

Engaging the Future

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

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The University of Western Ontario

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1. Setting Directions

This Strategic Plan focusses Western's energy in three key areas:

- Enhancing the best student experience among Canada's leading research universities through a culture of self-discovery and student engagement that acknowledges the learning process within and beyond the classroom.
- Expanding and enriching the experience of graduate students in an environment supportive of academic, professional and personal growth.
- Building the research university through strategic investment in areas of established and emerging research strength, as identified in the Faculty Academic Plans and the University's Research Plan. Western's aspirations in research will be realized through attention to faculty recruitment and retention, emphasis on graduate programs and enrollment, recruitment of postdoctoral fellows, and construction and renovation of appropriate space.

Achieving these objectives will require the University to redefine the student experience at both the undergraduate and graduate levels, to renew our commitment to research and discovery, and to focus on our University community's potential, aspirations, and goals. In moving forward, Western will develop strategic approaches to the following general themes:

- Defining the University as a place welcoming and conducive to scholarship and work in all their manifestations, acknowledging the roles of all in the University community, supporting opportunities for development and fulfillment for all at Western, and celebrating our campus as a setting for learning in its broadest sense.
- Promoting interdisciplinary and pan-University initiatives in scholarship and teaching by fostering and investing in activities that cross or transcend established academic disciplines and create new areas of scholarship.
- Realizing our aspirations as an international centre of academic excellence by creating opportunities for international student and faculty recruitment, exchanges, curriculum, collaborative research, outreach and development activities in targetted areas and in collaboration with selected institutions and organizations.

“It is central to Western’s identity that the best student experience takes place in the context of a major international research university.”

Surveys of our graduates have consistently shown that Western students believe their experience here has provided the strong foundation for a successful life. We believe Western is a national leader in responding to student aspirations in the classroom with challenging, innovative, and high-quality academic programs. In addition the Western environment actively fosters

opportunities for personal and intellectual growth, including the development of ethical standards and values as well as a commitment to engagement within the University community and beyond. Western graduates are known as thoughtful and involved public citizens, whose experience here has laid the groundwork for effective, productive, and satisfying lives as members of society.

It is central to Western's identity that the best student experience takes place in the context of a major international research university. The presence of outstanding researchers and research programs is essential in attracting potential faculty, graduate students, and undergraduates and postdoctoral fellows. In an increasingly competitive environment, Western's strategic research initiatives must be correlated with strong recruitment and retention efforts on an international level and with the academic plans of Departments, Schools, and Faculties. We embrace interdisciplinarity as a hallmark of established and emerging research in many areas but also acknowledge and respect the paramount importance of work by individual scholars within the traditional disciplines.

A significant part of Western's strength derives from our closest institutional partnerships. Our three affiliated University Colleges, Brescia, Huron, and King's, contribute to the richness and diversity of our educational environment by combining the values and intimacy of Liberal Arts Colleges, each with its own institutional identity, with the resources and academic opportunities of a broad, research-intensive university. London has become a national and international centre for pioneering education, research, and clinical practice in health care, due in large measure to the collaborative interaction with our affiliated research institutes and teaching hospitals. The Robarts Research Institute, Lawson Health Research Institute, the London Health Sciences Centre, and St. Joseph's Health Care comprise a research and teaching constellation united by Western faculty and characterized by the highest levels of achievement and engagement with the community.

Evaluating the quality of the student experience involves a wide variety of factors, and Western's relative performance will vary among them. The best student experience must therefore be seen as a journey, not a destination, an aspiration with regard to our service to students which requires the continuing commitment of all in our community.

As a Strategic Plan, our document builds on the mission and vision of academic leadership set out in *Leadership in Learning* (1995) and the strategic directions articulated in *Making Choices* (2001). Our discussion will be informed by the twelve principles at the heart of our institutional self-definition, initially articulated in *Leadership in Learning* and adopted again in *Making Choices*. We believe these principles have served the University well for more than a decade and reaffirm them in this report.

Our Commitments:

- 1. Western is committed to a mission and to principles that will build excellence and create an environment where our students, faculty, and staff can grow and flourish.** Our university community will:

1.1 Adopt as our formal Mission: “Western provides the best student experience among Canada’s leading research intensive universities.”

1.2 Adhere to the following twelve enduring principles as individuals and as a community:

- **Excellence:** we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff and students.
- **Selectivity:** we will identify our academic and research strengths and build on them with selective allocation of resources.
- **Education for Leadership:** we are committed to a culture of achievement, which ensures that Western graduates are prepared to become leaders of their society. We seek to create an environment in which students are grounded in the values and responsibilities of the scholarly life.
- **Academic Freedom:** we will protect the right of all in our academic community to speak and write freely. We expect all who study, teach and do research at Western to uphold the highest ideals of scholarly responsibility.
- **Western’s People:** we value and support all who work and study at Western and seek to create an environment in which they can aspire to excellence and succeed. The realization of our academic objectives depends on Western’s people.
- **Diversity:** as part of our commitment to excellence, we seek to recognize and remove the obstacles faced by traditionally under-represented groups in order to facilitate their access to and advancement at Western. We respect and celebrate the diversity of people who make up our community.
- **Societal Responsibility:** through our teaching, research and service to the community, we aspire to play a significant role in improving the quality of life and fostering economic development in London and this region, in the Province of Ontario, in Canada, and abroad.
- **Accountability:** we are accountable to our students and the general public for the quality of our teaching, research and service to the community and for the effective use of our resources.
- **Autonomy:** we will protect Western’s autonomy so that the University, through the Senate and Board, can identify academic priorities and set directions in support of its mission.

- **Innovation:** we are committed to fostering an environment that encourages creativity and risk-taking on the part of faculty, staff, and students and that is responsive to new academic opportunities in areas of potential excellence.
- **Partnerships:** we seek cooperative relationships with other academic institutions, businesses, charitable organizations, and governments at home and abroad to enhance and support the educational and research opportunities available at Western, and to bring mutual benefit to the University and its partners.
- **Openness:** we are committed to an environment of fairness, broad participation, and openness in which information is widely shared and the processes for decision-making are understood and respected.

2. Enhancing the Undergraduate Student Experience

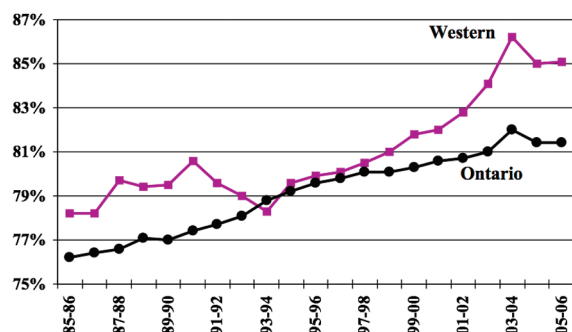
Surveys of student and alumni satisfaction, whether conducted by the media or by the University, consistently indicate a very high level of satisfaction with the student experience at Western. This is a tribute to the commitment of our faculty and staff and reflects the broad-based approach to intellectual, social, and personal development that characterizes student life at Western. We seek to provide our students with a preparation for their future lives, which involves education, training, and sensitivity to issues of ethics, social justice and the individual's responsibilities to a larger society.

A significant component of the high level of student and alumni satisfaction is the strong interaction among students, faculty, and staff and the feeling of students that faculty and staff take a personal interest in them. Maintaining that interaction will set limits on the future growth of the University at the undergraduate level. As our previous Strategic Plan, *Making Choices*, noted, we are already a very large undergraduate institution, currently with some 29,000 full-time equivalent undergraduate students, including some 5,500 at the Affiliated University Colleges, all of whom receive Western degrees. We follow the spirit of *Making Choices* by setting a target of 4,350 for first-year undergraduate admissions over the next decade, as part of preserving the special nature of a Western undergraduate degree. The University will, however, continue to grow, through research, graduate students, and post-doctoral fellows.

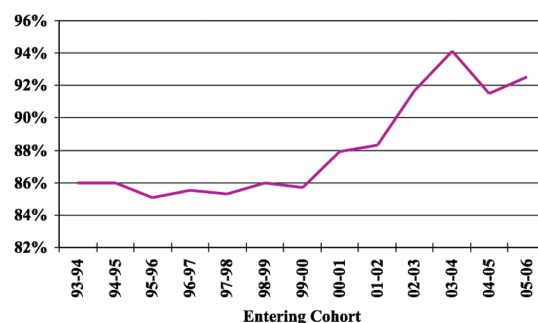
Our campus contributes directly to the best student experience, with its excellent residences, beautiful academic buildings and landscape, arts and cultural resources, and outstanding fitness, sport, and recreational facilities. Its relatively compact nature makes possible easy interaction among students from different Faculties and promotes a strong sense of community. To keep our recruiting strong, we will also maintain our Western guarantees of a first-year residence room, course choices in first year, and financial support.

Western graduates are engaged citizens. That engagement is fostered through a University environment that provides opportunities for each student's active participation in all

Average Entering Grades of New Full-Time
1st Year Ontario High School Students



Retention Rates of 1st Year Students at Western

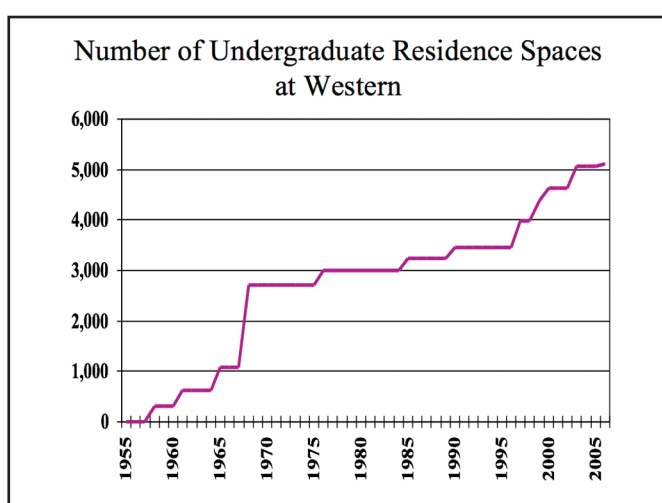
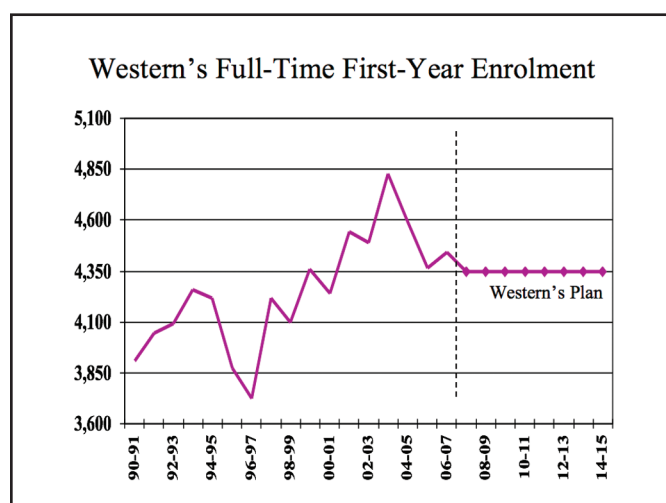


dimensions of the learning process. These include involvement in student government, over 150 student organizations and clubs, course-based and extracurricular activities with community organizations and social service agencies, residence learning programs fostering a supportive out-of-class environment, programs in the Centre for New Students, and opportunities for activities involving health, recreation and sports, and voluntarism. Western students develop a sense of personal and public purpose that is both satisfying to themselves and beneficial to their communities. We believe this level of engagement is a key to their satisfaction with their experience as students at Western.

In the spring of 2004, Western, along with seven other Canadian universities, participated for the first time in the National Survey of Student Engagement (NSSE). This survey permitted comparison of our student experiences with over 500 participating universities in Canada and the United States. NSSE is not a survey of student satisfaction. Rather it asks students to describe what it is they are doing inside and outside of the classroom: involvement in community-based practica; frequency of asking questions in class and meeting one-on-one with professors; working on group projects with fellow students; research project and study-abroad opportunities; and involvement in campus activities unrelated to a specific program of study.

