

Office of the Provost & Vice-President (Academic)
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Summaries of Faculty Academic Plans
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2007 - 2008 to 2010 - 2011
Four Year Budget Planning Period



The Faculty of Arts and Humanities Academic Plan Summary

The Faculty of Arts and Humanities, having met the goals it set for itself during the last planning period, will strive over the next five years to consolidate those gains, build graduate program enrolments, enhance the quality of the student experience for both undergraduate and graduate students, create new opportunities for faculty members, and promote its international reputation. To achieve these ends, the Faculty will:

- Increase graduate enrolments, especially through the introduction of new PhD and MA programs and through the provision of additional student support.
- Promote further internationalization by increasing support for exchange and study abroad programs as well as support for international research collaborations.
- Develop better models to facilitate interdisciplinary collaboration while maintaining strong disciplines.
- Compete effectively with other universities in North America and abroad for the best new faculty members while fostering a diverse and positive environment for the professoriate.
- Enhance research support for faculty members by increasing internal resources and providing additional support for external applications, while increasing the visibility of the Faculty's research excellence nationally and internationally.
- Create high-end entry scholarships and step up other recruitment efforts at the undergraduate level to increase modular and Faculty registrations.
- Develop new opportunities for undergraduate participation in the life of the Faculty as well as the larger community.
- Offer increased opportunities for staff development, enhance the working environment of staff members, and ensure that staff contributions are recognized.
- Take advantage of major space reassignment across the University to consolidate units, maximize collaboration, and create more "people space".
- Improve communication with alumni while increasing the Faculty's role and visibility in the larger London community.

The four themes that dominate the University's Strategic Plan, *Engaging the Future*, are graduate expansion, interdisciplinarity, internationalization, and student engagement. Plans by

the Faculty of Arts and Humanities to develop or participate in initiatives that fall under these four themes are briefly summarized below.

Graduate Expansion will be achieved largely through the introduction of new programs:

- Hispanic Studies PhD (in MLL): admitted its first students in September 2005 and plans to achieve a steady state of approximately 14 students by 2008/09.
- New Visual Arts PhD (Art and Visual Culture): plans to admit up to seven students in September 2007, growing to a steady state of approximately 14 students by 2009/10.
- New Classical Studies PhD: plans to admit four students in September 2008 and grow to a steady state of approximately six students in the following year.
- New Film Studies MA: plans to admit four students in September 2008 and thereafter maintain a steady state of approximately eight students in its two-year program.
- New Women's Studies MA and PhD: The MA will be a one-year program, starting with a small number of students in September 2007 and admitting approximately 10 students a year after that. The PhD program is expected to admit five students a year beginning in 2008-09, reaching a steady state of 20 students in 2011/12.
- A small Linguistics MA program will be introduced in September 2007. It will be interdisciplinary but administered by Arts and Humanities through French Studies. The 2007 class will be small—perhaps two students. Thereafter, five students a year will be admitted to the two-year program, resulting in a steady state of 10 by 2009-10.
- The PhD program in Comparative Literature will soon reach a steady state of 20 students.
- There will be modest growth in the English and Philosophy PhD programs.

Interdisciplinarity will be pursued through:

- Development and support of interdisciplinary Research Groups
- Large-scale participation in Women's Studies as well as Theory and Criticism
- Development of the Writing Program into a “pan-University” initiative
- Department-based interdisciplinary graduate programs, most notably Comparative Literature and the proposed MA in Linguistics
- Membership in graduate programs housed in other units
- Undergraduate modules that cross departmental and Faculty boundaries
- Joint appointments and cross appointments

Internationalization will be promoted by:

- Teaching of languages at all levels
- Curriculum reform where appropriate
- Active participation in study abroad and exchange programs
- Promotion of international research collaborations

Student Engagement will be encouraged through:

- Recognition of outstanding teaching
- Promotion of equity and an atmosphere that allows all to participate fully
- Creation of public space, shared by students across the Faculty
- Construction of a modest black box theatre
- Development of (a small number of) internship programs
- Support for study abroad and exchange programs

Areas of Strategic Focus

Departments within the Faculty of Arts and Humanities enjoy strong national and international profiles. The Faculty itself has strengths in a wide variety of areas. For planning purposes, however, the following have been selected as Faculty-wide Areas of Strategic Focus:

- Literary Criticism and Theory
- Philosophy of Science
- Comparative Literature
- Intellectual and Cultural History
- Theoretical and Applied Linguistics
- Feminist Theory and Sexuality Studies
- Visual Culture and Film
- Ethics
- Canadian Studies

The Faculty of Arts and Humanities is well-positioned to engage the future on the basis of a long tradition of scholarly excellence and a vital interest in what happens next.

Richard Ivey School of Business Academic Plan Summary

Background – A Bold Strategy for the Future

In fiscal 2006-07 Ivey embarked into year one of our bold, new ten year strategic plan. The centerpiece of the new strategy is a dramatically new approach to educating tomorrow's business leaders. Cross-Enterprise LeadershipTM is the underpinning of everything we do. It builds on our history and strength as a general management school that excels at experiential learning through the case method. The five strategic initiatives supporting our Cross-Enterprise Leadership strategy include:

- Create intensive, cutting edge MBA and EMBA programs.
- Build the world's best undergraduate program and grow its size.
- Focus research to crack a handful of Cross-Enterprise Leadership issues.
- Launch the most ambitious fundraising campaign ever.
- Focus Executive Development around Cross-Enterprise Leadership

The Revolution has Begun – Progress to Date

We are pleased to report that tremendous progress has been made during the first year of executing our plan. Most importantly, our students are responding positively to our new MBA program in addition to the external stakeholders such as corporate recruiters, business leaders, alumni, and others. If it is true that imitation is the sincerest form of flattery, then we seem to have hit a nerve with at least two of our competitors. Queen's Business School recently dropped its Science and Technology focus in favour of promoting its new "integrated cross-functional thinking, which enables participants to look at business issues from a comprehensive leadership perspective". As well, Yale School of Management recently announced a "radically new MBA curriculum" stating that instead of taking traditional courses in finance, marketing or accounting, Yale MBA students will take multi-disciplinary courses that cut across functional boundaries".

Achievements to Date

- A detailed execution plan with performance metrics for the new strategy is in place.
- The restructured 12 month MBA program has been launched at Spencer Leadership Centre with two cohorts of outstanding students admitted in May/06 and October/06 respectively.
- HBA recruiting efforts have expanded to a national and international scope with a 40% increase in our Academic Excellence Opportunity applications this year.

- Four Cross-Enterprise Leadership Centres have been created with directors, budgets, and clear plans to increase Ivey's impact with academics and business leaders.
- Ivey's new Toronto campus has been secured in the Toronto Exchange Tower and renovations to create a state of the art facility with two amphitheatres, break-out rooms, and reception areas will be completed by the end of 2006.
- Plans for the most ambitious fundraising campaign are well underway, with a feasibility report completed, a campaign theme selected, and priorities identified. Our annual fund last year reached its highest level ever and we have several lead gifts which will be announced soon.

This is a short summary of our accomplishments to date but we are all very proud of the response to our strategy and the enormous teamwork of faculty and staff to accomplish so much in a short time.

Linkage to the University's Strategic Plan

We believe our strategy compliments UWO's strategy.

