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PRESIDENT'S REPORT



Western

LEADING. THINKING.



WESTERN PRESIDENT AND VICE-CHANCELLOR DR. PAUL DAVENPORT WITH SOME OF WESTERN'S NATIONAL SCHOLARS. — From Left to right Daren Lin, Cathy Ly, Stacey Saltzman, Paul Davenport, Dan Polakoff and Nikhil Pai.

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PRESIDENT'S MESSAGE

I am both pleased and proud to introduce The University of Western Ontario President's Report for 2002. The past year has been a time of tremendous activity, great achievement, and confidence in our ability to meet the challenges of the future. Western is clear in the directions we seek to take, and has set these out in *Making Choices: Western's Commitments as a Research-Intensive University*. This document extends the mission, vision and principles articulated in the University's 1995 Strategic Plan, *Leadership in Learning*, and outlines Western's values and aspirations in a changing environment.

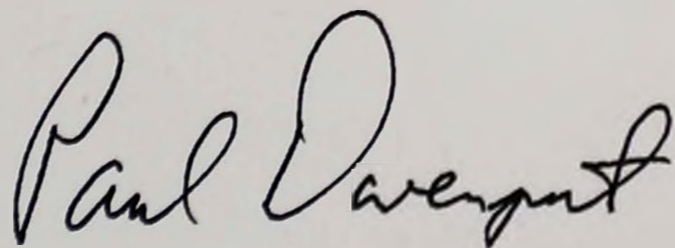
A key priority identified in *Making Choices* is the enhancement of Western's research profile. We are one of Canada's great research universities and we are growing stronger. In areas of traditional strength, such as medical and health care research, we are a national leader. We have developed effective partnerships across the academic, government and private sectors in the sciences and engineering, and have had tremendous success in recent grant competitions in the arts, humanities and social sciences.

Western is a national leader in teaching as well as research. Our faculty hold the highest number of national 3M Teaching Fellowships among Ontario universities, they have been consistently honoured at the provincial level, and are recognized by awards from our Senate and University Students' Council. The best potential students from Ontario and across Canada are aware of this: our increase in first-choice applications far exceeds the provincial average, and the grades of our applicants have risen every year since 1995. Our stature is reflected in Western's highest ever ranking in the most recent Maclean's magazine survey, and as number two among Canadian universities in the Globe & Mail "University Report Card," a survey of student opinion published last October.

In the immediate years to come, we face some very exciting challenges. In the fall of 2003, Ontario universities expect the largest entering class in history, due in part to changes in the secondary school curriculum which have eliminated Grade 13 and also to a greater demand for university education. While Western will do its part in accommodating this demand during the peak years until 2005, we are committed in the longer term to preserving the University's character and identity by stabilizing our total enrolment and focusing growth at the graduate level.

In preparing for the increased activity, we have several major building projects underway, including a new large classroom and an Advanced Technology Centre building near the Faculty of Engineering, and two new academic buildings, one near the Labatt Visual Arts Centre and the other on the site of the former J.W. Little Memorial Stadium. Major renovations and renewal are currently being done in our Medical Sciences Building, to create state-of-the-art classrooms and laboratories for our programs in Medicine, Nursing, and the other health sciences. In addition, we will open a new residence, Perth Hall, in time for the fall of 2003.

The face of Western is changing, but our values and aspirations remain those which have made our University nationally and internationally renowned. In 2003, we celebrate our 125th Anniversary. Building on our strong tradition, we continue to be very proud of the Western community, and our alumni and friends who have joined us in realizing our potential as an academic leader. We believe that these people represent the fundamental value of Western's educational environment – and that is the theme of this report. To all those who have contributed to our success, through the commitment of time, energy, advocacy and resources, I express my profound thanks on behalf of the University.



Dr. Paul Davenport
PRESIDENT AND VICE-CHANCELLOR

U.W.O. LIBRARY

LEADING. THINKING.

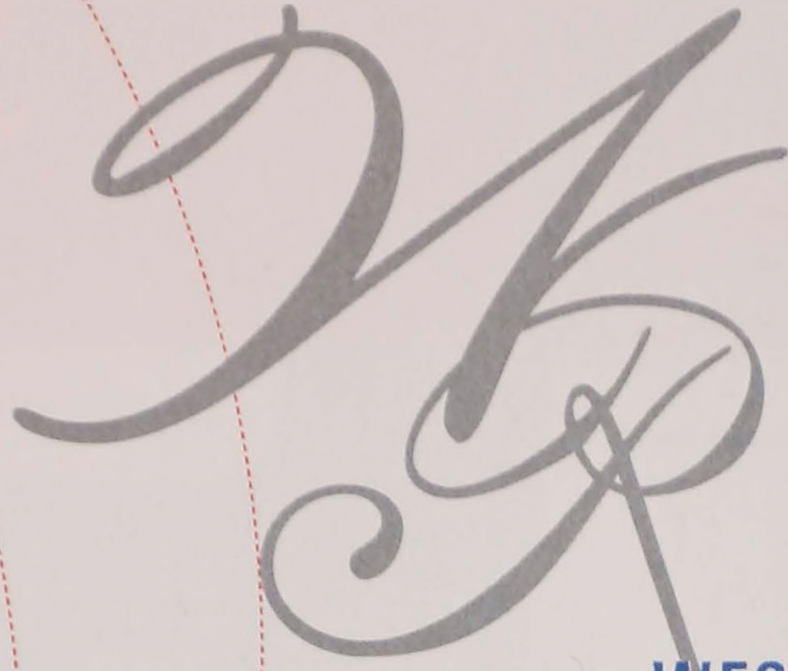
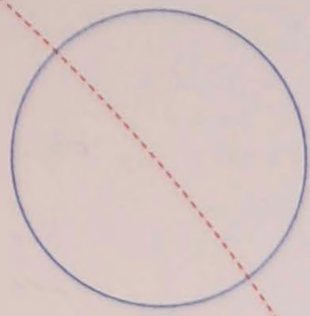
CANADA RESEARCH CHAIRS AT WESTERN >

The Canadian government established the Canada Research Chairs Program in 2000. The Program's key objective is to enable Canadian universities, together with their affiliated research institutes and hospitals, to achieve the highest levels of research excellence and to become world-class research centres in the global, knowledge-based economy. Western Faculty currently hold 28 Canada Research Chairs. They are:

