REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Arts and Humanities: Renaming of the Diploma/Certificate in Writing for Professional Programs; Revised Admission Requirements for Diplomas and Certificates in the Program in Writing, Rhetoric and Professional Communications

School of Graduate and Postdoctoral Studies: Doctoral Co-tutelage Agreement between the University of Padua, Italy and The University of Western Ontario

Faculty of Law: Introduction of the LLM/M.Phil (UWO/NALSAR) and LLM/LLM (NALSAR/UWO) Combined Degree Program with NALSAR University of Law, Hyderabad, India

Revision to the Admission Requirements of the Scholar's Electives Program

New Scholarships and Awards

Schulich School of Medicine & Dentistry: Revisions to the "Plan of Undergraduate Instruction" Section of the MD Program

Revisions to the Guidelines for the Structure of the Academic Year

Final approval of the New Institutional Quality Assurance Process (IQAP) at Western

FOR APPROVAL

1. **Faculty of Arts and Humanities: Renaming of the Diploma/Certificate in Writing for Professional Programs; Revised Admission Requirements for Diplomas and Certificates in the Program in Writing, Rhetoric and Professional Communications**

Recommended: That effective September 1, 2011, the Diploma/Certificate in Writing for Professional Programs be renamed the Diploma/Certificate in Professional Communication, and the admission requirements for the Diploma/Certificate in Professional Communication and the Diploma/Certificate in Writing be revised as set out below.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg315.html#32339

~~**DIPLOMA IN WRITING FOR PROFESSIONAL PROGRAMS**~~
DIPLOMA IN PROFESSIONAL COMMUNICATION

Admission Requirements
A grade of at least 65% in Writing 2111F/G ***(Writing in the World: Introduction to Professional Writing)*** is required for entrance to the program.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg295.html#32319

~~**CERTIFICATE IN WRITING FOR PROFESSIONAL PROGRAMS**~~
CERTIFICATE IN PROFESSIONAL COMMUNICATION

Admission Requirements
A grade of at least 65% in Writing 2111F/G ***(Writing in the World: Introduction to Professional Writing)*** is required for entrance to the program.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg316.html

DIPLOMA IN WRITING

Admission Requirements
Either a grade of at least 65% in one of Writing 2101F/G, 2121F/G, 2111F/G or 2131F/G***, or a grade of at least 85% in Writing 1000F/G,*** is required for entrance to the program.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg296.html

CERTIFICATE IN WRITING

Admission Requirements
Either a grade of at least 65% in one of Writing 2101F/G, 2121F/G, 2111F/G or 2131F/G***, or a grade of at least 85% in Writing 1000F/G,*** is required for entrance to the program.

Background:

The existing titles - Certificate and Diploma in Writing for Professional Programs – imply that these programs are directed specifically toward developing competency in writing for post-graduate study in professional schools such as law. Changing the titles of these programs is meant to indicate that they are relevant to writing in business, professional, and organizational contexts in general. In addition, Writing 1000F/G is added to the Admission Requirements to provide more opportunities for students to gain entry into the programs.

2. **School of Graduate and Postdoctoral Studies: Doctoral Co-tutelage Dual-Credential Degree Agreement between the University of Padua, Italy and The University of Western Ontario**

Recommended: That effective September 1, 2011, a co-tutelage dual-credential degree program that leads to a doctoral degree from each of The University of Western Ontario and the University of Padua, Italy, in all fields of study common to both institutions, be established in accordance with the agreement set out in **Appendix 1**.

Background:

The University of Padua, founded in 1222, is the birthplace of clinical medicine (Count Copernicus and Galileo Galilei as former educators, awarded the first-ever degree to a woman in 1678) and is the world's fifth-oldest university. It is ranked consistently in the top two among the largest universities in Italy in both teaching and research. It has about 70,000 students (ca. 5000 graduate students). The University has graduate and professional programs across 13 faculties and 64 departments that are very similar to Western's own, covering most areas of social sciences and humanities, life sciences, and mathematics, physical sciences, information and communication, engineering and earth sciences. Because of the similarities between the two institutions, the already-established International Partnership Agreement, and

the shared common objectives in international research, academic and cultural experiences and collaborations, this program will foster educational cooperation between the research programs of the two institutions by promoting the mobility of doctoral students between the Universities. The University of Padova is a member of the Coimbra group and participates in several hundred international partnerships through many student teacher mobility programs, including Socrates Erasmus, Erasmus Mundus and other European educational partnerships. The present recommendation would represent the first university-wide co-tutelage PhD program between an Italian and a Canadian institution.

Students will be admitted to the program by the selection processes in accordance with the regulations of each institution. For each student involved, an *Individual Thesis Agreement* will be prepared that specifies: the names of the doctoral student and the two supervisors (one from each institution), which University will assume the administrative responsibility for the student (the University where they initiate their studies), which University and department will host the doctoral student, the division of the studies period between the two Universities, the health and insurance coverage of the doctoral student, details about the final examination (e.g., the composition of the board of examiners), the procedures for the awarding of the Degree, the safeguard of the intellectual property rights and of the research results, as well as any other significant issues for the co-tutelage of the doctoral thesis. The individual thesis agreement will comply with the doctoral degree requirements at both institutions.

Generally, the candidates will defend their thesis at their home institution (the one with administrative responsibility) in accordance with regulations and policies outlined in the agreement and verified in the individual thesis agreement that outlines representation from both institutions and at least one external from each.

Students will pay fees only to the university with administrative responsibility who will also guarantee their stipend during the entire program. Timing of residency at each university will depend on the program, but the doctoral student will be required to spend a period of at least 18 months (not necessarily uninterrupted) at the home University and at least 12 months (not necessarily uninterrupted) at the host University. The agreement (attached as **Appendix 1**) was developed by the Office of the Vice-Provost (School of Graduate and Postdoctoral Studies), with involvement from the University Secretariat and the Provost's office, and was approved by the Educational Partnership Advisory Committee (EPAC) prior to its referral to SCAPA.