These first NSSE results indicated a significant gap between Canadian universities and their U.S. counterparts. In particular, Canadian universities, including Western, fared poorly in the benchmark areas of “student-faculty interaction” and “enriching educational experiences.” These differences are largely resources based: US public universities have more resources per student and a lower student-faculty ratio. If, as planned, increases in Provincial funding allow Ontario’s universities to reduce the student-faculty ratio and the average class size, we at Western should be able to provide increased student-faculty contact and interaction by expanding coursework and other academic activities that encourage vigorous engagement of our students in their educational experience.

While much is already being done to implement programs that increase direct student engagement in learning, even more is required both inside and outside of the classroom. We



must monitor our progress towards this goal closely, rigorously reviewing our undergraduate programs on a regular basis to ensure that they are achieving the desired outcomes. The University should also capitalize on all venues to enhance the total student experience, including opportunities to participate in research activity across the disciplines and to become engaged in service learning projects which take them into the community and provide valuable experience and perspective on social issues. It is also important to consider the health and activity of our students. In addition to recreational facilities and opportunities, Western's Intercollegiate Athletics program produces over 100 Canadian Interuniversity Sport Academic All-Canadians each year, one of the highest number in Canada of these outstanding student-athletes. The University is committed to supporting both our campus recreational and intercollegiate athletics programs as a resource for our students and a catalyst for alumni, who have made Western's annual Homecoming the largest in Canada and find this as one means of remaining engaged with the University.

Western should take better advantage of the modular character of our 'New Academic Choices' undergraduate program design to offer a greater range and variety of interdisciplinary study. We must recognize the complexities superimposed upon such efforts by our current Faculty administrative structures, and seek meaningful ways to ameliorate these unintended consequences. We will encourage, support, recognize and reward the efforts of faculty and staff who take a pan-University view of undergraduate education. We will assist them in their efforts to create well-integrated programs, with both depth and breadth, which draw upon intellectual and capital resources from many different parts of the academy. Such programs are not only wonderful educational experiences for our students, but they can also bear the seeds for successful research collaborations amongst participating faculty. Greatly expanded initiatives are needed in career and employment counseling and services, areas of responsibility that involve the central University, individual Faculties and Schools, and our alumni. We must also reaffirm our commitment to the provision of professional undergraduate programs, ensuring their ongoing success within an increasingly competitive marketplace.

“In order to provide the best student experience, we must offer the best environment for student learning.”

In order to provide the best student experience, we must offer the best environment for student learning. This calls for innovative approaches to the integration of classroom and laboratory work with the larger scholarly and social communities through engagement in research, service learning and field projects away from the campus. The evolving roles of librarians and archivists as academic partners in scholarly work also represent a significant contribution to teaching, learning and research across the academy. We should also ensure the creative use of opportunities presented by technology. Increasingly, traditional face-to-face instruction is augmented with a broad spectrum of on-line instruction, field projects, and service learning experiences. It is imperative that we provide support for faculty and staff to integrate the new technologies and learning methods into the curriculum and that we be aware that successful integration of technology and off-campus experience requires the educator to reconceptualize where, when, and how learning occurs most effectively.

Another aspect of student engagement can be seen in the degree to which Western reflects our broader social landscape. We derive cultural richness and strength from the diversity of our University community. In that light, we believe that special efforts should be directed towards recruitment of students from traditionally under-represented groups, at both the undergraduate and graduate levels. We should pay particular attention to the recruitment and support of Aboriginal students from within our geographical area and beyond. The First Nations Studies program in the Faculty of Social Science is a strong academic step in this direction. The newly-initiated program for support of Aboriginal students in the Faculty of Health Sciences is another project with attributes that could be emulated in other disciplines.

Our Commitments:

- 2. Western will build on its strong record of student satisfaction by increasing student engagement in courses and learning outside of the classroom.** The University will:
 - 2.1** Maintain its current target of 4,350 first-year undergraduates per year for the next decade.
 - 2.2** Develop special initiatives for the recruitment and support of Aboriginal students and first-generation students.
 - 2.3** Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.
 - 2.4** Provide the opportunity for the Principal at each Ontario high school to nominate for admission to Western one student who demonstrates outstanding leadership ability but who might fall just short of academic requirements for first-year entry.
 - 2.5** Provide incentives for faculty members to design courses and programs that enhance opportunities for direct student engagement in learning.
 - 2.6** Support and facilitate development of programs that integrate classroom study with community engagement and service. This will include a special role for the Teaching Support Centre in identifying best practices at Western and promoting their wider use.
 - 2.7** Emphasize the importance of broad experience outside the classroom for all our students, recognizing that these activities build the leadership capacity which characterizes Western graduates.
 - 2.8** Expand student opportunities for cross-disciplinary study by increasing the numbers of interdisciplinary programs, niche programs for

- high-achievers, and concurrent degree and degree/diploma programs.
- 2.9** Expand study-abroad opportunities for our students in conjunction with our aspirations for Internationalization.
 - 2.10** Establish an improved framework for student career counseling, involving central University resources, expertise and professional contacts within the Faculties and Schools, and Western's extensive network of alumni.
 - 2.11** Bolster our undergraduate program review process as a means of ensuring the best possible learning outcomes for our students.
 - 2.12** Use ongoing involvement in NSSE to establish additional benchmarks for performance in student-related activities and services and measures of Western's success.

3. Graduate Expansion and the Graduate Student Experience

All Ontario universities are now competing for highly qualified graduate students. In order to attract the best students, we must offer programs and services for graduate students that are second to none in Canada. We shall consider all aspects of graduate student life that can be enhanced through a work, study, and research environment that is supportive academically, financially, professionally and personally.

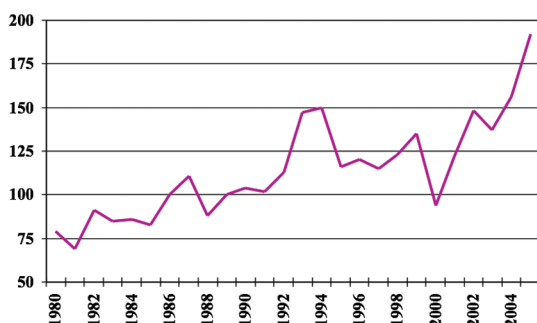
Making Choices called for a significant increase in Western's graduate student population, particularly at the PhD level; in fact, our doctoral enrollment grew by over 60% in the five years from 2000-01 to 2005-06. This growth was realized during a period when Provincial

“Students choose a university for graduate study based on the quality and breadth of its programs, the opportunity to study with distinguished faculty, and the availability of competitive levels of financial support.”

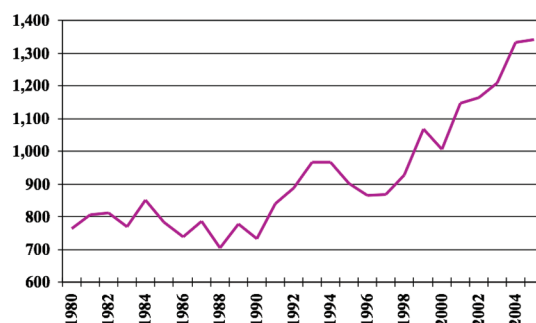
operating grants for graduate growth were highly constrained by the government's higher priority for undergraduate growth to accommodate the double cohort. The *Reaching Higher* plan, announced in the May 2005 Ontario Budget, has now shifted the priority toward graduate enrollment. This change in policy was the response to the report of a Council of Ontario Universities task force chaired by Western's President and a series of reports from the Institute for Prosperity and Competitiveness. They pointed out that Ontario lags far behind other jurisdictions in the number of Masters and PhD graduates produced each year, and that this deficit has a significant effect on the province's intellectual productivity. In the 2005 Budget, the Province made a very significant commitment to graduate expansion: \$220 million in annual operating grants in support of 14,000 new spaces by 2009-10, an increase of 50% over 2002-03 levels.

Students choose a university for graduate study based on the quality and breadth of its programs, the opportunity to study with distinguished faculty, and the availability of competitive levels of financial support. Western shall attract the numbers of outstanding

Ph.D. Degrees Awarded at Western



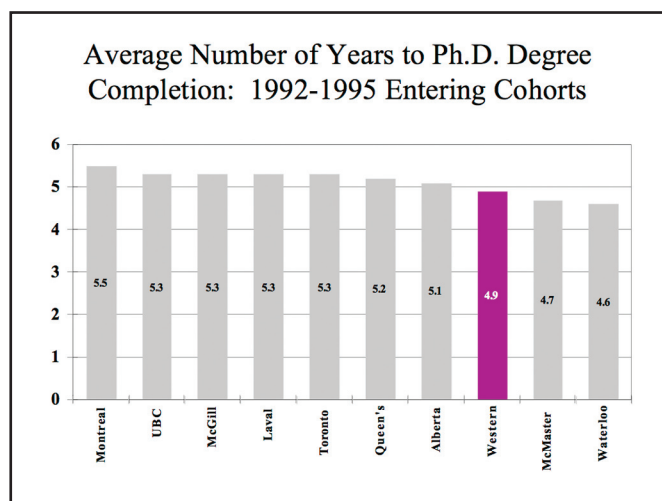
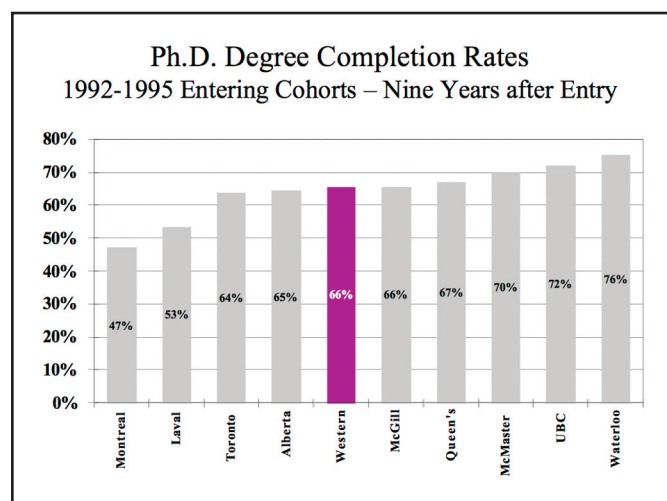
Masters Degrees Awarded at Western



PhD and Masters students needed to meet its graduate enrollment objectives by ensuring that all three of these criteria are met. By meeting these criteria, we shall also increase the percentage of Western graduate students who complete their programs successfully and in a timely manner. Western will assess enrollment goals and capacities of established programs, and continue to develop, where appropriate, the five-year direct-entry PhD option, which will attract the best baccalaureate-prepared students directly into the doctoral stream. Programs will also ensure that the graduate courses required to fulfill program requirements are of the highest quality, providing both depth and breadth. The regular offering and assessment of these courses, and recognition of those who teach them, is also an essential part of ensuring graduate education of the highest calibre. In an institution of international stature, particular attention is necessary to the recruitment, retention and support of an increasing number of international graduate students. These students enrich the life of the University through the diversity of their backgrounds and perspectives. We also acknowledge the vital contribution of our professional graduate programs to the spectrum of academic life at Western and will ensure that these students are supported in every way needed to be successful.

Over the past five years, the majority of growth in graduate enrollment has occurred in new programs. Three-quarters of the enrollment increases at the doctoral level occurred in newly developed areas where no previous PhD programs were offered. We shall continue to develop new programs that capitalize on existing and emerging academic strengths and contemporary scholarship. Many of these will be truly interdisciplinary, offering significantly expanded opportunities for collaborative research and teaching for both faculty and students.