Frank Beier	Musculoskeletal Health	Ravi Menon	Functional Magnetic Resonance Imaging
Mickie Bhatia	Stem Cell Biology and Regenerative Medicine	Ileana Paul	Linguistics
Peter Brown	Meteor Science	Richard Puddephatt	Materials Synthesis
Aaron Fenster	Medical Imaging	Tilottama Rajan	Literary Criticism and Theory
Stephen Ferguson	Molecular Neuroscience	Gordon Southam	Geomicrobiology
Melvyn Goodale	Visual Neuroscience	Richard Seewald	Childhood Hearing
Victor Han	Fetal and Maternal Health	Gary Shaw	Structural Neurobiology
Yining Huang	Materials Characterization	Tsun Sham	Materials & Synchrotron Radiation
Robert Hegele	Human Genetics	Jonathan Vance	Conflict and Culture
Norman Huner	Environmental Stress Biology	Miguel Valvano	Infectious Diseases & Microbial Pathogenesis
John Jardine	Applied Homotopy Theory	Hans Vaziri	Geotechnical Engineering in Energy & Resource Development
Lila Kari	Biocomputing	Linda Wahl	Mathematical Biology
Gregory Kopp	Environmental Fluid Mechanics	Christine White	Bioarchaeology and Isotopic Anthropology
Joaquin Madrenas	Transplantation and Immunobiology		
Grant McFadden	Molecular Virology		

PETER BROWN, CANADA RESEARCH CHAIR IN METEOR SCIENCE AND ASSISTANT PROFESSOR IN THE DEPARTMENT OF PHYSICS AND ASTRONOMY





WESTERN RESEARCHER SETS SIGHTS IN STARS

Peter Brown was in Grade 4 when his teacher took his class out to look at the stars. And, as he puts it, "that was it, I was hooked."

Almost 30 years later, Western's Canada Research Chair in Meteor Science and Assistant Professor in the Department of Physics and Astronomy, is a star in his own right. His recently published research that establishes a better baseline for the frequency of large asteroid impacts that can cause serious damage to the Earth, has been talked about everywhere from CNN and the BBC to National Geographic.

The study, published in the November 21, 2002, issue of the prestigious journal *Nature*, concluded the average chance the Earth will be hit by an asteroid impact capable of causing serious regional damage (equivalent to roughly one megaton of TNT energy) is close to once per century.

For his research, Brown used information collected from satellites owned by the United States Departments of Defence and Energy. These satellites scan the Earth for evidence of nuclear explosions, and, over the last eight years have detected nearly 300 small asteroids (one to 10 metres in size) exploding in the upper atmosphere. Brown and his research team used this information to estimate the Earth's upper atmosphere is hit about once a year by asteroids that release energy equivalent to five kilotons of TNT.

This research is not only making an impact on the scientific world, but also holds deep political significance. The satellites Brown uses to detect asteroids do not distinguish natural objects from nuclear explosions. Thus, an asteroid exploding in the atmosphere could be mistaken for a nuclear attack and in turn, be a catalyst for war.

"By making serious attempts to catalogue asteroid explosions as we have done for our research, governments would never have to face the issue of a false alarm," explains Brown. "This study highlights the fact that near-Earth objects are important, they are a risk, not so much of hitting the ground, but a human risk. By characterizing asteroids, you bring attention to these small solar system bodies and highlight this problem."

While Brown says his research is done from a purely scientific perspective, in the near future it could help avert nuclear disaster.

"In 30 years people will have a better understanding of what these objects are, where they hit, when they hit and what affect they have," he says. "There are some really basic physical things going on and that's what we are trying to define. In the end we want a better understanding of asteroids. This knowledge will impact both scientific and political issues."

WESTERN PROFESSORS NAMED OUTSTANDING TEACHERS >

In 2002 Western teachers were not only winners amongst their students. For example, two Western professors were named in the Ontario Confederation of University Faculty Associations' (OCUFA) list of outstanding University teachers in Ontario. Western was the only university to have more than one professor on this list.

Dr. John M. Howard, Faculty of Medicine and Dentistry and Professor Mark Wörkentin, Department of Chemistry, were both honored for inspiring and informing their students through course development, instruction and research.

OCUFA cited Howard for his innovative methods in evaluating medical students as well as his role in reorganizing Western's medical curriculum.

Wörkentin was described as "an exceptional professor" with outstanding performance in classroom presentation, tutoring and advising students, and teaching methods, just to name a few.

"It is a real pleasure to be acknowledged for contributions to teaching because teaching was a major force in my decision to leave a pure research institute and become an academic," says Wörkentin. "I am equally honored to be a colleague at Western where the University, Faculty of Science and Department of Chemistry provide me the opportunity to try to excel at both teaching and research."

ENGLISH PROFESSOR CHRISTOPHER KEEP





KEEP IT COMING

“The best moments when you’re teaching are those when you see the lights go on in a student. When they make a conceptual leap from that’s interesting literature, I like it or I don’t, to the moment when they begin to realize that in the world of literature there is a scope of intellectual activity that is as deep and as wide as in any of the sciences. There is something here that calls deeply to our need to understand the world,” says English Professor Christopher Keep.

For Keep, a professor at Western for just over two years, teaching is much more than lecturing – it’s fun. Known to do everything from banging on pianos and speaking in outrageous accents, to standing on top of a desk and yelling, he admits: “For me a classroom is more like a workshop or a playground – a place where people come together to experiment, to explore, to be open to the moment in which the occasion puts them.”

Keep’s enthusiasm for teaching and learning is contagious. In fact, his students are so appreciative that they nominated him for a University Students’ Council Award of Excellence in Undergraduate Teaching for 2001-2002. After an extensive process of evaluation by the undergraduate student’s council, he won.

Naqaa Abbas, a Scholar’s Electives Student pursuing a program in English and French with German Studies

took one of Keep’s classes in 2001-2002. “We nominated Professor Keep for a USC award to thank him for the unforgettable experience of his classes,” she says. “I would go to his class in great anticipation of his endless stories, his fabulous performances and his interesting lectures. Professor Keep offered us something new and exciting every day.”

