

**ACHIEVING
EXCELLENCE**
— on the —
World Stage

January 2014



135 Years Of Achievement:

A HISTORY OF STRIVING TO BECOME “THE GREATEST UNIVERSITY IN CANADA”



Founded in 1878 as “The Western University of London Ontario,” our University remained relatively small during its early years before experiencing rapid growth and development following World War II. By 1956, Western’s President, Edward Hall, was challenging his colleagues to aim higher, “to think in terms of this university becoming the greatest university in Canada.” The campus community responded, and Western has since evolved into a teaching and research leader.

With an enviable national reputation, and an expanding international profile, Western today ranks among the top 1% of universities world-wide. It is a founding member of the U-15 (Canada’s group of leading research universities), serves as a hub for more than 500 international research collaborations, and is recognized as one of Canada’s Top 100 Employers.

Guided by its institutional motto, *Veritas et Utilitas*, Western is devoted to both the search for truth and the application of knowledge. Its faculty, staff, librarians, archivists, postdoctoral scholars, students and alumni have changed the world.

The following list of firsts, milestones, and achievements, offers only a hint of the extraordinary story Western has to tell:

- 1921: As a medical demonstrator working at Western, **Frederick Banting** conceives his ideas that led to the discovery of insulin with Charles Best;
- 1928: The first woman in Canada to earn a PhD in marine biology, **Dr. Helen Battle** joins Western’s Zoology department as an Assistant Professor. Battle becomes a renowned and award-winning teacher and researcher who campaigned during the course of her 40-year career to improve the place of women in science and academia;
- 1951: Western researchers led by **Ivan Smith** are the first to use cobalt radiation therapy in the war against cancer, raising the cure rate for cervical cancer from 25% to 75%;
- 1950s: Neurosurgeon **Charles Drake** develops and teaches his world-famous surgical techniques for repairing ruptured brain aneurysms at Western;

- 1965: **Alan Davenport** pioneers the science of wind engineering at the Boundary Layer Wind Tunnel he founded at Western; his research shapes the design some of the world's largest and most famous buildings and bridges;
- 1960s through 80s: **James Reaney** builds his legacy as one of Canada's most celebrated poets, playwrights and educators while teaching in Western's Department of English;
- 1976: Western alumna **Roberta Jamieson** becomes the first Aboriginal woman to graduate from a Canadian law school, launching a career of firsts as a leader and role model for all Canadians and First Nations peoples;
- 1992: In response to the global impact of HIV/AIDS, **C. Yong Kang** establishes a lab at Western where he develops a preventative vaccine for HIV; the vaccine is now entering the second of three phases of human clinical trials, and holds promise to deliver a cure for millions worldwide;
- 2004: Residence staff member **Bob Gough** leads the creation of Western Heads East, a multi-disciplinary teaching, research and development program that brings students, staff and faculty together to help African communities grappling with high rates of HIV/AIDS infection;
- 2013: Forbes Magazine names World Health Organization Director-General and Western alumna **Margaret Chan** (BA'73, MD'77) as the world's 59th most powerful person;
- 2013: Former Western student, Writer-in-Residence, and honorary degree recipient **Alice Munro** becomes the first Canadian woman to win the Nobel Prize in Literature.

We are proud of this record of individual and collective achievement. As it continues to add entries from the full range of established and emergent academic disciplines, Western's institutional self-confidence and global reputation will grow with it. Our shared history demonstrates that Western's past and future achievements are limited only by the imagination, expertise, and aspiration of its greatest asset: its people.

In the decades since President Hall challenged us to think big, the campus community has responded and evolved. Today, we welcome approximately 5,000 first-year undergraduate students each year to our extraordinarily beautiful residential campus. As social demand for access to university education has grown, Western's enrolment has expanded to meet the need for global-ready citizens educated to compete in today's knowledge-based economy. Western's unique physical infrastructure, welcoming local community, tremendous faculty and staff, vibrant academic programs, and wide range of support services attract the brightest students from across Canada and around the world.

Staking our claim on the world stage:

ELEVATING “CANADA’S BEST STUDENT EXPERIENCE AT A RESEARCH-INTENSIVE UNIVERSITY” TO THE NEXT LEVEL

“Canada’s best student experience at a research-intensive university”: this bold statement reflects a transformation that occurred over the past 20 years, a transformation that has made Western the envy of other leading universities. For 11 consecutive years in the *Globe and Mail’s* survey of student satisfaction, thousands of students graded Western at the top of its class on a wide range of measures: from the high quality of our teaching, to the outstanding facilities and residence experience, to overall campus atmosphere and student satisfaction. What accounts for Western’s edge in this category? We believe the most distinguishing element of Western’s unique identity is our unwavering commitment to outstanding student engagement across the spectrum of the university student experience: from the classroom, to the libraries, to residences, to athletics and recreation, to co-curricular clubs and student involvement in campus leadership.

The success of this formula is evident from entrance to graduation. Our first-year cohort now arrives at Western with grades well above the Ontario average, and rank amongst the highest entering averages in Canada. Once enrolled, our entering students stay to complete their degrees at Western: their retention and graduation rates consistently rank among the highest in the country. And they graduate into success: employment rates for Western’s undergraduate class of 2010 six months after graduation averaged 87.2%, rising to 93.9% two years after graduation. The well-rounded education students receive at Western propels our graduates into diverse leadership roles across the public and private sectors. We take pride in the fact that more Western alumni have been named among Canada’s “Top 40 Under 40” than graduates of any other university in the country.

In addition to the dedication of its faculty, staff, students, alumni, and community partners, Western’s successes have also been significantly influenced and guided by its strategic plans, which date back to the early 1980s. More recently, *Leadership in Learning* (1995), *Making Choices: Western’s Commitments as a Research-Intensive University* (2001); and *Engaging the Future* (2007) have articulated institutional aspirations and strategic priorities. Each edition has guided the development of academic plans in our Faculties, Departments and Schools, and has framed the operational plans in all of our support units. For more than 20 years, these plans have provided decision touchstones in the annual budgeting process, and collectively they have shaped Western’s overarching direction and evolution.