3. **Faculty of Law: Introduction of the LLM/M.Phil (UWO/NALSAR) and LLM/LLM (NALSAR/UWO) Dual-Credential Degree Program with NALSAR University of Law, Hyderabad, India**

Recommended: That effective September 1, 2011, the LLM/M.Phil and the LLM/LLM Dual-Credential Degree Program between the UWO Faculty of Law and NALSAR University of Law, Hyderabad, India, be introduced.

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg518.html

LLM/M.Phil (UWO/NALSAR) - LLM/LLM (NALSAR/UWO) Dual-Credential Degree Program

This Dual-Credential Degree Program will permit NALSAR University of Law (NALSAR) students to earn an LLM from The University of Western Ontario (UWO) and an LLM from NALSAR in 2 years, by completing one year of LLM studies at NALSAR and then attending UWO for an exchange term and the remainder of the UWO graduate academic year in the LLM program. UWO students may complement their Canadian LLM degree by earning a NALSAR M.Phil degree in one additional year of study there.

LLM/LLM Program for NALSAR Law Students

Begin at NALSAR in LLM program (2-year degree) and then to UWO for LLM (1-year degree)

Year	Academic Term	NALSAR Law	Western Law
Year 1	July - April	LLM Year 1 Tuition paid to NALSAR	
Year 2	Sept-Dec		Exchange to UWO in LLM program. Complete 2 (or 3) LLM courses (3 cr. each) Tuition paid to UWO.
	Jan - Aug		Complete remaining two LLM terms at UWO. Complete remaining 2 (or 1) LLM courses (3 cr.each) and thesis (12 credits) Tuition paid to UWO.
Both LLM degrees complete. Eligible for UWO's October convocation. NALSAR's degree to be conferred on approval by Academic Council.			

Notes:
1. NALSAR students will complete 24 credit hours to receive the UWO LLM.
2. Students must be in good standing throughout the duration of the program.
3. Students will be charged international student fees for their final terms at UWO.
4. UWO LLM funding is available to students in this dual-credential degree program if they meet the criteria.

LLM/M.Phil Program for Western Law Students

Begin at UWO for LLM degree (1-year degree = 12 months) and then to NALSAR for M.Phil (1-year degree)

Year	Academic Term	Western Law	NALSAR Law
Year 1	Sept-Aug	LLM – 12 months. Tuition paid to UWO. Eligible for UWO's October convocation.	
Year 2	September - June		M.Phil at NALSAR. Includes research, seminar and teaching assignments. Tuition paid to NALSAR. NALSAR M.Phil degree complete – eligible for July convocation.

Notes:
1. NALSAR's M.Phil admission test requirement will be waived for UWO students, as they will have successfully completed a thesis-based LLM worth 24 credits at the post-graduate level.
2. Students must be in good standing throughout the duration of the program.

Once admitted into the Dual-Credential Degree Program, students will be required to meet the academic progression requirements of the school that they are attending. Similarly, students will have to comply with the student code of conduct and academic integrity requirements of that school.

Administration

Each institution will appoint a faculty member to serve as the Coordinator of the Dual-Credential Degree Program. The Coordinators will be responsible for admission decisions and the on-going operation of the Dual-Credential Degree Program.

Tuition

NALSAR students in the first year of the LLM/LLM program will pay tuition to NALSAR. In the first term of the second year of the program, NALSAR students at UWO will, like other exchange students, pay regular tuition to NALSAR. In their second/third LLM terms at UWO, they will pay tuition to UWO at the same level as its other international students.

UWO students in the first year of the LLM/M.Phil program will pay tuition to UWO at the same level as other students. In the second year of the program, UWO students will pay tuition to NALSAR at the same level as its other students.

4. **Revision to the Admission Requirements of the Scholar's Electives Program**

Recommended: That effective September 1, 2011, the Admission Requirements for the Scholar's Electives Program be revised as set out below.

The current policy is located in the Senate Handbook on Academic and Scholarship Policy:
http://www.westerncalendar.uwo.ca/2011/pg1456.html

SCHOLAR'S ELECTIVES PROGRAM

Unchanged

Admission Requirements
Normally, students apply for admission to the Scholar's Electives program prior to registration in first year of a BA, BHSc or BSc degree program. Scholar's Electives is a limited enrolment program, open to full-time students who qualify for membership as Western Scholars by having at least a 90% admission average. Selection will be determined by a Selection Committee on the basis of grades and personal accomplishments, such as demonstrated achievement beyond the classroom and community contributions, as detailed on a supplementary admissions form.

~~After the first year, students whose achievements are comparable to the program's admission and progression requirements may apply to the Selection Committee for late admission.~~

Program Requirements
Unchanged

Background:

At the Scholar's Electives Year-End meeting on June 1, 2011, the Associate Deans (Academic) and Academic Counsellors recommended the removal of the reference for considering upper-year students in the Scholar's Electives Program. Consideration of upper-year students for admission into the program will be on a case-by-case basis and at the specific request of the student.

FOR INFORMATION

5. **New Scholarships and Awards**

SCAPA has approved on behalf of the Senate, the Terms of Reference for the following new scholarships and awards, for recommendation to the Board of Governors through the President & Vice-Chancellor:

Michael S. Yuhasz Award (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Wrestling])
Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's or Women's Wrestling Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/ potential (20%) and the written recommendations from the Head Coach assessing athletic performance/ potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mrs. Nancy Yuhasz (BA '72) through Foundation Western.

Value: 1 at $1,000
Effective: 2011-2012 academic year

Meds 1969 Dr. Fred & Anne Pattison Humanitarian Award (Schulich School of Medicine & Dentistry, Medicine)
Awarded annually to a full-time undergraduate Doctor of Medicine (MD) student at the completion of his/her fourth year who has made an outstanding personal contribution to bettering the lives of others through volunteer work and humanitarian acts. Students must submit a one-page statement outlining their volunteer work and humanitarian contributions by March 30 to the Undergraduate Medical Office. The recipient will be selected by the Scholarship & Awards Committee of the Schulich School of Medicine & Dentistry and awarded at the annual May convocation. This award was established through Foundation Western by Mrs. Anne Pattison and fellow classmates of Meds ‘69 to honour Dr. Fred Pattison (Meds’69) for his humanitarian acts as a medical physician.