1) Best student experience

Our growing HBA program continues to receive excellent feedback from our students. It is a highly interactive approach to learning which captures many of the criteria that the NSSE survey uses. Expanding recruitment beyond southern Ontario will enrich the diversity and student experience. Our revamped MBA program is also receiving excellent feedback. We measured student satisfaction after completion of the first module and it is very high.

2) Internationalization

Ivey has continued to build a distinctive capability in Asia that can significantly further the School's and the University's goal of internationalization. Ivey's investment in the Hong Kong campus, Asia-Pacific cases, a large faculty base with extensive on-the-ground experience in Asia and organized and active alumni chapters in Hong Kong and China provide Ivey with a competitive advantage. Students, recruiters and the international business community view Ivey as a business school that can foster an in-depth understanding of Asia-Pacific business opportunities in all of its degree and executive program graduates. Internationally, our reputation has been growing, both with our teaching and research. Ivey remains first in research in international business and is in the top 20 schools globally in most surveys. Our cases are widely used by schools around the world. Our new Cross-Enterprise Research Centre, Emerging Markets, also focuses activity and research on international emerging markets. We were successful in recruiting our first Mandarin speaking faculty member to the business school in London. Involvement in international case competitions also enhances our international reputation.

3) Interdisciplinary Activities

Our 8 concurrent programs remain popular. This year we are adding a Health Stream to our MBA program in conjunction with the Schulich School of Medicine. This will replace the Biotechnology stream. The combined MBA and LLD degree was recently approved by OCGS which will make it Canada's most competitive combined program we believe, with the ability to complete it in one less year than other schools.

The Lawrence Centre continues to partner with other faculties in its initiatives. An example is the recent energy conference which included Engineering, Science, Social Science and Graduate Studies.

4) Grow Graduate Education

We have a task team looking at growth in our MBA program. We will have a recommendation in early 2007. Our PhD program continues at around 80 students. Increased scholarships will be necessary to attract high quality students.

Key Challenges in the Next Four Years

Our key challenges have not changed significantly from the previous year and they are:

- Faculty retention and strategic recruitment of top faculty to support our strategy in a highly competitive mobile market.
- Recruiting top students from around the world with the appropriate amount of financial aid, scholarships, and infrastructure support.
- Continuing to build a strong international reputation through brand awareness, teaching and publishing research that has an impact on managers, as well as innovative programs.
- Ensuring a stable, multi-year financial model.
- Maintaining facilities with state of the art technology to foster learning and promote interaction among students and participants.
- Keeping the momentum going and continued focus on a flawless execution of our strategy.

The Faculty of Education Academic Plan Summary

Vision and Overall Priorities for 2006-2011

The Faculty of Education's future is very strong. The Faculty has developed outstanding programs for its students, as demonstrated by three external reviews in the last few years. The research profile of the Faculty continues to grow with excellent results in national competitions and a very strong publication record when compared to similar universities. The Faculty is a vital partner in the public education system of Ontario and, in particular, the London area through its outreach to schools and its cooperative working relationships with our partners in education. The vibrant Centres in the Faculty bring recognition to us and afford us teaching and research collaborations. The Faculty increasingly looks beyond our borders to promote and study education internationally. The Faculty through its teaching and research and in collaboration with our Centres continues to make good on its commitment to insure that the lives and education of children are of the highest quality. As we move forward, we have identified a set of priorities to guide us in the fulfillment of this commitment.

- Gradually increase graduate enrolment, reduce preservice enrolment and recruit faculty and staff to insure high quality programs.
- Monitor the quality of the student experience in all programs and make needed changes to insure the experience is outstanding.
- Provide staff and financial support for research activities of faculty members.
- Support the Centres housed in the Faculty of Education and work with Development to insure funds are available for their activities and programs.
- Monitor and review programs to insure they meet the needs of the students and the educational community.
- Work with the educational community to promote high quality educational opportunities for all.

Teaching and Program

The range of programs offered by the Faculty and the commitment to high quality teaching are central to the Faculty's Academic Plan. The Faculty offers programs at the undergraduate, preservice, in-service and graduate levels. We are committed to offering programs with strong academic rigour that integrate theory and practice in such a way as to develop reflective and critical professionals for all levels of the education system.

Program Goals:

- Pursue opportunities to provide Education courses within the New Academic Choices framework for undergraduate students.
- Review the B.Ed. program content.

- Reduce B.Ed. enrolment
- Increase the proportion of B.Ed. courses taught by tenured and probationary faculty members.
- Seek out opportunities for continuing teacher education programs and courses.
- Review the M.Ed. (Educational Studies) program.
- Evaluate the effectiveness of the use of on-line teaching in the various programs.

Research

The areas of research strength in the Faculty are *social justice and equity in education, educational policy and leadership, language and literacy, and mathematic and science education*. Areas of emerging strength are *distance education, arts education and social science education*.

Research Goals:

- Enhance Faculty support for research endeavours
- Increase communications to the educational community about research accomplishments.
- Provide Faculty support and resources for research groups within the Faculty.

Serving Education

As a professional faculty, Education is a part of the broader educational community. We work actively with boards of education, teachers' federations, the Ministry of Education and the College of Teachers, as well as with independent schools, to promote education in society.

Service Goals:

- Pursue partnerships with area district school boards to meet the educational goals of both.
- Establish partnerships with First Nations to enhance educational opportunities for children in these schools.
- Communicate the activities of the Faculty to the larger community.

International Collaboration

The Faculty is committed to the internationalization of its teaching and research programs particularly through work in international and comparative education, with the following goals:

- Support and further develop research in comparative and international education.
- Support and facilitate research and teaching relationships with international educational colleagues, as well as overseas research and development activities.
- Make 'comparative and international education' a strength in the area of excellence in our graduate studies program with the aim to increase the number of graduate students who wish to pursue studies in this area.

The Faculty of Engineering Academic Plan Summary

The 2002 Academic Plan for the Faculty of Engineering at The University of Western Ontario (Western Engineering) emphasized the desire to become a sustainable Faculty, through a focus on excellence partnered with a period of unprecedented growth in strategic areas. Fundraising and research expenditure successes, together with necessary budget adjustments in areas of priority, supported new and renovated infrastructure and enabled an expansion in faculty, staff and graduate student populations with a planned stabilization of undergraduate enrolment (following the historic “double-cohort year” of 2003/04). The foundation has been successfully laid for Western Engineering to take the next steps towards realistically fulfilling its aspirations:

“To become one of the leading Canadian research-intensive Engineering schools, internationally recognized for the excellence and impact of its undergraduate and graduate education and research and for providing students with the best possible student experience, by focusing on:

- top quality and enriched undergraduate programs (Western Engineering Plus), and*
- qualitative and quantitative expansion of graduate education and research activities”.*

The Renewed Academic Plan (October 2006), “*Western Engineering - Engaging the Future*” considers external factors, such as anticipated and evolving societal and political influences on the Faculty and on the profession of Engineering, as well as internal priorities as captured through “Engaging the Future”, the Draft Report of the Task Force on Strategic Planning at The University of Western Ontario (June 2006). Most importantly, through extensive consultation with stakeholders, it captures the ambitions of the people associated with Western Engineering.

Western Engineering sits adjacent to the most prominent Canadian engineering schools. There is a limited pool of qualified applicants to engineering emerging from Ontario’s secondary school system. Competing with such established programs would take enormous resources and given the market edge these established schools have, would meet, at best, with limited success. Instead, Western Engineering has decided to establish its own market niche. We want to be an engineering school recognized for educating the next generation of Canada’s most promising creative thinkers and societal leaders, and for producing high impact, internationally recognized research excellence in our chosen areas of priority.