The 2014 edition of Western’s Strategic Plan—***Achieving Excellence on the World Stage***—builds upon the momentum of preceding Plans. It revisits and rises to President Hall’s challenge from 1956, and aims for nothing less than transforming Western from being “Canada’s best” into being a truly global university. The Plan’s title signals Western’s determination to raise its profile among globally pre-eminent universities. By raising our University’s national reputation and international profile, we will: (1) be able to recruit and retain the world’s brightest students, faculty and staff; (2) enhance the value of a Western degree for current and future graduates; and (3) enable our scholars and researchers, students, faculty and alumni alike, to grapple with the important questions of our time to seek solutions to our world’s outstanding problems. Although a plan for today, ***Achieving Excellence on the World Stage*** is guided by an old and powerful idea: Western’s motto, *Veritas et Utilitas* — which signifies the University’s dedication to “truth and usefulness” — remains the animating spirit of our shared ambition to seek always the betterment of the human condition.

Re-imagining our mission and vision:

REDEFINING “EXPERIENCE” WITHIN A RESEARCH-INTENSIVE, GLOBAL CONTEXT

Providing the “best student experience among Canada’s leading research intensive universities” was adopted as the University’s formal Mission in *Engaging the Future* (2007). Western is proud of its present reputation for offering “the best student experience” and remains fully committed to retaining and enhancing that reputation. The new Strategic Plan introduces a still broader perspective on “experience”—one that emphasizes the importance of developing a global perspective and establishing a stronger international presence with respect to teaching, scholarship, and research.

Achieving Excellence on the World Stage celebrates these achievements and, more ambitiously, extends our reach toward higher goals. What might we accomplish as an academic community if we broadened our perspective beyond Edward Hall’s 1956 challenge? In answer, our Mission and Vision challenge us to be bolder—to think beyond our standing in Canada and imagine the larger role we could play on the world stage.

Mission

Western creates, disseminates and applies knowledge for the benefit of society through excellence in teaching, research and scholarship. Our graduates will be global citizens whose education and leadership will serve the public good.

Vision

Western will be a destination of choice for the world’s brightest minds seeking the best learning experience at a leading Canadian research university.

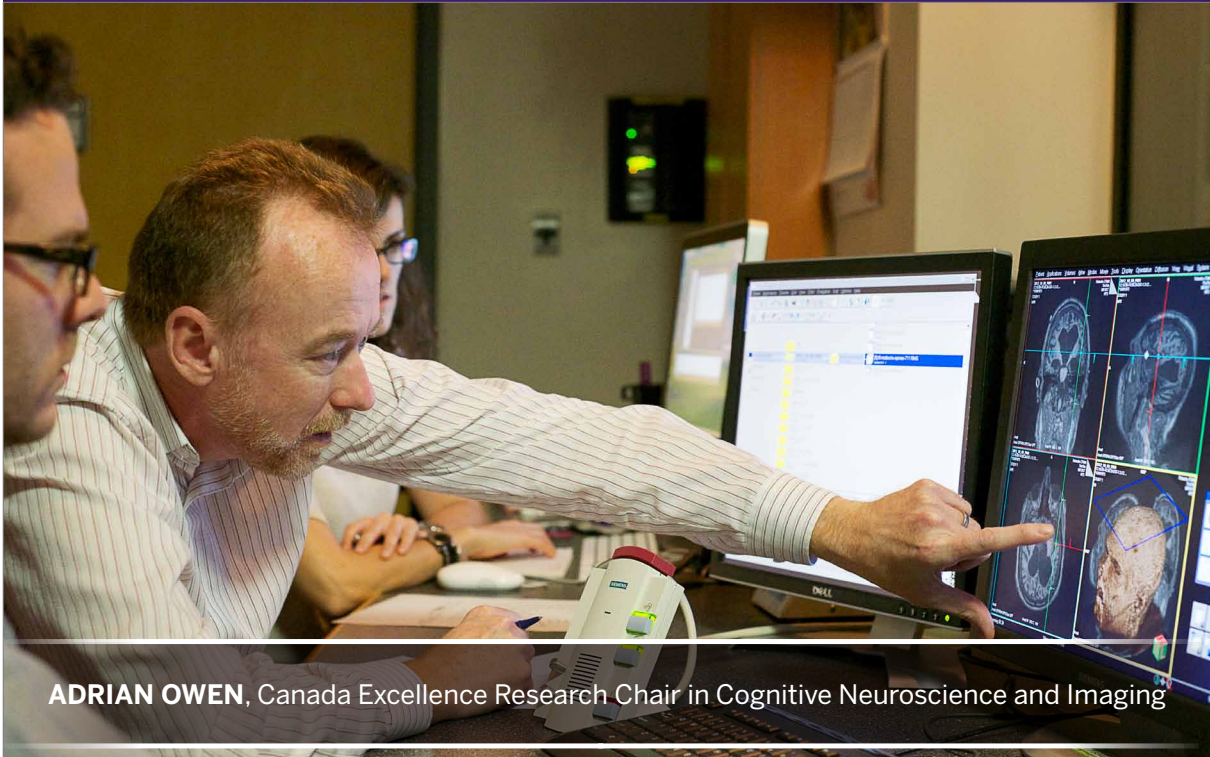
“The world’s brightest minds” include undergraduate and graduate students, postdoctoral scholars, faculty, staff and alumni. Accordingly, our updated Vision invites *all* members of our academic community, not just students alone, to be part of the Western “experience.” Our updated Vision also qualifies the “experience” to indicate learning in the broadest sense of the term: through pedagogy in our classrooms, laboratories and alternative pedagogical or technological teaching practices; through active participation in both basic and applied research and scholarship enterprises; through co-curricular and extra-curricular activities available on our campus, including student clubs, varsity athletics and recreational sport; through the on-campus residence experience; and through the facilitation of opportunities beyond our campus in community-service learning, internship, and international experience of the kind students will pursue upon graduation.

Informed by our Mission and Vision, *Achieving Excellence on the World Stage* outlines four fundamental strategic priorities that will drive Western’s academic planning and activity:

- I. Raising Our Expectations: Create a world-class research and scholarship culture**
- II. Leading in Learning: Provide Canada's best education for tomorrow's global leaders**
- III. Reaching Beyond Campus: Engage alumni, community, institutional and international partners in our Vision**
- IV. Taking Charge of Our Destiny: Generate and invest new resources in support of excellence**

Successful pursuit of these priorities will be possible only through the commitment and contributions of all the people who are members of our campus community. At Western, we strive to attract and retain the best talent available while simultaneously increasing the diversity of our workplace. In recent years Western has been successful in achieving its goal to increase the number of women appointed to faculty, to staff, and to leadership positions across the campus, and has worked hard to decrease barriers to their career progress; we must continue these efforts. Western is a community that respects, embraces, nurtures and celebrates the diversity of its members. Our community is one where all members are valued, respected and included. We strive to ensure our workplace is fully accessible and respectful of people's different needs and abilities. Western supports a healthy work-life balance and recognizes the right of every member of the Western community to study, work and conduct his or her activities in an environment free of harassment and discrimination. Each member of our community is accountable for ensuring that the University's policies in support of this imperative are upheld.