Western alumna Jessica McEwan (BA’02) is just as enthusiastic about Keep, her undergraduate thesis advisor.

“Writing an undergraduate thesis marked a turning point for me,” she says. “I experienced the gratification to be found in the interchange of ideas and acquired the confidence to participate in discourse with the academic community. Yet it is not the thesis to which I attribute my maturity as a student, my original research, my fresh confidence, or my success. These, and much besides, I attribute absolutely and completely to the deliberate and scrupulous guidance of Professor Keep.”

While Keep’s students are effusive about his teaching, he gives them the credit.

“I’m endlessly fascinated about what my students have to say. That’s the part I can’t predict and that’s the part that keeps me alive in the classroom itself.”



MEDICAL STUDENTS PATRICIA LEE AND KEVIN KWAN

AN ARTFUL TOUCH >

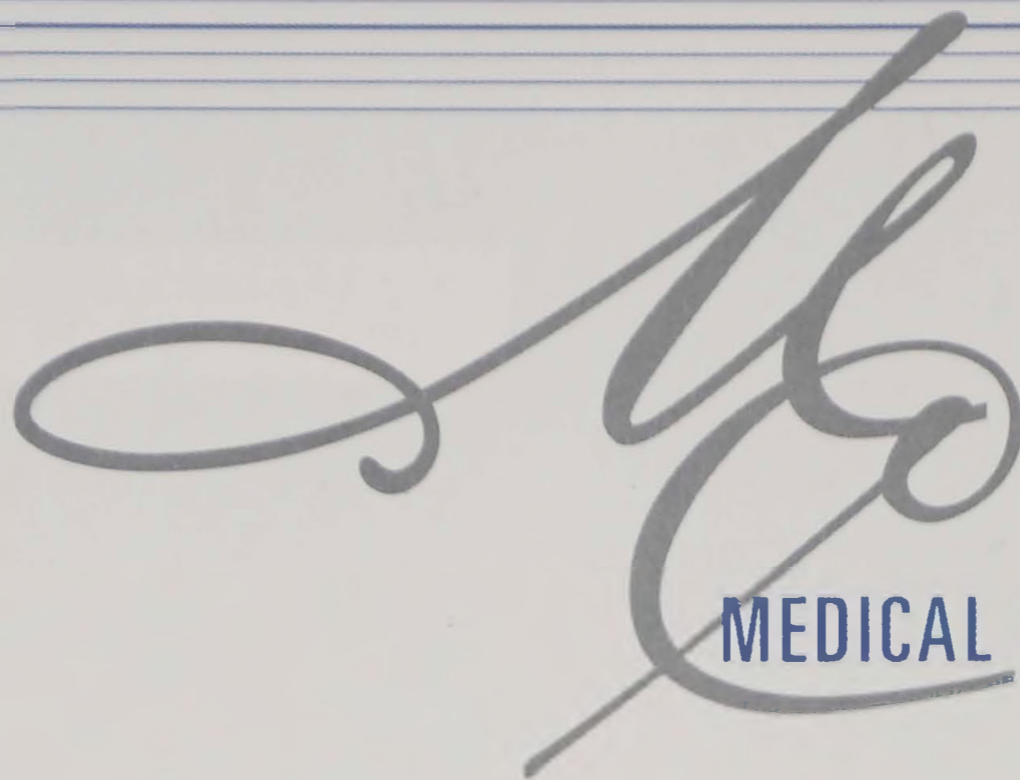
While Kevin Kwan and Patricia Lee work to better the international community, there are many Western students working to make a difference locally. Lydia Clapton, is one example.

For the practicum component of her art therapy degree, Clapton brought art to women at the Elgin-Middlesex Detention Centre.

"The focus of the course was to provide a safe environment for the women to express themselves," explains Clapton, who knew her program

was a success after the first session when she had a waiting list of women wanting to participate. "A lot of the women would come to the session and get right to work. All of the effort they put into it was very inspiring."

For her success and innovation, Clapton was awarded the Irene Dewdney Award for 2002. Dewdney established the award in 1997 to honor the graduate student who demonstrated creativity, innovation and skill in the practical application of art therapy.



MEDICAL STUDENTS INITIATE CHANGE IN CHINA

For many medical students, first-year med school is about studying hard, learning the basics, passing extensive exams and making it to second year. For 22-year-olds Kevin Kwan and Patricia Lee, first year at Western's Medical School was about all of this and much more.

Almost as soon as the pair arrived at Western, they recognized an opportunity to expand the University's medical training outside Canadian borders. While an international medical outreach program existed for upper-year students, Kwan and Lee decided to initiate a program specifically for students in their first and second years.

"We wanted first and second-years to be able to go abroad and learn about international health. We wanted something that would be definitive, that would be ongoing, that would be a part of Western," says Lee.

As a result, Kwan and Lee created the Medical Students Initiative in China (MSIC). The program gives students an opportunity to provide public and preventative health care to areas of need in China.

After almost a year of intense preparation that included researching what organizations they could effectively help in China and raising the needed money, Kwan and Lee spent the summer of 2002 travelling into rural Chinese villages and teaching villagers about sanitation and hygiene.

"A lot of organizations will go into villages and build clean water supplies, but then the villagers don't know how to take advantage of it," says Kwan. "They don't know that there is the possibility of better hygiene and that this can lead to fewer viruses and a healthier life."

Kwan and Lee discovered the reason the villagers lacked this knowledge was not because of a lack of information, but an ineffective teaching style. Traditionally, Chinese teaching is done through lectures. Doctors who come to villages lecture at length and give out pamphlets about sanitation, but with a low literacy level villagers are easily disinterested.

Kwan and Lee introduced an interactive style of teaching that proved more effective.

"Our translator would start each session by asking questions of the villagers. No one had ever asked these people what they thought before so everybody took notice and wanted to talk," explains Lee.

Nonetheless, the most remarkable change Lee and Kwan initiated was not in the villagers, but in the Chinese doctors themselves.

"The doctors saw the success we were having getting through to the villagers and by the end of our time in China we saw them changing the way they taught," explains Lee. "That was the most rewarding thing – we knew the doctors would continue our work when we left."

