

***Going Global:***  
*Achieving Excellence on the World Stage*

*Western University's*  
*Draft Strategic Plan (2013)*

Prepared for review and comment by  
Western University's campus community,  
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### ***135 Years of Achievement:***

#### ***The regional university that dreamt it could become “the greatest university in Canada”***

Founded in 1878, “The Western University of London, Ontario” has evolved from its humble regional beginnings into a mature, comprehensive teaching and research institution with national and international profile. Inspired by its motto *Veritas et Utilitas*—the search for truth and the application of knowledge—Western University has changed the world in many important ways over the past 13 decades through a proud record of achievement...

It was as a medical demonstrator working at Western in 1921 where Frederick Banting first conceived his ideas that led to the discovery of insulin. As the first woman in Canada to earn a PhD in marine biology, professor Helen Battle served Western’s Department of Zoology for five decades beginning in the 1920s when she was as renowned for campaigning for the place of women in science and academia as she was for her outstanding teaching and research. It was a team of Western researchers led by Ivan Smith who were the first to use cobalt radiation therapy in 1951 in the war against cancer, eventually increasing the cure rate for cervical cancer from 25% to 75%. During the 1950s, Charles Drake developed and taught his world-famous surgical techniques for repairing ruptured brain aneurysms at Western. In the Boundary Layer Wind Tunnel he founded at Western in 1965, Alan Davenport pioneered the science of wind engineering that has shaped the design of many of the world’s most famous buildings and bridges. Over the course of his 25-year career in Western’s Department of English during the 1960s, 70s and 80s, James Reaney built his legacy as one of Canada’s most celebrated poets, playwrights and educators. In response to the global AIDS epidemic, Yong Kang established his lab at Western in 1987 to begin developing a preventive HIV vaccine, which today has passed the first three phases of human clinical trials. And the stories go on.

As Western’s record of achievement has mounted and its reputation has grown, the institution’s self confidence has grown along with it. In 1956, Western’s President Edward Hall challenged the campus community “to think in terms of this university becoming the greatest University in Canada.” In the intervening decades, Western responded to a rapidly changing and unpredictable world in which knowledge became a key benchmark against which a nation’s well-being is measured. As the demand for access to a high-quality university education grew, Western’s enrolment expanded to meet the needs of society, to the point where today’s student body numbers near 36,000. And as technological advances have created new opportunities to enhance learning opportunities for students on and off campus, Western has worked to adopt and embrace these new means to educating its graduates.

### ***Staking Our Claim:***

#### ***Shaping Western’s unique place in the postsecondary landscape***

In addition to its proud history of achievement, Western is known today for providing **Canada’s best student experience at a research-intensive university.**

This bold statement reflects a transformation that has occurred over the past 20 years, and we take pride in being able to differentiate Western by claiming ownership of a piece of the postsecondary landscape that is highly coveted by other leading universities. The most compelling evidence validating our claim has been *The Globe and Mail’s* annual national survey of undergraduate students. [For 11 consecutive years](#), thousands of students have graded Western at the top of its class on a wide range of measures—from the high quality of our teaching, facilities and residence life, to overall campus atmosphere and student satisfaction. Coincident with this transformation, first-year students accepted to Western now boast having one of the highest entering grade averages in Canada, and well above the Ontario average. And our students are successful: their retention and graduation rates also rank among the highest in the country, while their employment rates six months after graduation average 92%, rising near 95% two years after graduation.

These achievements have resulted through the efforts of the people who make up our campus community. Without the expertise, skill, passion and dedication of Western's faculty, staff, students, alumni, and community partners, our University simply would not be the destination of choice that it has become for so many of the world's brightest minds.

Change at Western is also driven by our strategic planning process. The University's first strategic plan, *Leadership in Learning*, was approved by our Senate and Board of Governors in 1995 and it was renewed in subsequent plans: *Making Choices: Western's Commitments as a Research-Intensive University* (2001); *Engaging the Future* (2007); and, *Update to Engaging the Future* (2010). These Plans have articulated our institutional aspirations and priorities, and each edition has guided the development of academic plans in each of our Faculties, Departments and Schools, as well as the development of operational plans in each of our support units. They have been the touchstone for decisions in the annual budgeting process and they have shaped Western's overarching direction and achievements for the past two decades.