RAISING OUR EXPECTATIONS: CREATE A WORLD-CLASS RESEARCH AND SCHOLARSHIP CULTURE



ADRIAN OWEN, Canada Excellence Research Chair in Cognitive Neuroscience and Imaging

“...Western’s international profile will rest largely on the strength of its research enterprise, and the research enterprise requires talented faculty and graduate students with the time and resources to pursue innovative ideas.”

Faculty member, December 2012

“...Building a research-intensive university is the most important priority. It goes hand in hand with the goals of expanding and enhancing graduate programs, as well as with raising Western’s global profile.”

Student, January 2013

Western ranks among Canada’s top-10 research universities according to numerous input and output measures, and has many areas of scholarship and research where we can lay claim to being both a Canadian and global leader. This Strategic Plan challenges our campus community to aspire to become a more preeminent research-intensive university by raising our stature nationally, and expanding the number of areas that achieve excellence on the world stage. Meeting this challenge starts with creating a culture that places a higher value on scholarship and innovation, one that strives more intently to increase the impact and productivity of our research and scholarly activities across and between the disciplines. To support this priority, Western will focus more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm.

As a large research-intensive university supporting the full spectrum of traditional academic disciplines, Western recognizes that “research” and “scholarship” mean different things to different people across our campus. For example, funding requirements and sources vary considerably from one discipline to the next. Additionally, research and scholarship outcomes differ significantly in their production, validation, dissemination, and application—even in the ways we celebrate them. Western recognizes the necessity of having strong disciplinary foundations and further believes that in order to tackle global challenges, we need to assemble interdisciplinary teams comprising members who are solidly grounded in their own disciplines. At the same time, Western

recognizes that while the proliferation of interdisciplinary activity is creating many new opportunities to engage in high-impact research, it is also creating new challenges in terms of how such collaborations are initiated, funded, administered, evaluated, and valued. In this context we will:

- 1. Invest selectively in interdisciplinary areas of strength:** Many of the significant problems facing humanity today are enormously complex, and the greatest advances made in solving them emerge at the boundaries and intersection of disciplines. Western's response to this reality is to promote collaboration and build operational capacity for interdisciplinary research. An essential prerequisite for building this capacity is to maintain, and, where necessary, strengthen a base of support for traditional disciplines across the academy while also allocating incremental resources selectively and strategically to drive interdisciplinary activity. Western will use a diverse set of tools available to support interdisciplinary research. These include creating University-wide institutes of high impact, building the Clusters of Research Excellence Program, establishing endowed chairs, increasing peer-reviewed external funding, and allocating internal resources. Further, Western will create 100 research chairs, including 50 new endowed chairs supported by funds raised from private donors and industry partners engaged during our "Be Extraordinary" Campaign. We will also create a new Strategic Excellence Fund for future investment when appropriate opportunities arise.
- 2. Increase focus on research *inputs*:** In many disciplines research cannot be undertaken without access to research grants. Accordingly, greater success in securing research funding from all potential sources is essential, in terms of productivity and impact, to creating a world-class research culture. Graduate student support and postdoctoral research are heavily reliant upon external research grants and fellowships. The Federally Funded Indirect Costs of Research program provides funding for our Libraries. The number of Western's Canada Research Chairs, and the Canada Foundation for Innovation funding envelope for Western are both determined in ratio to our success in attracting Tri-Council grant support. To this end, Western needs to increase its share of funding from the federal Tri-Council granting agencies (i.e., SSHRC, NSERC and CIHR). In addition to the granting Councils, efforts will also be directed to securing funds from non-traditional sources, including foundations and international agencies. Plainly put, if Western is to improve its overall research standing, all disciplinary areas need to increase the quantity and quality of funding applications to the Tri-Councils and other external funding agencies. Increased emphasis on and support for this institutional priority will enhance Western's profile and reputation at the national and international levels.
- 3. Increase focus on research *outcomes*:** Western will maintain a strong focus on the quality and quantity of our research outcomes and their dissemination. This will mean different things to different people—from citations in the most prestigious disciplinary journals, to monographs and books published by leading presses; from keynote speaking engagements at national and international conference plenary sessions, to musical performances on the world's international stages; from scholarship that shapes public policy, to business cases that inform entrepreneurial decision-making; or from curiosity-driven enquiry, to scientific and technological innovations that can be commercialized for application in health care and by private industry. Regardless of the discipline, increased research intensity will raise Western's profile in the eyes of those who benefit from our intellectual activity. This enhanced institutional profile will aid all Western researchers as they compete for peer-reviewed research grants and seek to publish in prestigious venues.
- 4. Recruit and retain senior faculty:** Western recognizes that its institutional reputation results largely from the talent and effort of its people. Accordingly, it is imperative that Western attract and retain the very best people to teach and support our students, and to lead our research enterprises. Our normal practice has often tended toward the recruitment of junior faculty. In many instances, however, our requirements tend toward the need for more experienced and senior talent to provide leadership to our scholarly endeavours. Western will give greater consideration to hiring established scholars with proven track records in research and teaching in select areas, in addition to high-potential junior faculty of proven ability.
- 5. Address societal needs for "Highly Qualified Personnel":** In today's knowledge-based global economy, the demand for individuals who can create new knowledge or who can critically assess and apply new knowledge continues to rise. Our society also needs people who can provide leadership in recognizing, defining, and engaging the world's increasingly complex challenges. Western affirms its commitment to meeting societal need for highly qualified people across all disciplines. We will achieve this goal by

providing the educational programming, research training and experiences that develop the talent of our undergraduate and graduate students, postdoctoral scholars, medical residents and fellows so that Western graduates are well prepared to be leaders in their chosen endeavours on the global stage.