To accomplish this, the Renewed Academic Plan outlines these areas of priority. In each section, our aspirations are described and goals are established. In this way, the Faculty commits to clearly identifying a variety of complementary quality indicators of performance and to continuously measure the progress towards our aspirations.

Enhancing the Undergraduate Student Experience: Western Engineering wishes to educate the new generation of engineering graduates that, in addition to becoming professional engineers and undertaking technical careers, will also have aspiration of becoming leaders in business and

in the community, managers, physicians, lawyers, bankers, researchers, scientists, politicians, economists, writers, architects and artists. We do this by cautiously capping enrolment, admitting only high quality students, and through the enhancement of existing, and development new, student initiatives, all designed to enhance student opportunity and experience through an initiative we call “Western Engineering Plus”.

Graduate Expansion and the Graduate Student Experience: Student numbers represent a condition that is necessary but not sufficient. What is necessary is to ensure the best quality of students and programs. We believe an optimal graduate student to faculty member ratio for a research intensive engineering school is 6:1. We are at 5.66. Further growth is possible in selected areas with the addition of new faculty members. Undergraduate students may wish to take advantage of the opportunity to specialize with a one-year Masters degree, and efforts are underway to create high-demand signature MEng programs. With further faculty recruitment and maturity of our young faculty members, we also anticipate a proportional expansion in the research graduate student population.

Building the Research Intensive Faculty of Engineering: To validate the quality of our research and to generate essential resources for unconstrained, creative and visionary research, a critical aspect of the future success of the Faculty will be the ability to maximize the matching of industry funds with corresponding peer-reviewed government programs. Multi-disciplinary research groups will be preferentially supported, as we believe that they will carry the critical mass necessary to achieve international recognition. In addition to traditional measures of scholarly productivity, the Faculty plans to emphasize the importance of knowledge transfer through successes in technology transfer, contract research, and commercialization of research discoveries.

Internationalization: Western Engineering embraces efforts to develop international partnerships, realizing that such collaborations positively impact our ability to: a) deliver top graduate programs; b) offer undergraduate first-hand experiences applying engineering techniques to benefit developing countries, and; c) facilitate research expansion and scholarly advancement to the highest level.

Faculty Recruitment and Retention: Our minimum critical mass for a vibrant research-intensive Faculty of Engineering, offering the best student experience is represented by 100 excellent faculty members, 600 high quality graduate students and 1200 high quality undergraduate students. We are seeking a minimum of 8 new faculty positions over the next 4 years to build upon 11 identified areas of strength and strategic relevance. Faculties of Engineering have to become increasingly competitive to attract and retain the best. Massive recruitment efforts from Western Canada engineering schools will put a huge strain on the system; therefore Western Engineering will need to take proactive and aggressive measures in the area of recruitment and retention.

Commitments to Staff and a Supportive Workplace: Staff recruitment efforts will target the areas of priority for the Faculty, linked to enhancing student experience and enabling appropriate graduate expansion. Staff members most satisfied with their jobs are those who see their contributions linked to the academic mission. Therefore, a key initiative will be to ensure that all

staff members understand the importance of their role to the Faculty and University. Communications in general, both internal to Western Engineering and beyond, remain a high priority. We have defined our ambitions, now we need to communicate these in conjunction with our measures of success.

Women in Engineering: Women account for 11% of Western Engineering's faculty and approximately 16.4% and 20% of the undergraduate and graduate student populations, respectively. Western Engineering supports the targeted recruitment of women to the profession. We have had considerable success through the NSERC University Faculty Award (UFA) program and look to continue with such initiatives. Outreach targeting school age girls has met with much public support. It has been documented that women tend to favour careers where there are direct benefits to society and individuals in society. We have begun to market engineering as a caring profession, with several of our areas of priority fitting within this theme.

Alumni Engagement and Institutional Advancement: Several factors lead us to believe we will witness increasing support of our initiatives through alumni contributions. Western Engineering is a young Faculty that, in the past, had a fairly small student population. Furthermore, recent graduating student surveys are showing the increasing satisfaction of our students with their post-secondary education. Our students are now connecting with alumni, experiencing first-hand the benefits alumni engagement can bring to the educational mission. A culture of giving back is being established.

Governance and Organizational Structure: While the 2002 Academic Plan directed the Faculty's unprecedented growth and the current Plan proposes the means to aggressively develop a niche for Western Engineering in the market, business processes need to be continually monitored and modified to support ambitions in a workplace facing increased public accountability and legislated responsibility.

Our Physical Infrastructure: The Faculty of Engineering gratefully acknowledges The University, government and many donors who made the complement expansion and drive for excellence possible by providing facilities to support the growth. Further expansion at any level requires additional appropriate space and on-going updates of existing infrastructure. Space is again the limiting factor influencing our future growth and we are planning our next phase of space expansion.

Information Technology: Western Engineering is renewing its Information Technology strategy in order to offer enhancement to the educational experience and support the teaching, administrative and research efforts of faculty and staff. Successful undergraduate and graduate engineering programs require our full commitment to being responsive in utilizing progressive IT technologies, including distance education.

Embracing the University's efforts towards public investment and accountability, each of these areas of priority will be regularly reviewed and monitored. We will benchmark progress, providing full accountability for our actions. As required, strategies and directions will be modified and updated to provide greatest returns for the investment into Western Engineering.

The Renewed Academic Plan (October 2006), “*Western Engineering - Engaging the Future*” outlines the path to meet the collective goals of excellence in teaching, research and in overall Faculty operation. We are no longer satisfied of being a smaller version of other Canadian engineering schools. Through this document, we are proposing that Western Engineering will carve its own niche of recognized excellence in the market. We define that niche and outline measurable goals to achieve our vision by 2010.

Faculty of Health Sciences Academic Plan Summary

Priorities - Our priorities are clearly outlined in our new Faculty of Health Sciences Strategic Plan. A few of our priorities are to:

- advance the Faculty along parallel tracks - disciplinary and interdisciplinary teaching and research excellence;
- attract the best students and provide an enriching/engaging experience;
- recruit and more effectively support higher numbers of graduate students;
- increase our research productivity and capacity;
- attract/retain high quality staff and faculty members, and;
- ensure a positive/productive workplace that supports sustained success

Facilitating Collaboration - We will continue to build collaboration and synergy in the Faculty and with other Faculties (e.g., celebrate successes and bring members together, develop collaborative research labs and grant programs, support our interdisciplinary academic programs (BHSc, H and RS), fund our FHS Distinguished Lecture Series and our FHS Research Series). Exciting joint initiatives are also developing with the Schulich School of Medicine and Dentistry (Interprofessional Education; Health Policy), the Faculty of Social Sciences (First Nations Program) and the Faculty of Arts and Humanities (Women's Health).

Program Enrichment - We will stabilize undergraduate enrollment and implement enrichment experiences for our students (e.g., curriculum design, increased career counselling, international exchange and experiential learning opportunities).

We align with the campus goal of growing graduate programs. Our new interdisciplinary Health and Rehabilitation Sciences Graduate Program has already paid handsome dividends. We exceeded our aggressive 2006-07 graduate student growth targets (up 46 students). We will grow by a further 23 Masters students in 2007-08 and we are exceeding targeted PhD levels. We will meet/exceed our goals.