Fred Pattison was born in Glasgow, Scotland and graduated from Cambridge University with a PhD in Chemistry. In 1947 he accepted a position as lecturer in Halifax, Nova Scotia, and in 1948 joined the Chemistry Department, UWO, rising to become Chair of the Department. In 1965, Fred Pattison enrolled as a medical student at Western, graduating as valedictorian in 1969. During medical school and following graduation he worked as a doctor in Newfoundland for the International Grenfell Mission. Dr. Pattison and his wife Anne returned to London in 1973 where he assumed the role of director of Student Health Services until his retirement in 1988. He also ran London's Sexually Transmitted Diseases Clinic until the age of 70. In retirement, Pattison was active as a volunteer counsellor for the Ontario Correctional Services working with young offenders. He had a passion for Western and its students and established the Fred Pattison Chemistry Lecture Series and the Fred Pattison Piano Award.

Value: 1 at $1,000
Effective: 2011-2012 academic year

Virginia Harris International Admission Scholarships (Any Undergraduate Program)
Awarded annually to the full-time international undergraduate students entering their first year in any program who have attained the highest admission averages and who are not already receiving an admission scholarship. The Office of the Registrar will select the recipients. These scholarships were established by the late Virginia Harris, a retired teacher, and long-time friend and supporter of Western.

Value: 2 at $2,500
Effective: 2011-2012 academic year

Virginia Harris Exchange Scholarship (Faculties of Arts and Humanities, Science, Social Science, Health Sciences, FIMS, Music, Engineering)
Awarded annually to a full-time undergraduate student in the Faculty of Arts, Science, Social Science, Health Sciences, Information and Media Studies, Music or Engineering, who is participating in an outbound exchange program, based on academic achievement (minimum 80% average) and demonstrated financial need. Online Financial Assistance Applications can be accessed through the Office of the Registrar's Web site and must be submitted by September 30. The Office of the Registrar will work with the International Exchange Coordinator, International and Exchange Student Centre, to select the recipient. This scholarship was established by the late Virginia Harris, a retired teacher, and long-time friend and supporter of Western.

Value: 1 at $1,440
Effective: 2011-2012 academic year

Keith R. Halpenny Men's Basketball Award (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Basketball])
Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Basketball Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Keith R. Halpenny (HBA '55) through Foundation Western.

Value: 2 at $1,000
Effective: 2011-2012 academic year

6. **Schulich School of Medicine & Dentistry: Revisions to the "Plan of Undergraduate Instruction" for the MD Program**

In addition to some minor wording changes, the "Plan of Undergraduate Instruction" for the MD program has been revised, effective September 1, 2012, to extend the time some students in Year 3 of the MD Clerkship will spend at some of the rural hospitals.

REVISED CALENDAR COPY
UWO Academic Calendar 2011/12 p.154 and
http://www.westerncalendar.uwo.ca/2011/pg540.html

PLAN OF UNDERGRADUATE INSTRUCTION
Unchanged

Years Three and Four
The third and fourth years of medicine include a 52-week integrated Clerkship(Medicine 5475), Clinical Science Electives (Medicine 5401), and Integration, Consolidation & Enrichment (Medicine 5402).

During the third-year Clerkship, the student becomes an active member of clinical care teams in the following medical disciplines: family medicine, medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Under the supervision of faculty and more senior house staff, clerks are given graded responsibility in the diagnosis, investigation, and management of patients in hospital, clinic, and outpatient settings. All students in third year are also required to complete a community Clinical Clerkship ***rotation*** for a minimum of four weeks. ***For those students with a particular interest in community medicine, a rural/regional clerkship stream is available.***

Each year a section of students will complete the majority of the clerkship year in some of the SWOMEN locations.

The Southwestern Ontario Medicine Education Network ***(SWOMEN)*** includes faculty located ***in over 45 communities in the region from*** Tobermory to Leamington. Students learn clinical skills in various geographic sites. The objective is to ensure that Western students at all levels gain an understanding and experience of the practice of Medicine from both a rural/regional and a tertiary care/urban perspective.

Beginning in Year 4, Clinical Science Electives are arranged entirely by the student in any area of medicine, at Schulich or in other centres. After completion of the Clinical Electives, students return to Schulich in January for Integration, Consolidation & Enrichment which includes a menu of advanced level learning opportunities in basic and clinical sciences. This permits students to further integrate the basic and clinical aspects of medicine in light of their clinical experience.

Rural*/Regional* Medicine Program
Despite rapid advances in medicine and unprecedented health care restructuring**,** providing accessible high quality rural health care remains a major challenge in Southwestern Ontario, many other parts of Canada, and around the world.

Schulich ~~Rural~~ Undergraduate Medicine integrates rural and community medicine throughout the years of the medical program. At the end of their first year, all medical students participate in ~~Rural~~ Discovery Week which provides an opportunity for clinical experience and exposure to rural and regional medicine in a Southwestern Ontario community. All students in third year are also required to complete a community Clinical Clerkship ***rotation*** for a minimum of four weeks outside of London or Windsor. Regional community clerkship rotations help students develop an understanding of non-tertiary care medicine. ***An in-depth understanding of rural regional medicine can be obtained through the rural/regional clerkship stream.*** Some fourth-year students also complete two-month electives in a variety of near and distant rural/regional communities.

The rural***/regional*** training track encompasses a variety of optional experiences for students who wish to have a comprehensive ~~rural~~ ***community-***oriented medical education. In addition to curriculum requirements, students in ~~the rural~~ ***this*** training track have opportunities to participate in more rural/regional experiences.

Background:

Extending the time some students will spend at some of the rural hospitals will both improve the experience in London (by reducing the number of students at London hospitals) and offer the opportunity of an in-depth rural experience. In addition, minor wording changes have been made to the policy.

7. **Revisions to the Guidelines for the Structure of the Academic Year**

The Guidelines for the Structure of the Academic Year have been revised to reflect the changes to the schedule of the Convocation Ceremonies approved at the May 13, 2011 Senate meeting.