Next summer four more students are signed up to go back to China and continue MSIC's work. Kwan and Lee couldn't be more excited.

"It's exactly what we hoped for," says Kwan. "In 10 years time I hope the organization has enough people to not only be in certain parts of China, but to move on to other countries in Asia as well. I want it to be an organization that everyone wants to be a part of."

WESTERN MUSTANGS TRIUMPHANT IN 2001-2002 >

2001-2002 was not just a big year for Western's Men's Hockey team. The Western Women's Track & Field team also struck gold when they won the Canadian Interuniversity Sports' (CIS) National Championships. Like Clarke Singer, their coach, Vickie Croley was named by CIS as Coach of the Year, as was Mark Eys, coach of the Women's Soccer Team.

The Men's Basketball team did exceptionally well finishing second in the CIS. Mustang teams also captured Ontario University Athletics (OUA) Championships in Women's Rowing, Women's Squash, Women's Curling, Women's Figure Skating, Men's Golf, Men's Basketball, Men's Squash and Men's and Women's Badminton all won Gold Medals. Rob Schmidt (Men's Tennis), Leah Bishop (Women's Squash) and Rob Nigro (Men's Squash) were also individual OUA Champions.

WESTERN MEN'S HOCKEY COACH CLARKE SINGER (LEFT) WITH ASSISTANT CAPTAIN JUSTIN DAVIS





SINGER OF WESTERN'S PRAISE

Before he was named to London Mayor Anne Marie DeCicco's honors list, before he led the Mustang hockey team to the Canadian Interuniversity Sports (CIS) Championship, before he was honored as Ontario University Athletics and CIS coach of the year for 2002, Clarke Singer was a Western student.

Having spent four years as an undergraduate, two years as a Master's student in kinesiology, and one year in the Faculty of Education, Singer reveals his education at Western played a large part in his achievements as an athlete and a coach.

"I knew early on that I wanted hockey to be a big part of my life. When I realized I wasn't going to play professionally, I knew a kinesiology degree from Western could still take me a long way in sports," he says.

And, as his many accomplishments suggest, his Western degrees teamed with his dedication, enthusiasm and a love of hockey, have taken Singer to the top of university athletics in Canada.

However, Singer insists the secret to his success has little to do with him and a lot to do with the people he works with.

"We have great players, we have great athletes, but most importantly we have a great group of people," he says. "I think you have to have terrific people to be successful in any venture, whether it's business or sport and I am lucky enough to not only have a close coaching staff, but a close group of players that are all really good

people. That's the number one thing that allows us to work together successfully."

Fourth-year undergraduate kinesiology student, Justin Davis is one such person. Having played major junior hockey in the OHL and trained with the NHL's Washington Capitals, Davis had his pick of universities.

"I thought about going out East where the hockey is supposed to be better," he says. "But Western has a great hockey team and quite simply is superior academically, so I decided to come here."

Singer says Western's academics often win his hockey players over.

"When you look at Western, even if you're not an athlete, it's a tremendous school to come to," he says. "We have a great reputation, a great campus, a great city – it's really a perfect environment for a student to come to, be successful and get a great education that they can use for the rest of their lives."

Davis, now the assistant captain of the Mustangs with an 80 per cent academic average, agrees. Like his coach, he hopes to pursue a degree in education next year and become a teacher.

"I have always wanted to be a high school teacher," he says. "I like coaching and I want to be able to pass on what I've learned in hockey and at Western."



WESTERN ALUMNUS DON WRIGHT, BA '33

OUTSTANDING ALUMNI HONOURED >

At Homecoming 2002, Western recognized some other outstanding alumni: Western's highest tribute, the Dr. Ivan Smith Award, was given to Claude Pensa, QC (BA'52, LLD'98) for his dedication to the University and in recognition of his service to the community; Dr. Leo Behie (BESc'68, MESC'69, PhD'72) received the Professional Achievement Award, recognizing his contributions to the field of chemical engineering and his

success as a teacher and researcher at the University of Calgary; Donna Bourne (BA'70, DipEd'71) received the Community Service Award in honor of her outstanding work as a volunteer, teacher and coach in London; And, Dr. Hugh Jack (BESc'88, MESC'91, PhD'94) received the Young Alumni Award, recognizing his achievements in engineering as a researcher, educator and community volunteer.



THE WRIGHT WAY

Don Wright has been making a difference all his life. At 94, his list of accomplishments could fill a book. He's been a teacher, director of music for schools, radio station manager, choral conductor, arranger, composer, performer, producer and now, philanthropist. Today, he still arranges, composes and plays several instruments, but much of his time is spent working for the causes he and his late wife Lillian supported.

In October of 2002, Wright made a gift to Western that is making a big difference to the students and faculty in music. And Western, Wright's alma mater, named its Faculty of Music to honor his \$3-million donation.

Music played a strong role in Wright's student days. He arranged Western's school song, conducted the University orchestra and formed the Western band. At the same time, he set track and field records (his broad jump record of 23 feet, 8 inches or 7.1 metres remained for 44 years).

Following his graduation, Wright's passion for music continued. He started his professional career as a high school teacher, where he wrote and arranged music that was interesting, fun and educational. Later, his books *Youthful Voices* provided these tools for other teachers.

After a stint as director of music for London schools, CFPL Radio in London hired Wright. Within a year he transformed it into the top station in Southwestern Ontario. In fact, his programs were so popular, that CBC, the Mutual Network and NBC picked them up.

The Wrights moved to Toronto in 1956. Wright formed the Don Wright Singers whose popular television appearances inspired the Tabernacle Choir of Utah. Wright spent the rest of his time writing jingles for leading brands across the continent and scores for films. He was also commissioned to write for the opening of the St. Lawrence Seaway.

Wright's leadership continues to inspire students and teachers across the country. Carol Beynon, choral director and Faculty of Education professor at Western says she can't think of anyone else who has given more to music education in Canada.

"Through his dynamic work as a choral scholar, and through his passionate commitment to choral excellence through scholarships for developing conductors, he is one person who has provided the ongoing leadership that is required in the pursuit of artistic excellence," she says.

With his gift, Wright has created a strong base for the future of music at Western. He has ensured not only that others can follow a life of music, but also that Western can provide a high-calibre program for them.