***The Purpose of Strategic Planning:  
Aligning our diverse campus community behind common goals***

Each of Western's Strategic Plans has affirmed our identity as a diverse and comprehensive university—one committed to liberal arts, specialist, and professional education at the undergraduate, graduate and post-doctoral levels, across the full spectrum of traditional disciplines and emerging areas of interdisciplinary study. A list of [Institutional Principles and Values](#) (see pg. 11-12) describing the culture to which we aspire as a collective has also evolved through our strategic planning processes. Indeed, each Plan has challenged our campus community to nurture and leverage its multiple strengths while striving, ultimately, toward a future state that is greater than the sum of its individual parts.

Without the commitments identified in our past strategic plans, and reflected in the academic and operational plans of each of our academic and support units, Western would not be the destination for students that it has become, nor would the renewal and increased diversification of the professoriate have occurred as successfully. Our renewed Strategic Plan will thus help set our course for sustaining this success and achieving what we wish Western to be as the institution approaches the sesquicentennial of its founding in 1878.

Within this context the 2013 edition of Western's Strategic Plan—***Going Global: Achieving Excellence on the World Stage***—builds upon the momentum of preceding Plans while highlighting key challenges to which greater attention must be paid for Western to realize its fullest potential. The Plan's title signals Western's determination to raise its profile among globally pre-eminent universities. In the words of Nobel Peace Prize laureate Aung San Suu Kyi, such schools "teach respect for the best in human civilization which comes from all parts of the world," while Canada's Governor General, David Johnston, describes global universities as places where "people work together to improve the human condition by sharing the knowledge they uncover and refine across disciplines and borders." *Going Global* challenges us to draw inspiration from these ideals and embrace the philosophy behind them. The Plan is based on the premise that raising our University's national and international profile will enhance the value of a Western degree for our graduates, that it will facilitate the recruitment and retention of the best students, faculty and staff, and that it will increase the competitiveness of our faculty as they seek to publish their research in the best venues and as they seek peer-reviewed research funding.

It is important to acknowledge that *Going Global* reflects the thinking and advice gathered from a large cross-section of our community during a consultation process undertaken by the Senate Committee on University Planning (SCUP) starting in the fall of 2012. A list of the stakeholder groups that provided input is included in the [Consultation Summary](#) (see pg. 13-14). On behalf of Western, SCUP is immensely grateful for the thoughtful submissions received from all individuals and groups who shared their views, which have collectively informed the development of this renewed Plan.

***Re-Imagining Our Mission and Vision:  
Building upon and moving beyond “Canada’s best student experience”***

So integral has the “student experience” become to Western’s identity that language describing the provision of the “*best student experience among Canada’s leading research intensive universities*” was adopted as the University’s formal Mission in [Engaging the Future](#) (2007). The phrase is short, memorable, and accurately describes how Western’s national reputation has evolved.

As well as the Mission has served Western, a widely held perspective has emerged on campus that its focus on the “student experience” is both too narrow and too vague for a comprehensive university. Though it differentiates Western, the statement is limiting for a university that must also focus intently on the quality and quantity of its research activities and advanced education at the graduate level. Similarly, the aspiration to be “Canada’s best” is too narrow in scope for a university that has identified internationalization, broadly defined, as a strategic imperative.

Given these compelling arguments to develop a more complete description of Western’s identity as a comprehensive and global institution of higher learning, *Going Global* redefines our Mission and Vision in new terms:

***Mission:*** *As a member of the global academic community, Western is dedicated to creating, disseminating and applying knowledge for the benefit of society through the pursuit of excellence in teaching, research and scholarship. We embrace our responsibility as a public university to educate global citizens whose leadership will serve the public good.*

***Vision:*** *For the world’s brightest minds, Western will be a destination of choice — globally recognized among the world’s most reputable universities for excellence in research and scholarship, and for the outstanding quality of the student learning experiences we provide.*

The new Mission and Vision are intended to qualify Western’s “student experience” as one focused on “*learning*” in the broadest sense of the term—through pedagogy in our classrooms, laboratories and alternative pedagogical or technological delivery platforms; through greater participation in the basic and applied research and scholarship enterprise; through co-curricular and extra-curricular activities available on our campus; through the on-campus residence experience offered to our undergraduate students; and through real-world experiences facilitated beyond our campus through community-service learning, internships, and international engagement programs.

