual members of faculty (see Recommendation 4.2), Deans and Chairs of departmentalized Faculties should review and, as necessary, make adjustments in teaching responsibilities differentially across Departments.

4.4 Prior to July 1, 1996, the Provost should develop, in consultation with the Deans, a set of activity indicators to be employed in the annual planning process. The annual planning review will include a consideration of the procedures and outcome of departmental and individual evaluations within each Faculty.

- 4.5** The University should continue the selective allocation of special funds for the appointment (including “bridge” funding) of new members of faculty in areas of priority and strength at both the junior and mid-career levels through programs such as the Academic Development Fund category “B” and the Academic Redistribution Fund. Such allocations should be supported by specific rationale for each new appointment. These decisions will be made as a part of the annual planning process and be brought forward as recommendations of the Provost to the Senate and Board of Governors through their appropriate committees.
- 4.6** The fact that nearly 60% of the current tenured and tenure-track faculty at Western will reach age 65 within the next 15 years provides an unparalleled opportunity for the use of early retirement packages to assist with faculty renewal planning. The Provost should develop a proposal by July 1, 1996.
- 4.7** Given the significant role of part-time faculty at Western, the Provost should review the University’s part-time faculty employment policies and practices.



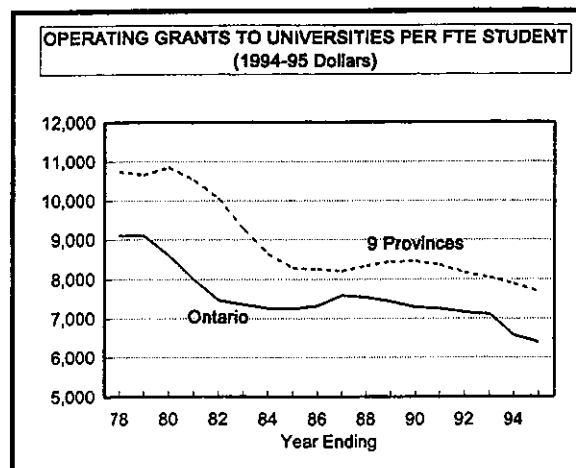


5. Institutional Restructuring and Planning

To realize our Mission and Vision, and in support of our Principles, Western must make selective decisions with regard to academic priorities and the allocation of resources. Clearly understood processes and criteria will be required for the introduction and evaluation of proposals which could lead to significant selective decisions. Any process and set of criteria must involve a fair evaluation of all proposals and consideration of alternative points of view, and at the same time provide for a final decision point.

The urgency for selective decision-making is related in part to the difficult budgetary situation which the University faces. Universities in Ontario have seen their real government grants per student reduced by nearly 30% over the last 17 years, and have experienced funding constraints significantly greater than those in the hospital sector or in primary and secondary education. Unfortunately, the required budgetary restraint at Western over the next few years will likely be even greater than in the recent past. In this context, a selective approach to the allocation of resources is vital to the maintenance of academic excellence. Moreover, it is essential that, even in a period of severe resource constraint, the University maintain the flexibility to fund important new initiatives and redistribute funds to outstanding units.

Western has well-established processes for selective decision-making at the institutional level which involve final approval by Senate and the Board of Governors. Many important selective decisions, however, are taken at the Faculty and Departmental levels, and it is imperative that the processes and procedures for making these decisions be clearly understood within the units.



Academic leadership at all levels of the University carries the responsibility to formulate, advocate, and communicate selective proposals and priority decisions which reflect Western's Mission and Principles. The President, Provost, and Vice-President (Research) will often have responsibility for developing specific proposals relating to academic priorities for the University as a whole and advancing these through established University structures. At the Faculty and Departmental levels, this responsibility will be assumed primarily by Deans and Chairs, exercising their authority and meeting their obligations as academic administrators within the Faculty Councils and Departments.

Selective decisions can be of many kinds, including reallocation of faculty positions among programs and Departments, expansion of some programs and reductions in others, and the provision of capital and other forms of support for some projects while not providing it to others. Particular attention is often paid to academic restructuring proposals, which seek to create or eliminate, merge, or significantly expand or reduce in size an academic program, Department, or Faculty. Academic restructuring proposals should be formulated and evaluated based on their furtherance of the University's Mission, Vision, and Principles.

Under the University of Western Ontario Act, approval is required from both Senate and Board to "establish or terminate academic units, departments, chairs, and programs of instruction." After any draft proposal to establish or terminate an academic unit is made public, there must be a significant period before it enters the first stage of Senate committee consideration, to allow for consultation and discussion in the academic community. This period should not be less than ninety days.

Four primary criteria should be used in assessing academic restructuring proposals: support of the University's Mission, Vision, and Principles, academic excellence, role of the program at Western, and the effect of the proposal on other Western programs. In the listings that follow, the Task Force refers to "factors" rather than "measures" to be considered under each of the four criteria. Given the diversity of the University, we do not believe it is possible to have a simple quantitative formula which combines various measures of academic performance and produces a single indicator of a program's importance to Western. Nor is there a single set of weights which we can assign to the four criteria or the various issues associated with them. Other issues may well be introduced in the consideration of restructuring proposals, having direct and demonstrable links to the University's Mission, Vision, and Principles. The listings that follow are not exhaustive; similarly, not every factor listed below may be applicable in each particular case.

There will always be an important element of qualitative, as opposed to quantitative, judgement required of those who offer restructuring proposals and of those members of the Senate and Board who must evaluate the proposals. The four criteria below are designed to identify the central considerations upon which our individual and collective judgements should be focused and upon which debate should centre as we consider proposals for major academic restructuring at the institutional level, although these same criteria should guide selective decision-making at all levels.

Four criteria should be considered in formulating and evaluating proposals for academic restructuring:

1. **Support of the commitments and aspirations of Western's Mission and Vision, and consistency with the University's stated Principles.**
2. **Excellence in Teaching and Research.** Academic excellence should be interpreted here in light of Western's goal to be "in the first rank of major Canadian universities and, in selected areas, to be the leader."
 - Teaching — among the issues to be considered in evaluating teaching are: student and peer evaluations, teaching awards, external reviews of the unit, accreditation assessments, exit surveys, student demand, and the experience of graduates.
 - Research — some issues to be considered with regard to research include: reputation of the unit through scholarly publication and other creative work, peer-reviewed research grants, transfer of technology and knowledge to the greater society, activity in scholarly conferences and on editorial boards, and national and international awards and recognition. Particular attention should be paid to the demonstrable quality of scholarship.
3. **Role of the Program at Western.** With regard to need and role of the program at Western, four factors are important:
 - Student demand — is there a strong demand for entry into the program? Do the students seeking entry to the program have a strong academic background and are they likely to do well in the program and their subsequent careers?
 - Societal need — what is the need in our city, province, and country for the graduates and research of this particular program?
 - Duplication — are similar programs provided by other institutions in the province? Are there unique reasons why Western should offer the program? Would a change seriously affect the university system in Ontario?
 - The University — is the program or the discipline fundamental to the identity of any university?
4. **Effects on Other Western Programs.** Among the factors which should be considered in this area are:
 - Teaching — what effect would the proposal have on other Western programs?
 - Research — what effect would the proposal have on research in other academic units and on our ability to develop multidisciplinary research programs?

- Resource implications — would there be a budgetary advantage resultant from the proposal? If so, would the resources saved be better invested in other programs? Are the funds required best spent for this purpose?

The budgetary challenges facing Western over the coming decade will require the University to be selective in its planning and resource allocation, to economize on operating and capital expenditures, and to focus on areas of strength. The University must consider structural changes which, however difficult in the short term, will allow us to maintain academic excellence in the face of future budget cuts.

This Report suggests a number of specific structural changes on the understanding that our list is neither exhaustive nor comprehensive, and there are many other possibilities for restructuring which Chairs, Deans, Directors, and the President and Vice-Presidents should be examining. We intend that our specific suggestions will engender a debate not only on the proposals we make, but also on other examples of potential restructuring that will be known to Departments and Faculties at Western.

Western has a great variety of Departments and Faculties of varying sizes. We think it is vital as part of our effort to maintain academic excellence in the face of budgetary restraint that the University consider mergers of Departments and Faculties. The potential benefits of such mergers include strengthening of undergraduate programs, graduate recruitment and programs, faculty recruitment, reductions in the cost and complexity of necessary administration, and flexibility in meeting future budget cuts. Potential costs include the creation of units of unmanageable size or complexity and friction among colleagues who do not share common academic interests.

The Task Force believes that several possible mergers at the Faculty level are worthy of immediate attention by the senior academic leadership of the University, including the following:

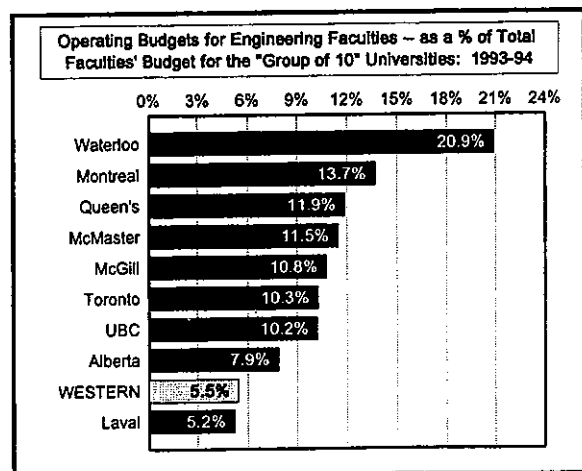
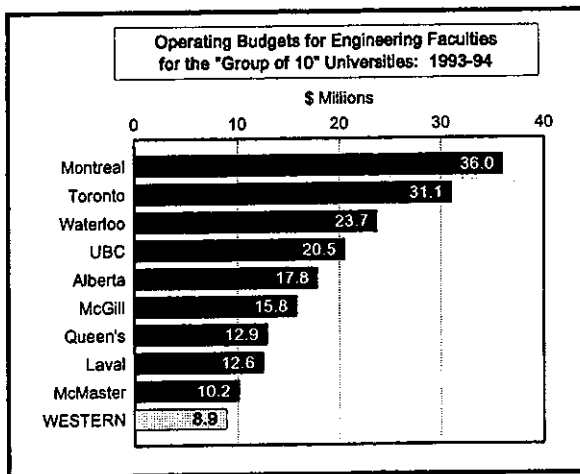
- the creation of a Faculty of Health Sciences or Allied Health Sciences, consisting of the Health Science Faculties except Medicine (Applied Health Sciences, Dentistry, Kinesiology, and Nursing);
- the merger of Dentistry into the Faculty of Medicine, with the possible creation of a joint MD/DDS degree;
- the merger of the Graduate School of Journalism, the Graduate School of Library and Information Science, and the Faculty of Part-Time and Continuing Education into a Faculty focusing on Communications, with special emphasis on the role of technology in communications.