Current policy is located here: http://www.uwo.ca/univsec/handbook/general/structure.pdf

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR
Unchanged

4. Scheduling Convocation Ceremonies

- The *in absentia* February Convocation will be scheduled for the last Friday in February.

- June Convocation ceremonies will be scheduled ~~for~~ ***from Tuesday to Friday in*** the second full week in June ***and from Monday to Wednesday in the third week of June***.
- October Convocation ceremonies will be scheduled on the fourth Thursday and Friday in October. [If October 1 is a Friday, it will not count as week 1.]

	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Labour Day	Sept. 5	Sept. 3	Sept. 2	Sept. 1	Sept. 7
Registration	Sept. 6-7	Sept. 4-5	Sept. 3-4	Sept. 2-3	Sept. 8-9
Rosh Hashanah	Sept. 29	Sept. 17	Thurs., Sept. 5	Sept. 25	Sept. 14
First Term	Sept. 8 - Dec.7 (64 days)	Sept. 6-Dec. 5 (64 days)	**Mon.**, Sept. 9-Dec. 4 (62 days)	Sept. 4-Dec. 3 (64 days)	Sept. 10-Dec. 9 (64 days)
Thanksgiving Monday	Oct. 10	Oct. 8	Oct. 14	Oct. 13	Oct. 12
October Convocation	Oct. 27-28	Oct. 25-26	Oct. 24-25	Oct. 23-24	Oct. 22-23
Study Days	Dec. 8-9	Dec. 6-7	Dec. 5-6	Dec. 4-5	Dec. 10
Exams	Dec. 10-21 (12 days)	Dec. 8-19 (12 days)	Dec. 7-18 (12 days)	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)
Holiday	Dec. 22-Jan. 8 (18 days)	Dec. 20-Jan. 6 (18 days)	Dec. 19-Jan. 5 (18 days)	Dec. 18-Jan. 4 (18 days)	Dec. 23-Jan. 3 (12 days)
Second Term	Jan. 9-Apr. 11 (62 days)	Jan. 7-Apr. 11 (63 days)	Jan. 6-Apr. 8 (62 days)	Jan. 5-Apr. 8 (62 days)	Jan. 4 - Apr. 6 (62 days)
Family Day	Feb. 20	Feb. 18	Feb. 17	Feb. 16	Feb. 15
Reading Week	Feb. 20-24	Feb. 18-22	Feb. 17-21	Feb. 16-20	Feb. 15-19
In Absentia Convocation*	Feb. 24	Feb. 22	Feb. 28	Feb. 27	Feb. 26
Good Friday	Apr. 6	Mar. 29	Apr. 18	Apr. 3	Mar. 25
Easter Sunday	Apr. 8	Mar. 31	Apr. 20	Apr. 5	Mar. 27
Passover	Apr. 7-8	**	Apr. 15	**	Apr. 23-24
Study Day	Apr. 12-13	Apr. 12-13	Apr. 9-10	Apr. 9-10	Apr. 7-8
Exams	Apr. 14-30 (17 days)	Apr. 14-30 (17 days)	Apr. 11-30 (17 days)	Apr. 11-30 (20 days)	Apr. 9-30 (20 days)
June Convocation***	~~June 11-15~~ ***June 12-15 and 18-20***	~~June 10-14~~ ***June 11-14 and 17-19***	~~June 9-13~~ ***June 10-13 and 16-18***	~~June 8-12~~ ***June 9-12 and 15-17***	~~June 11-15~~ ***June 12-15 and 18-20***

* Application deadline for the In Absentia Convocation is January 22, or, if the deadline falls on a weekend or holiday, the next business day. No ceremony is held.
** Passover does not fall during the examination period this year. No accommodation necessary.
*** Application deadline for Spring Convocation is March 15.

8. **Final approval of the New Institutional Quality Assurance Process (IQAP) at Western**

In September 2010, SCAPA and Senate approved the establishment of two new subcommittees – SUPR-U and SUPR-G. In addition, SCAPA and Senate approved the proposed Institutional Quality Assurance Guidelines before its submission to the Provincial Quality Council.

The Quality Council approved the final version of Western's Institutional Quality Assurance Process on May 4, 2011. This document follows very closely the processes and practices already in place for introducing new programs and evaluating existing programs at both the undergraduate and graduate levels.

The full approved document is attached for information as **Appendix 2** and is posted on the Web at: http://www.uwo.ca/univsec/handbook/iqap/WesternIQAP.pdf.

An IQAP Web site and more detailed documentation about Western's Institutional Quality Assurance process will be available at a later time.

PROPOSED FRAMEWORK AGREEMENT ON THE CO-TUTELAGE OF DOCTORAL THESIS

A co-tutelage partnership will be established in which students will obtain a Doctoral degree from both institutions. The agreement applies to all fields of study common to both institutions.

MANNER OF IMPLEMENTATION

The two partner Universities, as represented by the two thesis supervisors and the administrators for graduate education, will sign an individual thesis agreement for each doctoral student who wants to start the co-tutelage of his/her doctoral thesis. This individual thesis agreement, in accordance with the provisions of the articles of this Agreement, will specify: the names of the doctoral student and of the two supervisors, which University will assume the administrative responsibility for the student, which University and department will be hosting the doctoral student, the division of the studies period between the two Universities, the health and insurance coverage of the doctoral student, details about the final examination (e.g. the composition of the board of examiners), the procedures for the award of the Degree, the safeguard of the intellectual property right and of the research results as well as any other significant issues for the co-tutelage of the doctoral thesis. The individual thesis agreement will comply with the doctoral degree requirements at both institutions.

The University of Padua will be the institution with administrative responsibility for students who initiate their studies at Padua and The University of Western Ontario will be the institution with administrative responsibility for students who initiate their studies at Western, unless the individual thesis agreement provides otherwise.

The doctoral student starting the co-tutelage scheme will be registered in both Universities, but the administrative responsibility for the student will be assumed solely by one University. The responsibility for the academic supervision of the doctoral project will be joint between the two Universities.