Founded upon our new Mission and Vision, as well as updated [principles and values](#), *Going Global* is organized under four major themes that describe Western’s highest level priorities for the future:

- I. Leadership in Learning: Educating Our Students to Lead and Succeed as Global Citizens*
- II. Raising Our Expectations: Creating a World-Class Research and Scholarship Culture*
- III. Reaching Beyond Campus: Engaging Alumni, Community, and International Partners*
- IV. Taking Charge of Our Destiny: The Imperative to Diversify Revenue Generation*

**I. Leadership in Learning: Educating Our Students to Lead and Succeed as Global Citizens**

*“...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 today is recognized for having among the highest average entering grades, retention and graduation rates in the country, and they continue to rise. Coupling this momentum with recent initiatives to increase diversity within the student body while promoting internationalization, sustainability and interdisciplinary studies within our curriculum, we are well positioned to continue fulfilling our commitment to “leadership in learning” as articulated Western’s inaugural Strategic Plan. Notwithstanding our outstanding success, we must not be complacent. With this in mind, Western is committed to pursuing the following priorities, each aimed at strengthening our ability to prepare our graduates with the knowledge and skills required to lead and succeed in the rapidly evolving global economy:

1. **Expand graduate enrolment while maintaining quality:** Sustaining the growth of graduate enrolment, which over the past 10 years has grown from 3,324 to 4,777 in 2012-13 (or 14% to nearly 17% of total enrolment), is an essential means to strengthening the research and scholarship culture at Western. We will achieve this goal by growing enrolment in existing masters and doctoral programs, and by creating new graduate programs, but only where the hosting academic unit has determined it 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, the competitiveness of our programs’ graduates in finding employment or placement for further study, and whether faculty and staff resources are available to ensure the quality of the program while supporting the success of our students.
2. **Establish new and innovative professional Masters programs:** Increasingly, graduate education gives students advantageous pathways to launching careers in a highly competitive job market. Western has an opportunity to fulfill emerging niches by providing new and innovative professional Masters programs that meet the evolving demands of students and industry alike.
3. **Enable interdisciplinary study:** Programs offering students courses outside their degree area will enrich the learning experience while contributing to the interdisciplinary culture Western aims to build across campus. Western will achieve this goal by encouraging academic units to minimize structural and budgetary barriers that prevent undergraduate and graduate students from exploring the full range of their interests within the scope of their degree program.
4. **Articulate University-level learning outcomes:** In the context of the Degree Level Expectations that the Ontario Council on Quality Assurance requires us to comply with, Western will articulate undergraduate and graduate learning outcomes at the institutional level, taking into account its distinctive mission, culture, and values. The institutional learning outcomes will 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 home to the [Centre for Education Research & Innovation](#), Western has a long-standing commitment to evidence-based pedagogical practice. Through the contributions of faculty, staff, graduate students and post-doctoral scholars engaged in teaching, Western values pedagogical innovation and to 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. Innovation in experiential education, technology-integrated learning, and active and collaborative learning will be encouraged.
6. **Teach transferable knowledge and leadership skills for the real world:** Regardless of their program of study, undergraduate and graduate students should graduate with well-developed critical thinking and communication skills that can be applied to any career. They should also have professional development opportunities embedded in their programs in addition to extra-curricular opportunities to develop the kinds of leadership and entrepreneurial skills that are increasingly in demand in today's marketplace. Exemplars of the programs that are focusing on such skills include the recently created Ian Ihnatowycz Institute for Leadership and the John M. Thompson Chair in Engineering Leadership and Innovation. Implicit with this expectation is that faculty, staff, students, parents and prospective employers alike have a better understanding of how a particular degree will prepare graduates for success within and beyond academia. Professional degree programs have long been able to articulate the knowledge and skills that students will emerge with at the end of their course of study, and the same expectation must become a higher priority for undergraduate and graduate programs across the disciplines.
7. **Educate and support the whole person:** Developing graduates who can lead and succeed takes much more than the lessons taught in a classroom—it requires attention to wellness of mind, body and spirit. A key to Western's success in providing Canada's best student learning experience is the exceptional range of curricular, co-curricular, extra-curricular, and student support programming we have to offer. Western recognizes the importance of mental health and wellness for *all* campus community members and is committed to developing a wellness strategy that raises awareness and coordinates campus services to greatest effect. From residence and recreational programming to student government and special interest clubs, our students have 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 development, counselling and administrative support services that contribute to student success across the student body.
8. **Promote experiential and international learning opportunities:** Educating the whole person also entails providing experiential learning opportunities that occur beyond campus in the broader community. 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 is becoming an expectation of today's students, who seek to round out their degrees by applying their acquired knowledge and skills in real-world settings. Western will increase the number of internships available to a sufficient level that any academically eligible student wishing to participate in such a learning experience can be afforded the opportunity.
9. **Engage more undergraduate students in the research enterprise:** Building further on our Mission to educate global citizens within the context of a research-intensive university, Western will provide greater opportunity for undergraduates to engage with research as part of their

