

The University of Western Ontario--Strategic Plan for Internationalization, 2009-2012
(25 May 2009)

Introduction

As befits a research-intensive institution of its size and importance, The University of Western Ontario seeks to enhance, enrich, and make more comprehensive its involvement in international activities. In an increasingly globalized context, where the flow of ideas and resources has expanded exponentially in recent years, the University has much to offer, and much to learn from closer interaction with institutions abroad, especially those located beyond the frontiers of North America. By situating Western firmly within the international milieu, the University enhances its ability to attract students and faculty of the highest calibre, as well as its capacity to develop strong collaborative research initiatives and to stimulate innovative research of benefit to Canada and the world in an increasingly competitive funding environment. Such involvement also helps meet the expressed needs of students, faculty and administrators to understand their work within a global context, and helps ensure that teaching, learning, research and service are as current as possible, based upon existing realities and developments in Canada and well beyond.

Within the University, internationalization has generally come to mean that: 1) research and advanced training is undertaken in collaboration with colleagues in other countries in pursuit of both new knowledge and/or with the goal of improving the social and economic well-being of citizens in countries less affluent than our own; 2) teaching in all disciplines is undertaken in a global context, in an environment welcoming of students, postdoctoral fellows and trainees from other countries who enrich the learning experience; 3) the student experience is enhanced through provision of structured opportunities to travel, study, and conduct research abroad, thus contributing to students' understanding of their own and other cultures, as well as their ability to compete in the global marketplace. It should be noted that these objectives are frequently complementary. Very often, internationalization in teaching has a profound effect on students' willingness to participate in study abroad activities, as would be expected. Similarly, international research projects lead to enhancement of course content and teaching, and provide opportunities for students, staff, and faculty to participate in projects extending well beyond Canada's borders.

Western's Strategic Plan, *Engaging the Future*, calls for a renewed focus on internationalization on this campus. Through the Plan, the University has committed to "support our faculty in conducting international research," and to give our "students an education that will prepare them to live, work and actively contribute within the international economy and society"¹

Building upon Western's first Strategic Plan for Internationalization, approved by Senate and the Board of Governors in early 2003, and the specific recommendations for internationalization contained in *Engaging the Future*, this update provides an opportunity to reflect on progress made so far with respect to internationalization at Western, and offers a new set of directions to guide our efforts on this front for the period between 2009 and 2012.

Progress in Internationalization at Western, 2003-2008

Led by the Office of the Vice-President (Research & International Relations) and the Office of the Vice-Provost (Academic Programs and Students), the key recommendations of the 2003 Strategic Plan for Internationalization were implemented across campus in the period between 2003 and 2008. Specific accomplishments include:

- The launch of a variety of new funding programs promoting internationalization at Western including:
 - The International Research Fund, which since its inception in 2003 has supported 66 projects from across campus in the arts, humanities, and social sciences
 - The Visiting University Scholars program, which has attracted over 30 visiting professors to Western during the past two years
 - The International Curriculum Fund, which since 2006 has funded 28 projects involving the internationalization of course content and financed course-related study-abroad travel for 122 students

¹ University of Western Ontario. 2009. *Engaging the Future*, p. 18.

- The Graduate Student Thesis Research Fund, used to help offset the research costs of graduate students on campus, including international travel
- The establishment of the Educational Partnerships Advisory Council, representing all Faculties on campus, to provide input and guidance on the establishment of new international ventures at Western
- The development of active research exchanges involving faculty, graduate students and postdoctoral fellows from Western and partner institutions in south and east Asia, the Caribbean basin, Western Europe, and South America
- Leadership in the development of the provincially-funded Ontario/Maharashtra-Goa, and Ontario/Baden-Württemberg undergraduate and graduate student exchange programs
- A dramatic increase in the number of students studying abroad each year at Western, from less than 400 in 2004-2005 to over 800 in 2007-2008.
- Growth in Western international development activities, especially in East Africa, through the Western Heads East, Rebuilding Health in Rwanda, and Ecosystem Health Research programs. These initiatives, in which students, staff, and faculty participate, have attracted funding and awards of recognition from national and international sources
- The launch of Western's International Web Portal, providing direct access to information on internationalization and related activities at Western for students, staff, and faculty
- The development of new dual graduate degree programs with universities in Europe, South America and Asia

Moving Forward

As we move forward to build further on the gains we have made in internationalization across campus, it will be important to maintain our focus on the primary areas of our engagement in the international realm—research, teaching, and the student experience. Recommendations for implementation of specific objectives in each of these areas are presented below.