Ground-up Process for Renewing our FHS Strategic Plan - Our plan is the result of extensive interaction with stakeholders - faculty/staff members, students, alumni, and campus and community partners. "Ignitor" documents started the process and generated a number of exciting ideas. Each FHS member was invited to sit on a FHS Task Force Committees (Creating and Sustaining a Positive and Productive Workplace Culture; Delivering the "Best Student Experience"; Enhancing/Advancing Research Activity; Identifying our Strategic Priorities, and; Planing the 2006 Faculty of Health Sciences Strategic Planning Retreat).

Committees met over the past year, engaged in outreach activities and then made formal presentations to the membership at the May 18, 2006 Faculty Retreat. Presentations were followed by small group and plenary discussions. Information collected was considered in

drafting the Faculty of Health Sciences Strategic Plan. Other information was recorded in a 2006 *Faculty of Health Sciences Improvement Book* and these ideas will be operationalized when time and resources allow. A draft Strategic Plan document was shared with our community partners and input was considered prior to formal approval of the document at Faculty Council (June 23, 2006). This process ensured a focused and progressive strategic blueprint for the Faculty.

External Reviews - We have participated in a number of external reviews and addressed all issues (mostly minor) identified by our reviewers.

Integrating Teaching and Research Programs - Our new interdisciplinary graduate program aligns the research interests of our members with pertinent topic areas in the Health Sciences. The new Rehabilitation courses in the BHSc program align with our professional graduate programs. The Compressed Time Frame program addresses a societal need for more nurses and is very popular with applicants. We're forming thematic research teams and competing favourably for high-level research grants. We have conceptually strong, integrated teaching and research programs.

FHS International Initiatives - The Faculty has a solid record of activity in international teaching, research and service and research, but we intend to do much more. A new Faculty of Health Sciences International Initiatives Coordinator will: increase student exchange opportunities; increase the number of participating institutions; actively promote exchange opportunities, host enrichment events for our visiting exchange students, and; promote international activities to faculty and staff.

Student Engagement - We've embarked on a comprehensive program designed to heighten student engagement and satisfaction. We have strategically marketed our programs to ensure the best students know about us; made experiential learning central to our programs; introduced a Clinical Education Travel Bursary program supporting students when on placement; added student counsellors to increase service to students, and; made strategic faculty appointments to bolster areas of growth, support graduate program expansion, and to reduce student-faculty ratios.

Supporting University Priorities - The FHS Strategic Plan dovetails perfectly with Western's Strategic Plan. We will also implement a First Nations Education Program (by 2010, ensure set-aside seats in our programs as per Health Canada's First Nations Health Human Resource Plan). We'll work with campus and government officials to ensure support services are in place to maximize program success. We will fill the approved joint position (with Social Science) in the First Nations Health Issues area. and we will secure appropriate administrative, counselling and TA support.

Conclusion: The Faculty is strong and vibrant, and in harmony with institutional priorities. Our programs are undeniable areas for prosperity. We are attracting excellent students in record numbers. Our Strategic Plan has mapped out a bright and exciting future for the Faculty of Health Sciences at The University of Western Ontario.

Faculty of Information And Media Studies Academic Plan Summary

Mission Statement

The Faculty of Information and Media Studies is dedicated to the advancement of knowledge about media, communications, information and their technologies. Through teaching and research, the Faculty examines the cultural industries, institutions, and practices that produce news, information and entertainment. It investigates the creation and operation of the technologies of communication and their interactions with individuals and society. The Faculty interweaves theory and practice in professional and scholarly contexts. Strong programs at the undergraduate and graduate levels are linked to the public and private sectors and to community organizations, in an academic environment characterized by interdisciplinarity, collaboration, creative inquiry, and critical thinking.

Faculty Priorities

In the spirit of Western's goal to achieve "a place in the first rank of major Canadian universities and, in selected areas, be the leader," the Faculty of Information and Media Studies (FIMS) has identified three areas of particular strength that are priorities in planning:

- Interdisciplinary research and teaching.
- Attention to information and communication technologies (ICTs), including their social, cultural, and political contexts.
- Integration of theory and practice.

Academic Programs

On June 27, 1996, the Senate and the Board of Governors approved the merger of three existing units into a new Faculty. When the new faculty was launched in July 1997, there were three well-established graduate programs: the MA in Journalism (MAJ) program, the Master in Library and Information Science (MLIS) program, and the doctoral program in Library and Information Science. The goal was to build on this strength by creating something new at Western—innovative academic programs at both the undergraduate and graduate level that examine information and media industries, cultures and technologies. While we are committed to the stewardship and enhancement of our long-established graduate programs in Journalism and Library and Information Science, a strong priority for the Faculty of Information and Media Studies has been the development of new programs in an area of interdisciplinary knowledge previously untapped at Western. In the fall of 1997, the undergraduate program in Media, Information and Technoculture (MIT) was launched, a program that within its first seven years had reached a steady-state enrolment of over 700 students and that has developed within it various options such as a new major in Media and the Public Interest. In the fall of 2002, two additional new programs were started: a Degree/ Diploma in Media Theory and Production (MTP) offered jointly with Fanshawe College and a Master's program in Media Studies that builds on and extends the undergraduate program. A new PhD program in Media Studies admitted its first cohort in fall 2005.

The Faculty's plan with respect to academic programs over the next four years is:

- to maintain and enhance the MIT program as a limited enrolment program of high quality, with heightened attention to collaboration with other academic units within Western and Fanshawe College; to expand the newly introduced Media and the Public Interest (MPI) program.
- to consolidate the success of the new MA/PhD programs in Media Studies so that the Media Studies graduate program at Western is recognized among the top two or three such programs in Canada. A related goal is the development and introduction over the next few years of a Master's Program in Popular Music, offered jointly by the Faculty of Information and Media Studies and the Faculty of Music.
- to maintain and enhance the quality of the three well-established programs: MAJ, MLIS, and PhD in Library and Information Science. (See Appendix 1 for complete summary)

Research

In research as in teaching, the Faculty is characterized by interdisciplinarity and by the special attention given to information and communication technologies (ICTs), including their social, cultural, and political contexts. Faculty researchers are interested in ICTs from the perspective of the *industries* that produce information, news and entertainment; the *cultures* associated with them; and the *technologies* through which they are produced, distributed, and stored. To investigate questions in these areas, researchers in the Faculty use a range of research methodologies from the quantitative approaches of mathematical modeling, the laboratory experiment, and structured questionnaires to the qualitative approaches of ethnography, open-ended interviewing, discourse analysis, and the interpretation of texts and cultural artifacts.

The following are key areas of research within the Faculty:

- Cultural industries and institutions
- Communication, consumption, and culture
- The social construction and use of media and information
- Information and media policy
- The organization and management of information
- Computer-based systems and environments.

Key Principles

As we established new undergraduate and graduate programs, significantly expanded the faculty complement, and moved into a new home for the Faculty in the North Campus Building, the Faculty has identified and embraced some key principles and characteristics that inform its teaching and research:

- **Interdisciplinarity**
Recognizing that key questions at the intersection of information, media, technology, society and culture cannot be satisfactorily addressed through the perspective of a single discipline or single

research method, the Faculty of Information and Media Studies has made interdisciplinarity a cornerstone of its identity. Interdisciplinarity is a principle that informs Faculty decisions at many levels including: curriculum planning (e.g., teaching collaborations with Film, Music, and Fanshawe College); faculty recruitment (e.g., joint appointments with Computer Science, Film, Law, Music, Sociology, Visual Arts); the planning of physical facilities (e.g., the Interdisciplinary Media Centre).