The tuition fees will be paid only to the University that has the administrative responsibility for the doctoral student, unless the parties have agreed to a different sharing of tuition as set out in the individual thesis agreement. The university with administrative responsibility for the student will have responsibility for providing the student with appropriate funding for the duration of the co-tutelage program, up to the maximum period of eligibility for the institution. Students must apply for admission to both institutions and must be offered admission at both institutions.

The doctoral students will carry out his or her research under the guidance of two responsible supervisors, one from each of the Universities, who must be appointed according to the regulations of each institution.

The length of time of the doctorate is up to four academic years. Students for whom the University of Padua is the institution with administrative responsibility will have three years of guaranteed funding. Students for whom the University of Western Ontario is the institution with administrative responsibility will have four years of guaranteed funding.

An individual syllabus will be prepared by the student and the two supervisors, outlining the aims and the overall objectives of the research as well as the plan of investigation to be undertaken. The doctoral student will be required to spend a period of at least 18 months (not necessarily uninterrupted) at the home University and at least 12 months (not necessarily uninterrupted) at the host University. The specific individual thesis agreement for the doctoral student will identify the scheduling of the study periods at the two Universities, with the agreement of the supervisors.

The thesis will be examined at a single thesis defense, with membership as set out in the specific individual thesis agreement. Following a successful final oral examination and submission of the final thesis document, the Università degli Studi di Padova will award the candidate the degree of Dottore di Ricerca and The University of Western Ontario will award the degree of Doctor of Philosophy (Ph.D.) in the respective discipline. Each University will deliver a diploma confirming the award of the doctoral degree, issued according to the specific regulations of each partner institution. This diploma may mention the dual degree program. The official transcripts of the degrees shall indicate the candidate's specialization or discipline, the title of the thesis, and a mention of the international dual doctorate.

The board of examiners of the doctoral thesis will be designated jointly by the two universities and will be normally be composed of: 1) one properly qualified person from the program of study of the student from each of the Universities; 2) one expert external to the two Institutions, chosen by the two supervisors and approved by both Universities and 3) one other qualified person not in the program of study but representing the University hosting the oral examination chosen by the two supervisors and approved by both Universities. The two thesis supervisors (non-voting) will also participate in the examination. The overall number of members of the board of examiners shall not normally exceed 6 persons (including the two supervisors). The exam will take place at the university with administrative responsibility for the student, unless previously agreed in the individual thesis agreement. The expenses for the members of the board of examiners will be charged to the University holding the administrative responsibility of the doctoral student.

The doctoral thesis will generally be written in English, unless previously agreed in the individual thesis agreement. A written abstract in the official languages of the two partner Universities must be provided. The doctoral thesis oral examination will be conducted in English and held at the University with administrative responsibility for the student, unless previously agreed in the individual thesis agreement.

Intellectual property and publication of research findings shall be safeguarded in accordance with the Intellectual Property Statement and details specified in the individual thesis agreement.

The Agreement will be effective from the signature date and will continue implicitly year after year until the request of termination by either party, giving not less than twelve months notice to the other party. The termination of the Agreement will not entail the forfeiture of the co-tutelage for those doctoral students who will have started their individual convention before the date of termination. Either party may request a periodic review of the operation of the agreement at any time.

Western's Institutional Quality Assurance Process

The University of Western Ontario

Approved by the Quality Council
May 4, 2011

Western's Institutional Quality Assurance Process

Table of Contents

1. Introduction 1
   1.0 Preamble 1
   1.1 Authorities 1
   1.2 Contact 2
   1.3 Overview and Scope of the Quality Assurance Framework 2
   1.4 Acronyms 2
   1.5 Definitions and Level of Approvals 3
2. New Program Approvals 8
   2.0 Preamble 8
   2.1 Evaluation Criteria 8
      2.1.1 Objectives 8
      2.1.2 Admission Requirements 8
      2.1.3 Structure 8
      2.1.4 Program Content 8
      2.1.5 Mode of Delivery 9
      2.1.6 Assessment of Teaching and Learning 9
      2.1.7 Resources for All Programs 9
      2.1.8 Resources for Graduate Programs 9
      2.1.9 Resources for Undergraduate Programs 9
      2.1.10 Quality and Other Indicators 10
   2.2 Institutional Process 10
      2.2.1 Steps 10
      2.2.2 Program Proposal Brief 11
      2.2.3 External Consultants 11
      2.2.4 External Consultants' Report 12
      2.2.5 Institutional Approval 12
      2.2.6 Quality Council Secretariat 12
      2.2.7 Announcement of New Programs 12
      2.2.8 Implementation Window 13
      2.2.9 First Cyclical Review 13
      2.2.10 Monitoring 13
      2.2.11 Final Process 13
3. Expedited Approvals 14
   3.0 Preamble 14
   3.1 Institutional Process 14
      3.1.1 Steps 14
      3.1.2 Proposal Brief 15
   3.2 Expedited Approval Process 15
   3.3 Major Modifications to Existing Programs 16
      3.3.1 Steps 17
   3.4 Annual Report to the Quality Council 17
4. Cyclical Program Reviews 18
   4.0 Preamble 18

4.1 Schedule of Reviews 18
4.2 Protocol for Cyclical Program Reviews 18
4.2.1 Steps 19
4.2.2` Self-Study 20
4.2.3 Evaluation 21
4.2.3.1 The Review Team 21
4.2.3.2 The Site Visit 22
4.2.3.3 The Report of the External Consultant and the Internal Reviewers' Summary 23
4.2.3.4 Report to SCAPA and Senate 24
4.2.3.5 Annual Report to the Quality Council 25
4.2.3.6 Accreditation Reviews 25
4.2.3.7 Western's IQAP Manual 25
4.3 Evaluation Criteria 26
4.3.1 Objectives 26
4.3.2 Admission Requirements 26
4.3.3 Program Structure and Curriculum 26
4.3.4 Assessment of Teaching and Learning 26
4.3.5 Resources for All Programs 26
4.3.6 Resources for Graduate Programs 27
4.3.7 Resources for Undergraduate Programs 27
4.3.8 Quality and Other Indicators 27
4.3.9 Quality Enhancement 27
5. Quality Council Audit Process 28

1. Introduction

1.0 Preamble

As part of its ongoing commitment to offering graduate and undergraduate programs of high quality, The University of Western Ontario has adopted the *Quality Assurance Framework* of the Ontario Universities Council on Quality Assurance. In accordance with this Framework and Western's history of commitment to quality education, the University undertakes to establish, maintain and enhance the academic quality of its programs, in keeping with its academic mission and its institutional degree expectations.