Enhancing the Impact of International Research and Collaboration

Over the years, individual faculty members at Western in virtually all disciplines have worked to build effective linkages with colleagues to the benefit of their research programs. Such activity is to be commended and encouraged, insofar as individual projects constitute the backbone of international engagement at Western and provide visible and effective encouragement to other members of the University community to expand their work beyond Canada's borders.

In order to provide continued support for such individual efforts, and to encourage new international research activity—where and as appropriate in disciplinary terms—the University must ensure that support is in place to:

- Identify the specific country and or regional interests of faculty and help them to identify and link with colleagues at other institutions outside Canada in their own disciplinary fields and areas of interest
- Identify and disseminate widely information regarding international research funding opportunities for faculty, graduate students and postdoctoral fellows in all disciplines
- Within the context of existing employee agreements, encourage Departments and Schools to create opportunities for international travel and research for faculty through the alternative workload mechanism or other means
- Within the context of existing employee agreements, help ensure that the international research efforts of faculty are fully recognized, appreciated, and rewarded, for example, within the Departmental performance evaluation and promotion and tenure processes
- Encourage and financially support international conferences hosted by Western faculty
- Provide minimum levels of financial support for academic journals of international scope
- Develop more focused means for dissemination of information regarding Western's international research activities on campus, within the London community, and beyond
- Ensure that accommodation is available year round for visiting international researchers and trainees at reasonable cost

It is equally true that projects of modest scope at Western have in some cases led to the development of a newer generation of larger scale, often multi- and inter-disciplinary ventures that have attracted the interest

of larger numbers of colleagues, staff, and students from across campus and around the world. International collaboration at this scale greatly facilitates the research process in a number of fundamental respects. For example, the Centre for Chemical Physics hosted in the Faculty of Science, has been an active collective of Science, Schulich and Engineering faculty, postdoctoral fellows and graduate students since 1973 that has annually sponsored international researcher visits to Western for periods of six months to one year. Such intra-university groups have allowed researchers to formulate and to investigate “big questions” that might not otherwise be contemplated or easily tackled by individuals working alone in the local context. It can help to provide researchers with access to expertise, facilities, tools, and resources which might not otherwise be available, and/or to develop facilities and resources here in Canada using funds from sources abroad. Importantly as well, international collaboration at this scale can provide broader “test beds” or contexts with differing characteristics, thus providing for comparative research with much wider importance or application. Frequently, such projects have also led to the establishment of international institutional consortia, as a means to facilitate broader scale collaboration. In some cases, Western has taken the lead in the formation of these initiatives. For example, Western is one of the founding members of the Transborder Research University Network (TRUN.ca), linking research-intensive universities in the Great Lakes region of Ontario and New York State. As part of this initiative, faculty from Western have organized TRUN conferences and project-based workshops to develop collaboration in areas including the digital humanities, high performance computing, teacher training, and wind engineering. In addition, Western has taken a leading role in the Canada-California Strategic Innovation Partnership (www.ccsip.org), leading a series of workshops since 2007 to develop one of the initiative’s main thematic collaborative research initiatives in the area of renewable energy and energy policy. Currently, members include Canada’s G-13 institutions and the various campuses of the University of California system. Likewise, through the Faculty of Law, Western has developed an innovative research collaboration with the Indian Institute of Technology-Kharagpur and the World Intellectual Property Organization.