- **Concern with technology**

In one way or another, every program in the Faculty is concerned with technology, both as a tool and as an object of critical investigation. Students are immersed in the technologies they study. The Faculty has strong ties to professional communities of librarians and journalists that have been early adopters of new information and communication technologies.

- **Commitment to the integration of theory and practice**

The Faculty of Information and Media Studies interweaves theory and practice in professional and scholarly contexts. In the professional graduate programs of Journalism and Library and Information Science and the undergraduate MIT program, this integration is achieved in various ways—through learning environments that emulate professional contexts such as the newsroom and radio and TV studios that provide hands-on experience for journalism students; the offering of elective courses that engage MIT and LIS students in production such as courses in digital imaging, web site design, digital music, database design, interactive learning applications, video production; and the co-operative Work/Study option in the MLIS program, the internship requirement in the Journalism program, and the internship option in the MIT program.

- **Critical approaches**

The Faculty views itself as having a mandate to foster an informed citizenry through the development of critical approaches to evaluating information and to assessing the role and impact of media. We encourage a critical examination of the claims made about new technologies, exploring the strengths of our society's technology and communication systems but also uncovering their crises, conflicts and structures of control.

- **Interest in interrelationships rather than in a single element**

As a Faculty, we tend to be more interested in examining contexts and the web of connections than we are in focussing on any single element considered autonomously. We study the constructions of frameworks within which the activity of interest occurs. Hence we examine the relationships between particular media industries, their consumers, and the culture of consumption. We study the transactions between readers/viewers and texts, between humans and computers, and between users and information systems. We are interested in mediators and intermediations of all kinds from graphical interfaces to the editing of the news to the force of ideologies.

- **Collaboration**

Collaboration is embraced at many levels: collaborative projects used as classroom assignments to foster the development of team skills; collaborative research projects that triangulate research methodologies and perspectives and result in jointly authored work; collaboration among FIMS and other units of Western in the delivery of courses at the graduate and undergraduate level; and collaboration with other institutions. A premier example of collaborative activity is the successful

partnership with Fanshawe College to offer the joint Degree/Diploma program in Media Theory and Production (MTP).

- **Orientation to the public sphere**

The founding disciplines of this Faculty have an orientation to the public sphere. In public libraries, there is the tradition of free access to information for all. Within journalism, the freedom of the press is seen as a public watchdog on the use of power. This orientation to the public sphere finds focused expression in the new undergraduate major in Media and the Public Interest, offered for the first time in 2004-05, which is concerned with issues of equity, justice, democracy and citizenship and leads to career opportunities in national government organizations, public service, non-profit and civil society organizations.

Faculty of Law Academic Plan Summary

In the latest Strategic Plan of the Law School, we reiterated our goal of becoming one of the top three law schools in Canada. Our Four-Year Planning Submission for 2007-11 sets out the measures we plan to undertake to realize this ambitious goal, as well as the means we intend to employ to measure our progress.

One aspect of our goal is student experience. We believe that we already provide an experience that is as good as that at any other law school in Canada. The strengths of our LLB program are: (i) the small-group experience for our first-year students; (ii) the availability of four different areas of concentration for our upper-year students; (iii) the January term; and (iv) the core curriculum for our upper-year students. These core features of the LLB program are supplemented with a clinical legal education program that cuts across a wide range of areas and an extensive student exchange program, which allows our upper-year students to study abroad for a term. We realize, however, the need to constantly monitor and improve these elements of our LLB program. For example, we have revised the core curriculum to provide our students with more choice; we are endeavouring to strengthen the financial base for our January term in order to ensure that we attract the highest-quality foreign scholars as visiting instructors; and we are continually reviewing our exchange program to ensure that we have partner schools of the highest quality with course offerings that complement ours.

The intellectual environment for our LLB students, and hence their educational experience, is enhanced when we are able to attract students of the highest quality. In this respect, we will aggressively search for funds to enrich our student scholarships and bursaries. We also need to attract more female and aboriginal students to further diversify our student body. We plan to realize this goal through targeted recruiting that emphasizes the opportunities in the business law area.

Another point of emphasis in our Academic Plan is the enhancement of our research profile. Indeed, a dominant theme in our Four-Year Planning Submission is the need to provide more institutional support for faculty research. We believe, in fact, that the research profile of the Law School is at an important “tipping point” (to use the term of one of our external reviewers in his 2004 report). In particular, we have had a significant turnover in faculty composition, with junior faculty replacing senior faculty. Although this turnover has invigorated the Faculty in many ways, our research profile has suffered in the short term with the loss of well-regarded senior faculty. To become a top-ranked law school, our research output, both in terms of quantity and quality, must rank with that of the law school at the University of Toronto and Osgoode Hall Law School. We believe that we have the talent to realize this goal, but we must strive to ensure that the research potential of each faculty member is realized to its fullest extent.

We want to emphasize, however, that the broad nature of our research will not change. Consistent with all other law schools internationally and the concept of research articulated by the University, it will continue to be a mix of doctrinal, normative and empirical work, varying with the interests and talents of particular faculty. Much of the focus of the Academic Plan, as well as the Four-Year Planning Submission in support, is aimed at improving institutional support for the varied research agendas of our faculty members. For example, consistent with our emphasis on business law, we are in preliminary discussions with the Ivey School of Business, the Department of Economics and the Department of Applied Mathematics for the establishment of an institute for the study of law and financial innovation. We also intend to bring leading foreign scholars to the Faculty to workshop their research in progress in various formats. As well, we are seeking financial support for three faculty positions explicitly focused on interdisciplinary research methodologies.

Schulich School of Medicine and Dentistry Academic Plan Summary

In July 2005, Dean Carol Herbert launched a strategic planning process to build on the foundation of the 2002 Strategic Plan, *Creating our Future*, and to determine the strategic directions and goals for the Schulich School of Medicine & Dentistry for the next four years.

The University of Western Ontario School of Medicine was established in 1881 and the School of Dentistry in 1964. The two schools merged to form one Faculty in 1997. In June 2005, Western's Faculty of Medicine & Dentistry was renamed the Schulich School of Medicine & Dentistry. Schulich Medicine & Dentistry offers undergraduate, postgraduate and graduate programs in medicine, dentistry and medical sciences and is engaged in research with more than \$120 million in research funding annually.

In confirming its priority strategic directions, Schulich Medicine & Dentistry has been influenced by a number of changing realities in the external and internal environment. Canada's research environment is changing dramatically with a growing emphasis on translational research that crosses the four pillars of basic science, clinical science, population and health services research. Canada's focus on growing its knowledge economy is challenging universities to raise the bar in preparing world-class knowledge talent across multiple domains. Intensifying health human resource shortages are being addressed through increasing student enrolments across the province. New models of care delivery are driving educational programs to prepare future health professionals to work in inter-disciplinary teams and to support collaborative practice models. Provincial health care delivery systems have been reorganized into regional structures providing London and the Southwest Ontario region with further opportunities to build on an already existing and strong regional platform. All federal, provincial and local jurisdictions are calling on public and private institutions to be increasingly accountable, both to their communities for meeting community needs and to their funders for meeting agreed upon performance targets.