We recognize the very important role played by Graduate Chairs or their equivalent in shaping and administering our graduate programs. They must be provided with the technical knowledge and administrative support required to be successful in this arena. A cornerstone of the successful graduate student experience is the interactive quality and immediacy of faculty supervision. The supervisory model necessarily varies by discipline. Within that framework, Western's goal is to provide mentoring strategies and "best practice" workshops that assist faculty in developing their supervisory expertise. Faculty must also



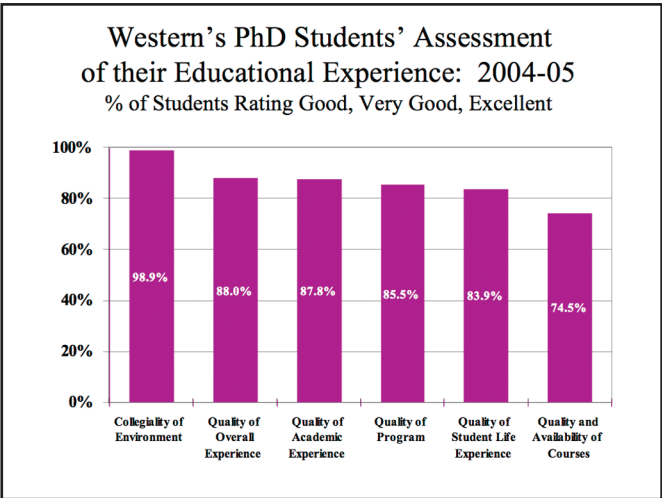
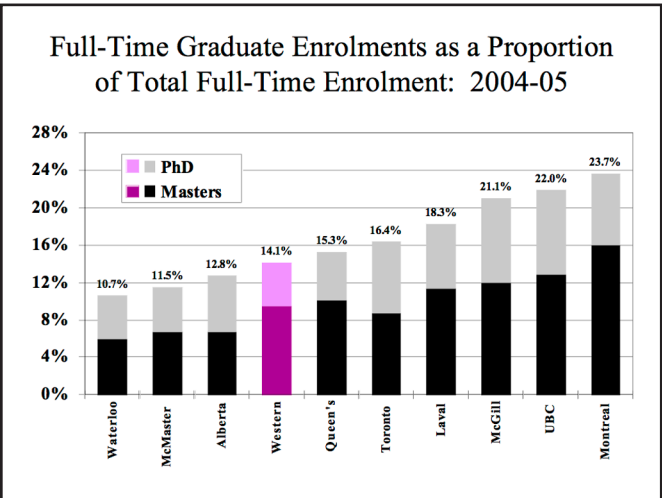
find the intellectual investment in graduate supervision to be personally and professionally rewarding, and receive appropriate acknowledgement for this activity as part of their overall responsibilities.

Western’s program of financial support for graduate students is very competitive across Canada but we must take steps to ensure that its features are widely known and well understood, and that the funding levels continue to remain attractive. A minimum guarantee of \$12,000 plus tuition costs for doctoral students is currently in place. In fiscal year 2005, average support per doctoral student recipient from all sources exceeded the minimum level in all discipline areas, on average totalling more than \$25,000. For students at the Masters level, average funding of students in thesis-based programs was over \$19,500.

Preparation for professional life following graduation is a vital component of the graduate student experience. We must ensure that the breadth of graduate student life includes career counseling and mentoring in areas such as CV preparation, integration into professional associations or societies, networking, and project management skills. Many of our graduate students pursue careers outside of the academy, seeking engaging and satisfying employment in a full range of professions and other areas. Western’s objective is to provide all of our students with valuable competencies and perspectives necessary to capitalize on a wide array of career choices.

Our Commitments:

- 3. **Western is committed to providing Canada’s best graduate student experience.** The University will:
 - 3.1 Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.



- 3.2** Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students by engaging and supporting faculty members to be the leaders of this process.
- 3.3** Ensure competitive levels of graduate student financial support from internal and external sources.
- 3.4** Evaluate and reform the contents, structures, outcomes and milestones of Western's graduate programs through enhanced program self-study as part of the Ontario Council on Graduate Studies (OCGS) review cycle.
- 3.5** Ensure effective communication and coordination across the University in all aspects of graduate education and encourage Deans to build the graduate student community within all their Faculties.
- 3.6** Improve access to, and consistency of, application, financial, and program information, with special emphasis on web-based delivery.
- 3.7** Provide enhanced mentorship opportunities for graduate supervisors and graduate program chairs, and ensure familiarity with the application processes for external awards among students of all disciplines.
- 3.8** Facilitate and support interdisciplinary and cross-University engagement in the development of new graduate programs.
- 3.9** Ensure that as funds become available, space and facilities, faculty and staff, are appropriate for increased numbers of students in both new and established graduate programs.
- 3.10** Enhance professional development and career services for all graduate students.
- 3.11** Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

4. Building the Research-Intensive University

The external environment for research is changing. Over the last decade, initiatives such as the Canada Foundation for Innovation, the Canada Research Chairs program, and their provincial counterparts have reestablished this country on the map of international research and have made it possible to recruit outstanding faculty, in many cases repatriated from abroad, who see new promise and possibility for their scholarly careers in Canada. We will continue to work with the Association of Universities and Colleges of Canada to ensure that future growth in public research funding extends to all disciplines, and particularly the arts, humanities, and social sciences.

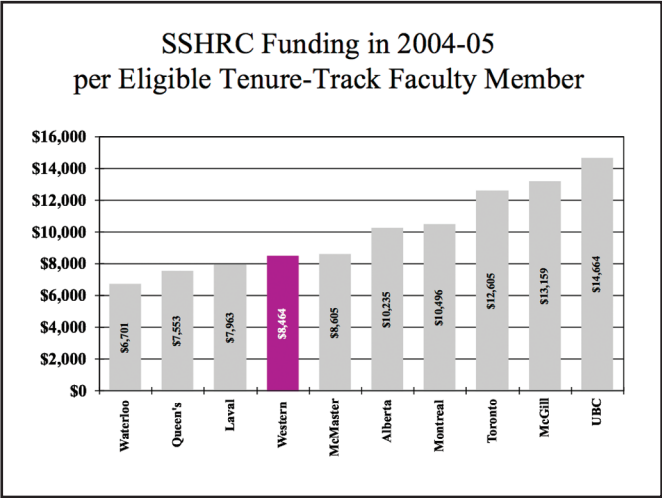
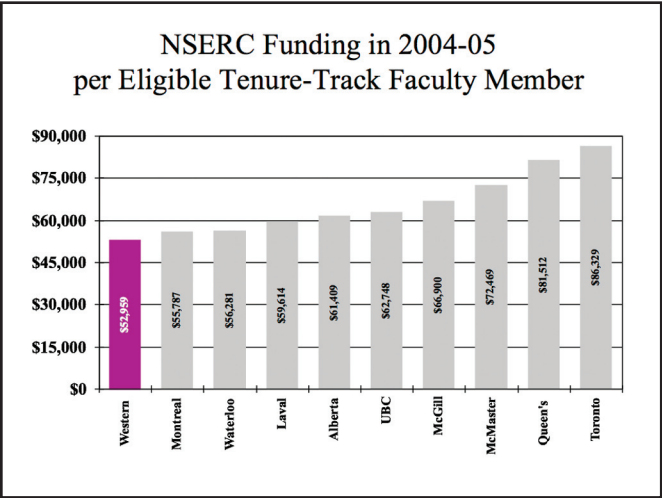
With these opportunities also come the challenges of competition: Western competes with universities, research institutes and regional research consortia across Canada for funding. A further dimension of the new Canadian research culture is the involvement of the private sector: in some government funding competitions, a component of the total funding package is to be secured from external sources. In some cases, these partnerships go beyond financial support and involve knowledge transfer and the possibility of commercialization of research discoveries. Effective interaction with government, institutional, public and private sector

partners should be fostered, with appropriate safeguards for academic freedom and intellectual property.

“The University’s identity and reputation are integrally related to Western’s research profile.”

The University’s identity and reputation are integrally related to Western’s research profile. With over \$180 million in research activity in 2005-06, Western is one of the leading research-intensive universities in Canada. With our affiliated research institutions, Western ranks second in

Ontario in overall research expenditures, accounting for roughly 13%; in the most recent Canada Foundation for Innovation competition, we placed second in the province. In the current very competitive environment, however, our relative ranking among Canada’s research universities is at risk, and we need to take action to maintain our place among Canada’s leading research universities.



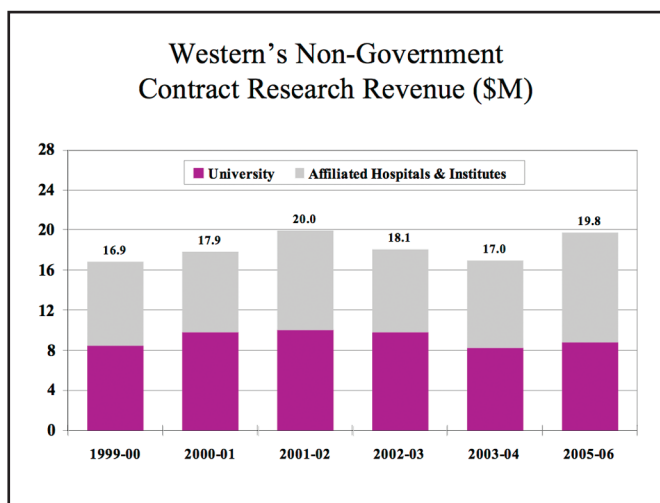
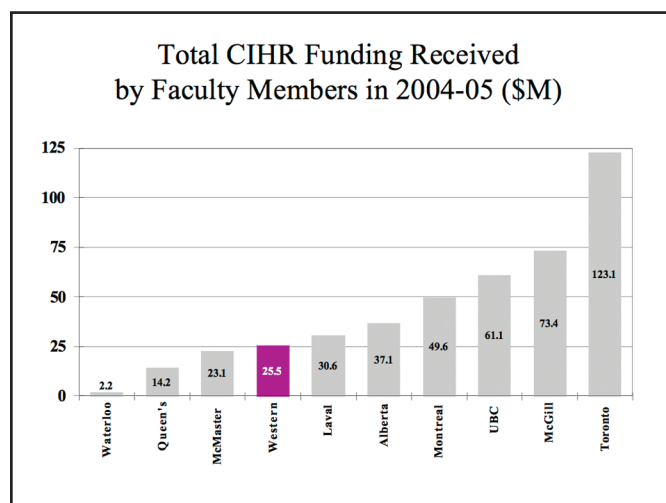
The University put forward its institutional priorities and commitments in a Strategic Research Plan in the Fall of 2003. By focussing priorities, the Strategic Research Plan provided definition and rationale for the vital components that sustain research at our University. Among the Plan's areas of emphasis are:

- Guiding faculty recruitment and retention: the presence of strong researchers and research programs is an invaluable tool for recruiting faculty members, graduate students and postdoctoral fellows.
- Providing appropriate infrastructure and services in support of research: active facilitation is instrumental in the University's success in securing funding to support both basic and applied research across the disciplines.
- Fostering interdisciplinary and broad research initiatives: the evolving nature of scholarship in many areas is crossing traditional disciplinary boundaries and encouraging collaborative work.
- Establishing discipline-appropriate, clear, and transparent measures of research success and progress: defining the criteria by which we evaluate our research activities is vital to measuring our development and our level of success.

Meaningful benchmarks are essential in setting objectives and demonstrating our progress toward them. This is also a necessary factor in determining Western's place in the context of comparative provincial, national and international levels of achievement. We must also recognize that criteria will differ across the disciplines and develop measures that recognize, respect and celebrate individual as well as collaborative research.