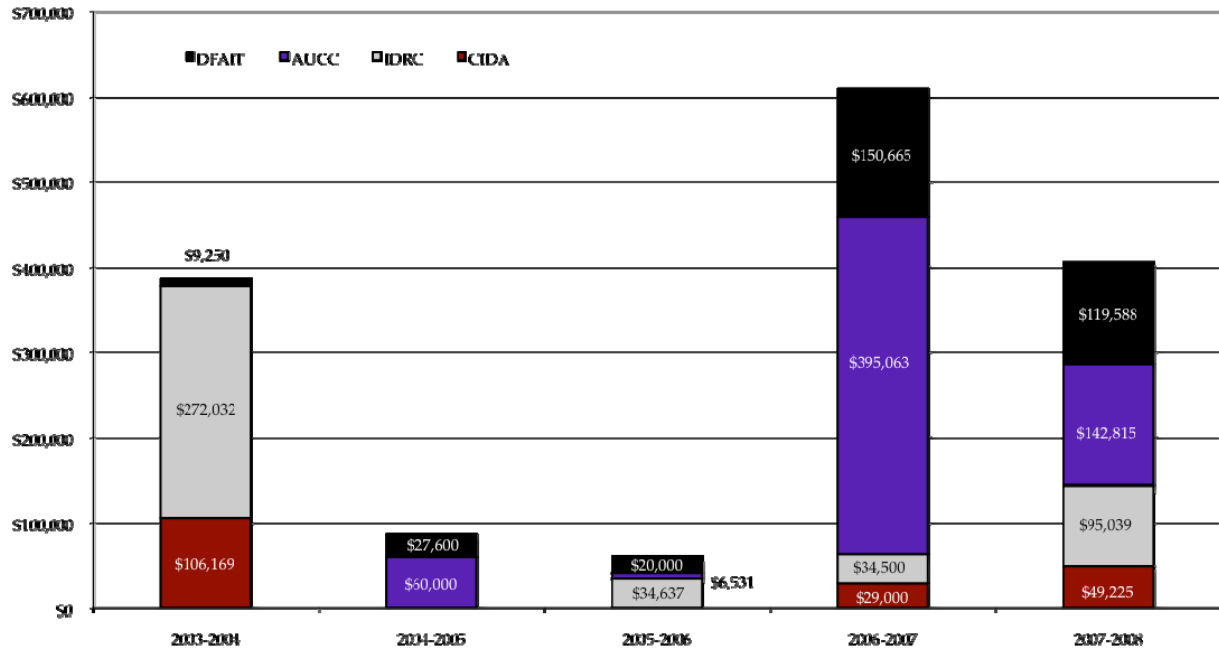
For projects of larger scope and size at Western, special support is required, both at the formative stage of development and once they are more fully established. Consequently, Western must undertake to:

- Establish effective platforms for broad international research collaboration by strengthening existing institutional partnerships in a limited number of geographic areas
- Identify potential new partner institutions possessing complementary strengths and—in consultation with Faculties and individual researchers—establish or reinforce broad cooperation agreements with these institutions
- Maintain and strengthen existing participation in international consortia of research universities and selectively consider membership in new consortia with established international reputations
- Actively encourage researcher, graduate student, and postdoctoral exchange activity with targeted institutions abroad using existing programs and support mechanisms
- Develop enduring structural ties with targeted partners through the establishment of joint international centres and institutes, and dual/joint degree graduate programs
- Provide central support and assistance with the generation and refinement of funding proposals for major international research projects in all disciplines

Just as international research plays a critical role in the generation and advancement of knowledge for its own sake, it is also often used as a critical resource to improve the lives of those living abroad—especially in developing countries. It is important to recognize that this type of work constitutes a core aspect of the research enterprise at Western, and one which for many faculty is seminal to their research engagement and dissemination. Quite often, given the nature of the work involved, publication may take formats different from that common in other areas of scholarly endeavour (e.g. agency reports and practical guides as opposed to publication in scholarly journals). The University of Western Ontario—University of Western Ontario Faculty Association Collective Agreement clearly affirms, however, that research engagement and peer-reviewed publication of findings with a development assistance focus constitutes a legitimate and important aspect of a faculty member’s contribution to research. Specifically, Article 3 of the Section on Academic Responsibilities of Members, states that “Research, Scholarship, and Creative Activity...involves some or all of: a) the creation of new knowledge, including understanding or concepts; b) the creative application of existing knowledge; c) the organization and synthesis of existing knowledge;

d) creative expression; *all in whatever media are appropriate to the Member's area of academic expertise.*"

Canadian Targeted International Development Assistance Project Funding, 2003-2008



The University of Western Ontario has a very long and very proud history of working with our partners at the local, regional, and national levels to assist individuals and communities in need. For example, researchers in the Faculty of Education have worked with the Thames Valley District School Board on a CIDA-funded project to develop research material on “Global Citizenship” for Canadian schools. Colleagues from the Department of History and the Schulich School of Medicine and Dentistry have for many years worked with educational and medical institutions in Belarus to improve dental care and the quality of cardiac treatment and surgery in that country. Faculty from Schulich, Health Sciences, Fanshawe College and partners elsewhere in Canada have received significant funding from the Canadian International Development Agency to undertake a major project designed to help rebuild the health care system in Rwanda, devastated following that country’s disastrous civil war and genocide in the mid-1990s. This project has now expanded to include research collaboration and support for program development involving colleagues in the Schulich School, the Faculty of Arts and Humanities, the Faculty of Science, and the Faculty of Law and their counterparts at the National University of Rwanda. Research at Western on the beneficial effects of probiotic yogurt has been a cornerstone of the University’s award winning Western Heads East (WHE) project. WHE has involved faculty, staff, and students in community intervention in Tanzania and other parts of East Africa with the goal of promoting AIDS education and health. With funding from the International Development Research Centre, faculty associated with the Ecosystem Health Research group at Western are collaborating with colleagues at Guelph, McGill and several East African institutions to undertake environmental intervention research related to climate change and its effect on water quality and human health. Finally, the Faculty of Law has developed an innovative international internship program with several United Nations agencies involving student placements with on-site “rule of law” initiatives in Sierra Leone and the West Indies.