In addition to these broad suggestions of possible areas for structural change, the Task Force report includes a particular recommendation for increasing the University's capabilities in the area of resource-intensive research (requiring significant external research funding). Such research and its applications are of special importance to the achievement of the University's Vision of achieving a place among the first rank of Canada's universities. Resource-intensive

research in the biological, physical, medical, and engineering sciences is the basis of partnerships between university and industry that can support work that addresses the economic and social needs of society while at the same time directly and indirectly supporting the scholarly mission of our own researchers. Funds from overhead charges and the commercial development of research applications hold the potential of supporting additional research initiatives in these and other areas of the University where external partnerships are less likely.

Western's declining relative performance in resource-intensive research is at least in part related to the exceptionally small size of our Faculty of Engineering Science relative to other similar Faculties at Canadian research-intensive universities. As individuals, the members of the Faculty have strong records of research support, but their small numbers limit the levels of research that they are able to achieve. Research funding per faculty member in Western's Faculty of Engineering Science, is nearly \$110,000. Areas such as the Geotechnical Research Centre and the Boundary Layer Wind Tunnel have deservedly earned national and international reputations for excellence. Members of the Faculty of Engineering Science are crucial players in several highly successful interdisciplinary programs, including Surface Science Western and the newly-established Tribology Research Centre. Western must develop a selective plan of investment that will enhance established programs of research in this domain, particularly those that promise to build on strengths in different areas of the University and facilitate strong interdisciplinary centres of scholarly activity. Implementation of this plan will take place through the annual planning processes, with assessment and evaluation by the Provost each year before specific funding recommendations are brought forward to the Senate and Board of Governors.

The physical setting and architectural integrity of Western's buildings and grounds are major factors in recruiting outstanding faculty, staff, and students to the University. Western's academic environment is reflected in the acknowledged beauty of our campus. One of the principles of Western's Campus Master Plan is that the University should use the core land near the centre of campus for academic purposes. The area east of Huron Drive and south of Lambton Drive — which we refer to as the "South Valley Site" — is the one area in the core campus that would allow the creation of a series of academic buildings in a consistent architectural style, such as we have on the east side of Oxford Drive. Over the next twenty to sixty years, the University may well wish to build a series of academic buildings on the South Valley Site, which (with the Graphics Building removed, and without encroaching on the flood plain of the Thames) is as large



as the site containing four large buildings on the east side of Oxford Drive: University College, Stevenson-Lawson Building, Somerville House, and Thames Hall. The Task Force suggests that the senior administration investigate both the use of the South Valley Site for academic buildings and alternative sites for a new stadium.

In addition to the academic restructuring proposals, there are several possible administrative unit reorganization/merger options that could both improve service and result in budgetary savings:

- merger of the Fees Office and the Financial Aid Office with student registration in the Office of the Registrar;
- consolidation of the following ancillary operations: Housing and Food Services, the Bookstore, Graphics Services, Stationery Stores, and the Campus Computer Store into a single operation, to be called Housing and Ancillary Services;
- merger of Employee Relations and Equity Services;
- integration of Faculty/Staff Health Services with Student Health Services;
- merger of Facilities and Capital Planning Services with Facilities Engineering and Construction;
- consolidation of University communications functions currently within the portfolio of the Vice-President (External);
- consolidation of institutional statistical information/analysis functions.

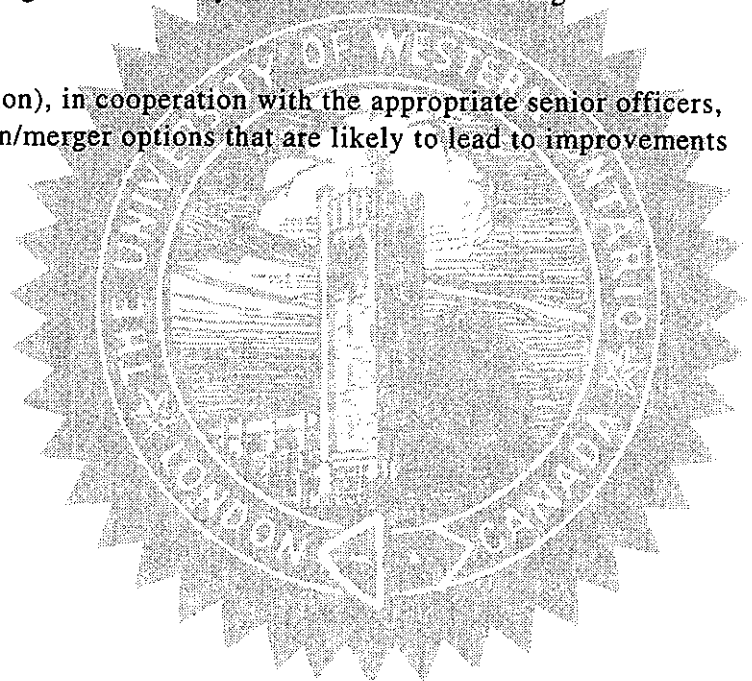
RECOMMENDATIONS

- 5.1 The Provost, in consultation with Deans and Department Chairs, should consider mergers of Faculties or Departments which are likely to promote the quality of academic programs, faculty and student recruitment, administrative efficiency, and budgetary flexibility. Deans and Department Chairs should review similar opportunities for academically-motivated amalgamation within their own units.
- 5.2 The Provost should develop a plan to improve Western's performance in the area of resource-intensive research through a budgetary transfer of as much as \$300,000 (which is equal to 0.12% of the University Operating Budget) per year for a 10-year period. A priority of this investment should be to increase the research capabilities of our Faculty of Engineering Science, with particular emphasis on areas of current strength within the Faculty and on building interdisciplinary linkages with areas of strength in the biological, physical, and medical sciences at Western. Funds should be directed primarily at the

appointment of additional members of faculty in the Faculty of Engineering Science and related units (joint appointments should be encouraged) but also will support the renewal of research infrastructure and an expanding program of research activity.

Proposals under this recommendation will go from the Provost to Senate Committee on University Planning (SCUP) and Senate as part of the regular budget process. The continuation of this program of investment will be contingent upon an annual review, with particular concern for the quality of new appointments and the creation of successful interdisciplinary research groups. If the quality of the new appointments and the scholarship made possible by the transfers is not consistent with Western's commitment to academic excellence and national leadership, then the Provost will not recommend the transfers.

- 5.3 The senior administration should develop a proposal for the long-term use of the area of the South Valley Site for academic buildings, as part of Western's efforts to concentrate its teaching and research activities on the core campus. This will involve finding a new location for the stadium. One option for the location of a new stadium which should be investigated is the current site of Althouse College. Both the stadium and Althouse College are identified by the Campus Master Plan as requiring replacement within the next ten to fifteen years. An essential element of consideration of the relocation of the stadium will be its impact on traffic and parking.
- 5.4 Change at all levels of the University is impeded and sometimes prevented by a multi-level process of consideration and approval that, in some areas, is unnecessarily complex and time-consuming. While recognizing the importance of the collegial decision-making process and accountability, Western's Departmental, Faculty, and Senate committee mechanisms should be reviewed with an eye to eliminating unnecessary complexity and delay, with particular attention to the process of introducing and amending undergraduate courses and programs and amending the University Calendar to reflect changes in curriculum.
- 5.5 The Vice-President (Administration), in cooperation with the appropriate senior officers, should consider the reorganization/merger options that are likely to lead to improvements in service and budgetary savings.





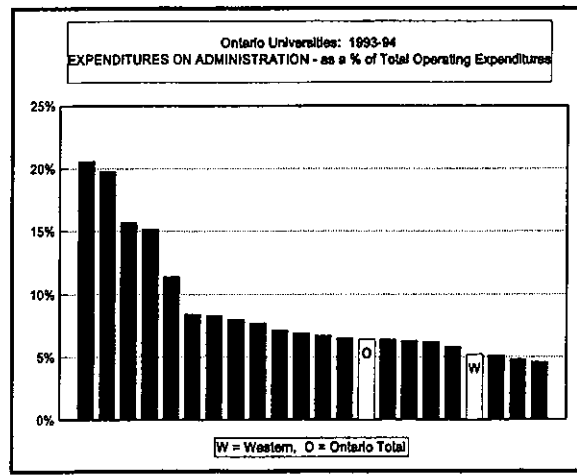
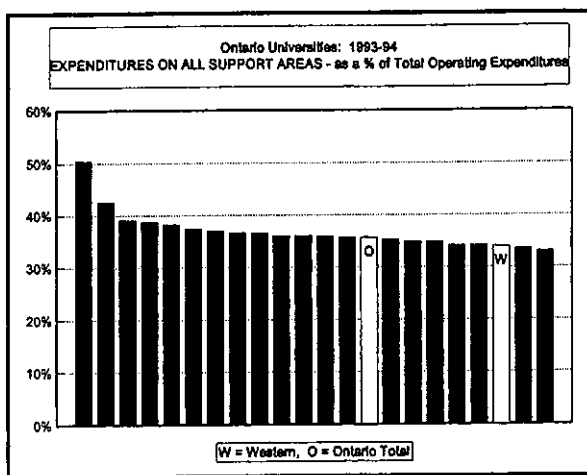
6. Staff and Administration

The Task Force recognizes and re-affirms that Western's staff, whether in the academic or support areas, are essential to the achievement of the University's Mission. It is equally clear that to be successful the University must ensure that academic priorities drive its budgetary and resource allocation decisions.

Data published by the Council of Financial Officers-Universities of Ontario (COFO-UO) defines the category of expenditures on "all support areas" as those which exclude expenditures on instruction and research and expenditures on "administration" as a subset of expenditures on "support areas," which include areas such as Office of the President and Vice-Presidents, Finance, Personnel, and Board and Senate Secretariat. Of the 21 Ontario institutions, Western is the third lowest in terms of the proportion of expenditures on support areas, and the fourth lowest in terms of the proportion of expenditures on administration.

Regular reviews of performance and the exploration of alternative service delivery modes are essential for our support units to remain efficient and supportive of the University's Mission and Vision. Individual performance reviews should be rigorous, and the largest portion of annual salary increments should be differential and based on performance.