- 6. Partner with other institutions and communities:** A critical element to increasing the impact of our research and scholarly activities is to engage more actively with colleagues in the broader global academic community and to pursue additional opportunities within private sector and non-profit communities. Western faculty, postdoctoral scholars, librarians and archivists and staff are already involved in many such mutually beneficial partnerships nationally and internationally. These endeavors serve individual research interests and also expand the sphere of our University's reputational prominence in Canada and abroad. We must identify and pursue more opportunities to advance and apply knowledge in partnership with the private sector, non-profit sector, and specific communities within the broader public (e.g., Aboriginal and immigrant communities).
- 7. Celebrate our colleagues' successes:** We are proud of the people who work at Western and understand that building our University's reputation depends on their continuing success. More of their individual achievements *could* and *should* be recognized. Viewed collectively, individual accolades such as election to the Royal Society of Canada, or being awarded a Guggenheim Fellowship, the Killam, and Polanyi Prizes (to name but a few examples), all raise the overall reputation of our University and all of its members. Western will invest more resources and develop effective processes to identify, nominate and celebrate colleagues who merit the recognition conferred by high-profile external award programs.
- 8. Bring the world to Western:** Academic conferences, symposia and other special events and programs attract visitors to our campus and shine a spotlight on all that Western has to offer. Western has enjoyed success in hosting large-scale events, from the discipline-specific to the multi-disciplinary (e.g., the Congress of the Humanities and Social Sciences), to the inter-disciplinary, all of which engage academic communities from around the world. Western will continue to support multi- and inter-disciplinary collaborations with internationally recognized academics who can help raise the profile of Western's areas of strength. We must also increase our efforts to take Western to the world. Faculty, staff, students and alumni contribute to this effort as ambassadors for Western when they attend and present at meetings, symposia, conferences and other academic/professional functions hosted by international institutions and organizations.
- 9. Engage our Libraries as partners in research and scholarship:** Western recognizes the unique role played by Western Libraries in creating, disseminating, and preserving knowledge. Librarians, archivists and library staff interact with members of the campus community across the disciplines in support of these crucial University missions. Our librarians and archivists also create knowledge through their own academic activities. Western Libraries will continue to support a strong research and scholarship culture by maintaining and selectively enhancing the quality of its library and archives research collections; providing appropriate physical and virtual library research environments; expanding opportunities to disseminate research results; and ensuring individual researchers and research teams have timely access to the requisite librarian, archivist and library staff expertise,



LEADING IN LEARNING: PROVIDE CANADA'S BEST EDUCATION FOR TOMORROW'S GLOBAL LEADERS



WESTERN'S IVEY BUSINESS SCHOOL offers the only undergraduate program in the world committed to the case-method of learning

“...Our commitment is to leadership in learning... to ensure a quality of undergraduate and graduate education that allows Western’s graduates 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.”

Leadership in Learning:
Western’s Strategic Plan, November 1995

“...Western is one of the best universities in Canada. I’ve learned this through my experience as a student as well as my experience working for different departments on campus.”

Student, January 2013

Western is part of an elite group of institutions boasting the highest average entering grades, student retention, and graduation rates in the country. As these metrics continue to rise, we aim to support recent initiatives to increase diversity within the student body, promote our internationalization strategy, and develop sustainability programs and interdisciplinary studies within our curriculum. We continue to fulfill our commitment to “leadership in learning” as articulated Western’s 1995 Strategic Plan. With this in mind, Western will pursue the following priorities, each aimed at expanding our capacity to provide our graduates with the knowledge and skills required to lead and succeed in a rapidly evolving global economy:

- 1. Expand graduate enrolment while maintaining quality:** Over the past 10 years, graduate enrolment has grown from 3,324 to 4,777 in 2012-13 (or from 14% to 17.6% of total enrolment). A sustained growth of graduate enrolment is an essential means to strengthening the research and scholarship culture at Western. We will achieve this goal by expanding enrolment in existing masters and doctoral programs, and by creating new graduate programs where the hosting academic unit has determined growth or

new programming is appropriate. Among the key considerations in optimizing enrolment in each of our graduate programs will be the size and quality of the applicant pool, the demand for graduates in that particular discipline or profession, the competitiveness of our programs' graduates in finding employment or placement for further study, and, to ensure the quality of the program while supporting the success of our students through the availability of faculty, staff and library resources.