"I have always felt that Western helped me to achieve success in life and that I owe something back in return," he says.



WESTERN STAFF MEMBERS CANDICE ARBOLEDA (LEFT) AND LYN HILL AT LONDON MEMORIAL BOYS' AND GIRLS' CLUB – A UNITED WAY SUPPORTED CHARITY

CREATING LEADERS >

Members of Western's staff aren't just leading the way in the London community. They also work continuously to improve life at the university. A Leadership Development Initiative at Western is helping them do just this.

Since its inception in January 2000, more than 100 academic and administrative leaders and managers have attended the leader's program. The program involves two key steps: a series of meetings that address leadership practice and strategic issues and a six day program that teaches foundational leadership skills.

Lori Gibbon, manager of undergraduate recruitment and admissions, says the Leader's Program changed the way she looks at her job. "It was

excellent," she says. "It really opened my eyes to what good Leadership practices are, what leaders need to understand about themselves and those they work with, as well as how to create a climate among colleagues that helps move Western and its people forward."

In 2002, Western began extending this leadership initiative to all of its staff when work got underway for "Learning, Working, Living" – a conference that will help all staff reflect on their careers and explore options for personal and professional development.



LEADING THE WAY

Lyn Hill has been working at Western since August 1979. As an Administrative Assistant in the Dean's Office, Faculty of Social Science, she is the front-line person for students, staff, faculty and parents and has been referred to as "the voice of Social Science."

Candice Arboleda began her career here in 1998. Having started in the Finance Department, Arboleda now works as part of the Alumni Relations team. Since starting at the University, both women have received their Bachelors of Arts and both agree they love being at Western.

However in 2002, the pair took three months out of their regular duties and worked as Western's sponsored employees at the United Way of London and Middlesex. In other words, Western paid their wages as Hill and Arboleda devoted their time to help the University meet its \$285,000 fundraising goal for the United Way.

And, not only was this duo instrumental in helping Western meet this goal, but both played a large part in helping the University beat it – raising more than \$310,000 for local charities.

For Hill, this was her third consecutive year as Western's sponsored United Way employee. "I initially volunteered because I thought it would be a good way to use my public

speaking skills," she says. "But I continued volunteering because it was such an awesome experience. I met people whom I never would have met otherwise, and I felt I was really making a difference."

Arboleda agrees and says she feels she got more from the experience than she gave back. "I feel I'm a better person professionally and emotionally because of this experience. It was so eye-opening for me. I didn't realize there was so much need for United Way charities in London." Both women were elated with the money they helped Western raise for the United Way, but were quick to point out they didn't do it alone.

"All of Western got behind us – staff, students and faculty," says Hill. "Western is very community-minded and socially conscious, so it was relatively easy for us to get people to give." Besides Hill and Arboleda, 40 staff and faculty members campus-wide devoted their time to helping Western raise money during its United Way campaign.

"We couldn't have reached our goal without all the people who helped out," says Arboleda. "We have really good people here."

Asked if they would do it again, both Hill and Arboleda reply "in a heartbeat."



WESTERN AND LONDON PARTNER FOR SUCCESS OF CITY >

For 125 years, Western has been inextricably tied to the City of London. In economic terms the University contributes more than \$1 billion annually to the vitality of the region and indirectly sustains more than 15,000 full-time jobs.

However, Western's contribution to London is more than just financial. For starters, the University generates a pool of educated citizens for local business. In fact, 10 per cent of London's population are Western graduates.

Western also provides countless programs, services and facilities to the community. The National Centre for Audiology, the Fowler Kennedy

Sport Medicine Clinic, the McIntosh Gallery and Sport Western, are only a few examples. In addition, hundreds of Western's faculty, staff and students volunteer their time and expertise, as well as donate money, to support local charities and organizations.

Western is committed to London's future development and prosperity. For more than a century it has grown with London and has played a large role in shaping the success of the region. With London as its partner, Western looks forward to maintaining its common goal of a strong university in a vibrant community.

PATIENT ROBERT STANHOPE WITH DENTAL STUDENT'S ASSOCIATION PRESIDENT ALEC HIRD





DENTAL CLINIC REACHES OUT TO LONDONERS

After 31 radiation treatments for his larynx cancer, Robert Stanhope was in danger of losing all his teeth. A retiree on a limited income, going to a private dental practice was simply not an option. That's when Stanhope discovered Western's Dental Clinic.

Located on campus, the clinic is a teaching and dental hospital offering comprehensive treatment at reduced rates to patients who may not be able to afford it otherwise. It is part of Western's dental school and accommodates 20,000 visits each year for the London community.

Within the clinic, Western's Dental Care Fund further provided for Stanhope. Administered by Foundation Western, this fund was set up in 1999 to provide for patients who cannot afford treatments even at the clinic's reduced rates.

Stanhope visited Western's Dental Care Clinic 18 times in 2002 and was treated by Dental Students Association President Alec Hird. During this time the pair developed a close relationship. Hird says it's relationships like this one that he values most about the clinic.

"The great thing about this clinic is that unlike other teaching clinics where students get assigned conditions to treat, here students get assigned patients," he says. "We work with the same patients throughout our time at dental school. And, unlike private practice we don't have a huge portfolio of people, so we really get to know them well. So, because of the relationship I have with Mr. Stanhope I had a personal interest in seeing that he got good care and ensuring that there was a positive outcome for him."

Hird adds he also enjoys working at the clinic because he feels that he and his fellow students are really making a difference in the London community.

"A person who goes regularly to a private dental practice just sees the next treatment as ordinary," he says. "But for a patient who comes here, we are really providing a service they wouldn't otherwise be able to receive. People seem to appreciate that."