degree. Western recognizes that many undergraduates demonstrate interest and capacity to enrich their learning through direct participation in research. This may include greater incorporation of inquiry-based learning into existing curriculum, more opportunities for the presentation of student work through undergraduate journals and conferences, 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, graduate students and post-doctoral scholars engaged in the teaching mission at Western are using alternative modes of delivery in their courses. In addition, courses that are offered completely online now account for 10% of all instruction, representing some 185 courses for undergraduates in direct-entry programs. Western is committed to building upon current alternative delivery platforms 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. **Engage our Libraries as a partner in supporting student success:** Western Libraries play a unique, pan-university supporting role to the full spectrum of the academic enterprise. As an essential partner in the creation and dissemination of knowledge, maintaining the strength of our library network will enrich the student learning experience, particularly with regard to promoting information literacy and providing a communal learning space for students.
12. **Leverage the full potential of administrative staff as partners in student success:** The successful operation of our campus community depends daily on the thousands of staff members whose expertise, skills and efforts in a broad range of areas contribute in countless direct and indirect ways to the mission of our University. This includes the many non-academic staff members who play essential roles in supporting student success and in serving the teaching needs of faculty. Western remains committed to recognizing the importance and value of all staff contributions, to providing opportunities for personal and career development, and to promoting a safe, respectful, and healthy work environment in which to thrive.

## **II. Raising Our Expectations: Creating a World-Class Research and Scholarship Culture**

*“...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 is a research-intensive university with areas of scholarship and research that can lay credible claim to being the Canadian or global leader. For Western to raise its profile among globally pre-eminent universities, we must increase our research and scholarly productivity and impact. To achieve this Western will focus greater attention on drivers that create a world-class research culture, as well as activities that will mobilize the knowledge we create beyond academia into the public realm.

As a comprehensive university that includes a full spectrum of traditional academic disciplines, Western recognizes that “research” and “scholarship” mean different things to different people across our campus. Funding requirements and sources vary considerably from one Faculty or Department to the next. Research and scholarship outcomes differ significantly in the ways they are produced, validated, disseminated, applied and celebrated. And while the proliferation of interdisciplinary activity is creating many exciting 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 our priorities are:

1. **Invest selectively in interdisciplinary areas of strength:** Many significant problems facing humanity today are enormously complex, and the greatest advances made in solving them often emerge at the boundaries of disciplines. Western’s response to this reality is to promote collaboration and build operational capacity for interdisciplinary research. An essential means to building this capacity is to maintain a base of support for traditional disciplines across the academy while allocating incremental resources in a selective and strategic manner to encourage interdisciplinary activity. A recent manifestation is the recent investment of \$30M to create the [Clusters of Research Excellence Program](#)—which includes the Western Research Chair Program, modeled after Tier 1 Canada Research Chairs. Further, Western will create 50 new research chairs supported by funds raised from private donors and industry partners 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, to expand our productivity and impact, greater success in securing research funding from all potential sources is essential. Western also needs to increase its share of funding available from the federal Tri-Council agencies (i.e., SSHRC, NSERC and CIHR). Graduate student support is reliant upon external research grants, as is funding of our Libraries through Federally Funded Indirect Costs of Research. As well, the number of Canada Research Chairs at Western, and the Canada Foundation for Innovation funding envelope for Western are both determined in ratio to our success in attracting Tri-Council grant support. Plainly put, more emphasis and support must be directed by all disciplinary areas to increase the quantity and quality of funding applications to the Tri-Councils and other external funding agencies if Western is to improve its research standing. Attention to this institutional priority will enhance Western’s profile and reputation at the national and international levels.
3. **Increase focus on research *outcomes*:** Respecting that the value of research is not measured in dollars and cents alone, Western must 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 or business cases that inform entrepreneurial decision-making, to curiosity-driven enquiry to scientific and technological innovations that can be commercialized for application in health care and 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 the most prestigious venues.
4. **Hire and retain established faculty:** Western recognizes that its institutional reputation results largely from the talent and effort invested by its people. As such, it is imperative that Western attract and retain the very best faculty and staff members to teach and support our students and to lead our research enterprises. Likewise, Western will actively encourage faculty



recruitment committees to give greater consideration to hiring established scholars with proven track records in research and teaching, in addition to high-potential junior faculty of proven ability, while ensuring a supportive environment and culture exists to promote their success.

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. Western affirms its commitment to meeting societal need for HQP across all disciplines—recognizing the important contributions they make to the research and scholarship culture of our university. We will achieve this goal by providing the educational programming, research training and research experiences that develop the talent of our undergraduate and graduate students, post-doctoral scholars, medical residents and fellows.
6. **Partner with other academic, research, and corporate institutions:** A critical element of increasing the reach and impact of our research and scholarly activities is to engage more actively with colleagues in the broader global academic community, as well as pursuing more opportunities to advance and apply knowledge in partnership with the private sector. Western faculty are involved in many mutually beneficial partnerships nationally and internationally that serve their individual research interests while bringing greater acclaim to our University. Recent examples include composite materials research now underway at the Fraunhofer Project Centre and the cloud computing initiative with IBM and several other Ontario universities.
7. **Celebrate our colleagues’ successes:** Considering the exceptional faculty and staff who work at Western, more of their individual achievements *could* and *should* be recognized, and would be if we make sure they are nominated for the plethora of internal and external programs designed to recognize, celebrate and reward excellence. Viewed collectively, individual accolades earned through such award programs as the Royal Society of Canada, the Killam and Polanyi Prizes (to name but a few), all raise the overall reputation of our University and all its members. Western will invest more resources and attention to encourage and support those who take the time and effort to identify and nominate colleagues who merit recognition through high-profile external award programs.
8. **Bring the world to Western:** Academic conferences, symposiums and other special events and programs designed to attract visitors to our campus will shine a spotlight on all Western has to offer. Western enjoys success in hosting large-scale events, from the more disciplinary specific (e.g., the Canada-Israel Symposium on Brain Plasticity, Learning and Education) to the multi-disciplinary (e.g., the Congress of the Humanities and Social Sciences) to the inter-disciplinary (e.g., Africa Conference) all of which serve to engage the academic community from around the world. And the newly established [Distinguished Scholar in Residence Program](#) is a recent manifestation of our support for multi- and inter-disciplinary collaborations with internationally recognized academics who can help build profile for Western’s areas of strength. Faculty, staff and students also contribute to this effort as ambassadors for the Western brand when attending and presenting 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 that the unique, pan-university role our Libraries play in the academic enterprise has changed significantly with the advent of the digital revolution. What has not changed is that librarians, archivists and library staff continue to work with students, faculty and staff across all disciplines in supporting the University’s mission to create and disseminate knowledge. As such, maintaining the strength of our library network will remain a critical component of cultivating a strong research and scholarship culture.
10. **Leverage the full potential of administrative staff as partners in research and scholarship:** The successful operation of our campus depends daily on the thousands of staff

members whose expertise, skills and efforts in a broad range of areas contribute in countless direct and indirect ways to the mission of our University. This includes many non-academic staff members who play essential roles in supporting and participating in the research enterprise. Western remains committed to recognizing the importance and value of all staff contributions, to providing opportunities for personal and career development, and to promoting a safe, respectful, and healthy work environment in which to thrive.