Improved communication is important to efficiency and morale in the support areas. Greater use should be made of *Western News*, as opposed to separate newsletters or bulletins, to convey information which is of importance to the entire University community. Electronic communication among faculty and staff should be encouraged. The University should also consider the use of Administrative Officers (or equivalents) to communicate important changes in policies and procedures to faculty and staff members.



The Task Force supports the affirmation, articulated in Western's personnel policies, that every individual has the right to be treated with respect. These policies should be made more widely known. The Western Business School and Department of Geography, for example, have implemented standards of behaviour within their academic and administrative areas. Other units on campus may wish to consider whether or not specific codes of conduct are appropriate to their circumstances.

RECOMMENDATIONS

- 6.1 The Vice-President (Administration) should arrange for external reviews of specific administrative and/or ancillary operations to be undertaken as part of the annual planning process each year. The results of these reviews should be reflected in recommendations brought forward in the annual University Operating Budget. Annual performance data should be published for all administrative and ancillary operations. The indicators should include assessments of service quality as perceived by the users.
- 6.2 Staff salary structures should recognize individual performance in relation to the unit's and the University's mission. An ideal salary structure would address a number of vital goals in the area of staff development: the largest portion of annual salary increments would be selective and based on performance. Merit-based salary increases would be assigned according to a distribution that results in meaningful distinctions between members of staff. The current emphasis on "across-the-board" salary increases would be eliminated.
- 6.3 The Vice-President (Administration) should continue to seek improvements and explore alternative service delivery modes for all support operations to ensure that the University can continue to allocate maximum resources to its primary mission of teaching and research. An objective should be to streamline and economize administrative processes, relying in large part on the suggestions of staff whose perspectives of those processes is based on direct experience.
- 6.4 Given the significant role of part-time staff at Western, the Vice-President (Administration) should review the University's part-time employment policies and practices with regard to staff members.
- 6.5 A communication strategy should be developed by the Vice-President (External) to ensure that individuals within the Western community are aware of the academic successes of our faculty and staff and major issues facing the University. All major administrative documents and policies should be readily available electronically.



7. Community Relations, Western's Alumni, and Private Giving

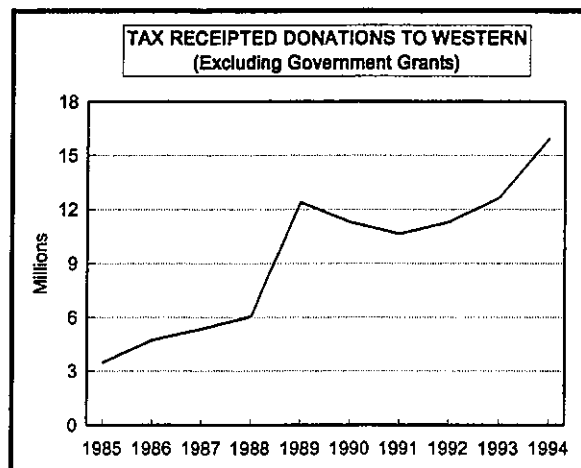
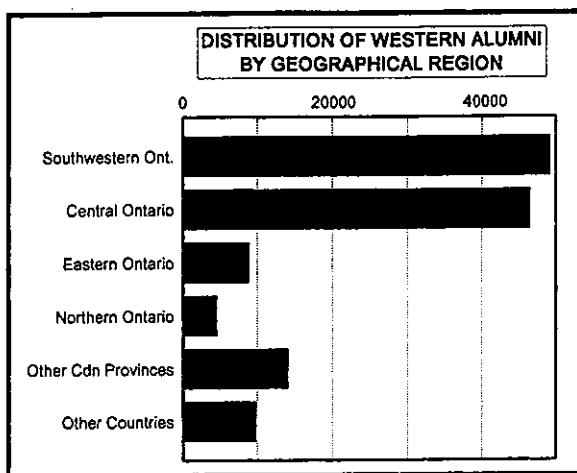


Western is fortunate to be located in a city and region that has long been strongly supportive and proud of the University's academic mission. The University needs to build on that solid foundation, working with the surrounding communities as well as with faculty, staff, students, and alumni.

The University plays a leading role in the economic, social, and cultural life of London and Southwestern Ontario. Western attracts students from across Canada and around the world who become members of our community, contribute to its diversity and its quality of life, and reflect the University among its neighbours. Progress has been made in our relations with the community through our Housing Mediation Office and by Western students' involvement in philanthropic activities, such as the annual Cystic Fibrosis Shinerama campaign.

As one of the leading corporate citizens in the community, the University itself is also a consumer. In institutional and personal spending by faculty, staff, and students, Western contributes well over \$600 million annually to the London economy and is the city's second-largest employer. Western is a tremendous resource for the people of London. From cultural and sports events to cooperative support of services in the health care and medical fields to a vigorous commitment to life-long learning within all sectors of the community, Western is an accessible asset to London and Southwestern Ontario.

One of Western's great strengths is the pride and commitment of the some 145,000 Western alumni around the world. Our Alumni Association does an outstanding job in providing services for our alumni and keeping them in touch with their University. Our alumni are eager to help the



University in such endeavours as communicating Western's successes, recruiting students, and finding financial support for important academic projects. The University should work with the Association to strengthen ties between Western and its alumni.

During the last decade, tax-receipted private gifts have grown rapidly, as has the value of Western's endowment. However, there can be no cause for complacency. It is vital that Western build on the success of the Renaissance Campaign, to ensure that annual giving, including gifts from alumni, major gifts, corporate gifts, and bequests continue to grow as sources of support for the University. Foundation Western has been and will continue to be a vital partner in these efforts.

Western is particularly proud of the University's relationship with our educational partners. The close association at both the program and institutional levels between the constituent University and Brescia, Huron, and King's Colleges enriches the academic environment of both the Colleges and the University. Students are provided a much broader range of educational opportunities and environments, and faculty find their teaching and research horizons expand through stimulating interaction.

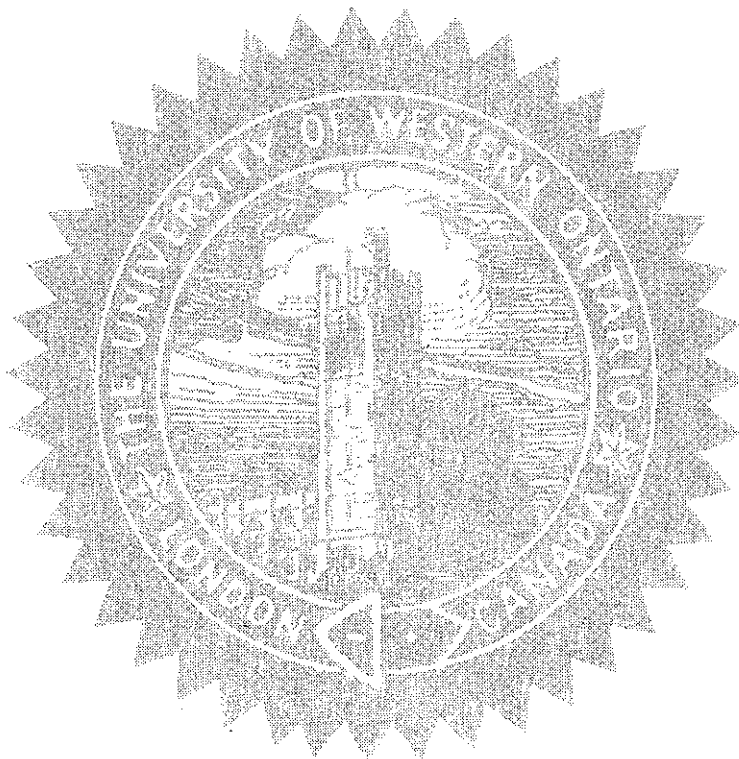
One of Western's most important academic alliances is with Fanshawe College. The College and the University are active partners in a number of endeavours and collaborative academic initiatives, including development of a combined program in Nursing which is presently awaiting government approval and a substantial history of joint research and instructional programs in Engineering. Western courses in English and Sociology are taught at Fanshawe by College instructors, and both institutions are alert to opportunities for extending these course offerings. Western is a signatory of the newly-formulated College-University Consortium agreement, aimed at facilitating credit transfers, program continuity, and greater interaction between the colleges and universities of Ontario, reflective of recommendations arising from the Vision 2000 study. As an institution, Western also seeks closer collaboration with the other universities in Ontario, particularly as the entire postsecondary community faces increased fiscal challenges and the need to articulate the role of education in shaping the future of this province and the nation.

The Task Force found strong and widespread support for maintaining the official name of The University of Western Ontario. Many, however, believe that the use of "Western" as a designation, as is presently done by Alumni Western, Foundation Western, and the Western Business School, should be endorsed as an option when this is felt to be effective in furthering regional, national, or international recognition.

RECOMMENDATIONS

- 7.1 Activities of mutual support and cooperation between the University and the City of London and its surrounding communities should be strengthened. It is clear that the economic futures of Western and its communities are inextricably linked.

- 7.2 Western should encourage Alumni Western in fostering the commitment and support of alumni through the development of additional Association chapters and involving alumni in student recruitment and placement activities.
- 7.3 The University should expand continuous learning opportunities for alumni and other members of the community requiring non-traditional educational opportunities.
- 7.4 The University should present an Annual Report to the community, both on campus and off, to foster improved relationships with government, business, and citizens and to provide a clear accountability process to the broader community.
- 7.5 Western should continue its efforts to increase private giving and the size of our endowment, with emphasis on the support of faculty and students, and the funding of equipment and the adaptation of existing facilities for academic purposes.
- 7.6 In cooperation with student governments and the City of London, the University should work to address issues arising with our neighbours in the surrounding community.
- 7.7 The University and Fanshawe College should work to review interinstitutional transfer credits on an ongoing and course-specific basis.