WESTERN FACTS

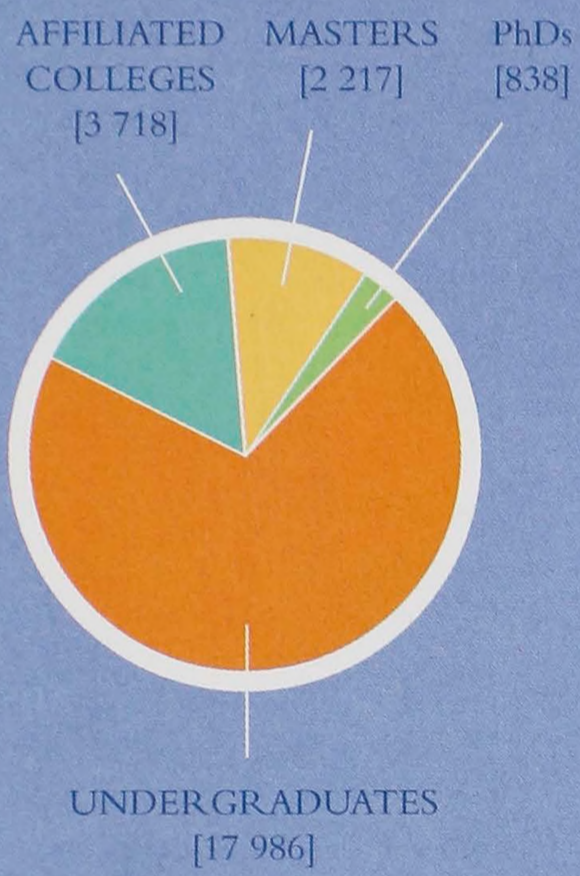
OPERATING REVENUES 2001-2002

	(\$000's)	%
Government Grants	152,512	45
Tuition	137,133	40
Recoverable Salaries	19,827	6
Investment Income	8,500	3
Other	19,734	6
TOTAL	337,706	

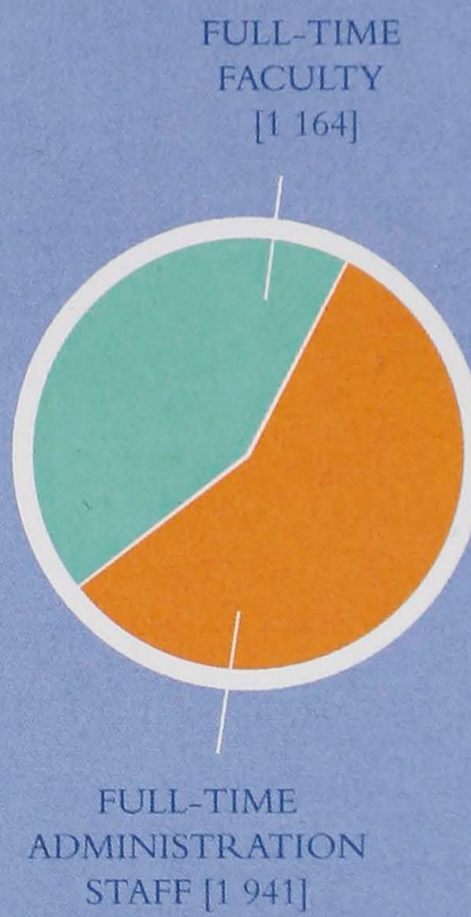
EXPENDITURES 2001-2002

	(\$000's)	%
Faculties	211,339	63
Scholarships and Bursaries	28,772	8.5
Support Areas	52,448	15.5
Corporate expenditures	42,619	13
TOTAL	335,178	