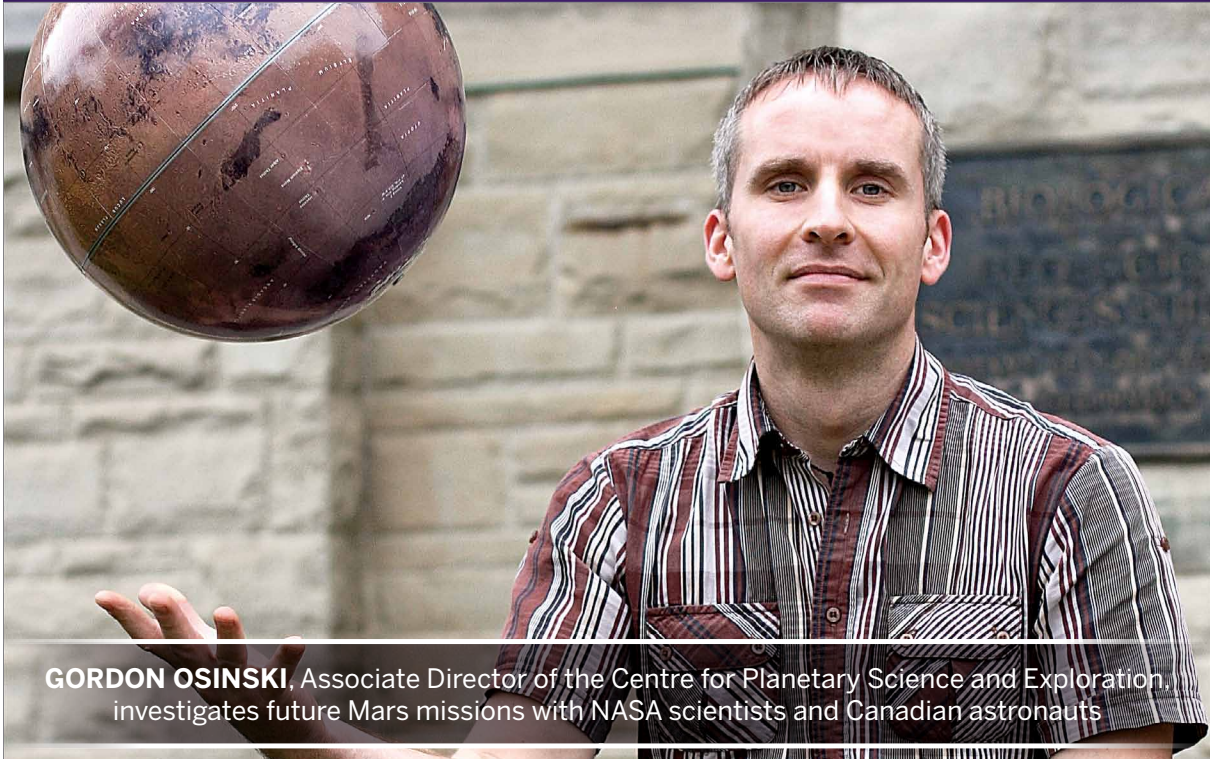
2. **Establish new and innovative professional Masters programs:** Increasingly, graduate education gives students advantageous pathways to launch careers in a highly competitive and increasingly global job market. Western will develop new and innovative professional Masters programs that meet the evolving demands of students, society, and industry alike.
3. **Enable interdisciplinary study:** Programs offering students courses outside their degree area enrich the learning experience while contributing to the interdisciplinary culture Western continues to build across campus. Western will achieve this goal by minimizing structural and budgetary barriers at the Faculty and Department levels. Minimizing such potential obstacles will enable undergraduate and graduate students to explore the full range of their interests within the scope of their degree program.
4. **Articulate University-level learning outcomes:** In accordance with the Degree Level Expectations directives of the Ontario Council on Quality Assurance, Western will articulate undergraduate and graduate learning outcomes at the institutional level, taking into account the University's distinctive mission, culture, and values. Institutional learning outcomes provide a framework for program- and course-level learning outcomes, which will identify the knowledge, competencies, and skills undergraduate and graduate students may expect to achieve. Curricular mapping and assessment techniques designed to demonstrate specific learning outcomes will support program innovation, student learning, and outstanding academic quality.
5. **Promote excellence and innovation in teaching and learning:** As a founding member of the Society for Teaching and Learning in Higher Education, home to the Society's national journal, and to the Centre for Education Research & Innovation, Western has a long-standing commitment to evidence-based pedagogical practice. Through the contributions of faculty, staff, librarians and archivists, graduate students and postdoctoral scholars engaged in teaching, Western values pedagogical innovation, including facilitating active and deep student learning. The recently announced Teaching Fellows program will enhance pedagogical research, promote effective teaching practices across campus, and recognize excellence, particularly in emerging areas of teaching research such as experiential education and technology-integrated learning.
6. **Teach transferable knowledge and leadership skills for the 21st century:** Regardless of their program of study, undergraduate and graduate students should graduate with well-developed critical thinking and communication skills requisite to any career. They should also have professional development opportunities embedded in their programs to enable students to explore and acquire the kinds of leadership and entrepreneurial skills increasingly in demand in today's marketplace. Implicit in this expectation is that the University and prospective employers have a shared understanding of how different degrees prepare graduates for success both within and beyond academia. Professional degree programs have long articulated the knowledge and skills their successful graduates acquire, and the same expectation must become a higher priority for undergraduate and graduate programs across the disciplines.
7. **Educate and support development of the whole person:** Developing tomorrow's successful global leaders involves more than outstanding academics—it requires attention to wellness of mind, body and spirit. A key to Western's success in providing Canada's best student learning experience has been our recognition of the needs of the whole student as expressed in Western's exceptional range of curricular, co-curricular, extra-curricular, and student support programming. From residence and recreational programming, informal socializing and collaboration in libraries, to student government, varsity athletics, and special interest clubs, our students have near limitless possibilities for augmenting their education beyond the classroom. Western also recognizes that different kinds of students may require different kinds of support. To this end, Western will strengthen the full range of student development, academic counselling and administrative support services that contribute to student success across the student body—from domestic to international students, and from first-year and upper-year undergraduates to graduate students and postdoctoral scholars. Western will also work to facilitate collaboration among

various service providers with a view to ensuring that all students are directed toward the best service available to meet their specific needs.

- 8. Promote and support experiential and international learning opportunities:** Educating the whole person also entails providing experiential learning opportunities that occur beyond campus in the broader community, across the full spectrum of disciplines—from the arts and humanities and social sciences, to the physical and health sciences, to the professional programs in medical, legal and engineering professions. Today’s students seek to round out their degrees by applying their acquired knowledge and skills in hands-on, real-world settings. Students and employers alike expect to do this through such learning activities as: participation in internships, co-op, and job shadowing programs with industry partners; service-learning projects with non-profit community groups; study-abroad and academic exchange programs; and social justice or international development initiatives with non-governmental agencies. In these contexts students learn to apply the knowledge and skills they learn in the classroom to practical “real world” situations. Western will invest the incremental resources required to increase the number of Work Integrated Learning Experience and international learning opportunities available so that any academically eligible student wishing to participate in such learning experiences will have opportunity to do so. Western will also endeavour to collaborate with various campus and external community partners to optimize coordination efforts.
- 9. Engage more undergraduate students in the research enterprise:** Western recognizes that many undergraduates demonstrate interest and capacity to enrich their learning through direct participation in research. Indeed, it is by focusing on research and undergraduate student involvement in research that Western can take the student learning experience to the next level. Building on our Mission to educate global citizens at a top research-intensive university, Western will provide greater opportunities for undergraduates to engage with research as part of their degree. This may include greater incorporation of inquiry-based learning into existing curriculum, providing more opportunity for the presentation of student work through undergraduate journals, conferences and Western’s institutional repository (Scholarship@Western), as well as more hands-on involvement with research projects conducted in campus laboratories.
- 10. Innovate our pedagogy through alternative means of undergraduate and graduate program delivery:** Currently, many faculty, staff, librarians and archivists, graduate students and postdoctoral scholars use alternative, hybrid, and blended teaching methods in their courses to enhance the student learning experience. Illustrating this point, courses offered entirely online now account for 10% of all instruction, representing some 185 courses for undergraduates in direct-entry programs. In a recently released report, Western’s Task Force on E-Learning proposed a digital learning strategy for the University. Western’s Network for Digital Education & Research has prepared a response to the report. These two documents will inform Western’s approach to building on current alternative, hybrid, and blended teaching practices. We will do so by providing infrastructure and technical support for the introduction of new and innovative modes of pedagogy where demand and opportunities are identified at the local academic unit level.
- 11. Maximize our Libraries’ contribution to supporting student success and scholarly excellence:** Western Libraries play a uniquely foundational role in connecting students, faculty, postdoctoral scholars and staff from across the local and global academic community, and has long been a key partner in the creation, dissemination and application of knowledge. Responding effectively to evolving demands placed upon our physical and virtual learning environments by our academic community is key to the future success of our Libraries. To this end, Western is committed to providing access to essential learning resources, to maintaining and creating space for individual and collaborative learning, to embedding information literacy in the curriculum and to providing high-quality library services and instruction.
- 12. Embrace the principles and practices of an environmentally sustainable campus:** Thanks in part to the President’s Advisory Committee on Environment & Sustainability (PACES), Western has reason to be proud of the many environmentally focused processes, programs and facilities implemented across our campus community. Working to increase environmental awareness and reducing our impact on the environment is a labour we share with other globally minded universities. To this end, Western is committed to promoting and supporting innovations in sustainable practice as outlined by the PACES Sustainability Strategic Plan.