Schulich School of Medicine & Dentistry (2005)

Vision

Shaping the future of health care

Mission

The Schulich School of Medicine & Dentistry provides outstanding education within a research intensive environment where tomorrow's physicians, dentists and health researchers learn to be socially responsible leaders in the advancement of human health.

Values

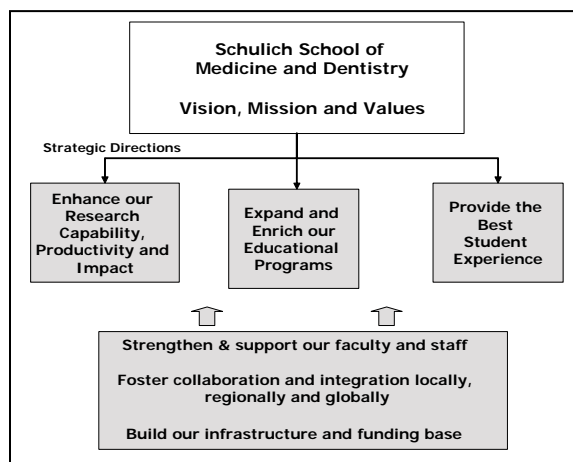
As leaders who are committed to exceptional results, we embrace the following core values:

- Commitment to innovation, knowledge creation and scientific excellence
- Student-centred curricula which foster academic leadership, critical inquiry and a passion for lifelong learning
- Compassionate, patient-centred care
- Collaboration, inter-disciplinarity and outreach
- Respect for diversity in culture and perspectives
- Accountability to our community of scholars and to the public

Schulich Medicine & Dentistry is building on the substantial achievements of recent years, including major capital renewal, strategic recruitments, successful creation and implementation of the innovative programs and new core facilities and securing the transformational benefaction from Seymour Schulich in 2004. The time is ripe to reflect and where necessary, reposition as the School assumes an enhanced leadership role within the region, the country and increasingly, across the globe. The new vision, mission and values developed as part of this planning process reflect the School's profound commitment to excellence and innovation, balanced with a keen sense of social responsibility and accountability.

Six Strategic Directions – Our Future Path

Six strategic directions were identified as essential for Schulich Medicine & Dentistry to achieve its new vision and fulfill its mandate. Several of these directions and corresponding goals reinforce the path and strategic initiatives that were undertaken in the 2002 strategic plan. However, what is new in this plan is a sharpened focus on the core business of the School, excellence in teaching and research and providing the best student experience – as well as deliberate attention to strengthening key facilitators: faculty and staff, infrastructure and strategic partnerships.



The six strategic directions and specific goals articulated below will provide a framework for focusing the School's resources and energies over the next four years. More specific implementation strategies and actions have been identified to advance each of these goals. These are outlined in the main text of the strategic plan.

Strategic Direction	Goals
Enhance our research capability, productivity and impact	<ol style="list-style-type: none"> 1. Build Schulich's capacity and reputation for translational research, facilitating interaction between the disciplines and across the four CIHR pillars of research. 2. Strengthen clinician scientist capacity and productivity at all stages of the career path. 3. Establish and maintain Core Platforms for transdisciplinary health research. 4. Improve Schulich's and London's competitiveness for major external awards, moving Schulich within the top five schools in Canada for research funding. 5. Advance Population Health and Outcomes Research and champion the Health Policy Initiative across Western. 6. Confirm and establish research priority themes and update the Health Research Plan.

Expand and enrich our educational programs	<ol style="list-style-type: none"> 1. Increase undergraduate medical school enrolment by a further 10% over the next two years, adding 14 new students. Develop a 4-year MD program at the Windsor campus with a planned start date of 2008. 2. Evolve undergraduate professional curriculum, based on the patient-centered model, to reflect technology application and evidence based practice, linking curriculum objectives and evaluation. 3. Contribute to addressing physician shortages in Southwest Ontario by increasing capacity for expanded postgraduate residency training aiming to match enrolment. 4. Partner with other faculties to develop inter-professional education for collaborative patient-centred practice. 5. Ensure that students in the Basic Medical Sciences Program are prepared for graduate programs as well as professional career choices. 6. Focus growth in graduate programs to attract high quality students and to prepare students for successful research careers. 7. Better integrate continuing medical education programs into the activities of Schulich Medicine & Dentistry.
Provide the best student experience	<ol style="list-style-type: none"> 1. Increase enrolment and promote medical science, medicine and dentistry to encourage applications from underrepresented populations in Southwestern Ontario and Aboriginal communities. 2. Integrate student service and increase interaction and collaboration among students in all Schulich Medicine & Dentistry programs and with the broader community locally, nationally and internationally. 3. Increase summer internships; increase funded research and community/rural placements for students. 4. Ensure effective mechanisms for communication between student, faculty and the School. 5. Enhance mentorship across all programs.
Strengthen and support our faculty and staff	<ol style="list-style-type: none"> 1. Develop robust role descriptions, incentive and recognition programs to reward excellence, and evaluation mechanisms aligned with role descriptions. 2. Create a culture that attracts and retains women in graduate programs and academic roles; increase the number of female faculty in the School. 3. Promote the integration and engagement of SWOMEN faculty into the collegium of Schulich Medicine & Dentistry. 4. Increase faculty complement and revise appointments processes to meet the academic needs of Departments for faculty numbers, as well as more balanced distribution of workload and responsibilities. 5. Create strategies to provide developmental opportunities for staff.
Foster collaboration and integration locally, regionally and globally	<ol style="list-style-type: none"> 1. Facilitate greater harmonization around the academic focus between Schulich, the teaching hospitals and the research institutes. 2. Optimize the working environment and productivity of clinicians and scientists by leveraging Schulich's regional placement and strengthening the leadership commitment to collaboration in London and across SWO. 3. Develop innovative and joint regional approaches to inform and influence all levels of government, particularly the newly created LHINs. 4. Create and promote a focused strategy around building effective relationships with industry and municipalities. 5. Increase international initiatives and partnerships.

Build our infrastructure and funding base	<ol style="list-style-type: none">1. Work with University partners to develop an oversight and management structure for 'core facilities'.2. Address the space allocation process and requirements for research and educational initiatives.3. Enhance infrastructure supporting education including core educational facilities, city-wide teaching facilities, and educational technology for local and regional programs.4. Improve Computer Information Services capacity across the academic health science centre.5. Strengthen communications throughout Schulich Medicine & Dentistry.6. Optimize revenue generating opportunities and raise funds for current and future highest priority needs, through the Alumni Relations & Development Office, in consultation with the Dean.
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Don Wright Faculty of Music Academic Plan Summary

Western's Faculty of Music is recognized as one of the leading university schools of music in Canada. Of these, Western is the only program located away from a major city. Our profile is one of a comprehensive music institution which supports activities of music composition, music performance, and music scholarship. We express the latter in the creation, advancement, and dissemination of knowledge about music in all its aspects: aesthetic, technical, philosophical, historical, cultural, theoretical, pedagogical, and perceptual-cognitive. Consequently, we manifest *research and creativity* through composition and performance (commissioned and presented, including dissemination through broadcasts and recordings), and through scholarly publication on all aspects of the musical enterprise.

While it is possible to pursue only one of the aforementioned areas in isolation, to exclude composition and performance, for example, in favor of music scholarship (as is done in a number of small private colleges in the United States), it is not possible to do so and produce accomplished professional musicians and teachers. Nor would it be possible to sustain our standing and reputation as a major music institution. To nurture a comprehensive music school necessarily entails fostering all three areas, since each makes an essential contribution to education and professional training.