As an institution, we remain committed to broad participation in international development work, as a means to contribute to a more just and equitable world. In order to expand and to maximize the potential funding and the impact of such activities, however, it is critical that the University move to identify areas of strength in terms of support for development work, and to promote the involvement of faculty, staff, and students in the development enterprise. Action on this front must entail:

- Provision of ongoing encouragement and support to areas where we have already built considerable development assistance capacity
- Identification of a limited number of targeted geographical/cultural areas for development assistance in line with local needs, the interests and skills of Western researchers, Canada's regional interests, extant bi- and multilateral cooperation mechanisms, and the availability of external funding
- Assistance provided to faculty in all disciplines in the development of funding proposals to development aid and other agencies both in Canada and abroad
- In collaboration with non-governmental organizations and other institutions, development of information campaigns to make faculty, staff, and students aware of opportunities for development work in these and other contexts
- Establishment of mechanisms to facilitate dissemination of information regarding Western's role in the development area
- Promotion of cross-cultural cooperation and activities with campus and community based organizations to increase understanding of global issues and concerns

Internationalizing Teaching and Learning at Western

Opportunities for teaching about, and learning from the international context are clearly present at the University. The University currently offers a large number of language courses which not only serve as the backbone supporting University curricula in literature, culture, and linguistics, but also help to prepare students to participate in educational or career opportunities abroad. Many of these courses complement other existing programs with international content, such as the Faculty of Social Science's International Studies program, and the International Development Option offered by Civil and Environmental Engineering in collaboration with Geography. The Faculty of Health Sciences maintains a global network supporting clinical placement of students in the Occupational Therapy, Physical Therapy and other programs in a number of countries. There also exist a large number of specialized undergraduate and graduate courses with an international dimension. The number of such courses available has expanded greatly in recent years through the funding provided by the International Curriculum Fund. To date, this fund has provided support to 28 proposals in Faculties across campus, representing a broad array of disciplines. In addition, the experiences brought to the classroom by faculty from universities in other parts of the world, whether new recruits to the University, or visiting Western for short periods of time, contribute to students' appreciation of international concerns and issues. The Visiting University Scholars Program has helped bring to Western 30 such colleagues from academic institutions around the world over the past two years. The courses they have taught and the public lectures they have given have contributed immeasurably to the learning experience at Western. In some cases as well, special program offerings have been successfully delivered to students beyond Canada. Our best known internationally-based program of study is the Ivey Executive MBA program offered at the School's Hong Kong campus. Each year, approximately 50 students are enrolled in this stream. In 2009, the Faculty of Social Science has begun to offer courses in Public Administration at Xiamen University in China, to students enrolled in the Masters of Public Administration program there. The first courses were taught there last month. These types of programs not only offer real opportunities for international students to attend Western within their own countries, but enhance the reputation of the University within the communities, the countries, and the regions in which they operate. In addition, there are large numbers of Western graduates now residing in more than 120 countries, building relationships with institutions abroad and assisting with student recruitment and development activities.

To further support and develop the internationalization of teaching and learning at Western, we must:

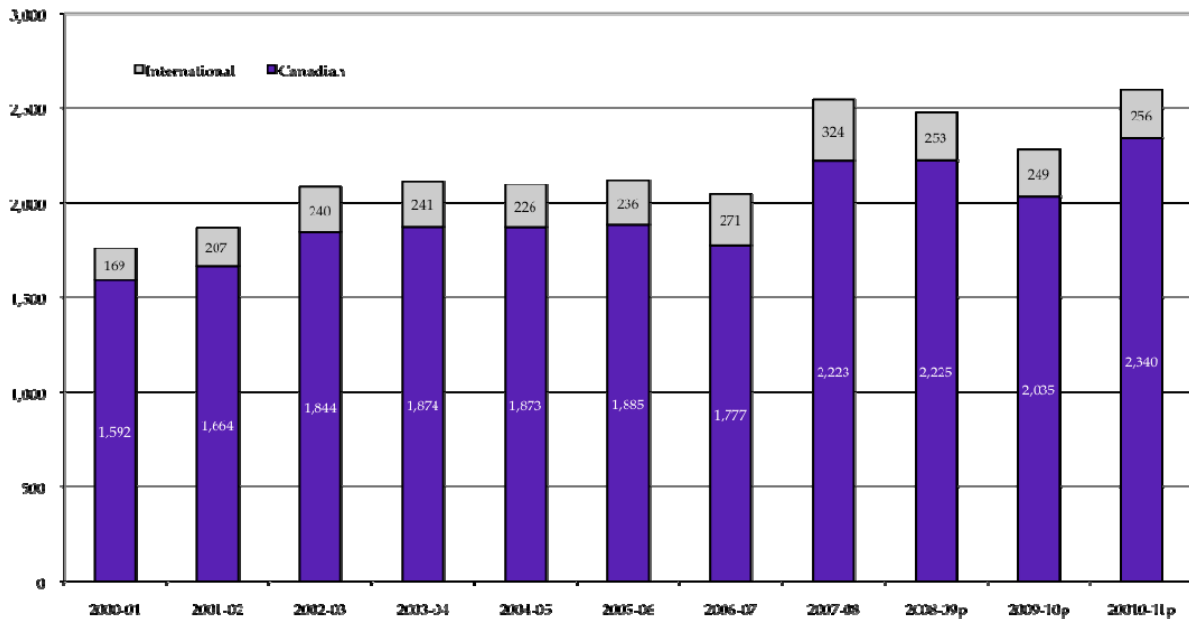
- Continue to encourage the inclusion of international content within courses across all disciplines
- Through existing programs such as the International Curriculum Fund and the Interdisciplinary Initiatives program, further encourage the development of programs with international foci at both the undergraduate and graduate level
- Explore the possibility of expanding second language requirements to include a broader array of undergraduate and graduate programs at Western
- Encourage and support short and long-term visits to campus by distinguished faculty from abroad through the Visiting University Scholars Program and other means as available

- Continue to assess opportunities for offering courses and programs abroad and as appropriate, work with the Faculties to expand these

Faculty, staff, and students benefit as well from the presence of international students on campus. International students at Western culturally enrich the life of our community, and provide unique opportunities for learning about the world beyond our borders. Currently, at the constituent University, full-time undergraduate international students number approximately 600, or three percent of the undergraduate student body.

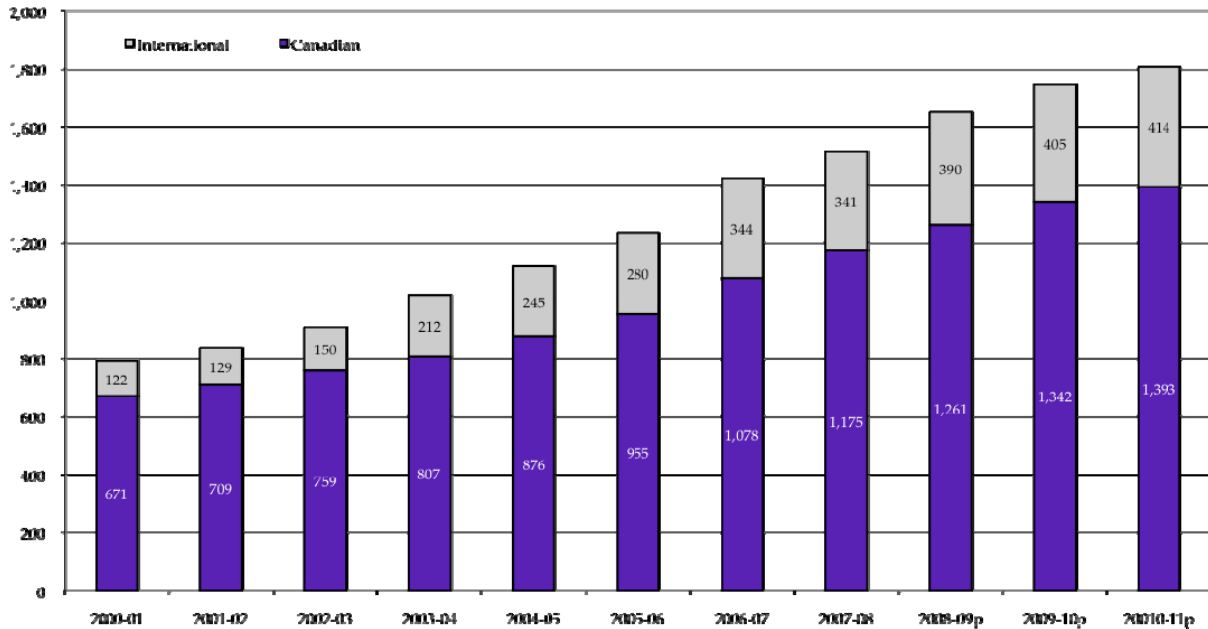
International Student Services (ISS), a unit within Student Development Services (SDS), has provided invaluable ongoing support to international graduate and undergraduate students and their spouses and families, as well as to visiting scholars and post-doctoral fellows through numerous programs and services including counseling, assistance with immigration (study, work and permanent residence) and tax regulations, peer and English conversation programs, financial aid, spousal support, and cultural bridging and cross-cultural programming. In 2007-2008, there were over 16,000 participants in the various services offered by ISS, nearly 700 of whom were seen in individual appointments.