Our Commitments:

- 4. Western will provide the research infrastructure and support required to ensure a strong position among Canada's leading research-intensive universities. We will:**



- 4.1** Ensure that Western has the right facilities in the right places with the right people and equipment to maximize research synergies and success. This is especially important in the assignment and configuration of space to promote scholarly interaction among students, post-doctoral fellows, faculty and staff.
- 4.2** Increase the involvement of undergraduate students through courses and programs that expose them to the excitement and challenge of university-level research.
- 4.3** Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas. Relative to their levels in 2005-06, we set a five-year goal of 100% for increases in: contract research, licensing income, and announcements of discoveries.
- 4.4** Promote interdisciplinary and multi-disciplinary research through appointments, academic programs and space allocations that reflect inclusiveness and collaboration.
- 4.5** Celebrate and reward research excellence that defines Western's international research stature across the disciplines.
- 4.6** Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

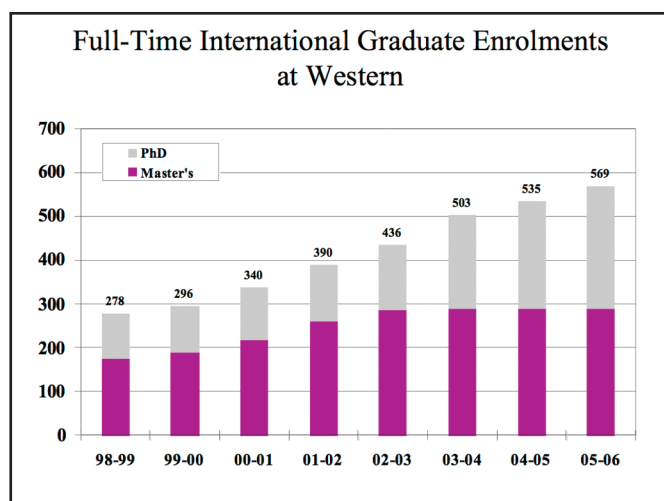
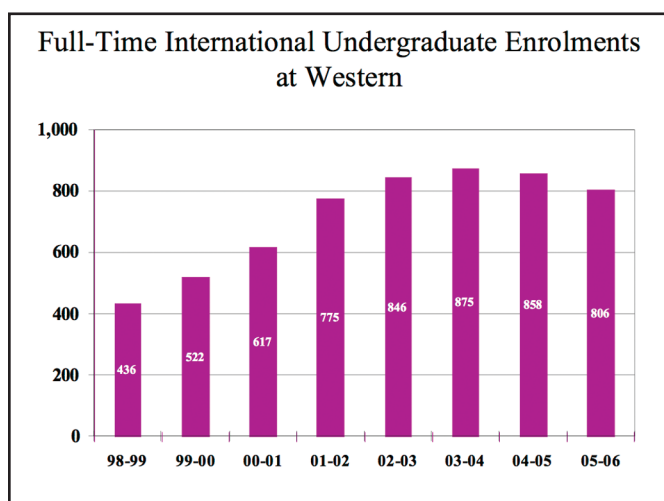
5. Internationalization

A part of the competitive environment facing Western is the growth of internationalization in research and in undergraduate and graduate studies, which reflects the growing importance of the international economic and social condition. Our students seek and benefit from international experiences, a curriculum with a strong international component, and a campus with international students in the classrooms and residences. Our faculty often require international collaboration to achieve their goals in research. Western must respond to this environment by actively encouraging internationalization in education, student mobility, and research.

Any university aspiring to international recognition and stature must demonstrate an international perspective and a global commitment. Western has identified areas (France, India, Mexico, China, the Caribbean Basin and Africa) of specific focus for: initiatives in the areas of collaborative research projects; student recruitment at both the undergraduate and graduate levels; development of exchange and study-abroad programs; and opportunities to engage in international development activities.

The international community of scholarship makes interaction among researchers within nearly all disciplines an academic imperative. In many areas, this interaction is achieved by sharing ideas through publication, communications technology, and international conferences. It also flourishes in research collaborations with institutions having similar research interests and capacity. Western has established an International Research Fund, to which application may be made for support of both discipline-focussed and interdisciplinary research.

Western is also enriched by the cultural and personal diversity provided by an international faculty, student, and staff community. Members from abroad bring to the University a rich variety of heritage, tradition, culture, knowledge and perspective. They also bring a commitment to scholarship, academic expertise, and an ability to



extend Western's influence and prestige into other areas of the world. A comparatively small number of Western students are presently involved in a variety of student exchanges and study-abroad programs.

We also need to make progress in creating an international curriculum. Currently, Western has few undergraduate degree programs focussing specifically on international topics. A broader international perspective in the curriculum would enhance student awareness of cultural, social, economic and environmental issues in a global context and stimulate their interest in opportunities to study abroad. The University must be seen as an academically attractive and socially welcoming destination for international students considering study outside their home countries. Recruitment of outstanding students should be a proactive process, with a focus on key regions in which Western will be competitive and the cultivation of links with the schools in those regions most likely to produce potential students. In order to realize our aspirations as an international research university, we must attract students who,

“Any university aspiring to international recognition and stature must demonstrate an international perspective and a global commitment.”

even as undergraduates, will become interested in pursuing graduate study at Western. The University's principal international recruitment efforts will be focused on students at the graduate level. As efforts to recruit international students become more successful, it is also important that appropriate social, personal and economic support systems are in place to ensure their success at Western. International graduate students deserve special attention in this regard.

Western occupies a position of privilege in the international academic community, and should be active in pursuing International Development Opportunities. Western students, staff and faculty have become involved in humanitarian activities, such as the Western Heads East project, in association with the Lawson Health Research Institute, focussing on developing community-based AIDS management strategies in East Africa. Other ongoing projects include Engineers Without Borders; the Canadian International Development Agency (CIDA)-funded Violence Project in collaboration with the University of Costa Rica; the Schulich School and Faculty of Health Sciences project for education and training of health care professionals in Rwanda. International development activities provide ways in which Western can contribute its scholarship and commitment to social justice in the broader global community.

Our Commitments:

- 5. Western seeks to give its students an education that will prepare them to live, work and actively contribute within the international economy and society. We will also support our faculty in conducting international research. Our community will:**
 - 5.1** Recognize and reward faculty members' investment in international research projects and enable them to fulfill their aspirations and objectives through access to programs such as the International Research Fund.

- 5.2** Establish a Visiting Faculty Program, with travel and accommodation provided to visitors whose scholarship and distinction will contribute to and enliven the Western academic community. This program should include reciprocal Visiting Faculty positions at selected partner universities abroad.
- 5.3** Significantly increase the number of Western students involved in exchange and study-abroad programs, international co-op and work placements, and other international experiences.
- 5.4** Develop graduate programs that include short-term study-abroad and research opportunities for both Western students and those from abroad spending time here; and through double-degree programs established with a select number of institutions abroad.
- 5.5** Increase the international content of undergraduate and graduate programs through the incentive of the Course Internationalization Fund.
- 5.6** Establish an International Centre on campus, to serve as a central location for international student services, counseling and referrals, and to be the focal point for cross-cultural activities.

6. Faculty Recruitment and Retention

Faculty members create the research and teaching environment that defines the University and embody its values through their scholarship and their interaction with colleagues, students, and the community. As Western seeks to replenish and increase its faculty base over the next decade, we will be guided by the Academic Plans of the Faculties, Departments and Schools in determining the numbers and areas of appointments to be awarded. In addition to investing in established areas of excellence and priority, the University will also pay attention to the development of interdisciplinary capabilities. We will seek faculty whose talents, abilities and interests will lead them to cross Faculty and departmental boundaries in the pursuit of their teaching and research.

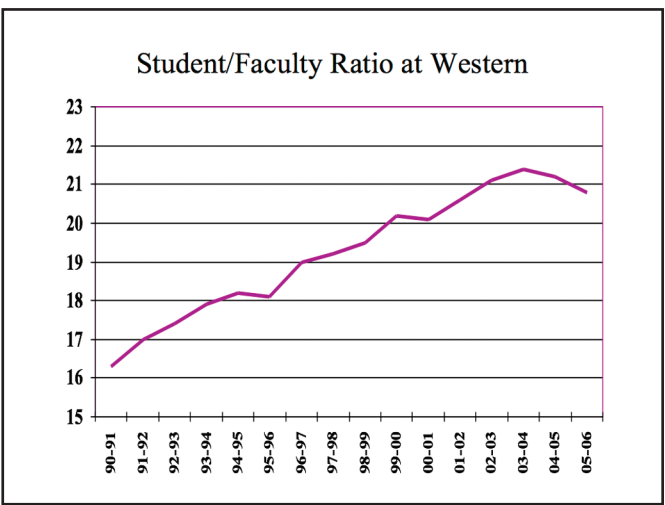
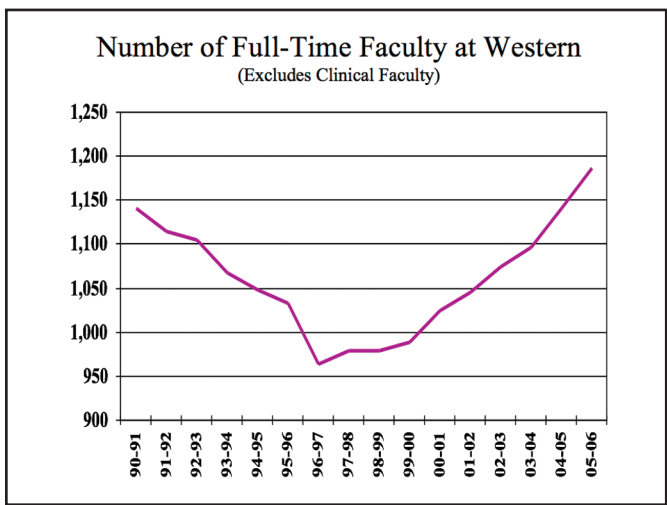
We want Western to be the University of choice for outstanding faculty. Western should be a place where all new faculty members can build satisfying and rewarding careers and current faculty can see their careers flourish. Levels of compensation must be competitive

“We want Western to be the University of choice for outstanding faculty.”

across the faculty ranks. Likewise, Western’s commitment to the student experience must engage the enthusiasm and innovation for which our faculty members are known. Facilities and funding should also support the research aspirations of faculty members. The \$230 million space plan announced by the Provost in February 2006, and now approved in principle by the Board, is one step towards

enhancing Western as an attractive place for faculty, staff and students to work, study and interact, in both formal and informal settings.

The demographic pattern of current faculty across North America and the growth in undergraduate and graduate enrollments have created a highly competitive environment for attracting the best colleagues to Western. In response to this trend, Western has established an Office of Recruitment and Retention. Its staff focus on: providing a best-practices guide for appointment committees; giving assistance to spouses and partners of prospective



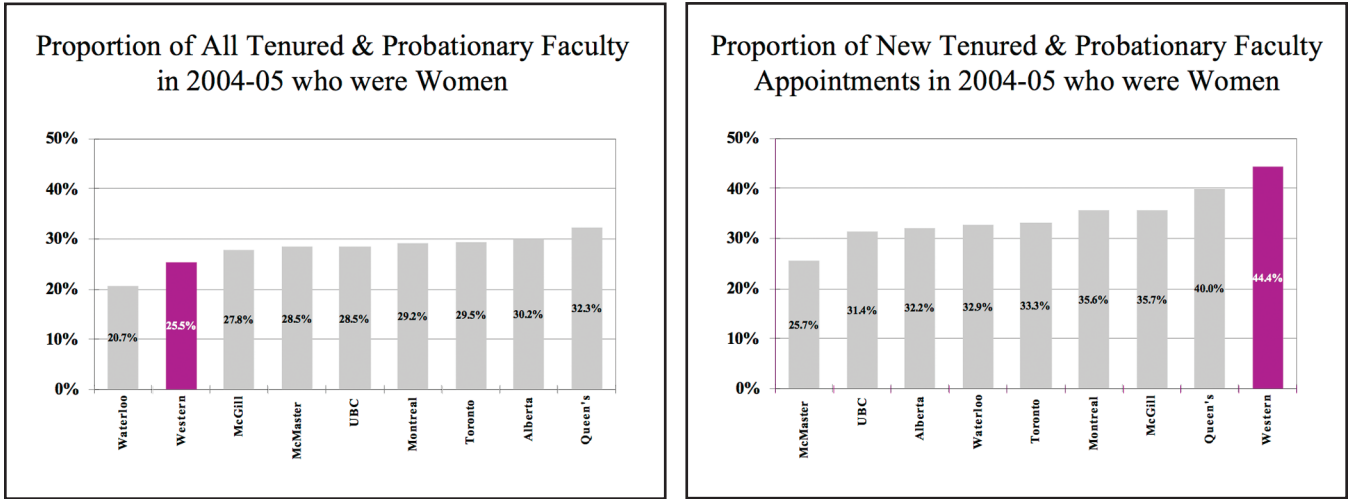
faculty in securing employment in London and the surrounding region (including, for academic couples, at the University); providing assistance and advice to prospective faculty on non-academic issues such as access to health care, elder care, child-care, legal services, schooling, housing, and other matters relating to the transition to the London area; and advising prospective faculty from outside Canada on the process for obtaining immigration and work authorization approval.