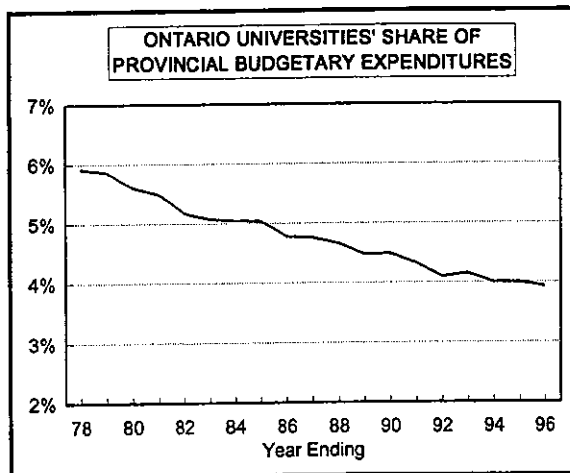
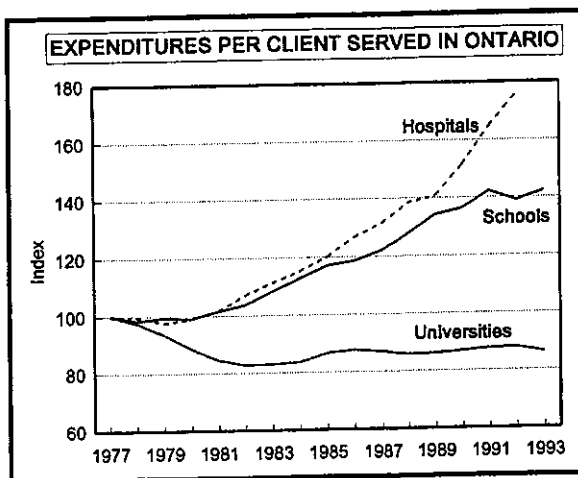




8. Operating and Capital Budgets

As we consider the possible future evolution of Western's budget, it is instructive to review the recent fiscal experience of Ontario's universities. From 1978 to 1995, real operating grants to Ontario's universities per full-time equivalent (FTE) student fell by 30%. None of the three other major sectors of expenditure — hospitals, schools, and social services — experienced anything like this decline. For example, by 1991-92 (the most recent year for which data are available), Ontario ranked first among the provinces in school board expenditures per student, first in the size of its social assistance payments, second in total operating expenses in hospitals per patient day, and eighth in university operating expenditures per student (ahead only of New Brunswick and Nova Scotia).

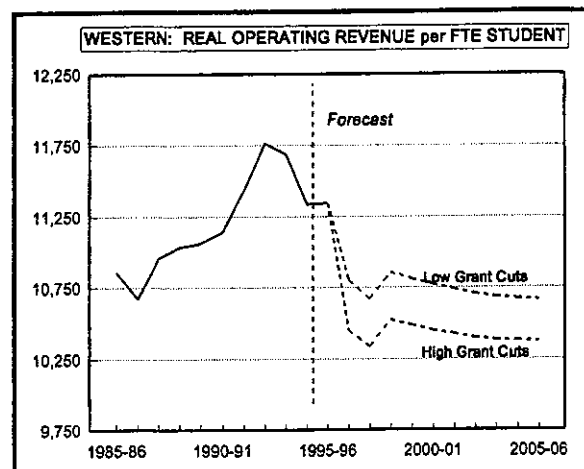
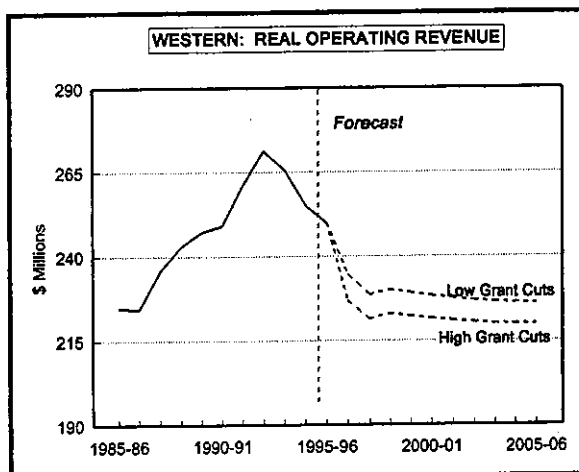
From 1977-78 to 1995-96, the universities' share of Ontario's budgetary expenditures (excluding public debt interest payments) fell from 5.92% to 3.93%; if spending on universities had remained at the 5.92% share, the provincial grants would have been higher by about \$940 million, which is a full 50% of the current grants in 1995 of \$1.85 billion. The Task Force believes it is time to end the decline in the share of the provincial budget which goes to university grants, in recognition of the central role which universities have played and will play in Ontario's economy, society, and culture. The people of Ontario cannot compete and succeed in a knowledge-based society unless our universities are treated as a priority in provincial government budgetary decisions.



Western will continue to make the case at every possible opportunity of the need for more adequate funding of university teaching and research in our province. Nonetheless, we must plan for the future on the basis of forecasts of our revenue which are prudent, given all the information available to us. Given the size of the provincial debt and the upcoming cut in federal transfer payments, the immediate fiscal outlook is extremely difficult.

Western must thus prepare for financial restraint during the coming years which will be even more severe than that of the past decade. To illustrate the fiscal pressures we are likely to face, we have constructed two simple forecasts of real operating revenues over the next decade and compared the forecasts with our actual experience over the past decade. The forecasts represent not what we desire for the University in terms of funding, but rather what we consider to be prudent scenarios of future events. The assumptions of the forecasts are as follows:

- Government grants have been modelled as being cut by 15% over two years (10% in 1996-97 and 5% in 1997-98), or 20% over two years (15% in 1996-97 and 5% in 1997-98).
- Tuition fees increase at 10% a year for three years, beginning in 1996-97, and then grow at 5% a year until 2005. We assume that government-funded student loans will increase in step with tuition.
- Other revenues remain at their current level for the decade.
- The Canadian Consumer Price Index, which is used to convert nominal revenues to real revenues in 1995 prices, is assumed to grow at 2% a year throughout the next decade.
- Western's FTE student population follows the projections provided for the 1995-96 University Operating Budget by SCUP's Subcommittee on Enrolment Policy and Planning, and thus FTE's decline to 21,193 in 1998-99. We assume FTE's will be constant thereafter to 2005.



The provincial election of June 1995 resulted in a new government, and we are likely to learn over the coming months much more about the government's intentions with regard to university grants and tuition. As new information becomes available, our forecasts must, of course, be reconsidered.

With regard to government grants, we believe that the combination of reductions in federal transfers to the provinces and efforts to reduce Ontario's own budgetary deficit are likely to result in cuts to university grants over the next several years. We also believe that once that transition period is concluded, grants may be fixed for some time. We would prefer a scenario in which grants continue to rise, reflecting the importance of higher education to our society and economy, but in Ontario's current circumstances that seems unlikely.

We expect tuition fees will continue to increase. In our forecasts, in today's prices, average tuition fees would increase by about 50% over the next decade, reaching by the year 2005 about \$3,750 Canadian in 1995 prices, still less than the fees at many U.S. state universities. Tuition fees in 2005 would be nearly 40% of total revenues, about the same proportion of revenues at Western as in 1960.

Other revenues in our budget consist of recoverable salaries for medical clinicians which flow through the University's Operating Budget (these salaries account for about 60% of other revenues in the 1995-96 budget) and a diverse group of other recoveries, fees, and income. We could see no reason to expect a particular trend in the total of these items, so we have kept this category of revenues constant over the next decade.

The simulations forecast a sharp drop in real operating revenue over the next three years, which would mean that budget cuts to units would be even more severe than during the past three years. Real revenue per FTE student falls over the next decade by 1.4% in the "Low Grant Cuts" scenario, and 5.9% in the "High Grant Cuts" scenario.

The Task Force also considered the shares of the budget devoted to various activities. For the purposes of this analysis, the breakdowns used in the Council of Ontario Financial Officers (COFO-UO) data were used. Western spends proportionately more than most other Ontario universities on libraries and central computing. Western's expenditures on student services are proportionately greater than those at eighteen other Ontario universities; however, this category of expenditures includes those services funded through ancillary student fees in addition to expenditures on scholarships, bursaries and awards. In the case of expenditures on administration and all support areas, Western continues to spend proportionately less than most other Ontario universities.

Historically low expenditures on physical plant and academic equipment renewal, however, may well compromise the future of scholarly activity at Western. The University has accumulated a deferred maintenance backlog that exceeds \$100 million. More resources must be devoted to essential infrastructure support, or the University runs the risk of not being able to continue to offer certain programs or the more immediate risk of endangering students, faculty and staff. Development of a University strategy that would see a greater portion of operating budget

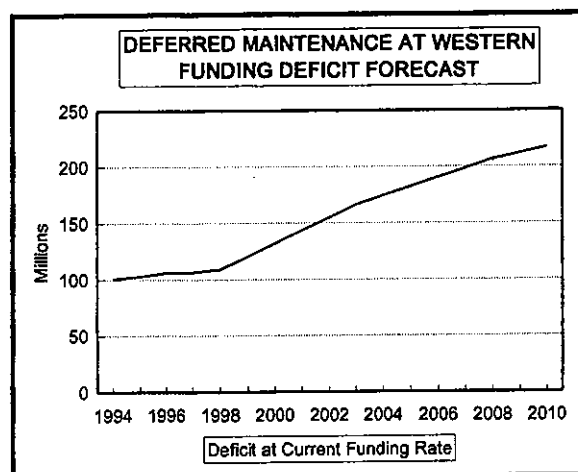
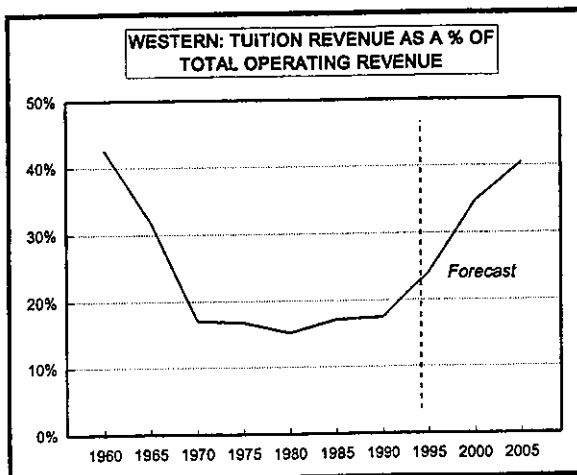
resources directed to maintenance, renewal and adaptation of its physical plant will be necessary. The single most important issue identified in the Capital Budget is that of deferred maintenance of the University's physical plant.

The University has an accumulated deficit of about \$4 million in the unappropriated reserve of the Operating Budget. The Board's target for this reserve is a positive accumulated balance of 1% of the Operating Budget, or about \$2.5 million. Given the strong commitment which Western must make to funding the deferred maintenance problem, the Task Force suggests that the approach to the unappropriated reserve target be gradual, with the University adding \$250,000 a year to the reserve until it reaches the 1% target.