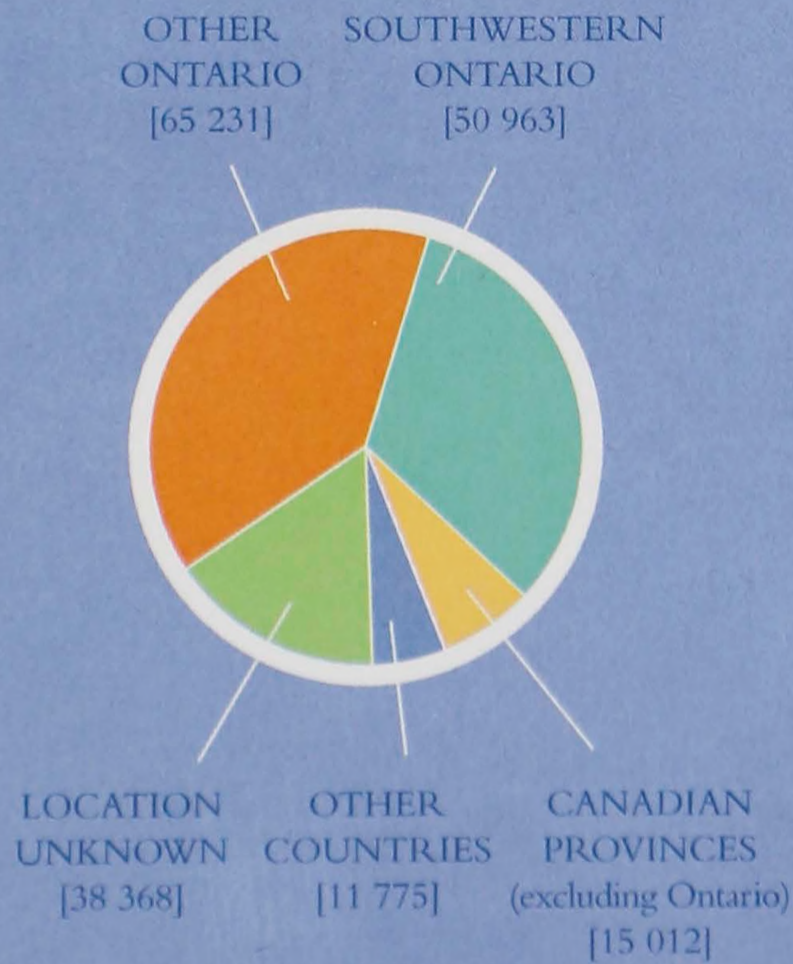
STUDENT ENROLLMENT 2001-2002



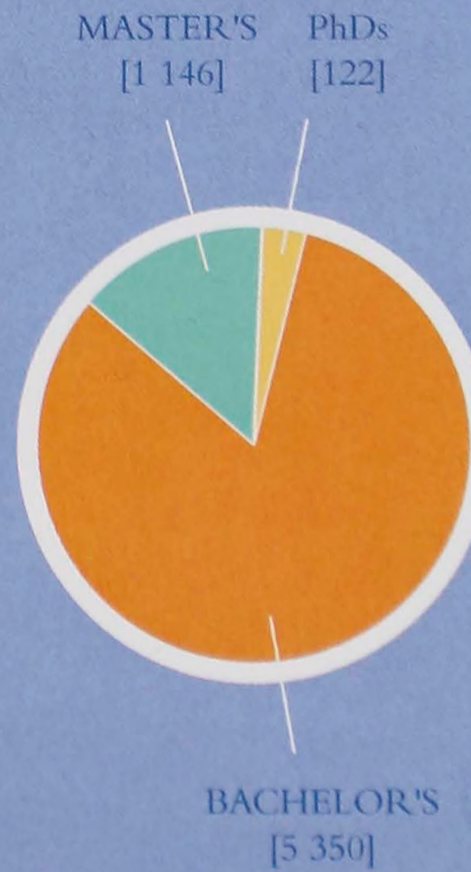
STAFF & FACULTY 2001-2002



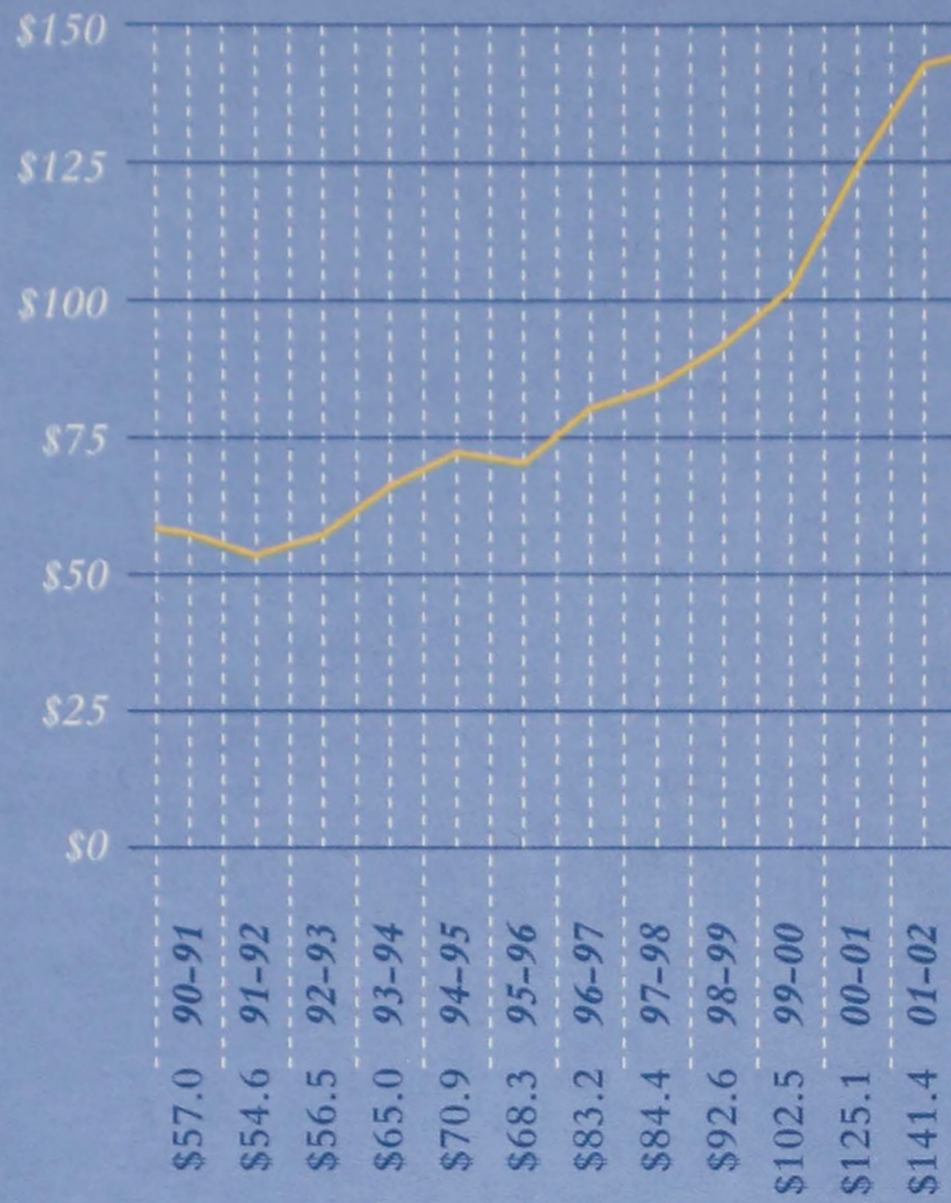
ALUMNI 2001-2002



DEGREES GRANTED 2001

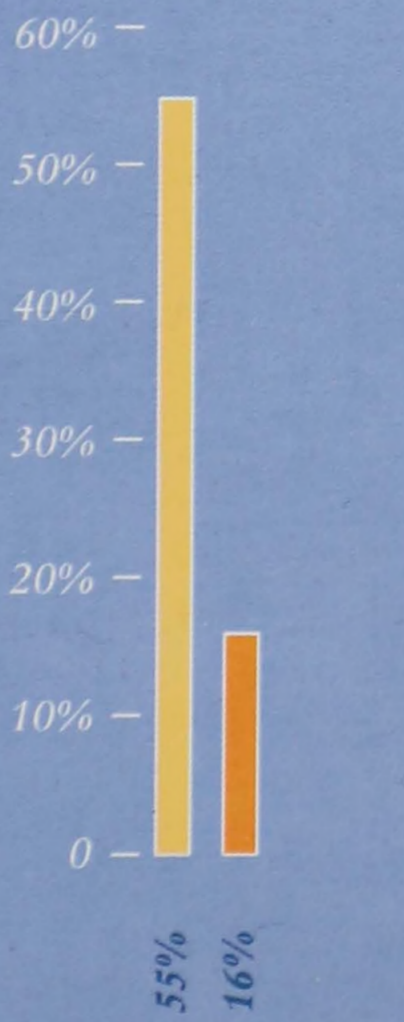


TOTAL RESEARCH FUNDING RECEIVED (\$000's)