Western has also taken other specific initiatives in support of faculty recruitment: the expansion and redevelopment of an on-campus child care facility with spaces reserved for the children of faculty members; and an on-campus family medical practice that allows new faculty and their families access to a family physician. In keeping with this family orientation, the University and the Faculty Association have also developed a system of employer-paid benefits that provides paid parental leaves for faculty members. In May 2006, the Board also approved a “cost-sharing” arrangement to support the hiring within the academy of highly qualified spouses and partners of prospective faculty members.

Historically, women have been under-represented in Western’s faculty ranks, both in their overall number and in senior faculty and academic administrative positions. The University has instituted initiatives to recruit and retain women faculty, particularly with a program that provides 50% of the first year’s salary of a new female faculty member from the central operating budget. We have also recently completed a process of correcting gender-based faculty salary anomalies; vigilance is needed to ensure that new anomalies are not created in future.

Particularly in the case of female faculty, it is important to support career development with active mentorship programs. This becomes particularly significant in the promotion process to Professor, where comparatively few mentors may be available within a particular Department or Faculty. Guidance and counsel will often clarify the ambiguities of the academic career path, and we should capitalize on the willingness of experienced senior faculty to share their knowledge in this area.

We should also acknowledge the importance to the academy of part-time faculty, whose expertise and commitment across a wide range of roles in our Faculties, Schools and Departments are essential to the success of Western’s academic mission.



Western must also strive to foster the ambition and develop the skills of our faculty to become the academic leaders of the future. While “succession planning” in an academic environment is not always easy or appropriate, it is important to nurture leadership abilities amongst those colleagues who are both able and willing to provide such service, and to respect those who make such contributions.

Our Commitments:

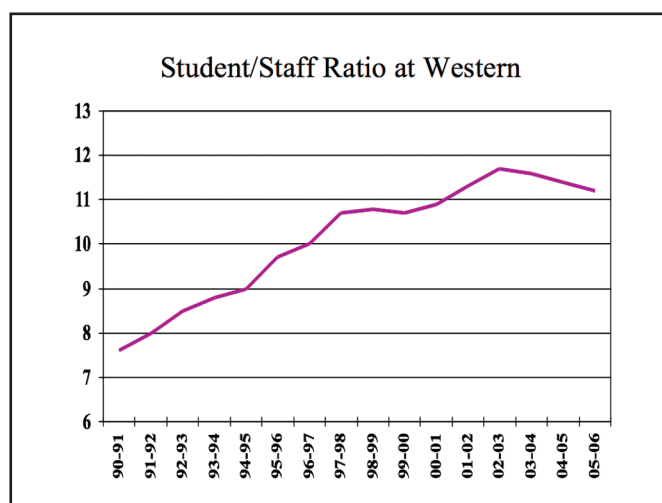
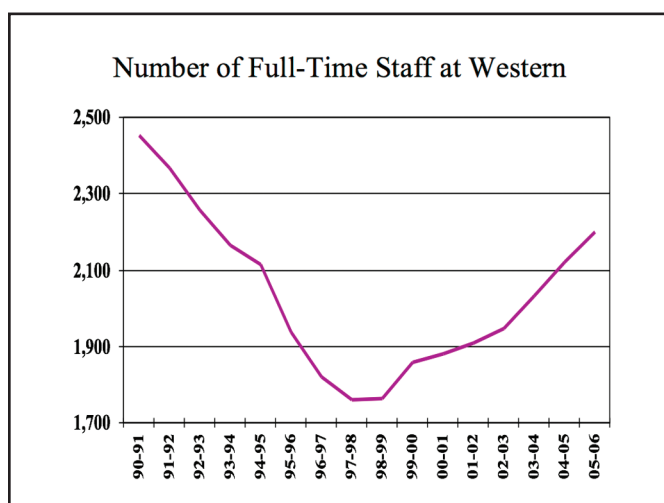
- 6. Western’s faculty members have built the reputation of Western as an institution providing an outstanding student experience within a scholarly environment of internationally renowned research.** To support their efforts, the University will:
 - 6.1** Invest in the resources that faculty need to do their work, so that Western is able to recruit and retain outstanding colleagues. Those resources include competitive compensation, space and laboratories, an excellent library, effective and available information technology, and a safe, attractive, family-friendly campus.
 - 6.2** Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are not greater than for men.
 - 6.3** Ensure an appointment process that is sensitive to all under-represented groups, so that all who apply for faculty positions feel welcomed and supported. All appointments committees shall be made fully aware of their obligations to seek out candidates across as broad a spectrum of potential applicants as possible.
 - 6.4** Provide academic leaders (Chairs, Graduate Chairs, Directors, Associate Deans and Deans) with clear outlines of their administrative roles and responsibilities, and the training to perform these roles successfully; and ensure support for colleagues with the potential and willingness to consider such roles in the future.
 - 6.5** Maintain the enthusiasm and commitment of mid-career faculty members by recognizing their teaching and research activities; rewarding the experience and knowledge they bring to collaboration, counsel and mentorship of younger colleagues; and better supporting their overall contribution to the life of the University.

7. Commitments to Staff and a Supportive Workplace

Western's staff members show leadership and passion in their work; they are dedicated to supporting Western's mission. We recognize that our success and our competitive edge depend in large part upon providing staff with a dynamic, supportive, and engaging workplace environment. Since conducting organizational culture and campus communications surveys in 2003 and 2004, respectively, Western has provided support and development opportunities for academic and administrative leaders, teams, and staff, and has established new communication channels, like the President's Western Matters and Town Hall meetings during the Annual Western Staff and Leaders' Conference. The 2006 Campus Communications Survey shows that we have made improvements in workplace satisfaction, dissemination of relevant information, and communication of our Mission and goals. A planned second organizational culture survey will set the stage for the additional efforts required to create workplace conditions for future success.

Fulfillment of the University's mission is dependent on the engagement of staff at all levels and in all types of activities. The University is a complex social organization, with a diverse but interdependent workforce, each member of which has a role in Western's success. Staff members in all areas interact directly with students, support the research activities of faculty and graduate students, and serve the University community. Our academic life and our physical campus are dependent on the engagement of talented, knowledgeable, and dedicated staff throughout the University. It is important within this community that each member's contribution is recognized and valued, that opportunities exist for personal and career fulfillment, and that the work environment is healthy and safe.

In recent years, Western has focused on the development of leadership capacity, particularly in those who are accountable for the success and productivity of others. Effective leadership is the key to personal engagement and job satisfaction at all levels. With our plans for expansion in strategic areas, leaders will need to engage their teams fully in assessing and improving their services to meet changing demands and priorities and to ensure service



excellence and effective use of resources. They will support their team members in acquiring the knowledge and skills to match new expectations; in assuming increased responsibility for resolving problems; in taking initiative to meet the needs of those they serve; and in acting as ambassadors for Western in all interactions.

Western will seek out, hire, and develop the most talented people available and work with the units and teams across the organization to create well-integrated, efficient systems and processes to support the academic mission and decrease the administrative burden on faculty. As leaders enhance their skills in service and process design, team facilitation, resource management, and leading change, they will involve staff in creating a culture focused on achievement, development, teamwork, and collegial relations: a culture of deep respect that actively values the contribution of all roles, invites open inquiry, celebrates diverse talents and backgrounds, and supports development, recognition, and fulfillment for each person.

“The University is a complex social organization, with a diverse but interdependent workforce, each member of which has a role in Western’s success.”

Our Commitments:

- 7. Western aspires to excellence in staff leadership, excellence in staff performance, and the further development of a vibrant and healthy workplace culture.** To achieve these objectives Western will:
 - 7.1** Acknowledge and respect the contributions of all members of the University community to the fulfillment of Western’s mission.
 - 7.2** Provide staff with increased access to career development and to opportunities to enhance skills central to service excellence: communication, problem-solving, teamwork, and process change.
 - 7.3** Provide leaders with enhanced learning opportunities in the areas of facilitative leadership, change management, process design, coaching, and performance management. We will establish frameworks and support systems to help leaders enhance health and safety, mentor staff, identify and develop highly talented individuals, and implement succession planning.
 - 7.4** Work in collaboration with employee groups to develop role descriptions and performance evaluation systems that focus on competencies, accountabilities for outcomes, and recognition of valued attributes including integrity, creativity, initiative, and collaboration at all levels.
 - 7.5** Support a competitive rewards program with compensation that recognizes market demands and benefit programs which meet the needs of staff and enable Western to recruit and retain the best.

- 7.6** Measure the success of change initiatives and of our staff, leader, and culture development initiatives and determine their impact on employee and student satisfaction.
- 7.7** Continue to build successful partnerships between management and our employee groups and to recognize that Western's success and individual success are interdependent.

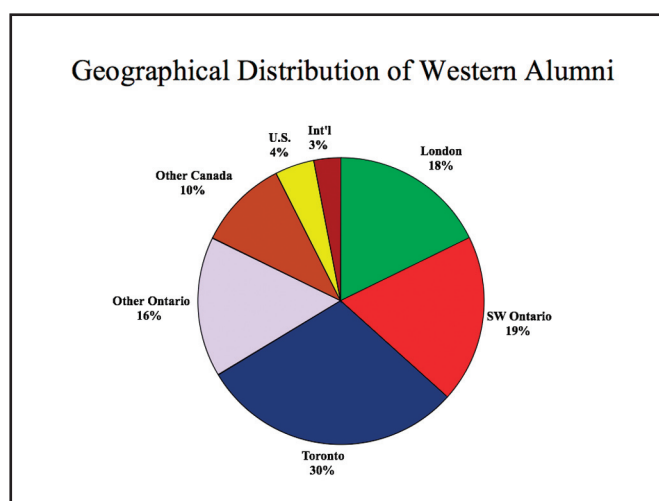
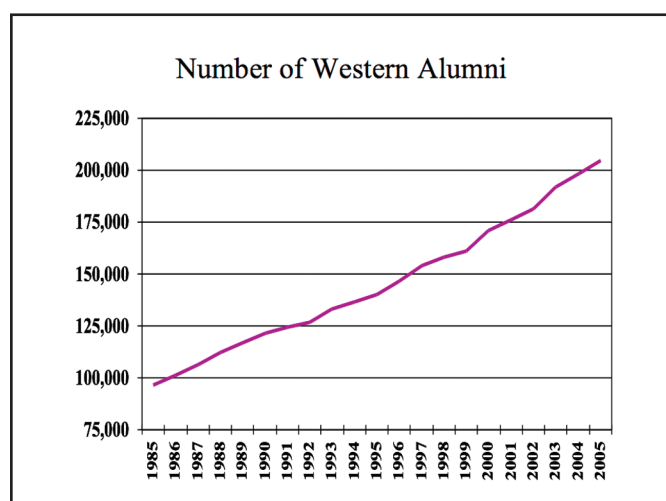
8. Alumni Engagement

Western's more than 210,000 alumni are highly respected and valued members of the University's broader community and are key partners with the faculty, students and staff in helping fulfill the University's mission. Western's alumni consistently demonstrate strong loyalty and outstanding support for the University. This support is reflected in personal financial donations, expressed satisfaction with their educational experience as evidenced by recent polls, and by significant participation in University events and activities such as the annual fall Homecoming weekend. Alumni serve in and are recognized for their contribution to important governance roles with the Board of Governors, Senate, Foundation Western and the Alumni Association. Hundreds of alumni are active volunteers with our branches and chapters, various Faculties, in fund raising efforts, as student career mentors and as highly credible ambassadors of Western across Canada and around the world.