Budget cuts have produced a significant reduction in the level of employment at the University over the past five years. These reductions have taken place without a commensurate reduction in the teaching and research responsibilities of the University. In view of the fiscal issues identified by the Task Force, it seems clear that this downward employment trend will continue. In percentage terms, the decline in employment has been greater in Support Units than in Faculties, and greater among staff members than among faculty members.

In recent years, initial unit cuts have been across-the-board. In 1995-96, for example, cuts to Faculties are 0.83% for the Social Contract recovery, 0.75% for the Academic Redistribution Fund (ARF), and 0.70% to balance the budget; similarly, cuts to support units are 0.83% for the Social Contract recovery, 0.75% to support the "UWO Scholarship for Graduate Study", and 0.70% to balance the budget. We believe that the average overall budget reductions for the next three years will be greater, and perhaps significantly greater, than those required in 1995-96. The Provost-designate has indicated that, beginning in 1996-97, it is his intention to construct annual budgetary recommendations in a differential rather than an across-the-board manner. Future recommendations of budget reductions to Faculties and other units will be selective and sufficient to accommodate strategic redistribution initiatives as well as the overall budgetary expenditure cuts necessitated by revenue reductions.

Across-the-board reductions will no longer be used to support particular initiatives (e.g., the Academic Redistribution Fund). Instead, specific budgetary reductions will be recommended differentially for each Faculty and support unit. This revised approach to the annual planning



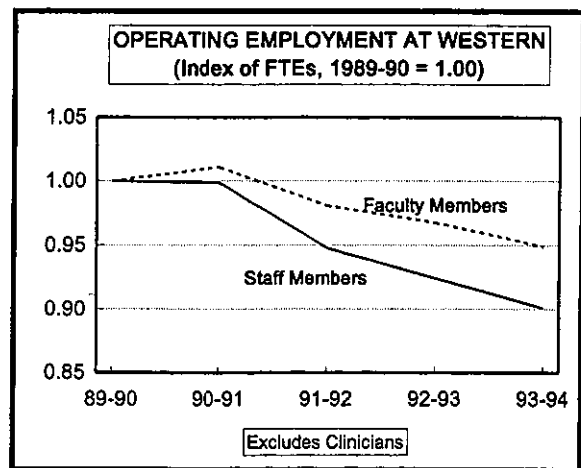
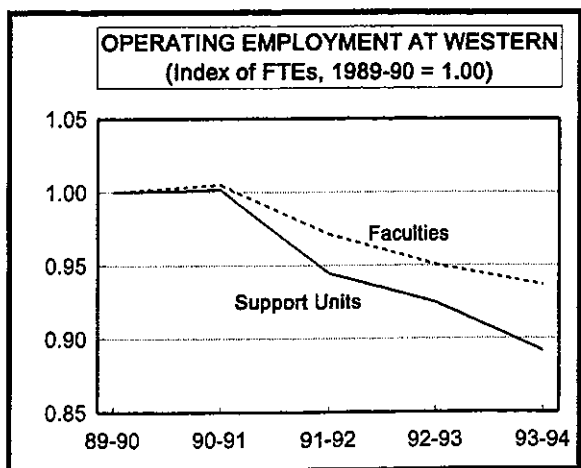
process will be reflected in the planning guidelines distributed by the Vice-Presidents in the fall of 1995 and will follow the established course of planning meetings and subsequent recommendations from the Provost to the Senate and Board of Governors. Differential budget reductions are best done on the basis of multi-year planning. Where possible, the Provost will give particular Faculties an indication of his plans with regard to budget changes on a multi-year basis.

We should anticipate the argument that in light of the budgetary difficulties of the University, provision for deferred maintenance or redistribution should not be made in next year's budget. We disagree strongly with this argument; rather we feel it is vital that the University maintain its ability to fund important new initiatives, and redistribute funds to outstanding units, whatever the degree of financial constraint we face.

The cost structure and experience of the University dictate the need for policies and strategies to better control and manage operating costs. A broad range of strategies must be examined if Western is to meet the coming fiscal challenges successfully. A particular challenge for the University lies in the area of employee benefit costs and the University needs to be concerned at the rate of growth and cost of overall benefits. The University should also recognize significant projected future liabilities in the area of its responsibility to provide benefits to retirees. Currently, the University expenses benefit costs for retirees when they are actually paid; changes in practices by the Canadian Institute of Chartered Accountants may require the costs of post-retirement benefits to be expensed during the working career of employees. This change would result in recording an unfunded liability estimated to be as high as \$45 million in the University's 1995-96 Operating Budget.

In support of openness and accountability, the University should continue to report quarterly on the progress of the annual operating and capital budget, as approved and modified in-year. This reporting should continue to be a matter of public record, with wide and convenient availability, including in electronic formats.

The Task Force identified the need to ensure a sound fiscal base for planning of acquisition and replacement of academic equipment, with particular emphasis on teaching equipment. Western is accumulating significant academic equipment renewal deficit, and this is of concern to all



Faculties. Deans are expected to provide for renewal of academic equipment, and these issues should continue to be formally integrated into the annual and multi-year operating budget planning process. Some Faculties have established reserves that are used to replace equipment as required to maintain the quality of academic programs, but others would have to forgo operational resources to fund these equipment needs.

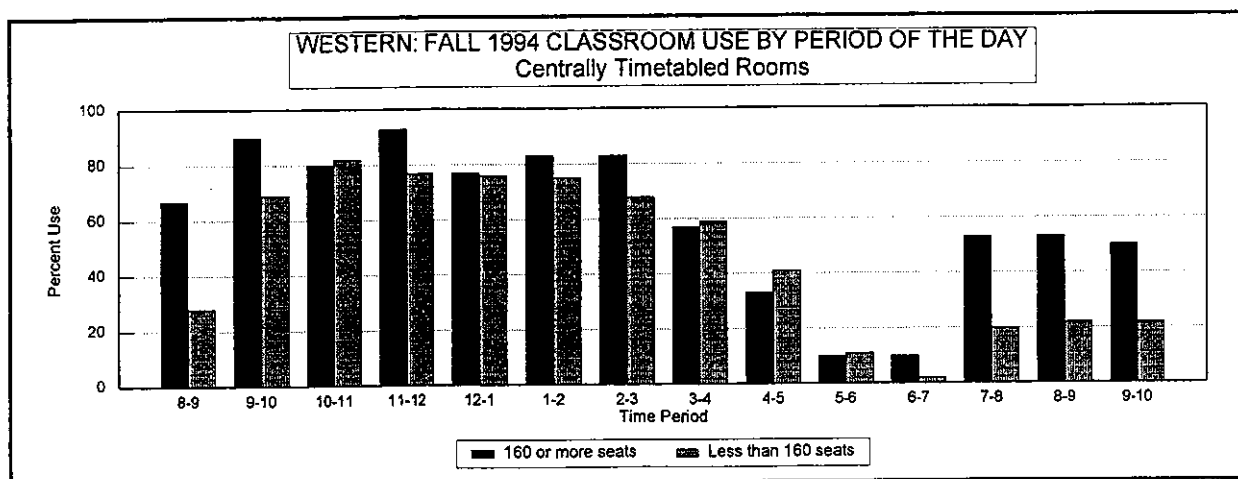
The Task Force also reviewed the past performance of the University's 25 ancillary operations and related companies. It is clear that many of these are operating successfully and do not represent risks to the University's Operating Budget. However, some operations do have significant accumulated deficits, and these deficits could represent a long-term risk, which must be addressed.

RECOMMENDATIONS

- 8.1** The Province of Ontario should support the efforts of Ontario's universities to make their full contribution to the economy, society, and culture in our knowledge-based society by:
- i. ending the decline in university grants as a share of the provincial budget. The Province should acknowledge that over the last two decades, universities have seen their real expenditures per student significantly reduced while other major sectors of provincial spending have experienced significant increases in real expenditures per client served;
 - ii. granting the universities far more flexibility in setting tuition fees. Such flexibility would support a larger number of full or partial cost recovery programs in the professional areas and the setting of differential program fees based on factors that could include demand, potential financial benefits for graduates, and the costs of mounting the program;
 - iii. supporting an effective and fair Income Contingent Loan Repayment Program (ICLRP). Models proposed by the Council of Ontario Universities promise to provide reasonable access to financial support and a system of repayment that recognizes variations in post-graduation incomes.
- 8.2** The University should negotiate new methods of benefit cost control and management, which might include one or more of the following: a fixed dollar limit to benefit costs for both retirees and full- and part-time employees; the reintroduction of co-insurance schemes; introducing deductibles in benefit packages; and/or a cafeteria-style benefit package, with a ceiling, to enable individuals with different needs to choose and alter benefits options to be responsive to personal circumstances.
- 8.3** The University should examine options for controlling other costs to assist in meeting the future fiscal challenges, such as: elimination or merging of support services where possible without compromising the academic mission of the University; exploring restructuring

alternatives for all services; examination of alternate methods of providing service, including decentralization, contracting-out services, or encouraging privatization of services.

- 8.4 The Vice-President (Administration) should ensure that cost structures within ancillary units are subject to the same rigorous examination as the Operating Budget units. The results of such examination for all student-funded ancillary units shall be summarized and presented to the Student Services Committee during the annual budgeting process.
- 8.5 Western's policies with regard to employee redundancy should be reviewed to ensure that a broad range of options remains available to individuals who lose their jobs as a result of future budgetary restrictions.
- 8.6 An annual base budget transfer of \$750,000 should be made from Western's operating budget starting in 1996-97 to a Deferred Maintenance Fund, and maintained for the next ten years; at the end of the decade the annual transfer would then be \$7.5 million. Progress on deferred maintenance projects should be reported to Senate and the Board of Governors as part of the annual budgeting process.
- 8.7 Beginning in 1996-97, SCUP should recommend to Senate a single University Budget, including both operating and capital budgets.
- 8.8 Each Faculty should submit a specific plan to renew and maintain its academic equipment as part of the Annual Operating Budget approval process.
- 8.9 The Vice-President (Administration) should prepare the necessary action plans for the Board of Governors to deal with those ancillary operations that represent substantial risk to the Operating Budget. In particular, the Task Force endorses an in-depth review of the funding arrangements for Windermere Manor, at the University of Western Ontario Research Park.



8.10 The Provost, in conjunction with the Deans, should investigate the feasibility of increasing undergraduate course and program availability in the summer term. The Provost should also assess the utilization of classroom facilities across the campus to ensure that appropriate scheduling makes the greatest possible choice and flexibility of courses available to students. Optimum space utilization will also enable the University to use its existing facilities most efficiently and minimize the need for new construction.