Western is a mature university with well-established processes. These processes have been effective in fostering innovation while maintaining academic excellence. The over-arching structure mandated in the *Quality Assurance Framework* has long been operational at Western, and only minor changes have been necessitated for compliance with the *Quality Assurance Framework*. Consequently, the modifications to Western's processes to create our Institutional Quality Assurance Process (IQAP) were undertaken with the explicit intent of preserving our processes known to be effective and enabling the innovation necessary in today's educational context. Our quality assurance processes reflect our commitment to excellence in undergraduate and graduate education.

1.1 Authorities

The University of Western Ontario's Senate is the ultimate authority with respect to ensuring the quality of all academic programs. The Senate Committee on Academic Policy and Awards (SCAPA) and its two subcommittees, the Senate Subcommittee on Program Review – Undergraduate (SUPR-U) and the Senate Subcommittee on Program Review – Graduate (SUPR-G), undertake the program reviews on Senate's behalf and bring all program recommendations to Senate for ultimate consideration.

The Provost and Vice-President (Academic), along with the Vice-Provost (Academic Programs & Students) and the Vice-Provost (Graduate & Postdoctoral Studies), have oversight of the undergraduate and graduate quality assurance processes. The Provost is supported by an advisory committee, the Committee on Program Review (COPR), which monitors all aspects of the program review process at Western and advises the Provost regarding compliance and effectiveness and ensures public accountability of the review outcomes. In addition, Western has an established Annual Planning Process in which the academic plans and strategic priorities of each Faculty are reviewed in relation to fiscal resources. This planning process facilitates effective monitoring of program review recommendations.

Western's Institutional Quality Assurance Process and any subsequent revisions to this process are subject to the approval of Senate and the Quality Council, on behalf of the Council of Ontario Universities.

1.2 Contact

The Provost and Vice-President (Academic) is the contact person for the Quality Council and the Council of Ontario Universities.

1.3 Overview and Scope of the Quality Assurance Framework

All undergraduate and graduate programs offered by Western and its affiliated University Colleges (Brescia University College, Huron University College, and King's University College) for which a degree is conferred or a diploma or certificate is awarded are subject to Western's IQAP. In addition, Western's IQAP includes all programs offered jointly between Western and another institution (such as collaborative programs offered by Western and Fanshawe College).

The *Quality Assurance Framework* has four components:

- **Protocol for New Program Approvals** applies to new undergraduate and new graduate programs; in addition to requiring Senate approval, new programs require review and approval by the Quality Council Appraisal Committee.

- **Protocol for Expedited Approvals** applies to the introduction of a new collaborative graduate program or graduate diploma. It also applies to collaborative undergraduate programs, such as 2 + 2 programs with Fanshawe College. Following approval by Senate, such new program or diploma proposals are submitted to the Quality Council for expedited review and approval. **Major modifications** to existing programs are approved by Senate and reported to the Quality Council.

- **Protocol for Cyclical Review of Existing Programs** applies to existing undergraduate and graduate programs and for-credit diploma programs. When possible and desirable, undergraduate and graduate program reviews can be conducted concurrently and may be scheduled to coincide with external accreditation reviews.

- **Protocol for the Audit Process** applies to an audit of Western's own Institutional Quality Assurance Process for the review of undergraduate and graduate programs. The Quality Council has the authority to approve or not approve the auditors' report. The outcome of an audit cannot reverse the approval of program.

1.4 Acronyms

COPR	Committee on Program Review
DAP	Deans' Academic Programs Committee
GEC	Graduate Education Council
IQAP	Institutional Quality Assurance Process
QC	Ontario Universities Council of Quality Assurance / Quality Council
SCAPA	Senate Committee on Academic Policy and Awards
SGPS	School of Graduate and Postdoctoral Studies
SUPR-G	Senate Subcommittee on Program Review – Graduate Programs

SUPR-U	Senate Subcommittee on Program Review – Undergraduate Programs
VP(APS)[R]	Vice-Provost (Academic Programs and Students)[Registrar]
VP(SGPS)	Vice-Provost (School of Graduate and Postdoctoral Studies)

1.5 Definitions and Level of Approvals

Definitions		
	Graduate	**Undergraduate**
Certificate Program	• Not offered at the graduate level.	• A structured set of courses specified by a Department, Faculty or Affiliated University College to allow students to acquire a specific set of skills or competencies. • May be pursued concurrently with, or subsequent to, the completion of a Bachelor's degree. • Should be awarded when the following criteria are met: 1. normally a pre-degree program; 2. normally requiring up to the equivalent of one calendar year or more to complete; and 3. normally consisting of a minimum of 3.0 courses, frequently in combination with a certificate-credit component.
Collaborative / Joint Program	• A multidisciplinary or interdisciplinary experience offered to students enrolled in one of a number of participating existing graduate programs. • Students are registered in the participating degree program, meeting the requirements of the participating program as well as those of the collaborative program.	• A 2 + 2 (or similar) program with a community college or with another university.
Diploma Program	• A structured set of courses specified by a Program to allow students to acquire a set of skills or competencies. • For-credit diploma program that meets one of the following specifications: ▪ **Type 1:** Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs. ▪ **Type 2:** Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification. ▪ **Type 3:** A stand-alone, direct-entry program, generally developed by a unit already offering a related master's or	• A structured set of courses specified by a Department, Faculty or Affiliated University College to allow students to acquire a specific set of skills or competencies. • Normally post-graduate programs. • Should be awarded when the following criteria are met: 1. normally a post-degree program; 2. normally requiring the equivalent of one calendar year or more to complete; and 3. normally consisting of a minimum of 5.0 courses.