REACHING BEYOND CAMPUS: ENGAGE ALUMNI, COMMUNITY, INSTITUTIONAL & INTERNATIONAL PARTNERS



GORDON OSINSKI, Associate Director of the Centre for Planetary Science and Exploration, investigates future Mars missions with NASA scientists and Canadian astronauts

“...We ask that alumni be viewed as a key stakeholder group alongside faculty, staff and students; that the alumni voice be celebrated; that we be engaged at meaningful points in time; and that Western reaches out to us on matters of institutional priority.”

Western Alumni Association, February 2013

“... Western plays on a global stage but its local role is also more important than ever before as an essential part of the City of London that makes significant contributions to our economy and community. Western is one of London's most prominent institutions, largest employers and a primary magnet of talent into our community.”

City of London, April 2013

Western cherishes its longstanding ties to its home in London, and we are highly cognizant of the importance of relationships with key local stakeholders and institutional partners. These groups include more than 260,000 alumni who live around the world and are represented by the Alumni Association; current students represented by the University Students' Council and the Society of Graduate Students; Western's 8,200 faculty and staff members represented by various unions and employee associations; the City of London; our three Affiliated University Colleges; Fanshawe College; affiliated teaching hospitals and health research institutes; local First Nations communities; community organizations and social service agencies. This list is far from exhaustive. We also take enormous pride in our physical setting in London, which plays a significant role in recruiting and retaining students, faculty and staff from across Canada and abroad who share our appreciation for the beauty, safety and friendliness of our campus and surrounding community.

Beyond our local community, Western is also indebted to the mutually beneficial relationships we actively sustain with a growing list of regional, provincial, national and international organizations. These relationships

contribute importantly to our rising profile as a global university. Recognizing that Western's continued success is increasingly dependent upon our institution's ability to interact in meaningful ways with a large and complex global network of stakeholder groups, we aim to strengthen our public engagement and outreach by:

- 1. Engaging our global alumni community as active ambassadors for higher education:** As graduates, no group is more knowledgeable of and influenced by Western's student learning experience than our alumni. Western's ability to excel in the global environment increasingly depends on how well we are able to engage the active support of our alumni community locally, provincially, nationally and internationally. Beyond their proven and generous capacity for providing philanthropic support (including that received during the current "*Be Extraordinary*" Campaign for Western, which aims to raise \$750-million by 2018), we intend to engage alumni more creatively and effectively as advocates for their *Alma Mater* and for the cause of postsecondary education more broadly. These efforts will include:
 - supporting alumni in forming global links and virtual networks that will mutually benefit individual graduates and their *Alma Mater*;
 - celebrating graduates' success stories in traditional and social media;
 - seeking alumni help to advocate for greater public support of Western and higher education;
 - exploring opportunities to provide alumni with enhanced access to online library resources, services and life-long learning opportunities;
 - tapping graduates' personal networks as a means to identify exceptional students, faculty and staff in our recruitment efforts;
 - leveraging alumni knowledge to assist with the development of innovative curriculum and research initiatives that will better prepare our students to become global citizens;
 - cultivating ongoing alumni interest in Western's activities and linking alumni to participation opportunities;
 - accessing graduates' expertise on revenue diversification strategies that will help minimize the University's reliance on governmental and tuition sources;
 - maximizing the ability of professional school graduates to link to their professional communities.
- 2. Seeking mutual points of advocacy with our unions, employee and student groups:** We commit to working with the various constituency groups on campus to find mutual points of advocacy that will strengthen the high quality of Western's teaching and research and increase Western's profile on the global stage.
- 3. Contributing to London's social, cultural and economic development:** Western reaffirms its strong and ongoing commitment to playing a leadership role in contributing to the high quality of life enjoyed by citizens of London and the regional community. The University's direct points of interaction with the City and community are both countless and varied. As one of London's largest employers, Western generates—conservatively reckoned—an estimated \$2-billion in economic activity annually. Along with the 8,200 faculty and staff employed on campus, Western and its Affiliated University Colleges attract 6,400 first-year undergraduates each year, in addition to more than 31,000 upper-year, graduate and postdoctoral scholars who count among the brightest young minds in the country. Western will continue to explore with the City of London and other community organizations mutually beneficial initiatives that contribute to the city's quality of life and advance the teaching and research mission of the University.
- 4. Partnering with educational and research institutions at home and abroad:** To advance our goals, Western believes that it can achieve more by partnering with other educational and research institutions than what it can achieve by going it alone. In advancing Western's teaching and research priorities, we will pursue select opportunities to partner with institutions through which mutual benefit can be achieved.
- 5. Improving accessibility and success in higher education for Indigenous peoples:** Western has undertaken many activities to strengthen its relationship with regional Aboriginal communities. This began with the establishment of the Aboriginal Education and Employment Council (AEEC) in 1991, which highlighted a commitment, articulated again in *Engaging the Future* in 2006, to developing distinct initiatives for recruiting and supporting Aboriginal students. Today, Western is home to approximately 450 students who identify themselves as being of Aboriginal ancestry and whose presence and activities contribute

significantly to the cultural diversity of our campus community. Looking ahead, Western reaffirms its commitments to making higher education more accessible to Indigenous peoples; to improving the learning experiences and success of Indigenous students; to hiring and supporting the success of Indigenous scholars and staff; and to improving the well-being of Indigenous peoples through ethical research and social involvement. To accomplish these important goals, Western looks to partner with the AEEC to develop an inclusive multi-year Indigenous Strategic Plan that will encompass key priorities over the next five years.