Full-Time Masters Enrolment, by Visa Status (Actual and Projected)



International students are also supported by other departments of Student Development Services such as the Writing Support Centre (where approximately 40 percent of the clients are non-native speakers of English) and Learning Skills Services. The Community Legal Services Clinic in the Faculty of Law provides immigration assistance to international students and post-doctoral fellows free of charge. The new Western International Web Portal provides easy access to information regarding student services, as well as links to a variety of international initiatives on campus. The Teaching Support Centre also provides a number of programs and workshops specifically directed towards the professional development of international graduate students. For example, the Centre has partnered with the Faculty of Science to develop discipline-specific modules to support international Teaching Assistants and thus improve the undergraduate learning experience.

Full-Time Doctoral Enrolment, by Visa Status (Actual and Projected)



At the graduate level, international students make up nearly 20 percent of the student body, and nearly 30 percent of all Ph.D. students. The percentage of postdoctoral fellows at Western from outside Canada is nearly 50 percent. Both of these groups enrich our programs by bringing new perspectives and viewpoints to information exchange within Departments and Faculties, and as teachers, help bring the world to the classroom.

Western has also been developing new educational opportunities for prospective graduate students, both Canadian and from abroad. For example, the Faculty of Arts and Humanities and the Faculty of Engineering have developed unique double degree programs with institutions in France and Italy, respectively. These allow graduate students to enroll at both Western and the partner institution and following a prescribed course of study, receive an advanced degree from each. With the advent of the Bologna Process, opportunities for these types of joint programs with institutions in Europe are set to increase manifold. In addition, the Department of Electrical and Computer Engineering in the Faculty of Engineering has developed a joint undergraduate-graduate degree program with the Indian Institute of Technology (IIT) in Roorkee. The only one of its kind involving one of India's prestigious IITs, the program allows students earning IIT-R's Bachelor of Technology Degree to move seamlessly into the Masters of Engineering Science Program at Western. It is anticipated that this arrangement will soon be extended to students in other areas of Engineering and to the Department of Earth Sciences in the Faculty of Science. Likewise, the Faculty of Law has developed a unique joint undergraduate/masters program with the University of Groningen in the Netherlands, and a joint masters-level program with the National Academy of Legal Scholarship, the top-ranked law school in India. Finally, the Ivey School of Business will soon offer a global Masters in International Management program in partnership with CEMS, a 23-institution consortium of top business schools from around the world.

In order to further expand the engagement of international students at Western, at both the undergraduate and graduate level, we commit to:

- Establish minimum targets for both undergraduate and graduate international student enrolment at Western
- Selectively target undergraduate and graduate students from particular areas of strategic importance to Western and develop partnership agreements with both universities and selected high schools of high academic quality in such areas to facilitate attraction and entry of these students

- Continue to encourage and facilitate the development of new and innovative joint and dual degree programs with partner institutions abroad at both the undergraduate and graduate level
- Further develop Western's International Web Portal (international.uwo.ca) as the primary location for information for international students and on international initiatives at Western
- Develop means for fully integrating international undergraduate and graduate students and postdoctoral fellows in research, learning, and community service
- Participate fully in new funding programs developed by Canadian and select foreign governments to sponsor study and research internships at Western for graduate students and postdoctoral fellows
- Provide targeted support for graduate students from abroad at Western who may be limited in their ability to secure funding while in Canada
- Assist prospective international graduate students and postdoctoral fellows as possible with issues associated with the immigration and residency requirements of the Canadian government, through the provision of information and legal support as may be required
- Develop more informal opportunities for graduate students from abroad to spend limited periods of time at Western as part of their course of study at their home university
- In partnership with the Teaching Support Centre, encourage the development of student workshops that highlight and promote understanding of and adjustment to the Canadian educational environment