This degree of alumni engagement with their alma mater is unusual, creating a host of mutually beneficial relationships. A large number of graduates are attracted to life-long learning opportunities made available through the Alumni Association. Many return to campus as mature students, their children and grandchildren are encouraged to attend as students and more than 1,000 alumni are staff and faculty employees of the University. Given the close engagement by many alumni, it is not surprising that they regularly influence outstanding students outside their families to choose Western for post-secondary education. In short, Western's alumni make up one of the single most powerful contributors to its positive and growing reputation.

“Western’s alumni consistently demonstrate strong loyalty and outstanding support for the University.”

Western's alumni are represented by the University of Western Ontario Alumni Association, recognized as the official voice of all Western graduates. Led by a volunteer board of directors elected by alumni, the Association acts as a catalyst for building a vigorous alumni network across Canada and in the many other countries where graduates live and work. The



Alumni Association encourages and supports establishment of a growing number of alumni branches and chapters, which offer contacts among alumni in widespread geographical locations, within Faculties and through special interest groups.

The Alumni Association has a long history of close collaboration with the University and will continue to encourage and support roles by alumni in key areas, including:

- Advocating increased priorities for support of post-secondary education, particularly for improved public funding.
- Providing feedback and expertise on University policy issues and program matters.
- Supporting student recruitment and transition through and from student life, and employment placement activities.
- Promoting understanding between the University and the broader community on issues of common concern.
- Providing critical financial investment in the University's future.

Over the coming decade, it is anticipated that the number of Western alumni will grow by 60,000 to a total of approximately 275,000 alumni. These steadily increasing numbers will create a larger and more potent base for support of the University. This larger number will also require an increased investment in Alumni Relations, particularly to ensure effective communications with more graduates through the use of state-of-the-art technology.

Our commitments:

8. Western is committed to maintaining a degree of alumni attachment to the University second to none in Canada. To achieve this objective, the University will:

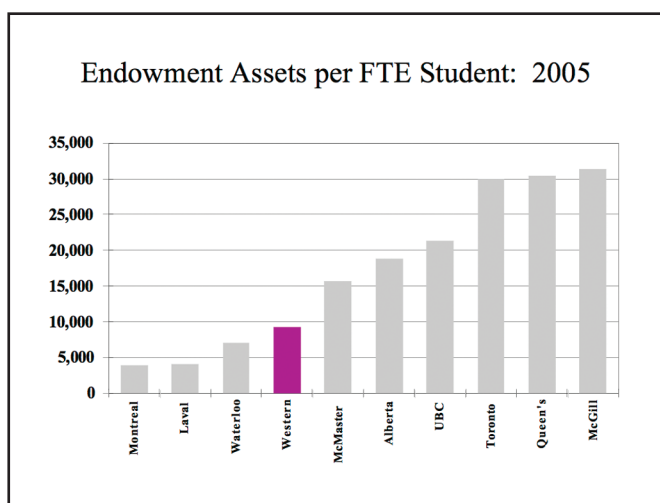
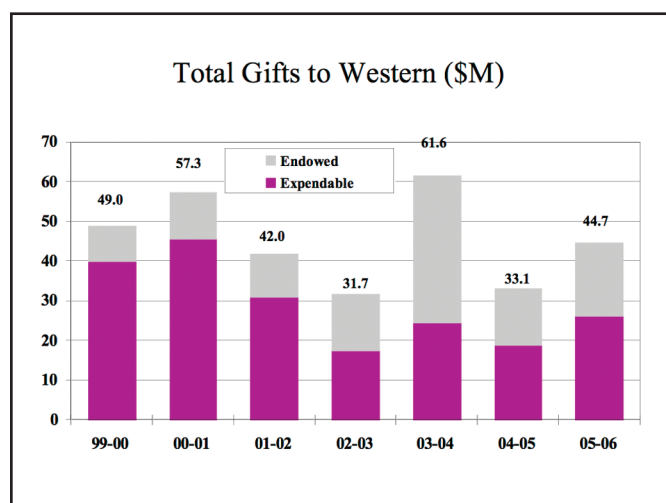
- 8.1** Support the efforts of Alumni Relations to facilitate improved and ongoing communications with the alumni population (e.g. through increased use of electronic technology, the potential for introduction of a life-long University e-mail address).
- 8.2** Assist in expanding programs to build life-long learning opportunities for Alumni through the use of electronic technology (e.g. webcasts of the popular Senior Alumni Lecture series; access to electronic library resources).
- 8.3** Encourage and support a significant role by the Alumni Association in the provision of career development and mentoring services for students and young alumni as they make the transition from school to employment.

9. Institutional Advancement

“Advancement” is a term used by universities to describe a range of related activities. In addition to alumni relations it includes fundraising, community relations, institutional communications and brand identity. While Western has integrated these functions under the Vice-President (External) portfolio, all in the Western community – faculty, staff, students and alumni – have a role in building the University’s engagement with our external constituencies on a local, provincial, national and international level.

Western’s institutional advancement efforts are set out in a context of increasingly complex issues, including:

- **Globalization** – the move of corporate philanthropic decision-making that was once the purview of a Canadian operation to new parent companies that seldom have an appreciation for the importance of supporting post-secondary education. Further, our alumni are more mobile and receptive to career opportunities outside Canada resulting in increased effort and cost to reach them.
- **Competition** – the continued proliferation of charitable and not-for-profit organizations (some 161,000 in Canada) and the demand for funds that these organizations are placing on prospective donors. There is a growing sophistication in fundraising by charities and not-for-profit organizations. Competition also exists in terms of Western’s ability to attract media support and public recognition. Major Canadian universities now allocate significant resources to develop and promote their “brands” through advertising and media outreach.
- **Government** – New privacy legislation has required added scrutiny to the collection and maintenance of alumni and donor records. Heightened government and public accountability require new demands in terms of financial reporting and transparency. The continued growth of matching donation programs (e.g. Canada Foundation for Innovation, Ontario Trust for Student Support, Ontario Graduate Scholarship Program) has a significant impact on institutional fundraising priorities.



- **Alumni/Donor Characteristics** – Increased cultural diversity among students/alumni will require more awareness around the importance of volunteering, alumni engagement and philanthropy, particularly from those cultural groups where philanthropy traditions are not the norm. Growing donor sophistication, particularly among corporations, foundations and major individual donors, requires increased work in negotiating gift agreements and demonstrating accountability for those agreements. Donors want increased involvement in their gifts and control over how they are used and alumni want more value-added program and service offerings from their alma mater. Increased levels of student debt have the effect of delaying alumni donations until later in life.
- **Technology** – More of our alumni and other donors are using technology to facilitate their charitable giving and institutional relationships. Our business processes and technology infrastructure must be adapted to reflect this fact.
- **Community Engagement** – The Western community has clearly embraced the requirement for institutional advancement and there is a need to continue to foster our involvement. Western has a long tradition of involvement and support from the City and residents of London and we will continue to build on the mutual benefit that comes from a strong City-University relationship.
- **Volunteer Recruitment and Retention** – Similar to the competition for donors is the competition for skilled volunteers willing to participate in governance, alumni and fundraising roles. The total number of volunteers in Canada is decreasing as is the number of hours they contribute. There is a need to be more strategic in the use and deployment of our volunteers and a need to identify a new generation of volunteers to steadily replace those who have given of their time and skills.

“...all in the Western community – faculty, staff, students and alumni – have a role in building the University’s engagement with our external constituencies...”

Private donations are vitally important to Western and will continue to play a major role in the University’s financial future. During the past 10 years, the University has generated in excess of \$500 million from private sources. Campaign Western generated \$326 million during 1999-2004 against a target of \$270 million. The Campaign also helped attract government matching funds in excess of \$150 million. Following the Campaign, the Board of Governors, in accordance with *Making Choices*, set an annual fundraising objective of a minimum \$40 million. That effort is on track.

Despite these encouraging results, Western remains at a comparative disadvantage to other universities when it comes to the level of its endowment. Together, the University and Foundation Western’s combined endowments amount to more than \$200 million as of 2005, tenth among Canadian universities.

Western's next major institution-wide Campaign is to commence in May 2007. It is expected that the public phase of the Campaign will be launched in fall 2009 and conclude by 2013.

Our commitments:

- 9. Western is committed to pursuing excellence in all its external relations activities: alumni relations, fundraising, community relations, and communications and public affairs.** To achieve these objectives, the University will:
 - 9.1** Implement the next major institutional fundraising campaign for 2007-2013 based on approved academic and research priorities.
 - 9.2** Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.
 - 9.3** Enhance the use of technology to solicit, receipt and recognize donations through progressive e-commerce strategies.
 - 9.4** Be a leader in the provision of donor stewardship and recognition.
 - 9.5** Maintain a unified approach to University institutional advancement, while encouraging participation at the Faculty level and among various support units.
 - 9.6** Increase opportunities for Western's faculty, staff and students to become engaged in institutional advancement activities and to equip them with the knowledge and skills to do so.

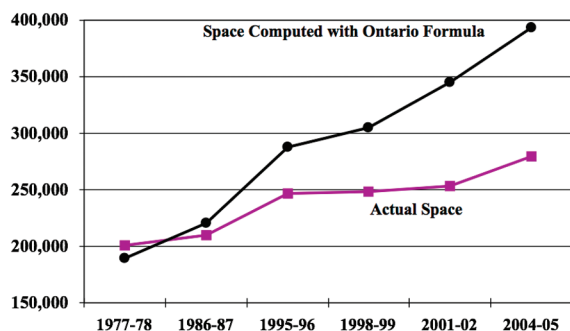
10. Our Campus, Neighbourhood, and Community

Western takes great pride in the beauty of its campus and is determined to maintain it as a magnificent academic environment. Our setting in North London has evolved since the 1920s into a wonderful asset for the University community and for the City of London. It is a significant factor in our ability to recruit faculty, staff and students, and is cherished by our alumni, who have made major investments in its buildings and its natural environment. At Western, academic life can flourish in a setting that ensures space for work and contemplation, safety, and personal security.

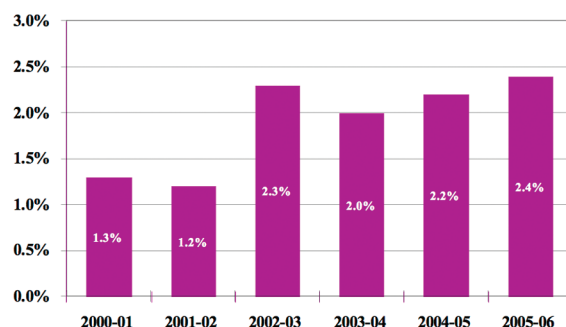
Our last Campus Master Plan was completed in 1993 and the University will soon begin to prepare a new one, with a draft envisaged in December 2006. The plan will set out the principles that will guide us in the location of buildings and maintenance of green space and will address issues of traffic and parking. Our architecture should continue to be focused on the Collegiate Gothic style, in order to maintain the uniform feel to the campus generally judged to be one of its great attractions. A key opportunity lies with the land in the South Valley site, south and east of the Arthur and Sonia Labatt Health Sciences Building. The development of that site, likely to occur over the next two decades, should emphasize the Thames River as a defining component of our campus, and include a signature building with a feature like the attractive tower on Middlesex College.