Approval of the Draft Report and Future Process

Leadership in Learning, Western's Draft Strategic Plan was published on June 19, 1995. It was presented to Deans and Chairs, to representatives of faculty and staff organizations, and to student leaders in special sessions, and a press conference with the President and Chair of the Board of Governors was held on that day. Following the publication of the Draft Report, there was a series of three open meetings for full discussion of the Report and its recommendations, the first two held in the Faculties of Arts and Social Science, for faculty and staff members from across the University, and the third in the University Community Centre, for the general community and friends of the University. The Draft Report was initially considered at the Board of Governors meeting of June 22 and the Senate meeting of June 29.

The Draft Report was the subject of discussion throughout the summer of 1995, and in September a further open meeting was held at the University Community Centre to discuss the Report, its recommendations, and subsequent commentary published since the Report's release in June. All these meetings involved participation by Task Force members and fostered interaction among faculty, staff, and students.

In the fall of 1995, the Draft Report was informally considered by the Senate at its meeting on September 21 and similarly by the Board of Governors on September 28. Full Senate discussion of the Report and debate on its recommendations began at a special meeting on October 19 and continued at the meeting of October 24, at which time **Leadership in Learning**, as it presently appears, was approved by an overwhelming margin. The Draft Report, as amended by Senate, was considered by the Board on November 2, 1995, where it was also overwhelmingly approved.

Approval at both Board and Senate recognized that the implementation of individual recommendations will depend on subsequent action by the Senate and/or the Board of Governors, where required by the University's normal procedures. As the Draft Report stated, "matters which would normally require approval by Senate and the Board will be submitted at the appropriate time and through the appropriate avenues. This Report of the Task Force on Strategic Planning is thus designed to set directions rather than to settle each and every issue in a final, detailed manner. We note also that several of the recommendations will involve discussions and negotiations with employee groups."

The Draft Report further noted that, within three months of approval of the Report, the President will present a plan for the implementation of its recommendations. Thereafter, he and the Vice-Presidents will report on the implementation of the approved recommendations at least twice a year, at the November and May meetings of Senate and the Board of Governors.



Appendix

PROCESS AND CONSULTATIONS

Western's Task Force on Strategic Planning was established in September 1994 by the Senate and Board of Governors of the University, on recommendation of the President, with the following terms of reference and composition:

Terms of Reference

- To develop a mission and/or vision statement with regard to Western's place as an institution of higher learning;
- To set out the basic principles which should guide decision-making at Western;
- To indicate key initiatives which the University should undertake in the years ahead in support of its mission, vision, and basic principles, in such areas as teaching, research, enrolments, operating and capital budgets, renewal of faculty and staff, recruitment of students, and relations with the external community;
- To hold public hearings, take written submissions, and invite contributions from committees of the Senate and Board. The aim will be to publish a draft report by the Spring of 1995, and to submit a final report for approval by the Senate in September 1995, and subsequently by the Board of Governors.

Composition

Dr. Paul Davenport
Dr. Thomas J. Collins

President and Vice-Chancellor, Chair
Provost and Vice-President (Academic)

Named by Board of Governors —

Ms. Libby Fowler
Mr. J. Robert Cowan
Mr. William W. Peel
Ms. Lin Whittaker

Chair, Board of Governors
Former member, Board of Governors
Member, Board of Governors
Member, Board of Governors

Named by Senate —

Professor John R. Bend	Chair, Pharmacology and Toxicology
Professor Alan G. Davenport	Faculty of Engineering Science
Professor Marguerite Kane	Department of Plant Sciences (PT faculty member)
Professor Madeline Lennon	Department of Modern Languages and Literatures
Professor Gregory A. Moran	Dean, Faculty of Graduate Studies
Ms. Sue Desmond	Department of English (Staff)
Mr. Justin Thompson	Undergraduate Student (until April 1995)
Ms. Gillian Anderson	Undergraduate Student (from April 1995)
Mr. Vimal Kapoor	Graduate Student

Presidential Appointment —

Professor Jeffrey L. Stokes	Dean, Faculty of Music
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Non-Voting Members —

Dr. W. Glen E. Caldwell	Vice-President (Research)
Mr. Michael L. Gourley	Vice-President (Administration)

Executive Officer to the Task Force —

Dr. B. Dalin Jameson	Policy Planning Officer, Institutional Planning and Budgeting
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Resource —

Mr. Ruban Chelladurai	Director, Institutional Planning and Budgeting
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The Task Force first met on November 23, 1994. From November to June, the Task Force held thirty meetings, totalling roughly 120 hours, including two full-day retreats and three open, public hearings. In closed sessions, the Task Force heard presentations from members of the University community, including Deans and representatives of faculty, staff, student, and constituency groups, from government and political leaders, and the President of the Council of Ontario Universities. At open, public sessions, the Task Force heard from organizations and individuals from within the University and from the general community. All members of the Task Force would like to express their appreciation to the persons who appeared before it, many of whom also submitted written documents. In all, well over 100 submissions have been received. Those appearing before the Task Force included:

In Open, Public Meetings:

January 18, 1995

Mr. Jeremy Adams, University Students' Council
Professor Carol Agocs, Centre for Administrative and Information Studies
Professor Natalie Allen, Centre for Administrative and Information Studies
Ms. Gillian Anderson, University Students' Council
Ms. Susan Bentley, Broughdale Neighbourhood Association
Mr. Bill Davies, Board of Governors
Mr. Chris DeLaat, Undergraduate Student
Her Worship, Dianne Haskett, Mayor of London
Mr. Hanny Hassan, London Chamber of Commerce
Mr. David Lipson, Masonville Association
Mr. Claude Pensa, Former Chair, Board of Governors
Ms. Phyllis Price, General Community
Professor Gary Rollman, Department of Psychology
Professor Andrew Sancton, Department of Political Science
Professor Darwin Semotiuk, Chair, Intercollegiate Athletics
Professor Jane Toswell, Department of English
Mr. Ron Wagler, Campus Recreation

February 15, 1995

Professor Colin Baird, Educational Development Office
Ms. Christine Brown, President, Society of Graduate Students
Professor Mike Bauer, Chair, Department of Computer Science
Dr. Michel Lacerte, Physical Medicine and Rehabilitation
Mr. J. Glenn Munro, Society of Graduate Students
Ms. Joanne Shoveller, Development Office
Professor Clive Thomson, Chair, Department of French
Ms. Susan Weaver, Coordinator, Students with Disabilities

March 2, 1995

Ms. Rose Aquino, International Student Counsellor
The Hon. Sue Barnes, MP, London West
Dr. Richard Crilly, Frances Ellett, and Janet Jeffries, Southwestern Ontario Regional Geriatric Consortium
Professor Regna Darnell, President, The University of Western Ontario Faculty Association
Mr. Daniel Debow, Undergraduate Student
Professor Carole Farber, Dean, Faculty of Part-Time and Continuing Education
Ms. Margaret Hoff, General Community
Professor Barry Hoffmaster, Alan Adlington, Donald McGeachie, Westminster Institute for Ethics and Human Values
Dr. Gail Hutchinson, Nancy Kendall, Sharon Lee, Student Development Centre
Professor A.M.J. Hyatt and Craig Simpson, Department of History

Professor Donald Jamieson, Department of Communicative Disorders
Mr. Stewart Lockhart, President, Alumni Western
Mr. Raymond Martin and Dennis Martel, Southern First Nations Secretariat
Dr. Barry Moore, President, and Dr. Howard Rundle, Vice-President, Fanshawe College
Ms. Vivian Peters, First Nations Services
Dr. Thomas Siess, Commissioner on Undergraduate Student Life
Professor Ian K. Steele, Department of History
Mr. Rob Tiffin, Lori Gribbon, Lyanne Matcham, Liaison Services, Office of the Registrar

In Private Hearings and Discussions:

Deans:

Dean Lillian Bramwell, Faculty of Nursing
Dean Ralph I. Brooke, Faculty of Dentistry
Dean J. David Cooke, Faculty of Applied Health Sciences
Dean Peter Desbarats, Graduate School of Journalism
Dean Carole Farber, Faculty of Part-Time and Continuing Education
Dean James M. Good, Faculty of Arts
Dean Yong Kang, Faculty of Science
Dean Mohan Mathur and Acting Dean Barry J. Vickery, Faculty of Engineering Science
Acting Dean William J. McClelland, Faculty of Social Science
Dean Robert Y. McMurtry, Faculty of Medicine
Dean Peter Mercer, Faculty of Law
Dean Gregory A. Moran, Faculty of Graduate Studies
Associate Dean David Radcliffe, Faculty of Education
Dean Jean Tague-Sutcliffe and Professor Roma Harris, Graduate School of Library and Information Science

Organizations:

The University of Western Ontario Faculty Association (Professor Regna Darnell, President)
The University of Western Ontario Staff Association (Ms. Dawn Munday, President)
Professional Managerial Association (Ms. Arlene Kennedy, President)
University Students' Council (Mr. Justin Thompson, President)
Society of Graduate Students (Ms. Christine Brown, President)
Alumni Western (Mr. Stewart Lockhart, President)
Western's Caucus on Women's Issues (Professor Aniko Varpalotai, President)

Members of the University Community:

Dr. Charles J. Jago, Principal, Huron College
Dr. Susan Pepper, Professors Colin Baird, Marilyn Robinson, and Harry Murray,
Educational Development Office and Provost's Advisory Committee on Teaching and Learning (PACTL)
Ms. Catherine Quinlan, Director of Libraries
Mr. William F. Trimble, Assistant Vice-President (Human Resources)
Mr. Bill Wilkinson, Director, Office of Equity Services

External Guests:

Dr. Peter George, President, Council of Ontario Universities
Dr. Charles Pascal, Deputy Minister, Ministry of Education and Training
Dr. Linden Frelick, President and CEO, Victoria Hospital Corporation
Ms. Marion Boyd, MPP, London Centre (Attorney General of Ontario)
Ms. Dianne Cunningham, MPP, London North
Mr. David Winninger, MPP, London South

Through Written Representations to the Task Force:

Organizations:

The University of Western Ontario Faculty Association
The University of Western Ontario Staff Association
Professional and Managerial Association
University Students' Council
Society of Graduate Students

President's Committee on the Safety of Women on Campus (Ms. Louise Tamblin)
Senior Alumni Group (Ms. Joan Hamilton)
Student Employment Services, Student Development Centre
Task Force on Undergraduate Student Life
Western's Caucus on Women's Issues

Blackfriars Neighbourhood Association (Ms. Karen Burch)
Broughdale Community Association (Ms. Susan Bentley)
Urban League of London (Ms. Wil Harlock)