Internationalizing the Student Experience

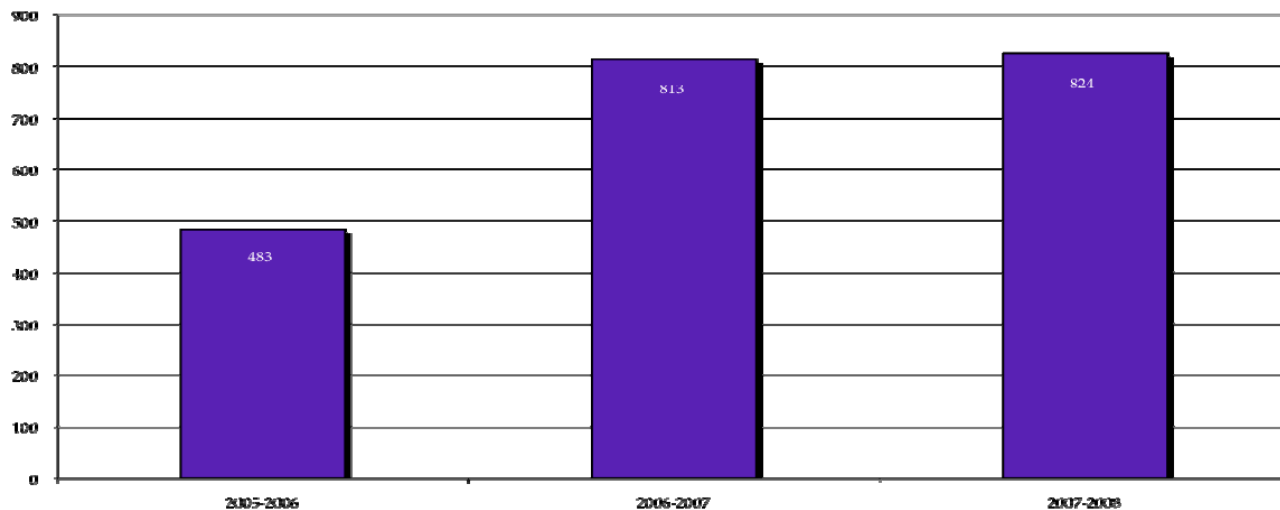
Traditionally at Western and at other post-secondary institutions, the international "experience" largely related to opportunities to participate in student exchange programs. Currently, Western students participate in exchanges with institutions in the following countries: Australia, China, Denmark, Finland, France, Germany, Hong Kong, Hungary, India, Ireland, Italy, Japan, Mexico, New Zealand, The Netherlands, Singapore, Slovenia, Spain, Sweden, the United Kingdom, and the United States. These exchanges allow our students to study full or part time for university credit while continuing to pay tuition fees at Western. In Arts and Humanities, for example, students can study literatures and languages in established exchange programs with universities in Germany and France. One such program, the Nice exchange consortium managed by the Department of French, sends more students abroad than any other exchange program at Western. In the Faculty of Science, biology students participate in active exchanges with institutions in England and Scotland. In Engineering, students have the opportunity to study in France, and even to work in the French laboratories of major companies, gaining practical experience in a different cultural setting. A large number of students in Social Science have participated in that Faculty's highly regarded exchange with St. Andrew's University in Scotland. The Faculty of Law operates the largest student exchange program of any law school in North America. Further, the Ivey School of Business maintains a broad array of exchanges and opportunities for student instruction in India and China. Through these exchanges, Business and Law students, respectively, develop an appreciation for practices outside of the North American context. Clearly as well, the students from the various partner institutions who visit Western as part of the exchange arrangement not only are able to take advantage of Western's top-rated programs, but also take home with them a greater appreciation of the Canadian reality, and often serve as ambassadors for Western and for Canada in their home countries.

In 2008-2009, well over 200 Western students from across campus participated in these types of exchanges, a 50 percent increase since 2002-2003. At the same time, many of our students are opting for other types of opportunities that provide for engagement in international ventures that do not require the significant time commitment of the traditional exchange option. For example, several hundred students now participate each year in organized study abroad activities associated with their existing courses. Typically stays last anywhere from a few days to a month or more. Participation in this type of activity has grown markedly in recent years thanks to the funding provided by the International Curriculum Fund, which covers basic economy airfare for students to and from their destinations. Large numbers of Western students also take courses at institutions abroad on a Letters of Permission from their Faculties. This provides an excellent opportunity for more independent study abroad while at the same time meeting course requirements at Western. There are also growing numbers of special initiatives on campus, such as Western Heads East, and the Alternative Spring Break. This latter program allows students to spend their winter break week abroad assisting local citizens by directly participating in development projects. Similarly, many students participate in Engineers Without Borders. International activity is also being

pursued through Western's University Students' Council, through a collaborative venture it is in process of establishing with its counterpart at the National University of Rwanda—the only one of its kind in Canada.