IV.

TAKING CHARGE OF OUR DESTINY: GENERATE AND INVEST NEW RESOURCES IN SUPPORT OF EXCELLENCE



If we are to pursue and achieve the aspirations outlined in *Achieving Excellence on the World Stage*, Western will need incremental resources to support these ambitions. This also means making more effective and selective use of our available resources to maintain the fiscal capacity and flexibility that will allow Western to engage proactively with future opportunities that may emerge in alignment with our strategic priorities.

As a publicly assisted university, Western depends significantly on grants from the Provincial government to fund its operations, and from the Federal government for research support. Currently, 45% of our operating funds come from government grants, while the balance comes from domestic student tuition (35%), international student tuition (7%), and other sources, including private philanthropy and corporate partnerships (13%). However, Western operates in a fiscal environment in which there is a growing gap between public expectations and the government's ability to fund important public services and investments. The rising cost of health care, coupled with an aging population and an ever-increasing debt burden for the provincial government has led to the decline of funding allocations for postsecondary education on a per student basis. As a result, the Provincial share of our operating budget has declined from 85% in the late 1970s, to 45% in 2012.

Western continues to make the case, to both the Provincial and the Federal governments, for increased public investment in support of high-quality university programming. We must also be more diligent in actively seeking new opportunities to generate resources from non-traditional sources. In the years ahead, our strategic priorities for addressing this challenge will include:

- 1. Private philanthropy:** Western is fortunate to enjoy the philanthropic support of thousands of generous alumni, corporations, foundations and other friends of the University. In fact, fundraising initiatives dating back to the "Second Century Campaign" (1979-1985) have generated more than \$1 billion in additional revenue for Western and hundreds of millions more through various government donor-matching programs. Having surpassed the half-way point in our current \$750-million "Be Extraordinary" Campaign, Western will continue to engage private partners seeking to invest in University priorities, including student aid, scholarships and endowed research chairs.

- 2. Enhanced alumni giving:** Western's more than 260,000 alumni who are spread around the world, count among our University's most important stewards. Over the years, their financial support has helped Western build excellence in select areas of teaching and research activity that would not have been possible relying only on traditional sources of revenues. Western's ability to achieve its ambitious goals will importantly depend on our ability to significantly increase alumni giving. In our distant past, Western could rely largely on public funding to achieve its goals, and as a direct consequence many of our alumni have not felt the need to support Western directly. They correctly understood that taxes provided adequate funding for great public institutions like Western. *This is no longer the case.* Western's current provincial operating grant covers 45% of the University's operating expenditures. We need to make the case to our alumni that their giving can make a difference between excellence and mediocrity. To this end, Western is committed to working with our alumni to promote a culture of alumni giving to support excellence.
- 3. Private sector partnerships:** Collaborative initiatives that engage private sector partners in order to tackle pressing real-world challenges represent an important means of fulfilling Western's mission to create, disseminate and apply knowledge for the benefit of society. Western is committed to identifying and pursuing partnership opportunities that are clearly aligned with Western's institutional strengths, strategic, and academic priorities, while taking care to maintain the highest standards of academic integrity in all our partnership endeavours.
- 4. Enhanced investment returns:** Since 1988, Western has invested revenues received but not yet expended as a means of generating additional resources for strategic priorities. Through a prudent mix of short-term non-endowed and long-term endowed investments, this strategy has generated more than \$103 million in additional funding for University priorities over the past decade. Moreover, since this practice was adopted, Western's financial planning has achieved annualized returns of 5.9%. Western will continue to monitor and refine its investment strategies with a view to minimizing risk and maximizing returns.
- 5. Investing resources to support excellence and strategic initiatives:** Despite a decline in per-student funding support from government sources, the provincial grant remains the major source of our revenue. The other significant source of our revenue comes from student fees regulated by the Province. Consequently, over 80% of our revenue depends on government funding and/or policies. Over the decades, Western has experienced significant shifts in funding policy that have affected our revenue sources. Our dependence on the health of Ontario's public finances links the University's financial outlook to the often unpredictable fluctuations of budgetary cycles. Continued prudent management of our resources is therefore a must if Western is to pursue its strategic priorities. To this end, Western will manage its resources to ensure that the long-term interests of the institution are protected. Our financial strategies in this endeavour include avoiding structural deficits, and building budgetary flexibility at all levels so that we can deal with unanticipated fiscal challenges, and uncertain funding regimes, without resorting to actions detrimental to the well-being of the institution.

Measuring our progress:

PAYING ATTENTION TO METRICS THAT MATTER

Western's success in achieving excellence on the world stage will be determined by the expertise, creativity, and passion of all members of our campus community. To foster the kind of culture that encourages and supports individuals and groups to realize both personal and institutional ambitions, Western recognizes the importance and value of all contributions to its Mission; to providing opportunities for personal, job and career development; and to promoting a safe, respectful, and healthy work environment in which to thrive.

Western is also committed to setting ambitious high-level targets against which progress toward our goals can be monitored and corrected when necessary. The following list represents the key targets and corresponding metrics we will monitor during the lifetime of this Plan. Every attempt will be made to benchmark our progress with respect to our peer groups, and where reliable data is not available, proxies may be used.

- a. Attract the brightest students as demonstrated through the highest entering grade average and the highest number of students with external awards among Canada's leading research-intensive universities.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Enhance the learning experience by providing a community-based experiential learning opportunity, an international learning opportunity, or a research learning opportunity for all undergraduates who wish to pursue one as part of their degree.
- d. Increase international undergraduate student enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
- e. Increase graduate student enrolment to at least 20% of the total student body.
- f. Increase diversity among our faculty and staff, including the recruitment and retention of designated employee groups (including women, visible minorities, aboriginal persons, and persons with disabilities) to lead or exceed the U-15 averages for representation.
- g. Add 100 research chairs, including 50 endowed chairs, in areas of strength.
- h. Increase our national share of funding awarded from each of the Federal Tri-Councils.
- i. Increase the number of faculty members who have won national and international teaching/research awards and similar distinctions.
- j. Double the number of academic Departments, Schools and Faculties that rank among the world's top 100 universities in major international surveys.
- k. Increase share of operating budget from non-Provincial sources by 1% per year.
- l. Surpass our \$750-million "Be Extraordinary" fundraising campaign goal and grow the university's endowment to at least \$500 million by 2018.
- m. Build institutional capacity to sustain fundraising beyond the current campaign, with an eventual goal of increasing annual fundraising achievements to \$100 million.
- n. Double alumni engagement, as measured through a range of activities that will include alumni card requests, participation in programs and events, address updates, giving to the institution, and voluntarism, etc.