We are convinced that Western's prestige and recognition for excellence grows out of a traditional music curriculum base (characteristic of all great music schools) which reflects a balance of scholarship and practice and which encompasses the complete study of music. We are convinced that maintaining a "full service" Music program is critical to the wellbeing of each individual aspect of our programs. Sustaining and enhancing the comprehensive profile of Music at Western is the overarching objective in our four-year plan.

As would be expected of an enterprise of such high standing, Music's areas of strength are considerable. For example, Western enjoys a strong national reputation as a leader in the area of Music Education as well as for housing one of the largest, most comprehensive, well-balanced programs of this type in Canada. The Vocal Arts, embracing the performance, composition, and academic study of music related to solo singing, opera, choral ensembles, and vocal chamber music, is another area of excellence which has been sustained for many years. New Music, through its composition, performance, and study, engages a broad range of members of the Faculty of Music community in creative and scholarly activity. Composers and performers are directly involved in the artistic creation and performance of original musical works. Scholars, including music theorists and musicologists, investigate structural, aesthetic, historical, and cultural aspects of contemporary music composition and individual musical works of art. And as a final example, the study of Popular Music has recently emerged as an area in which Western has taken a leadership role, offering programs which integrate musical and cultural investigation of a wide and diverse range of styles and idioms.

Specific Goals and Objectives

Faculty renewal. Throughout the 1990s and early 2000s, Music, like all other Faculties, suffered a serious depletion of full-time appointments owing to relentless budget reductions. Recently, there has been improvement in this situation. Nevertheless, the FT complement in the Faculty of Music requires further replenishing and expansion. The Faculty of Music is, therefore, committed to developing a plan of expansion and renewal in FT appointments over the course of a new multi-year planning cycle which will address recent trends in increasing enrolment resulting in work overloads and a reduction in course offerings and opportunities for students, as well as needs related to potential and immediate expansion and revision of our graduate programs.

Graduate Programs. We are looking to establish the following new graduate initiatives.

- i) A new PhD in Composition (approved).
- ii) A new DMA in Performance
- iii) Interdisciplinary MA and PhD programs in Popular Music and Culture.
- iv) A summer-timetabled MMus in Music Education.
- v) Part-time streams in the Music Theory and Music History MA programs
- vi) A new concentration in Musical Theatre in the MMus Literature and Performance

Facilities. Our current facilities are not well-configured for present-day use. Recent renovations have addressed a number of problems, but there is a shortage of large rehearsal space and classrooms designed to accommodate 20-25 students. We will also need new space for graduate students and new faculty. These needs, combined with concert hall and Music library expansion, will be an important focus for the Faculty.

Recruitment. Competition for the best students in Music has intensified significantly in recent years. Western receives the largest number of applications each year from the Ontario undergraduate pool, and our selection as first or second choice continues to climb. Nevertheless, other institutions have increased financial enticements, making it more difficult to admit top-rated students.

With the appointment of a full-time Recruitment Officer, we intend to expand our outreach efforts to include visits to institutions and Music events across Canada, development of an online course which students can use to prepare for a university music program, and a summer music camp for high school students to be held annually at Western.

Internationalization. We are anxious to establish collaborations with other music institutions for both faculty and students. Preliminary investigations with programs in the UK and Germany have been started.

Courses for Non-Music majors. We are keen to provide opportunities for students from other Faculties to participate in Music. We will be adding a new course in Music theory for non-music majors to an already extensive list of courses for students from other Faculties and will continue

to explore possibilities for additional courses that would be of interest to the university community (e.g., music in film; women in music).

Evaluation (Benchmarking). We intend to develop evaluation strategies using measures which allow for comparisons not only within Western but with other like-programs in Canada and elsewhere, particularly in the areas of application acceptance rates, programs, and instruction resources.

Faculty of Science Academic Plan Summary

This Academic Plan (2007-11) is the second four-year plan created by the Faculty of Science. The previous Plan (2003-07) has been largely implemented and has guided the creation of a Faculty that is healthy, robust, and in a position to become one of the top Faculties of Science in the G13 group of Canadian universities.

The vision for the Faculty after the next four-year cycle is twofold:

- 1) The Faculty would be, or would be on threshold of becoming, the destination of choice for science education in Canada.
- 2) The Faculty would be the Canadian or world leader in selected research areas and would be emerging as a leader in other areas.

This vision is entirely consistent with, and supportive of, the University goal of providing the best student experience at a research intensive university in Canada. Student experience and research intensity are two themes that weigh heavily in the University's new Strategic Plan, "Engaging the Future"

The Faculty has identified seven primary objectives that are consistent with achieving the vision. These primary objectives are the lenses through which we focus our efforts to achieve the vision described above.

- (1) Establish national reputation as a learning intensive Faculty
- (2) Increase research intensity
- (3) Develop a robust research strategy that fosters discovery while enabling agile responses to needs of society
- (4) Graduates distinguished by differential training in communications skills, career skills, & appropriate technical skills
- (5) Proactive recruitment and career development strategies
- (6) Facilities & infrastructure that enhance research, learning, and recruitment
- (7) Enhanced external relations

The current four-year plan introduces a myriad of new initiatives and programs; establishes graduate enrolment growth as a priority; raises the level of stewardship over undergraduate education, research, and human resources; provides for reviews of selected programs; enhances existing programs that merit further investment; addresses deficiencies in modes of operation or delivery of services; and addresses the need for effective management of academic space for the Faculty. The remainder of the summary is presented in the context of major themes that strongly influenced the content of the Academic Plan and priorities over the next four years.

Graduate expansion

This is a key area for the 2007-11 four-year cycle. The focus is on accelerated growth of the domestic cohort in Years 1 and 2 with continued growth at a reduced rate and with a return to the normal mix of domestic and international students in Years 3 and 4. Research assistant and teaching assistant funding requests to support incremental growth of the domestic cohort are top priorities. Concomitantly, a suite of new project-based interdisciplinary Masters programs will be developed and accredited; several of these are expected to be available for the 2007-08 academic year.

Improved counseling services for students

Enhanced and expanded counseling will be available to undergraduate and graduate students. The academic counseling service provided by the Faculty of Science to undergraduates will undergo an external review, an additional Academic Counselor position will be created, and an additional Assistant Dean recruited to manage the delivery of this service in Year 1. The renewed counseling operation will focus on customer service and strive to provide the best counseling experience on campus. A Career Counselor position will be inaugurated in Year 2. This will be the first such position in Career Services unit in the Faculty of Science. The counselor will provide career consulting and training for both undergraduates and graduate students.

Professional skills development for undergraduate and graduate students

An intentional and systematic approach will be taken to skills development, replacing the current laissez-fair approach that yields highly variable student exposure to skills development opportunities and awareness of their importance. Professional skills includes specific technical skills, general scientific skills, the “soft” skills, and career skills. The first step is a thorough skills inventory of the undergraduate and graduate curricula at a departmental level and an assessment of students’ perceptions and needs. The second step is deployment of a comprehensive skills development initiative that is a blend of Faculty-wide services and programs combined with integration of skills training across the curriculum and discipline-specific skills courses at the Departmental level.