	doctoral degree, and designed to meet the needs of a particular clientele or market.	
Field	• An area of strength, specialization or concentration within a program that is approved through the review process.	• Not offered at the undergraduate level.
Major Modification	• A significant change in program requirements, which may include: o a significant change to the learning outcome(s) of the program ▪ a significant change to the learning outcome(s) is one that changes, broadens or limits the subsequent career or educational opportunities of the graduates (e.g., a master's program currently aimed at educating doctoral program-bound graduates revises its curriculum to yield master's graduates with practical experience in applied areas directly relevant to professional careers) o elimination, introduction, or replacement of a thesis requirement o introduction of a course-based option o replacement of a course-requirement with a practical or experiential requirement o creation, deletion or renaming of a field.	• Introduction of new module (honors specialization, specialization, or major) that comprises primarily existing courses and that is offered with existing faculty expertise and resources. • Introduction of a new diploma or certificate program. • Any change to an existing program that affects the learning outcome(s) of the program. o a significant change to the learning outcome(s) is one that changes, broadens or limits the subsequent career or educational opportunities of the graduates. • Any change that is considered more substantive than what is appropriate for Western's Deans Academic Process (DAP) for review and approval.
Minor Revision	• A change to the content or title of a course. • A change that does not affect the program requirements or learning outcomes.	• Submissions to DAP (the Deans' Academic Programs Committee or "Virtual Committee" of SCAPA), which: ▪ revise a module or program ▪ introduce, revise or withdraw a course ▪ change the weight of a 1.0 (full) course to a 0.5 (half) course, or vice versa. (This is done by withdrawing one course and introducing a new one in its place with a new number. The former course is listed as an antirequisite.) ▪ change the essay designation on a course, e.g., A/B to F/G or vice versa ▪ delete, change, or add an antirequisite, prerequisite or corequisite • Minor course changes include: ▪ changes to titles or descriptions of courses which do not substantively change the course content ▪ changes to course hours • Introduction of a new module that has requirements and learning outcomes substantially the same as an existing module.
Module	• Not offered at the graduate level.	• A structured set of courses specified by a Department, Faculty or Affiliated University

		College to fulfill the requirements of an Honors Specialization, Specialization, Major or Minor. Modules are the central components that determine the disciplinary character of a Degree. Students can combine different modules from different subjects, departments and Faculties to construct individualized, interdisciplinary degrees. • **Honors Specialization module**: ▪ Comprised of 9.0 or more courses designated by a Department, Faculty or Affiliated University College; available only in an Honors Bachelor Degree (Four-Year). • **Specialization module**: ▪ Comprised of 9.0 or more courses designated by a Department, Faculty or Affiliated University College; available only in a Bachelor Degree (Four-Year). • **Major module**: ▪ Comprised of 6.0 or 7.0 courses designated by a Department, Faculty or Affiliated University College. This module is available in the Bachelor Degree (Four-Year), the Bachelor Degree (Three-Year), and the Honors Bachelor Degree (Four-Year). • **Minor module**: ▪ Comprised of 4.0 or 5.0 courses designated by a Department, Faculty or Affiliated University College. A degree with a single Minor is not available. A Minor may be combined with another Minor in a Bachelor Degree (Three-Year) or a Minor module may be taken as an additional module within the Honors Bachelor Degree (Four-Year), the Bachelor Degree (Four-Year), or the Bachelor Degree (Three-Year).
New Program	• Any degree or program currently approved by Senate which has not bee previously approved by the Quality Council or its predecessor. • A "new program" is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing program offered at Western. • A new master's of doctoral program (e.g., introduction of a PhD Program in Film Studies). • A new professional master's program in an	• Any degree, degree program, or specialization currently approved by Senate which has not bee previously approved by the Quality Council or its predecessor. • A "new program" is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing program offered at Western. • A new program is a program consisting primarily of new courses offered predominantly by new faculty members who are recruited to provide the program area

	area where Western already has a thesis/research-based master's program (e.g., introduction of a MA in Professional Writing).	expertise previously lacking at Western. In addition to the need for new faculty members, new programs also require additional resources, such as space and library collections. • A new program could be: ▪ A new degree program (e.g., BHSc – Bachelor of Health Science). ▪ A new disciplinary program (e.g., BSc in Oceanography). ▪ A new module, if the module has requirements and learning outcomes that are substantially different from those of any existing module.

Western's Institutional Quality Assurance Process
Levels of Approval

Program / Review		Internal Reviewers	External Consultants	SUPR-U	SUPR-G	SCAPA	Senate	Quality Council
New Program (New Graduate Program; New Undergraduate Degree Program or Disciplinary Program)	Graduate	2	2	-	for recommendation	for approval	for approval	for approval
	Undergraduate	2	1	for recommendation	-	for approval	for approval	for approval
Periodic Appraisal (All existing Graduate & Undergraduate Programs)	Graduate	2	2	-	for recommendation	for approval	report	report
	Undergraduate	2	1	for recommendation	-	for approval	report	report
Expedited Review (Graduate: New Collaborative Program, New Diploma; Undergraduate: New Collaborative Program or 2+2 with community college or other university)	Graduate	2	-	-	for recommendation	for approval	for approval	for approval
	Undergraduate	2	-	for recommendation		for approval	for approval	for approval
Major Modification (Change in Graduate Program Requirements, Change in Field(s); Introduction of Undergraduate Diploma or Certificate; Introduction of Undergraduate Module)	Graduate	-	-	-	for recommendation	for approval	for approval	report
	Undergraduate	-	-	for recommendation	-	for approval	for approval	report

SUPR-U Senate Subcommittee on Undergraduate Program Review
SUPR-G Senate Subcommittee on Graduate Program Review
SCAPA Senate Committee on Academic Policy and Awards

2. New Program Approvals

2.0 Preamble

Proposals for all new undergraduate and graduate programs, regardless of whether or not the University will be applying for provincial funding, require review and approval by Western's Senate and must be approved by the Quality Council.