Taken together, these various international opportunities attract well over 800 Western students each year, representing some 2.4 percent of the total university enrolment. This is slightly above the average participation rate at Canadian universities of approximately 2 percent. These participation rates remain remarkably low, however, especially given that in the National Survey of Student Engagement Surveys presented to the University Senate each year, approximately 35 percent of respondents indicate at the outset of their university career that they intend to participate in international activities as part of their studies.

Numbers of Students at Western Participating in Study-Abroad Activities, 2005-2008



These types of activities are fundamental to the learning process at Western and serve by their very nature to enhance the student experience. We must commit not only to further developing these opportunities but also ensuring that participants are well prepared for engagement in such ventures and that as much as possible, attendant risks are minimized—both for our students, and the communities in which they engage. To these ends, we must commit to:

- Ensure that information on international opportunities is widely available to students through the International Web Portal and other sources
- Ensure that proper risk management processes, including pre-departure briefings, are in place and easily accessible to help ensure the safety and security of those engaging in study abroad and related activities
- Make faculty and staff aware of study abroad and other opportunities so that they might better champion and advise students on what programs currently exist
- Change the existing credit transfer system to a pass/fail model, which will alleviate student concerns regarding the risks of studying at institutions abroad and bring Western into conformity with universities across the Province and elsewhere in Canada
- Use available student support funding strategically to promote international activity within a more focused array of partners and seek alignment with ongoing activities with partners abroad related to research and teaching

Maintaining and Further Building Western's International Engagement and Reputation: A University-Wide Commitment

Along with the recommendations cited above, at a more general level, the University must undertake to ensure that internationalization maintains a high level of visibility within the institution, and that barriers to international participation for faculty, staff, and students are removed. It is also important that the University work to promote its international profile at home and abroad. In this regard, a number of

Faculties have already moved to establish formal structures to promote internationalization objectives through the appointment of senior administrators with responsibility for international activities. The Schulich School of Medicine & Dentistry has taken a leadership role in this regard, through the formation of its Centre for Global Health. The Centre will lead in the development of inter-institutional programs and initiatives, promote the integration of global health into the medical curriculum, and help support the development of existing and new research and development-assistance projects.

In further support of these kinds of initiatives, as well as the broadening of internationalization ventures overall across campus, it is recommended that the University:

- Maintain primary responsibility for implementing the recommendations of the Strategic Plan for Internationalization in the Office of the Vice-President (Research & International Relations) and the Office of the Vice-President (Academic) & Provost
- Prepare an annual report on progress in implementing this Plan for presentation to the community through the University Senate
- Encourage the full participation of the Faculties in the process of implementation through the mechanism of the Academic Plans, and the appointment of individual faculty/staff to the Educational Partnerships Advisory Council (EPAC)
- Encourage and support faculty members originally from targeted partner countries and institutions to become involved in the development of activities and programs in research, teaching, and the student experience
- Ensure that existing policies are supportive of a commitment to internationalization and that those less supportive are identified to those responsible for their development/implementation
- Continue to engage Western graduates abroad and to solicit their participation in relationship-building, student recruitment, student exchange, and development activities
- Review University policies to ensure coherence and enhance provisions related to international involvement, e.g. safety and liability/risk management, academic credit for international work, hiring of faculty and staff, faculty tenure and promotion
- Work with the Faculties to ensure that participants in international activities and programs are nominated for international awards and distinctions (e.g. the AUCC-Scotiabank Awards for Achievement in Internationalization and the Canadian Bureau of International Education Excellence Awards)
- Assemble and provide data on Western to international ranking organizations to ensure that such data are accurate and complete
- Respond favourably to requests for funding for conferences hosted by Western at venues outside Canada

Conclusion

For Western, the development of a strategic plan for internationalization is less an option than an imperative given the increasing importance of collaborative effort in the research process, and given the context of globalized cultures and economic and political structures. The recommendations contained in this Plan represent a starting point for campus-wide discussion of the elements essential for the successful internationalization of Western's mission.