Western's Institutional Principles and Values

In support of our institutional Mission and Vision—which together articulate Western's commitment to serving the public good through excellence in teaching, research and scholarship—the following principles and values describe the culture that all members of our campus community will aspire to embrace and uphold. They include:

- **Academic Freedom:** We will uphold the right of all in our academic community to speak and write freely, and we expect all who study, teach and do research at Western to uphold the highest ideals of scholarly responsibility.
- **Accountability:** We will be accountable to our students and the general public for the quality and quantity of our teaching, research, scholarship, and service to the community, and for the responsible and effective use of our resources.
- **Autonomy:** We will be creative and entrepreneurial in seeking the financial and policy means to strengthen our autonomy and reduce dependence on public funding, thus enabling Western to more vigorously pursue academic priorities in support of our Mission and Vision.
- **Diversity:** We are committed to welcoming the world to Western and will ensure that our enrolment, employment and advancement processes are open, unhindered and free of barriers.
- **Excellence:** We will aspire in our teaching, learning, research and scholarship to a level of academic excellence that is recognized nationally and internationally, as characterized by high standards for the recruitment and performance of our faculty, staff and students.
- **Innovation:** We will foster an environment that rewards creativity and risk-taking on the part of faculty, staff, and students that is responsive to opportunities for improving all aspects of our teaching, learning, research, scholarship and service toward the public good.
- **Integrity:** We will embrace the values of honesty, fairness and respect in creating and disseminating all scholarly work, and in conducting all of our academic and professional activities, as an essential means to serving the public good.
- **Interdisciplinarity:** Recognizing that solutions to many of the world's most significant and complex challenges are often found where disciplines intersect, we will promote and support collaboration while building capacity for interdisciplinary research and teaching.
- **Internationalization:** We will embrace our role as an active member of the global academic community through the full range of our educational, research, scholarship, and community development activities that engage our students, faculty, staff, alumni and external partners.
- **Leadership:** We are committed to building a culture of achievement that inspires all members of our campus community—faculty, students, staff and alumni—to lead and succeed as global citizens committed to making a difference in society.
- **Openness:** We will promote and facilitate a campus community in which information is widely shared, broad participation is encouraged, the processes for decision-making are understood and respected, and feedback is valued.
- **Partnership:** We will seek cooperative and mutually beneficial relationships with other academic institutions, businesses, charitable organizations, and governments at home and abroad to enhance and support our educational, research and scholarly activities.
- **Safety and Respect:** We will create and maintain a safe and respectful learning and work environment in which all students, staff and faculty can aspire to excellence and success.
- **Selectivity:** We will achieve excellence on the world stage by identifying our greatest academic and research strengths and building upon them with the strategic and selective allocation of incremental resources.
- **Social Responsibility:** We will aspire, through our teaching, research and service to the community, to play

a significant role in improving the quality of life through economic development in London and this region, in the Province of Ontario, in Canada, and abroad.

- **Sustainability:** We will leverage our intellectual capacity to solve pressing environmental problems, while minimizing the impact of our campus community on the environment and educating students to be leaders in the environment and sustainability movement.

2013 Strategic Plan Renewal Consultation

Quantitative summary of written submissions and meeting notes received by and collected on behalf of the Senate Committee on University Planning

CONSTITUENCY	SUBMISSIONS
Aboriginal Education and Employment Council	1
Administrative Bodies/Units	4
Academic Bodies/Units (other than Faculty Councils)	21*
Alumni (individuals)	15
Alumni Association	3
External Community Groups and Government	5
Faculty (individuals)	65
Faculty Councils (including Libraries and Graduate Education)	13
Leaders' Forum table discussion notes on Strategic Plan	1 doc (25 pp)
Staff (individuals)	50
Students (individuals)	40
Student Groups	5
UK Foundation Board of Directors	1
Unions / Employee Groups	5
Anonymous	7
"We Speak" Campus Culture Survey question on Strategic Plan	1 doc (88 pp)
Western Libraries	2
TOTAL INPUTS	239

* Total includes 10 letters supporting the Migration & Ethnic Relations program.

2013 Strategic Plan Renewal Consultation

Units/Groups/Associations that provided oral and/or written input to the Senate Committee on University Planning

1. Aboriginal Education and Employment Council
2. Academic and Administrative Leaders' Forum (November 29, 2012)
3. Board of Governors
4. Continuing Studies
5. Centre for Planetary Science and Exploration
6. Centre for Research on Migration and Ethnic Relations
7. City of London (signed by Mayor Joe Fontana and City Manager Art Zuidema)
8. Department of Women's Studies and Feminist Research
9. Equity and Human Rights Services
10. Faculty Council of Arts and Humanities
11. Faculty Council of Education
12. Faculty of Engineering
13. Graduate Education Council
14. Faculty Council of Health Sciences
15. Faculty Council of Information and Media Studies
16. Faculty Council of Ivey Business School
17. Faculty of Law
18. Faculty Council of Don Wright Music
19. Faculty of Science
20. Faculty Council of Social Science
21. FIMS Students' Council
22. Housing and Ancillary Services
23. Human Resources Division
24. Indigenous Services
25. Joint Employment Equity Committee
26. London & Middlesex Local Immigration Partnership
27. Office of the Vice-Provost (Academic Programs and Students)
28. Pillar Non-Profit Network
29. Postdoctoral Association at Western
30. Professional and Managerial Association
31. Public Humanities Program
32. School of Graduate and Postdoctoral Studies
33. Schulich School of Medicine and Dentistry
34. Society of Graduate Students
35. South London Neighbourhood Resource Centre
36. Teaching Support Centre
37. UK Foundation Board of Directors
38. United Way of London & Middlesex (Andrew Lockie, CEO)
39. University Ombudsperson
40. University Students' Council
41. University of Western Ontario Faculty Association
42. Western Alumni Association
43. Western Heads East
44. Western Libraries
45. WindEEE Research Institute
46. Writing Support Centre