Medical Research Council of Canada (Dr. Henry Friesen, President)
National Science and Engineering Research Council (Dr. Peter Morand, President)

Individuals:

Mr. E.D. Anderson, Director of Education, Middlesex County Board of Education
Ms. Gillian Anderson, External Promotions Commissioner, USC
Dr. A.E. Alway, General Community
Professor Douglas Baer, Department of Sociology
Professor G.M. Bancroft, Chair, Department of Chemistry
Dr. Jon C. Baskerville, STATLAB
Professor M.A. Bauer, Chair, Department of Computer Science
Professor Roderic Beaujot, Department of Sociology
Professor David Bellhouse, Chair, Department of Statistical and Actuarial Science
Professor D.M.R. Bentley, Department of English
Robert and Christine Buist, General Community
Ms. M.A. Burke and Mr. D.J. McDonald, Ernst & Young
Professor Peter Cass, Chair, Department of Mathematics

The Hon. Dave Cooke, Minister of Education and Training
 Ms. Barbara J. Coughlin, General Community
 Professor James Davies, Chair, Department of Economics
 Dr. Joan Downe, General Community
 Mr. Matthew G. Dupre, General Community
 Professor G. Edward Ebanks, Chair, Department of Sociology
 Mr. John Peter Evans, General Community
 Professor Carole Farber, Dean, Faculty of Part-Time and Continuing Education
 Mr. Richard C. Flaman, General Community
 Ms. Joan Fleet, Learning Skills Counsellor, Student Development Centre
 Professor Gail Frankel, Department of Sociology
 Mr. Neil Fulford, Lyanne Matcham, Dave Reddoch, Iain Smith, Liaison Services
 Professor S. Jayne Garland, Department of Physical Therapy
 Professor Paul M. Gaudet, Chair, Department of English
 Mr. Scott Graham, President, Science Students' Council
 Mr. Kenneth W. Hammond, General Community
 Mr. Emerson J. Haneman, General Community
 Professor Paul Hanford, Department of Zoology
 Ms. Margaret Hoff, General Community
 Mr. A.M. Hurley, General Community
 Professor Michael Issacharoff, Department of French
 Mr. Vimal B. Kapoor, Graduate Student
 Professor George D. Kerr, Department of History
 Professor B.B. Kymlicka, Acting Dean, Faculty of Education
 Professor John D. Landstreet, Chair, Department of Astronomy
 Mr. Lothar Liehmann, Craigwood Youth Services
 Mr. Raymond Martin, Executive Director, Southern First Nations Secretariat
 Mr. Peter McCann, General Community
 Ms. Teresa McCoomb, Faculty of Engineering Science
 Mrs. Nancy R. McNee, General Community
 Ms. Brenda McQuaid, Development Office
 Mrs. John P. Metras, General Community
 Ms. Mary Lynn Metras, General Community
 Professor Louise Milligan, Department of Zoology
 Dr. Barry D. Moore, President, Fanshawe College
 Dr. Philip J. Mueller, Principal, King's College
 Mr. J. Glenn Munro, Graduate Student
 Dr. Lynn Penrod, President, Social Sciences and Humanities Research Council of Canada
 Dr. Mark J. Poznansky, President, John P. Robarts Research Institute
 Mrs. Phyllis Price, General Community
 Mr. Vito Norejko, General Community
 Dr. James Rourke and Dr. Leslie Rourke, General Community
 Ms. C.M. Schotts, General Community
 Ms. Joanne Shoveller, Development Office
 Dr. Thomas Siess, Commissioner on Undergraduate Student Life
 Mr. Al Sinclair, General Community

Mr. Murray Sinclair, General Community
Mr. Donald G. Slinger, General Community
Mr. John Sloan, Western News
Mr. Iain Smith, Liaison Services
Professor Ian K. Steele, Department of History
Professor A.W. Taylor, Dean, Faculty of Kinesiology
Mr. Howard Taylor, Board of Governors
Professor Clive Thomson, Chair, Department of French
Mr. R.J. Tiffin, Director, Office of the Registrar
Professor Robert Toft, Faculty of Music
Professor R.B. van Huystee, Department of Plant Sciences
Professor William R. Ware, Department of Chemistry
Dr. Denise Wexler, General Community

Following Publication of the Draft Report in June 1995, commentary was again invited from within the University community and beyond. Special meetings were held to discuss the Draft Report with Deans and Chairs and with representatives of faculty, staff, and student organizations. Three open meetings were held in June and another in September. The full text of the Draft Report was published as a supplement to Western News, and a summary was published in the Alumni Gazette, bringing comments from many Western alumni. The Task Force invited and received written responses from many of those who had made representations during the initial consultative process, as well as many groups and individuals who had not before communicated with the Task Force. The Task Force received written representations from:

Organizations:

The University of Western Ontario Faculty Association
The University of Western Ontario Staff Association
Professional and Managerial Association
University Students' Council
Society of Graduate Students
Western's Caucus on Women's Issues

Individuals:

Professor Roderic Beaujot, Department of Sociology
Dr. M. George Cherian, Department of Pathology
Professor Philip A.W. Dean, Department of Chemistry
Mr. Greg Dorter, General Community
Mr. David A. Drinkwalter, General Community
Professor S. Jayne Garland, Department of Physical Therapy
Mr. Richard D. Gee, General Community
Mr. Geoffrey V. Gladdy, Graduate Student
Professor Thomas N. Guinsburg, Department of History
Mr. Larry Hallatt, General Community
Mr. Kenneth W. Hammond, General Community
Professor Kenneth H.W. Hilborn, Department of History

Professor Albert Katz, Department of Psychology
Ms. Mary Ann Mavrinnac, University Library System
Professor John McDougall, Department of Political Science
Dean Robert Y. McMurtry and the Faculty of Medicine
Professor Robert Mercer, Department of Computer Science
Mrs. John Metras, General Community
Ms. Mary Lynn Metras, General Community
Dr. Barry D. Moore, President, Fanshawe College
Dr. Peter Morand, President, Natural Sciences and Engineering Research Council
Dean Peter Neary, Faculty of Social Science, with Chairs and Centre Directors:
 Christopher Ellis, Chair, Anthropology
 Natalie Allen, Director, Centre for Administrative and Information Studies
 James Davies, Chair, Economics
 Donald Janelle, Chair, Geography
 Thomas Sea, Chair, History
 Elizabeth Riddell-Dixon, Chair, Political Science
 Clive Seligman, Chair, Psychology
 William Avison, Director, Centre for Health and Well-Being
 Robert Young and Ron Wintrobe, Directors, Political Economy Research Group
 Regna Darnell, Director, Centre for Research & Teaching of Canadian Native Languages
Professor Kathleen Okruhlik, Department of Philosophy
Ms. Erin Pettit, Society of Graduate Students
Professor J.B. Phipps, Department of Plant Sciences
Professor Tilottama Rajan, Centre for the Study of Theory and Criticism
Professor Marjorie Ratcliffe, Department of Modern Languages and Literatures
Mr. George Robinson, University Library System
Dr. John H. Russell, Director of First Year Programs
Dr. Thomas F. Siess, Commissioner for Undergraduate Student Life
Mr. Howard W. Taylor, Board of Governors
Professor Robert Toft, Faculty of Music
Dr. Steve Trujillo, Director, Northern Outreach Program
Mr. Paul L. Williams, Student
Professor Alison Wylie, Department of Philosophy
Professor Robert A. Young, Department of Political Science

SOURCES OF GRAPHS AND STATISTICAL DATA

Leadership in Learning: Western's Draft Strategic Plan contains 32 graphs and charts which illustrate recent trends in Western's academic and budgetary environment. The graphs were compiled for the Task Force by the Office of Institutional Planning and Budgeting; the original data and more information on sources is available from the Provost's Office. All data about Western are Constituent University data only.

The graphs on pages 6, 8, 9, and 12 show trends in variables relating to student recruitment, enrolment, degrees, and class sizes. The data on Western are collected by the Office of Institutional Planning and Budgeting, while those on other universities appear in annual publications of the Council of Ontario Universities. The graphs on page 7 show the growth of our student population who live in University housing, and the relation between the demand for University housing and the supply. These data were prepared by the Division of Housing and Food Services.

Graphs on page 15 show research revenue at Western as a proportion of such revenue in the "Group of Ten," an informal association of research-intensive universities including Alberta, British Columbia, Laval, McGill, McMaster, Montreal, Queen's, Toronto, Waterloo, and Western. While there are other research-intensive universities in the country, the Group of Ten is broad enough to serve as a good reference group for Western with regard to research. The graph on the left shows total revenue from the Medical Research Council, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council. The graph on the right shows research revenue from all other sources, including other research granting bodies, foundations, and research contracts with business and government. The document notes that there appear to be inconsistencies among the institutions in the way certain kinds of revenue are reported; a particular area of concern is the treatment of research revenue at affiliated hospitals and medical research institutes. The data come from the Canadian Association of University Business Officers (CAUBO) and through direct contact with institutional planning and research offices at the other Group of Ten institutions.

The graphs on page 18 show the dates at which our current faculty will become 65 years old and the age structure of the faculty in 1975 and 1994, generated from data in the Office of Institutional Planning and Budgeting. The graph on page 19 compares the percentage of women in three categories: PhDs granted in Canada, PhDs granted by Western, and initial probationary appointments at the Assistant Professor level at Western. The latter data are reported annually to Senate and the Board in the Provost's Statistical Summary. The graph on page 20 shows cumulative salary settlements from 1989-90 to 1992-93, divided into scale increases, progress through the ranks (PTR), and increases based on merit. It should be noted that, starting in 1993-94, the Provincial government's Social Contract legislation has been in effect.

The graph on page 23 shows operating grants per full-time equivalent (FTE) student in constant 1994-95 dollars.

The graphs on page 27 show comparisons of the size of Engineering Faculties among the Group of Ten universities. The graph on the right shows the Engineering Faculty budget as a percentage of the budgets of all Faculties in each university; university budgeting practices may vary somewhat among the Group.

The graphs on page 30 are based on data from COFO-UO which is available on an annual basis. The relatively small share of Western's operating expenditures devoted to administration and support areas has been maintained for years.

The graphs on page 32 show distribution of Western's 145,000 alumni and tax-receipted private donations to Western, including funds received by Foundation Western. These figures are compiled by the Advancement Services office.

The graphs on page 35 are from the Council of Ontario Universities. The "clients" in the graph on the left are students in the case of schools and universities, and patients in the case of hospitals. The graph on the right shows Ontario universities' share of provincial budgetary expenditures.