To ensure its future expansion, the University will vigorously defend the City of London's Regional Facilities designation, which protects the zoning of lands reserved for public facilities such as the University, hospitals, and educational institutions, for lands in our precinct lying west of Richmond Street. The University will use all means at its disposal, including its power of expropriation, if necessary, to ensure that this limited bank of Regional Facility land is not depleted. Our demand for land will continue to grow, as data for the last half century illustrates. The gross square meters (GSM) in University buildings grew from 34,000 in 1950 to 372,000 in 1970, to 633,000 in 2005. The average growth per decade was 109,000 GSM from 1950 to 2005, and 74,000 from 1970 to 2005. Our rule of thumb for coverage is 30%, so that on a hectare of land (10,000 square meters, or 2.471 acres), we would have a

Western: Actual and Formula Space
(Net Assignable Square Metres)



Western's Maintenance, Modernization, and Infrastructure Expenditures as a Percent of Building Replacement Value



combined footprint for buildings of about 3,000 square meters. With our standard four-storey buildings, this allows for 12,000 GSM of space per hectare. Using the average growth per decade of 74,000 GSM from 1970 to 2005, we need about 6.1 hectares (15 acres) per decade to permit our growth. It should be noted that the buildings currently scheduled for completion from 2005 to 2013, as set out in our 2006-07 Budget, involve some 73,109 GSM.

When universities run out of land, the options are generally not attractive: build high-rise buildings (abandoning our 4-floor Western model); dig space underground (expensive); eliminate central green space (part of Western's identity and to be preserved); purchase nearby residential or commercial properties and tear them down so the land can be used for University purposes (creating hostility within the surrounding community); or carve out pieces of the University to be implanted elsewhere (thus reducing the school spirit, the feel of a residential campus, and the ease of interdisciplinary study and research). For all these reasons, Western will continue to seek to protect the Regional Facilities zoning around us and to acquire land near our campus when it comes up for sale.

It is likely that the University will not construct additional student housing facilities in the foreseeable future. With the completion of the London Hall residence on Western Road in

“At Western, academic life can flourish in a setting that ensures space for work and contemplation, safety, and personal security.”

2006, we will have the capacity to guarantee a space to all first-year undergraduate students and to offer a significant proportion of spaces in our undergraduate residences to upper-year students. We anticipate that the significant demand for graduate student housing implicit in our graduate expansion plans over the coming decade can be met best by the private sector. Western is working with the City of London and others to ensure awareness of this impending demand and opportunity.

Western is the largest neighbour in North London and has a special role to play in the neighbourhoods surrounding our campus. We have a vital interest in promoting the appropriate balance of student and resident housing in areas adjoining the campus. These neighbourhoods have told us of their concerns – that they feel under threat from substandard and potentially unsafe student housing, owned by landlords who often do not live in the neighbourhood or even in London. We must actively ensure that the areas surrounding the campus preserve their residential character, streetscape and amenities while continuing to provide affordable, well-maintained accommodations for our students within a balanced neighbourhood setting.

In committing ourselves to further reciprocal neighbourhood engagement, Western will respond to all rezoning and variance applications within 300 metres of the campus (the distance used by the City of London to notify neighbours of such applications) and will act in the best interest of the University and the neighbourhood involved. This will entail our advocacy of adherence to the City's Official Plan, which we will support in all cases, unless a Board resolution directs otherwise. As we are expanding, we must understand the reciprocal needs of our neighbours and community partners and work to ensure effective two-way communication and co-operation.

One part of our campus which may be unique in Canada is the 45 acres of land around Gibbons Lodge, including 20 acres which border Richmond Street and surround the President's residence, and 25 acres of bush and marshy land to the east. The latter area has trails cut through it and is now available to students and faculty for field work. Students have been placing tags identifying the species of some of the trees in the area. In 1993, the University sought to sell these 25 acres for development, but the land was too marshy and subject to environmental protection. Western should keep this land as a nature reserve for students and faculty, and not seek again in the future to sell it for development, even if a change in the condition of the soil were to make that possible.

Western will seek to be visible as a community leader. We will set an example wherever possible of responsible citizenship, including the area of environmental sensitivity and sustainability. The University is engaged in energy conservation activities on several fronts, including Energy Awareness programs across the campus, recycling, efficiency in building design, and a developing Sustainability initiative, which will have both academic and service components.

In addition to an academic, social and cultural life that engages all members of the Western community with organizations, social services, and the commercial sector of London and the Southwestern Ontario region, the University has defined relationships with certain specific partners. Our environment as a university that stresses the quality of student experience is immeasurably enriched by the presence of our three Affiliated University Colleges, which combine the personal interaction which characterizes liberal arts colleges with a high value on scholarship and community involvement. Our educational partnerships also embrace Fanshawe College, with which we share a number of joint programs, including diploma/degree studies in the Faculty of Science, Media Studies, and Nursing. The establishment of the Sarnia Research Park has pointed to possibilities of increased interaction with Lambton College. We also have close links with local and regional school boards, through both our 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 to broaden opportunities for medical education have a significant regional impact for Southwestern Ontario.

“Western is the largest neighbour in North London and has a special role to play in the neighbourhoods surrounding our campus.”

The City of London has taken an active interest in Western for more than a century, supporting the University financially and providing vital infrastructure for our growth and development. Many of our faculty, staff, students, and alumni live in this community. We share in many events and occasions, including the Canada Summer Games in 2001, the Congress of the Humanities and Social Sciences in 2005, the University's 125th Anniversary and the City's 150th, the outreach provided by Continuing Studies in Galleria London, the University Research Park, and the Southwest Economic Assembly to be held in May 2006.

Western is an integral factor in London's realizing the aspirations articulated in the 2005 report of the Creative City Task Force. The report recognized the University as a tremendous

cultural resource for London and this region, a magnet for educated, creative and innovative people, and a significant influence in promoting community diversity. As a medium-sized city with a major international university, London is ideally positioned to fulfill its dream to be a “creative city.”

Our Commitments:

- 10. Western will maintain the beauty of its campus, protect the Regional Facilities designation of adjoining land, and be a good neighbour and strong partner in economic development in London.** The University will:
 - 10.1** Draft a new Campus Master Plan by the end of 2006, which protects the beauty of the campus and continues the emphasis on Collegiate Gothic architecture. The South Valley site should include a signature building and a configuration that emphasizes the Thames River as a defining aspect of the University.
 - 10.2** Protect the “Regional Facilities” designation of properties in the areas adjoining the campus to ensure the availability of land for academic and Regional Facilities purposes long into the future.
 - 10.3** Retain the current Gibbons property under University ownership, keeping the 25 acres on the east side of the property as a nature reserve, accessible to students and faculty for teaching and research.
 - 10.4** Articulate strong University positions in support of the City of London Official Plan on applications for zoning changes in adjoining neighbourhoods.
 - 10.5** Increase our commitment to conservation and the environment, in areas such as land use, power consumption, recycling, and sustainability in general.
 - 10.6** Work collaboratively with the Affiliated University Colleges, Fanshawe and other Community Colleges, Robarts Research Institute, Lawson Research Institute, and other academic partners. We shall seek to capitalize on the unique opportunities that these partnerships provide in our joint pursuit of excellence in education and research.
 - 10.7** Work with local and regional organizations and companies to promote economic development in London and Southwestern Ontario.
 - 10.8** Capitalize on Western’s ability to serve as a resource in the cultural, artistic, and social life of London and the region.

11. A Planning Process Designed to Promote Choice

The fiscal year 2006-07 is the final year in Western's first multi-year academic and budget plan, launched in 2003-04. The use of a multi-year framework with annual updates affords the University and its Faculties, Schools and Departments the opportunity to contemplate bolder and more transformative changes than would be possible in a series of discrete annual budget cycles.

A new planning cycle will be initiated for the period 2007-08 through 2010-11, calling on academic and support units to identify priorities and opportunities within a more stable fiscal framework than has been the case in years. The Provincial government has established its financial plans for postsecondary education through 2009-10, and has announced a framework for setting tuition fees for the same period. As well as establishing the overall financial plan, the Provincial government has articulated its priorities within the plan: large-scale expansion of graduate education; enhanced funding for clinical education; and general improvement in per-student funding to bring Ontario's universities closer to the national average. In addition, the long-standing issue of unfunded student enrollment from past enrollment growth is to be fully resolved by 2007-08. At the Federal level, Canada's universities are seeking continued progress toward the full funding of the indirect costs of research, sustained momentum in the funding of university-based research through all three granting councils, support for research infrastructure, and significant expansion of fellowship support for graduate students.

“Identification and strategic investment in areas of established quality and potential promise are fundamental to the academic planning process.”

Identification and strategic investment in areas of established quality and potential promise are fundamental to the academic planning process. In most cases, this is most appropriately done at the Department, School and Faculty level, with a very clear definition of academic strengths and priorities. As in the past, the new planning cycle will provide encouragement and incentives for the development of distinctive programs of teaching and research, and will seek evidence that we are well positioned to compete successfully in the proposed areas. Selective and strategic faculty and student recruitment targets will be an essential quality of any plan, including consideration of space requirements, within the context of the principles enunciated in Western's Long-Range Space Plan. There also remains an expectation that units will explore opportunities to reduce or eliminate some areas of activity that are of much lower priority in order to invest more heavily in areas of greater strength or potential.

Within this context of relative longer-term stability, sufficient flexibility should be retained at both the unit and institutional levels to permit vigorous responses to initiatives that present themselves with very limited time-lines. Such “nimbleness” in our appointments process, in the establishment of new programs, and in our response to technological developments will allow Western to capitalize on significant opportunities for academic advancement.

The individual ideas and efforts of faculty, staff and students are the roots of Western's success. From these roots, we also draw the energy for broader initiatives that span the academy. Faculties, Schools and Departments should shape their academic plans in ways that enable development of meaningful interactions across units and disciplines, and support the additional work that this activity entails. Increasingly, the pursuit of scholarship leads to new areas, which transcend traditional disciplinary boundaries. Our planning process must accommodate such interaction among units while still respecting the appropriate discipline-based academic and administrative structures. One of Western's great attributes is the enormous breadth of our program offerings and faculty expertise. We should take advantage of this strength by actively encouraging and supporting collaborative ventures that engage faculty members from different disciplinary groups.

Western draws great strength from its decentralized governance in which significant autonomy is provided to Faculties in budgeting and in setting academic priorities. At the same time, our University should embrace, from time to time, opportunities and directions that are larger than any one Faculty, and whose governance needs to cut across existing administrative structures to be successful. Western must foster an environment in which the development of such projects and programs is encouraged, both in principle and in practice. The pathways to success for pan-University initiatives should be open and clearly marked for those who would like to take them, whether one is proposing an undergraduate program that draws courses and modules from several Faculties, or contemplating a graduate program or facility housing faculty, staff and students from several parts of the university.

In the spirit of *Making Choices*, we should also recognize areas of scholarship and education in which Western can be the very best in the world, and act boldly to secure that position. We must make a special effort to identify, support and then regularly evaluate such 'signature' programs, recognizing their critical role in establishing Western's visibility and stature on the international stage.

As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change. We can expand along traditional lines, as we have done in the past. But we have the opportunity to 'decompress' existing buildings to create meaningful community space. We can also create some facilities populated by interdisciplinary mixes of faculty, students and staff. The opportunities and challenges presented by the latter approach require our careful consideration, and effective administrative structures to support initiatives of this sort.

Our Commitments:

- 11A. Western is committed to a collaborative Planning Process that identifies priorities, links budget decisions to those priorities, and evaluates progress toward the objectives of individual units and the University as a whole. In developing our Academic and Operational Plans, we will ensure that:**
- 11.1** Faculty, students, and staff have been engaged and their views brought to bear upon the plan within a broadly consultative process.
 - 11.2** Plans are consistent with the priorities of this Strategic Plan, with investments in faculty, staff, and support resources that are strategic and selective.
 - 11.3** New initiatives involving collaboration among and across disciplines have been explored and encouraged, through appointments and sharing of resources.
 - 11.4** Special opportunities exist within the planning process for consortia to bring forward larger projects beyond the scope of individual Faculty or unit planning, with suitable mechanisms for the selection and governance of these pan-University initiatives that fairly recognize the interests of all.
 - 11.5** Outcomes are identified for the investments being sought. In proposing benchmarks and outcomes, measures should be used that are appropriate for the area.
- 11B. The University-level response to unit plans will involve the allocation of resources to allow progress toward agreed-upon objectives, by:**
- 11.6** Approving faculty appointments that strengthen areas of established or potential strength, or that stimulate interdisciplinary teaching and research.
 - 11.7** Allocating space in newly constructed or renovated areas that promotes and encourages interaction among faculty, staff and students.
 - 11.8** Investing resources, including faculty and staff, space and facilities, and library and computing support, in areas demonstrating flexibility, interdisciplinary and collaborative commitment, and innovation in scholarship.
 - 11.9** Making special allocations to sustain Western's prominence in areas of acknowledged international stature.