Stewardship of undergraduate science education

The key element in the best student experience is a pedagogically-sound, progressive undergraduate curriculum that balances content delivery, intellectual development, experiential learning and skills training, and is delivered in manner that promotes learning through engagement. To achieve and maintain this requires ongoing, proactive stewardship. A cornerstone of the stewardship will be the Dean’s Advisory Committee on Science Education which is to be formed before Year 1. It will have a broad mandate that is described in the Undergraduate Education Section of the Academic. An Interdisciplinary Curriculum Committee will be formed to provide governance and steering for modules and programs that involve more than one Department. In addition, the mandate and operation of the Educational Policy Committee will be reviewed.

Teacher development

A Teaching Development Coordinator will be hired (seconded) to the Faculty Office on a part-time basis. Initially the incumbent will focus on teaching & learning in large enrolment 1st and 2nd year courses, with duties later expanding to upper year courses and to enhanced teacher

training for Teaching Assistants. A new program to provide accelerated professional development for junior academic faculty (tenure-track & limited-term) will be created during the 2006-07 academic year with the intention of launching it in 2007-08. This program will focus on teaching skills and practice and on the scholarship in teaching & learning.

Stewardship of faculty and staff complements

The most valuable component of the Faculty is the people who create, deliver, or support its educational and outreach programs, and who undertake or support the research enterprise. Stewardship of this resource is crucial for the success of the Faculty and the individual staff and faculty, yet has historically been ad hoc and often neglected. Various initiatives, program, and policies focusing on professional development, career progression, recruitment, and retention are described in Section C. An overall stewardship consideration is finding the right overall size of the Faculty complement and the right balance between faculty and staff positions. The number and distribution of requested base-budget faculty and staff positions reflects this aspect of stewardship.

Stewardship of research enterprise

The way research is carried out and the way research activity is organized has evolved considerably in the last decade and this evolution is continuing unabated. Single principal investigator research remains foundational but as research intensity, capacity, and funding increase, a larger proportion of research is collaborative and/or targeted to a particular research theme or major project, many of which are interdisciplinary. There is growing number of research clusters (small informal groups), institutes, centres, and shared major facilities in the Faculty of Science. In addition, the Faculty has five overarching research themes that were introduced in the previous four-year plan. Cohesive management, long-term planning, and vision are required in order to steer such a collective research enterprise. Current organizational and governance structures were not designed to provide this stewardship and need to be revamped. As a first step, an external review of each of the five Faculty themes is being undertaken in 2006-07; the recommendations emanating from these reviews will guide the next steps.

Corporate/Industrial Relations

Corporate and industrial relations are currently not at a level commensurate with a top tier Faculty of Science. Two major initiatives designed to deepen and broaden connections with industry in a relatively short timeframe will be undertaken in Year 1. First is the formation the Western Science Corporate Council which will consist primarily of ~ 20 leaders/decision makers from a broad range of corporate and industrial sectors aligned with academic programs and research within the Faculty of Science (see Sec. I). Second is the creation of new position to foster and assist technology transfer based on research in the Faculty of Science: A Technology Transfer Officer will be hired (contractual) in Year 1 and embedded at the departmental level. This is as a pilot project and a joint venture with Industry Liaison.

Space Management

It appears that the Faculty will be in as much need for additional space at the end of the four-year cycle as it is now the beginning. Sound space management is essential to ensure the efficient and appropriate use of available space. This Academic Plan provides a set of space management principles (Sec. G) that will guide allocations to Departments and other recognized units.

Departments will be required to develop and approve their own space management principles and policy by the end of 2006-07.

Faculty of Social Science Academic Plan Summary

The Faculty of Social Science is committed to Western's mission of providing the best student experience in a research intensive university. Our intention is to be the premier Social Science Faculty in Canada for both undergraduate and graduate education, and to have research leaders in every discipline represented in the Faculty.

With this in mind our Faculty will work to:

- provide a rich and challenging undergraduate education
- become a top destination for graduate students
- foster excellence in research
- recruit and retain outstanding faculty and staff members
- provide an environment in which faculty, staff and students can work in a mutually supportive environment

Faculty Background

The Faculty of Social Science is widely recognized for the quality and diversity of its research programs, its excellence and innovation in undergraduate teaching, and, increasingly, as a preferred destination for graduate study. It is one of the largest and most diverse in Canada, housing departments and programs that elsewhere might reside in Faculties of Arts (History), Science (Psychology, Geography), or Business (BMOS). This diversity provides both unique challenges and great opportunities.

The breadth of interests in the Faculty of Social Science presents several unique challenges and opportunities that do not arise in other Faculties. The wide variety of different subject matters and approaches to research require quite different sources of funding and facilities, as does the variety of academic programs that are offered. In developing this Academic Plan, we are mindful that we must address the needs of a very diverse group of faculty and students, including:

- the opportunity to develop new and innovative undergraduate and graduate programs that transcend disciplinary boundaries and take advantage of the expertise available in the Faculty;
- the need to support and develop the BMOS program, which is the largest in the Faculty and draws from most of our departments to offer its unique mix of Social Science and Business training;

- the opportunity to consider research funding from each of the major federal agencies: CIHR, NSERC, and SSHRC, as well as other funding sources that are specific to Social Science, Humanities, Health Sciences and Life Sciences;
- the need to accommodate researchers whose needs range from the provision of simple office space, through traditional science labs, to major infrastructural resources.

Within The University of Western Ontario, Social Science is the largest Faculty, with a 2005/6 undergraduate enrollment of 6,098 and a graduate enrollment of 442. The largest program was BMOS with 1,960 students. There were 31,926 registrants in Social Science courses. In the same year, there were 242 full-time faculty members and 104 full-time staff. There were 482 active research grants in 2005/6, bringing in a total of \$8.9 M.

The strength of the Faculty lies in its capacity to offer a comprehensive undergraduate education in the Social Sciences combined with areas of internationally renowned excellence where we can provide high quality graduate programs. In addition, the Faculty is defined by a number of common research themes that cross disciplinary boundaries, transcend individual departmental contributions, and bridge research and teaching strengths. In acknowledging these themes we recognize also that they represent a balance between the basic research that is so fundamental to the scholarly health of an institution and the applied research that makes Social Science such an important part of our society.

The themes are:

- Government and Public Policy
- Health, Hazards, and the Quality of Life
- Human-Environment Interactions
- Business, Employment and Labour in Organizations
- Neural, Social, and Economic Foundations of Behaviour
- Social Change, International and Intercultural Relations

The Faculty is also characterized by its empirical approach to issues. Within every academic unit there is a strong emphasis on both the quantitative and qualitative analyses of disciplinary data. On the other side, there is considerable strength in theory which is reflected both within individual departments and in the Faculty's co-sponsorship of the Centre for Theory and Criticism.

While these themes provide a context for the planning process, and serve as a guide in making decisions about the allocation of resources, it is important to acknowledge that there are other factors that come into play, and the Faculty will continue to encourage the development of other areas of excellence.

Objectives of the Academic Plan

The primary aim of this strategic plan is to outline the ways in which we will build on the areas of strength and develop emerging areas in the context of the larger themes, to reach our goal of becoming the top Social Science Faculty in the country. To that end, the objectives of this document are to:

- set the direction for undergraduate and graduate programming and set priorities for development, including strategic hiring initiatives;
- define the areas of research strength and priority within the Faculty that characterize the Faculty as a whole, without regard to disciplinary boundaries;
- set priorities for the development and maintenance of areas of research strength, and support initiatives in areas of emerging strength;
- establish priorities for recruitment of new faculty and staff;
- provide a space and capital plan that will address the needs for additional space brought about by expansions of programs and research within the Faculty.