### ***III. Reaching Beyond Campus: Engaging Alumni, Community, and International Partners***

*“...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 historic and current ties to its home in London, and we are highly cognizant of the importance of our interdependent relationships with key stakeholders and institutional partners. These key groups include some 256,000 alumni living around the world represented by the Alumni Association and Foundation Western; 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; teaching hospitals and health research institutes; local First Nations communities; community organizations and social service agencies; and countless others. 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 value 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 work hard to sustain with a growing list of regional, provincial, national and international organizations that contribute 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 ambassadors for higher education:** As graduates, no group is more knowledgeable of and influenced by Western’s student learning experience than our alumni. Beyond their proven and extraordinarily 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), alumni must also be engaged more creatively and effectively as advocates for their Alma Mater and the higher cause of postsecondary education. Western’s ability to compete and 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. These efforts must include:

- supporting alumni in forming global links and virtual networks that will provide mutual benefit for 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;
  - tapping graduates' personal networks as a means to identifying 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 as global citizens;
  - cultivating ongoing alumni interest in Western's activities and linking alumni to participation opportunities;
  - assisting graduates' expertise on revenue diversification strategies that will serve to minimize the University's reliance on public support from governmental and tuition sources.
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 re-affirms 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. As one of London's largest employers, Western generates over \$2-billion annually in economic activity driven by our education and research mission. Along with the 8,200 faculty and staff employed on campus, Western and its Affiliated University Colleges attract 5,600 new first-year undergraduates each year, in addition to more than 31,000 upper-year, graduate and post-doctoral students who count among the brightest young minds in the country. The University's direct points of interaction with the City and community are countless and varied. From the hundreds of cultural, arts and music events that occur in the community as part of our curriculum activities, to the hundreds of adult learners who benefit from the continuing education provided at our downtown campus at Citi Plaza; from the student-athletes who compete in varsity sport and provide role models for school-aged children, to the world-renowned researchers attracted to London by the new research facilities located at our Advanced Manufacturing Park; from partnerships with community organizations to facilitate experiential learning opportunities for our students, to partnerships with industry to develop, test and commercialize technological innovation; from the health care services provided to London citizens by faculty, staff and students, to the hundreds of thousands of dollars in charitable donations made annually by our campus community to social service agencies supported by United Way, and the thousands of hours of volunteer work donated to community organizations by members of our campus community; Western is committed to making London a world-class city in which to live, work and study, and will continue to explore with the City of London and other community organizations mutually beneficial initiatives that serve this end.
  4. **Partnering with educational and research institutions at home and abroad:** As outlined in [\*Engaging the Future\*](#), Western's commitment to providing an exceptional student learning experience is enriched by the presence of our three Affiliated University Colleges (Huron, Brescia, and King's), which combine the personal interaction that characterizes liberal arts colleges with a high value on scholarship and community involvement. Our educational partnerships also embrace Fanshawe College, with which we share several joint programs, including diploma/degree studies in Science, Media Studies, Nursing and Music. The recent creation of the Advanced Manufacturing Park in conjunction with the City of London and Fanshawe adds a new dimension to our relationship with the College. Western also values its close links with local and regional school boards, which entails recruitment initiatives and the involvement of faculty and students from Western's Faculty of Education. Expanded partnerships such as the Schulich School's collaboration with the University of Windsor and

communities across Southwestern Ontario to broaden opportunities for medical education have a significant regional impact, as does our growing institutional relationship with Sarnia's Lambton College. As in the past, we will continue to capitalize on the unique opportunities these partnerships provide to strengthen our impact and profile in teaching and research. In addition to maintaining these important relationships with local and regional institutions, expanding our network of partnerships with international organizations and corporations is imperative if Western is to raise its global profile. A few select examples of recent partnerships that point the way forward include the Fraunhofer Project Centre for Composites Research, the Soochow University-Western University Centre for Synchrotron Radiation Research, and the Southern Ontario Smart Computing and Innovation Platform with IBM Canada.