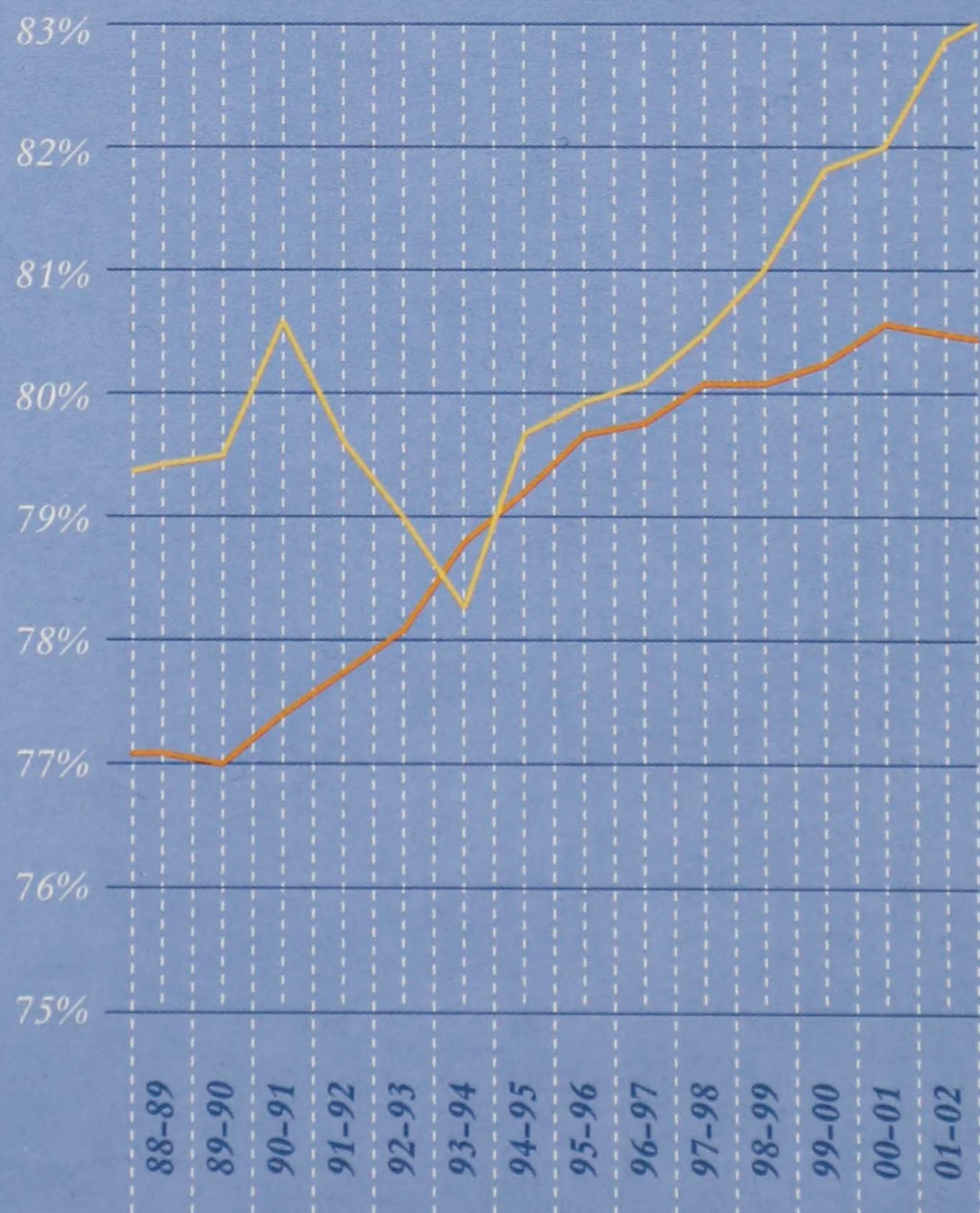
(THESE FIGURES INCLUDE RESEARCH GRANTS AWARDED TO WESTERN AND ITS AFFILIATES)

% CHANGE IN FIRST-CHOICE APPLICATIONS, 2002-03 OVER 1993-94



WESTERN ONTARIO

AVERAGE ENTERING GRADES OF NEW FULL-TIME 1ST YEAR OAC STUDENTS



WESTERN ONTARIO

BOARD LISTINGS

MEMBERS OF THE BOARD OF GOVERNORS

OFFICERS

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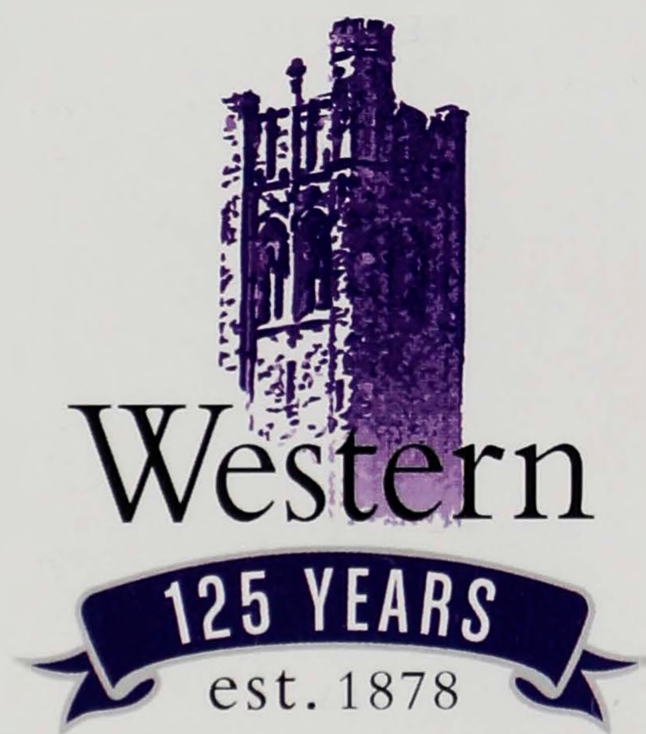
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COMMENTS AND INQUIRIES >

Office of the President
The University of Western Ontario
Rm 118 Stevenson-Lawson Building
London, Ontario Canada N6A 5M8
Phone: (519) 661-3104 Fax: (519) 661-3139
www.uwo.ca

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