The graphs on page 36 show real operating revenue and real operating revenue per FTE student, with actual figures from 1985-86 to 1994-95, and forecasts from 1995-96 to 2005-06. The enrolment forecasts from 1995-96 to 1998-99 are from the SCUP Subcommittee on Enrolment Planning and Policy (SUEPP), and are shown in Table 2 below. Tables 3A and 3B show the forecasts of real operating revenue, with assumptions that are explained in the text.

The left-hand graph on page 38 shows tuition as a percentage of operating revenue; the forecast figures are from Table 3A. The right-hand graph shows deferred maintenance of \$100 million in 1994, and its growth on the assumption that the University continues to invest in this area at the current rate of \$1.8 million per year. This table comes from a detailed study of deferred maintenance done for the University by Cole, Sherman Inc.

The graphs on page 39 present data from Table 1 in index number form, with employment shown as a percentage of its level in 1989-90. The graphs show the substantial fall in employment over five years; they also show that the percentage decline has been greater in Support Units than in Faculties, and greater among staff members than among faculty members.

The graph on page 41 shows classroom usage by time of day for centrally timetabled rooms, which included 6 classrooms with 160 seats or more, and 84 classrooms with fewer than 160 seats. The first two vertical bars on the left indicate that from 8 to 9 a.m. on an average weekday in the Fall of 1994, 64% of the large classrooms and 28% of the smaller classrooms were occupied.

Table 1
EMPLOYMENT AT WESTERN (FTEs)

	1989-90	1993-94	Change	%
<u>By Fund Type</u>				
Operating	3,188	2,935	(253)	-7.9%
Research	904	727	(177)	-19.6%
Other	979	931	(48)	-4.9%
Total	5,071	4,593	(478)	-9.4%
<u>By Unit Type</u>				
Faculties	3,341	3,057	(284)	-8.5%
Support	1,730	1,536	(194)	-11.2%
Total	5,071	4,593	(478)	-9.4%
<u>By Appointment Type</u>				
Faculty	1,256	1,172	(84)	-6.7%
Clinicians	326	349	23	7.1%
Staff	3,489	3,072	(417)	-12.0%
Total	5,071	4,593	(478)	-9.4%

Table 2

FULL-TIME EQUIVALENT ENROLMENT AT WESTERN 1990-91 TO 1998-99

Year	Undergraduate Students				Graduate Students			Grand Total
	Full-time Year 1	Other	Interns & Residents	Total	Masters	Doctoral	Total	
1990-91	3,907	15,701	449	20,057	1,658	651	2,309	22,366
1991-92	4,046	15,934	451	20,431	1,712	681	2,393	22,824
1992-93	4,094	16,007	451	20,552	1,777	734	2,511	23,063
1993-94	4,258	15,594	433	20,285	1,753	682	2,435	22,720
1994-95	4,217	15,452	432	20,101	1,721	673	2,394	22,495
1995-96	4,000	15,207	420	19,627	1,730	675	2,405	22,032
1996-97	3,900	14,975	410	19,285	1,740	690	2,430	21,715
1997-98	3,800	14,751	410	18,961	1,750	710	2,460	21,421
1998-99	3,750	14,563	400	18,713	1,770	710	2,480	21,193
Percentage Change:								
90-91 to 94-95	7.9%	-1.6%	-3.8%	0.2%	3.8%	3.4%	3.7%	0.6%
94-95 to 98-99	-11.1%	-5.8%	-7.4%	-6.9%	2.8%	5.5%	3.6%	-5.8%

Source: SUEPP Projections as presented in the "1995-96 Operating Budget", Appendix B; Table 5.

Table 3A

"HIGH GRANT CUT" SCENARIO (i.e. 15% in 96-97 and 5% in 97-98)**NOMINAL AND REAL REVENUES: 1985-86 to 2005-06**

(\$ 000)

Year	Govt. Grants	Tuition	Other Revenue	TOTAL	CPI	TOTAL in Real \$	Enrolment FTE's	Real Revenue per FTE
1985-86	120,810	28,002	14,507	163,319	0.727	224,751	20,698	10,859
1986-87	124,568	29,467	16,278	170,313	0.759	224,283	21,016	10,672
1987-88	137,570	31,932	16,648	186,150	0.790	235,710	21,504	10,961
1988-89	146,676	34,083	19,915	200,674	0.826	242,926	22,013	11,036
1989-90	157,162	37,236	20,127	214,525	0.867	247,327	22,361	11,061
1990-91	164,731	40,250	24,777	229,758	0.922	249,190	22,366	11,141
1991-92	172,599	44,930	27,138	244,667	0.938	260,925	22,824	11,432
1992-93	177,260	49,822	31,916	258,998	0.955	271,324	23,063	11,764
1993-94	164,795	53,080	36,200	254,075	0.956	265,635	22,720	11,692
1994-95	160,386	56,822	32,859	250,067	0.980	255,068	22,495	11,339
1995-96	157,402	60,081	32,469	249,952	1.000	249,952	22,032	11,345
1996-97	133,792	65,188	32,469	231,449	1.020	226,911	21,715	10,449
1997-98	127,102	70,729	32,469	230,300	1.040	221,442	21,421	10,338
1998-99	127,102	77,095	32,469	236,666	1.061	223,059	21,193	10,525
1999-00	127,102	80,950	32,469	240,521	1.082	222,293	21,193	10,489
2000-01	127,102	84,997	32,469	244,568	1.104	221,529	21,193	10,453
2001-02	127,102	89,247	32,469	248,818	1.126	220,975	21,193	10,427
2002-03	127,102	93,709	32,469	253,280	1.149	220,436	21,193	10,401
2003-04	127,102	98,395	32,469	257,966	1.172	220,107	21,193	10,386
2004-05	127,102	103,315	32,469	262,886	1.195	219,988	21,193	10,380
2005-06	127,102	108,480	32,469	268,051	1.219	219,895	21,193	10,376
Percentage increase in nominal values								
1985-1995	30.3%	114.6%	123.8%	53.0%	37.6%			
1995-2005	-19.3%	80.6%	0.0%	7.2%	21.9%			
Percent increase in real values and enrolment								
1985-1995	-5.3%	55.9%	62.6%	11.2%		11.2%	6.4%	4.5%
1995-2005	-33.8%	48.1%	-18.0%	-12.0%		-12.0%	-3.8%	-8.5%
Percentage distribution of revenues								
1985-86	74.0%	17.1%	8.9%	100.0%				
1995-96	63.0%	24.0%	13.0%	100.0%				
2005-06	47.4%	40.5%	12.1%	100.0%				
Assumptions for 1996-97 to 2005-06								
<i>Government Grants: Decrease by 15 % in 1996-97, 5% in 1997-98, then constant.</i>								
<i>Tuition fees: Increase by 10 % for three years, then increase by 5 % a year.</i>								
<i>UWO Enrolments: As per SUEPP projections to 1998-99; constant thereafter.</i>								
<i>Other Revenues: Remain constant throughout the decade.</i>								
<i>Canadian CPI used to convert nominal to real values, grows at 2% per year after 1995.</i>								

Table 3B

"LOW GRANT CUT" SCENARIO (i.e. 10% in 96-97 and 5% in 97-98)**NOMINAL AND REAL REVENUES: 1985-86 to 2005-06**
(\$ 000)

Year	Govt. Grants	Tuition	Other Revenue	TOTAL	CPI	TOTAL in Real \$	Enrolment FTE's	Real Revenue per FTE
1985-86	120,810	28,002	14,507	163,319	0.727	224,751	20,698	10,859
1986-87	124,568	29,467	16,278	170,313	0.759	224,283	21,016	10,672
1987-88	137,570	31,932	16,648	186,150	0.790	235,710	21,504	10,961
1988-89	146,676	34,083	19,915	200,674	0.826	242,926	22,013	11,036
1989-90	157,162	37,236	20,127	214,525	0.867	247,327	22,361	11,061
1990-91	164,731	40,250	24,777	229,758	0.922	249,190	22,366	11,141
1991-92	172,599	44,930	27,138	244,667	0.938	260,925	22,824	11,432
1992-93	177,260	49,822	31,916	258,998	0.955	271,324	23,063	11,764
1993-94	164,795	53,080	36,200	254,075	0.956	265,635	22,720	11,692
1994-95	160,386	56,822	32,859	250,067	0.980	255,068	22,495	11,339
1995-96	157,402	60,081	32,469	249,952	1.000	249,952	22,032	11,345
1996-97	141,662	65,188	32,469	239,319	1.020	234,626	21,715	10,805
1997-98	134,579	70,729	32,469	237,777	1.040	228,632	21,421	10,673
1998-99	134,579	77,095	32,469	244,143	1.061	230,107	21,193	10,858
1999-00	134,579	80,950	32,469	247,998	1.082	229,203	21,193	10,815
2000-01	134,579	84,997	32,469	252,045	1.104	228,302	21,193	10,773
2001-02	134,579	89,247	32,469	256,295	1.126	227,616	21,193	10,740
2002-03	134,579	93,709	32,469	260,757	1.149	226,943	21,193	10,708
2003-04	134,579	98,395	32,469	265,443	1.172	226,487	21,193	10,687
2004-05	134,579	103,315	32,469	270,363	1.195	226,245	21,193	10,675
2005-06	134,579	108,480	32,469	275,528	1.219	226,028	21,193	10,665

Percentage increase in nominal values

1985-1995	30.3%	114.6%	123.8%	53.0%	37.6%			
1995-2005	-14.5%	80.6%	0.0%	10.2%	21.9%			

Percent increase in real values and enrolment

1985-1995	-5.3%	55.9%	62.6%	11.2%		11.2%	6.4%	4.5%
1995-2005	-29.9%	48.1%	-18.0%	-9.6%		-9.6%	-3.8%	-6.0%

Percentage distribution of revenues

1985-86	74.0%	17.1%	8.9%	100.0%				
1995-96	63.0%	24.0%	13.0%	100.0%				
2005-06	48.8%	39.4%	11.8%	100.0%				

Assumptions for 1996-97 to 2005-06

Government Grants: Decrease by 10 % in 1996-97, 5% in 1997-98, then constant.

Tuition fees: Increase by 10 % for three years, then increase by 5 % a year.

UWO Enrolments: As per SUEPP projections to 1998-99; constant thereafter.

Other Revenues: Remain constant throughout the decade.

Canadian CPI used to convert nominal to real values, grows at 2% per year after 1995.