5. **Improving accessibility and success in higher education for Indigenous peoples:** Western has undertaken many activities to strengthen its relationship with regional First Nations communities. This began with the establishment of the Aboriginal Education and Employment Council (AEEC) in 1991, and was highlighted by a commitment to developing special initiatives for recruiting and supporting the success of Aboriginal students as articulated in *Engaging the Future* in 2006. Today, Western is home to approximately 400 students who identify themselves as being of Indigenous descent and who contribute to the cultural diversity of our campus community. Looking ahead, Western re-affirms 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 research and social involvement.

#### **IV. Taking Charge of our Destiny: The imperative to diversify revenue generation**

If Western is to pursue the aspirations outlined in *Going Global*, our University will need incremental resources to support the ambitious initiatives presented in this Plan. We will also need to make effective and selective use of our available resources while maintaining fiscal capacity at all times for investment in future opportunities that may emerge in alignment with our strategic direction.

As a publicly assisted university, Western depends significantly on grants from the Provincial government for our operations, and from the Federal government for research support. We operate in a fiscal environment where there is a growing gap between public expectations and the ability to pay for important public services and investments. The growing cost of health care coupled with an aging population and an ever-increasing debt burden for the provincial government is causing the funding allocated for postsecondary education to decline on a per student basis. As a result, the Provincial share of our operating budget has declined from approximately 85% in the late 70s to 45% in 2012.

Unfortunately, this trend is likely to continue. In addition, public policies that affect how we operate, such as the setting and capping of tuition fees, are primarily designed to support access and not quality. As such, the challenge to maintain and enhance quality is increasingly becoming more and more difficult.

While Western continues to make the case for increased public investments in support of quality and excellence to both the Province and the Federal governments, we must also seek new opportunities to generate revenue from non-traditional sources that support our academic priorities. It is through the creation of new and innovative academic programs, participation in strategic partnerships with public and private sector organizations, and in engaging the imagination and generosity of our alumni, friends and visionary philanthropists that Western will be able to bridge the gap that public funding shortfalls leave between excellence and mediocrity.

V. **Appendix: Web links to key information sources related to Western's Strategic Plan**

- Consultation Summary of Strategic Plan Renewal Process (2013)
- Institutional Principles and Values (2013)
- [Internationalization Strategic Plan](#) (2009-2012)
- [Strategic Research Plan Overview](#) (2012)
- [Equity & Human Rights Services Reports and Publications](#)
- [E-Learning Report](#) (2013)
- [Campus Master Plan](#) (2007)
- [Leadership in Learning: Western's Strategic Plan](#) (1995)
- [Making Choices: Western's Commitments as a Research-Intensive University](#) (2001)
- [Engaging the Future: Final Report on the Task Force on Strategic Planning](#) (2007)
- [Update to Engaging the Future](#) (2010)

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## Western's Draft Institutional Principles and Values (Page 1 of 2)

### Updated July 2013 as part of the 2012-13 Strategic Plan Renewal Process for "Going Global"

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 will remove any obstacles faced by traditionally under-represented groups in accessing enrolment, employment and advancement at Western, while ensuring that our campus community reflects the diversity of the global society we exist to serve.
- **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 encourages 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, and the processes for decision-making are understood and respected.

## Western's Draft Institutional Principles and Values (Page 2 of 2)

- **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:** through our teaching, research and service to the community, we aspire to play a significant role in improving the quality of life and fostering economic development in London and this region, in the Province of Ontario, in Canada, and abroad.
- **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 & meeting notes  
received by and collected on behalf of the Senate Committee on University Planning

<i>Constituency</i>	<i>Submissions</i>
Administrative Bodies/Units	3
Academic Bodies/Units (other than Faculty Councils)	21*
Alumni (individuals)	13
Alumni Association	1
External Community Groups and Government	5
Faculty (individuals)	45
Faculty Councils (including Libraries and Graduate Education)	13
Leaders' Forum table discussion notes on Strategic Plan	1 doc (25 pgs)
Staff (individuals)	38
Students (individuals)	34
Student Groups	3
UK Foundation Board of Directors	1
Unions / Employee Groups	3
Anonymous	7
"We Speak" Campus Culture Survey question on Strategic Plan	1 doc (88 pgs)
<b>TOTAL INPUTS</b>	<b>189</b>

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