12. Public Investment and Accountability

Western receives its operating funds primarily from Provincial government grants and tuition. The Provincial government, in its May 2005 budget, unveiled its *Reaching Higher* plan for postsecondary education following the review and recommendations of the Hon. Bob Rae. Universities and colleges were established as a very high priority for government spending.

Mr. Rae recognized the need for public accountability for the use of increased public funding but, in doing so, he also recognized the fundamental importance of institutional autonomy and diversity. The challenge for Ontario's universities is therefore to respond to the call for accountability in a way that respects our local culture, mission, values, priorities, and governance. The terms of this "contract" are set out in the Rae Report:

With respect to the design of the system, my recommendations reflect the need to reconcile three objectives: institutional independence and diversity, the need for co-ordination and clearer pathways for students, and accountability to the public to ensure that money is being spent wisely. All three principles are important. A strongly centralized approach, such as we have seen in the past, will not work well in the years ahead. Autonomous, flexible institutions working within a framework of public accountability is a better direction.

The challenge for Ontario's universities is therefore to respond to the call for accountability in a way that respects our local culture, mission, values, priorities, and governance.

The first building blocks in Western's public accountability are this Strategic Plan and its predecessors in 1995 and 2001, developed with representation by all the University's major constituencies, approved by our Senate and Board, and made readily available to the public.

The second element of our accountability is the annual publication of a Performance and Activity Indicators report, as we first did in April 2005, presenting a series of comparative analyses that measured our success in attaining University priorities. In demonstrating to the public and to government that we have set measurable objectives and consistently assess our progress in a reliable manner, we are answering directly our own needs for appropriate institutional measurement and the public need for transparency in the investment of resources. Our Indicators include results from three well-accepted surveys based in the US: the National Survey of Student Engagement (NSSE); the Graduate and Professional Student Survey (GPSS); and the Consortium for Student Retention Data Exchange (CSRDE).

The third element is the public availability of our annual Operating and Capital Budget, debated by Senate and approved by the Board of Governors, and of our audited financial statements. We seek in our Budget to give a clear account our current spending and future plans with considerable detail for the interested reader.

Western is already actively engaged in public accountability and indeed is a leader in this respect. We believe accountability is a direct correlative of our prized institutional autonomy and transparency of decision-making processes.

In the March 2006 Ontario Budget, the province announced the impending appointment of a Higher Education Quality Council of Ontario (HEQCO), to monitor quality in postsecondary education. This fourth accountability mechanism offers the potential for appropriate, standardized, and reliable measurement of significant areas of institutional performance. The measures should be used by individual institutions to improve performance within the context of their own distinct institutional missions. HEQCO should not use the measures to create institutional rankings or league tables, which so often compare apples and oranges and do not lead to improved performance. Each university should be seeking to demonstrate progress against its own priorities.

The collective ability of Ontario's universities to secure greater public support in the future will depend upon our willingness to measure our local progress in quality improvement. The additional public investments in the government's *Reaching Higher* plan, coupled with recently-announced tuition regulations, will bring Ontario's universities closer to the national per-student funding level, but will still fall considerably short of Mr Rae's 'stretch target' of bringing Ontario's universities closer to our counterparts in the United States. Our success in reaching this target will be in large measure determined by our ability to demonstrate accountability and quality improvement.

Our Commitments:

12. Western strongly supports effective accountability in the context of institutional autonomy and transparency of decision-making processes; all three elements are essential for excellence in a publicly funded academic institution. We will:

12.1 Make broadly known the accountability measures already part of our University culture: the community involvement in strategic planning, and the publication of accountability indicators, institutional budget information, student course and instructor evaluations, and surveys of students, faculty, staff, and the London community.

12.2 Promote broad awareness of acknowledged measures of academic quality: undergraduate and Ontario Council on Graduate Studies program reviews; cyclical external peer reviews of Departments, Schools, and Faculties; accreditation of professional programs; Ontario Council of Academic Vice-Presidents undergraduate and graduate degree expectations.

12.3 Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance,

including the National Survey of Student Engagement (NSSE); the Graduate and Professional Student Survey (GPSS); and the Consortium for Student Retention Data Exchange (CSRDE).

Appendix 1

The Strategic Planning Task Force

Terms of Reference – approved by Senate and the Board of Governors, June 2005:

To review the mission and vision statements formulated in 1995 in *Leadership in Learning*, and the aspirations and strategic directions set out in *Making Choices*, in the context of the new postsecondary environment.

To indicate key initiatives which the University should undertake and directions it should pursue in support of its mission, vision and basic principles, while focussing on the four key groups identified in *Making Choices*: faculty, staff, students, and alumni.

To examine such areas as graduate and undergraduate programming and enrollment, recruitment and support of faculty, staff, and students, internationalization, alumni affairs, and propose ways in which to recognize and build on strengths in research, teaching and the learning environment.

To determine Western's placement nationally and internationally in scholarship and learning, and establish effective means to measure its progress in the future.

To examine the investment in new construction and renovation to existing space required to fulfill our academic objectives.

Composition:

Paul Davenport, President and Vice-Chancellor (Chair)
Fred Longstaffe, Provost and Vice-President (Academic)

Named by the Board of Governors:

Helen Connell
Halfdan Kelly
John Nash
Michele Noble

Named by Senate:

Sandy Clark (undergraduate student)
Elan Paulson (graduate student)
Samantha Brennan
Chris Ellis
Brock Fenton
Joyce Garnett
Julie McMullin

Named by UWOFA:	Michael Bartlett
Named by Unity Group:	David Empey
Named by Alumni Association:	Jim Etherington
Named by Affiliate Principals:	Theresa Topic
Named by University Students' Council:	Shane Gonsalves
Named by the Society of Graduate Students:	Patti Dalton
Named by the President:	John Doerksen
	Peggy Wakabayashi

The Vice-President (Resources & Operations), the Vice-President (Research and International Relations), the Vice-President (External), the Vice-Provosts and Associate Vice-Presidents served as resource persons as required by the Task Force. The Senior Policy Advisor to the President and the Executive Assistant to the President and the Provost provided direct support to the Task Force.

During the period August, 2005 to May, 2006, the Task Force met thirteen times, three of those being full-day sessions and the remainder of four hours each. The Task Force heard representations from constituency groups within the University and from the broader community and received written submissions from individuals, organizations, and academic and administrative units.

A draft report was published in June, 2006 for discussion through the course of the summer. Two open meetings were held on September 5 and 7 to discuss the report.

Following publication of the draft report and its discussion throughout the University and at the open meetings, this final report was prepared and submitted for approval by Senate in October and the Board of Governors in November, 2006.

In keeping with the Task Force's commitment to accountability, the President will report annually to Senate and the Board of Governors on the University's progress in fulfilling the objectives set out in the Commitments which conclude each section of the report.

Engaging the Future, the draft Report of the Strategic Planning Task Force, contains 28 graphs compiled by the Office of Institutional Planning and Budgeting under the direction of Associate Vice-President Ruban Chelladurai, who may be contacted for further information on the statistical data which underpin the graphs.

On page 5, the left graph shows the increase in entering grades of new first year students from Ontario high schools since 1993-94, with Western compared to the average for all Ontario universities; the Ontario average is not yet available in the last year. The graph on the right shows the retention rate from first year to second year of new full-time first year students at Western; its increase reflects in part the increase in our entering grades.

On page 6, the graph on the left shows Western's full-time first year enrolment since 1990-91. In 2003-04, first-year enrolment peaked at 4,830 in response to the Double Cohort. Western's planned first-year class from 2006-07 onwards is 4,350. The graph on the right illustrates the substantial growth in the number of undergraduate residences spaces at Western. In 2005, there were 5,100 residence spaces available to our undergraduate students.

The graphs on page 10 show PhD and Masters degrees granted each year since 1980. The graphs on page 11 are based on data compiled by the G10 Data Exchange Group. The G10 is a group of ten Canadian research-intensive universities; the group was recently expanded to include three more Canadian universities. The graph on the left shows completion rates of PhD degrees for students who entered the program in 1992-1995, nine years after entry. The graph on the right summarizes the average time it takes to complete PhD degrees for those who do complete.

On page 12, the graph on the left shows graduate enrolments as a proportion of total enrolments at the G10 universities – the dark bar reflects Masters enrolments and the light bar reflects PhD enrolments. The graph on the right on page 12 contains data from the Graduate and Professional Student Survey (Western participates in this student satisfaction survey coordinated by the Massachusetts Institution of Technology), and summarizes PhD students' assessment of their educational experience at Western.

The graphs on page 14 show research funding per faculty member from the National Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). On page 15, the graph on the left shows total funding from the Canadian Institutes for Health Research (CIHR). Because of the number of affiliated institutions and the variety of faculty affiliations in the health area, it is difficult to attain consistent measures of the number of faculty in this area at the various universities, and the CIHR figures are thus shown in total, rather than per faculty member. The graph on the right on page 15 shows the relatively stable contract research revenue at Western.

On page 17, the graph on the left shows international undergraduate enrolments at Western and the graph on the right shows international graduate enrolments, with the dark bars showing Masters enrolments and the light bars showing PhD enrolments.

The graphs on page 20 and 21 show information on number of faculty, student-faculty ratios, and faculty recruitment. The graph on the right on page 20 shows that the student-faculty ratio increased by over 30% between 1990-91 and 2003-04 as a result of enrolment growth which exceeded the increase in the number of faculty during that time frame. The declines in 2004-05 and 2005-06 reflect the stabilization of Western's overall enrolment and continued growth in the number of faculty made possible by the recent investment in Ontario's universities by the Provincial Government. The graph on the left on page 21 shows that the proportion of women faculty at Western is below that of other G10 universities and the graph on the right shows the impact of our efforts in recent years to recruitment women faculty.

The graphs on page 23 show data on the number of full-time staff and student-staff ratios. The patterns are the same as with faculty, where the student-staff ratio increased significantly during the 1990's and then declined slightly in 2004-05 and 2005-06.

On page 26, the graphs show the growth on Western alumni since 1985 and current geographic distribution of our alumni, with data collected by the Office of Advancement Services.

On page 28, the graph on the left shows the new private gifts and pledges received by year, excluding government funds and government matching. The light bars show funds that are expendable and the dark bars show funds that are endowed. The graph on the right shows that Western's total endowment on a per-student basis is well below that of other large well-established Canadian universities.

The graph on the left on page 31 is based on data compiled by the Council of Ontario Universities, and compares Western's actual space inventory (excluding student residential space) to the amount of "calculated" space derived using the COU formula – which is based on the number of faculty, staff, students, the types of programs offered, and the areas of research activity. In 2004-05, Western's actual space inventory was 113,800 square metres less the amount calculated using the COU formula. The graph on the right on page 31 shows Western's annual expenditures for nonresidential facilities maintenance, modernization, and infrastructure (MMI expenditures) as a percent of the estimated building replacement value – excluding the value of student residences. The MMI expenditures renew our existing buildings and infrastructure, keeping the campus safe, attractive, and supportive of advanced teaching and research. In 2005-06, the estimated replacement value of Western's non-residential buildings was \$1.13 billion and the MMI expenditure was \$26.9 million.

Notes:



The University of Western Ontario