2.1 Evaluation Criteria

2.1.1 Objectives

a) consistency of the program with Western's mission, values, strategic priorities, and academic plans;
b) clarity and appropriateness of the program's requirements and associated learning outcomes in relation to the undergraduate degree level expectations or the graduate level degree expectations;
c) appropriateness of the degree nomenclature.

2.1.2 Admission Requirements

a) appropriateness of the program's admission requirements for the learning expectations established for the program;
b) sufficient explanation of alternative or additional requirements, if any, beyond the minimum standards of the University, Faculty, or School.

2.1.3 Structure

a) appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations;
b) for graduate programs, a clear rationale for the program length that ensures that the program requirements can reasonably be met within the proposed time period (with a maximum of 6 terms for master's programs and 12 terms for doctoral programs).

2.1.4 Program Content

a) how the curriculum addresses the current state of the discipline or field of study;
b) identification of any unique curriculum or program innovations or creative components;
c) for research-focused graduate programs, indication of the nature and appropriateness of the major research requirement;
d) for graduate programs, indication that at least two thirds of the course requirements are graduate level.

2.1.5 Mode of Delivery

Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and degree level expectations.

2.1.6 Assessment of Teaching and Learning

a) appropriateness of the proposed methods for the assessment or student achievement of the intended learning outcomes and degree level expectations;
b) completeness of plans for documenting and demonstrating the level of performance of students, consistent with OCAV's statement of degree level expectations.

2.1.7 Resources for All Programs

a) adequacy of the academic unit's planned use of existing human, physical, and financial resources, and any institutional commitment to supplement those resources, to the support the program;
b) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program;
c) evidence that there are adequate resources to support the quality of scholarship and research activity expected of the undergraduate or graduate students, including:
    i. library resources and support,
    ii. information technology,
    iii. laboratory resources and access.

2.1.8 Resources for Graduate Programs

a) evidence that faculty have the scholarly/research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an intellectual climate;
b) for research-based graduate programs, evidence that financial support for students will be sufficient to ensure adequate quality and numbers of students;
c) evidence of appropriate instruction and supervisory qualifications and capacity.

2.1.9 Resources for Undergraduate Programs

a) evidence of, or planning for, adequate numbers of faculty and staff to achieve the goals of the program;
b) plans and commitment to provide the necessary resources as needed to implement the program;
c) planned or anticipated class sizes;
d) opportunities for, and supervision of, experiential learning (if required);
e) the role of adjunct or part-time faculty.

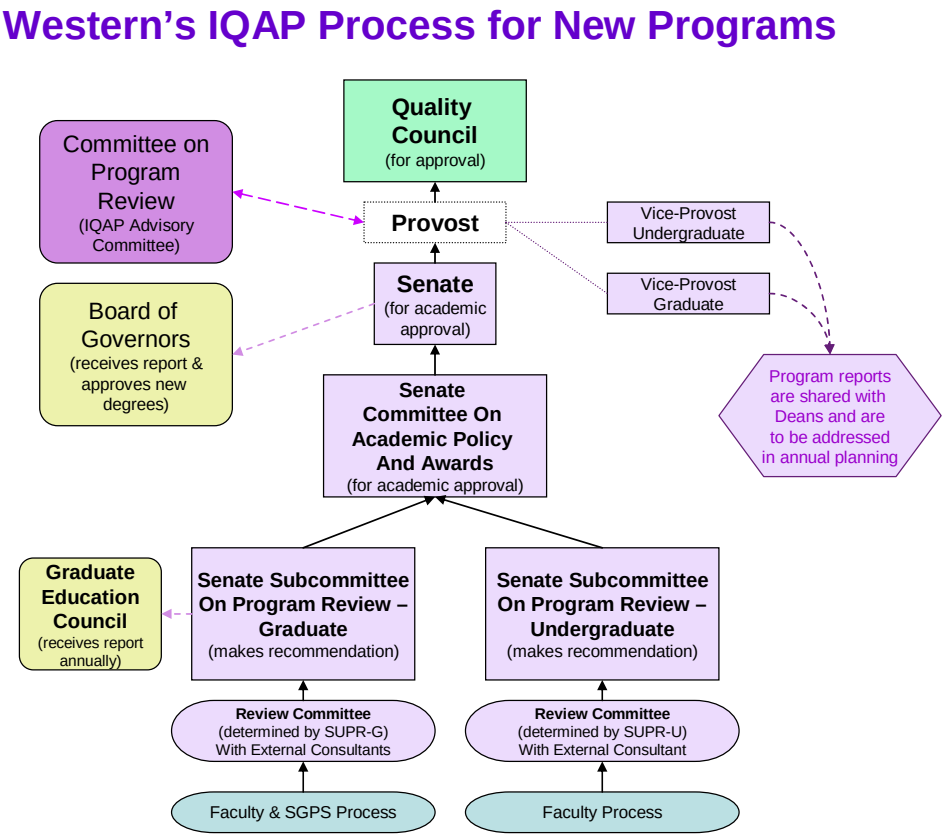
2.1.10 Quality and Other Indicators

a) indicators that provide evidence of quality of the faculty (e.g., qualifications, research impact, teaching effectiveness, innovation, scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program);

b) evidence of a program structure and faculty research/scholarly achievement that will ensure the intellectual/scholarly quality of the student experience.

2.2 Institutional Process

2.2.1 Steps



1. The proposal is developed by the academic unit and subject to the Faculty's internal approval process. The new program proposal is identified in the Faculty's annual planning document.
2. The proposal for a new program is received by SUPR-U / SUPR-G; SUPR-U / SUPR-G appoints internal reviewers and external consultant(s) to review the proposal and conduct a site visit. The external consultant(s) submits a written report of the review; the internal reviewers prepare a summary report of the review for SUPR-U / SUPR-G.

3. On the basis of the external consultants' report, the academic unit's response to the report, and the internal reviewers' summary, SUPR-U / SUPR-G makes a recommendation to SCAPA.
4. SCAPA reviews the report of SUPR-U / SUPR-G and makes a recommendation to Senate.
5. Senate approves the new program.
6. Provost's Office submits the proposal to the Quality Council for approval.
7. The proposal is submitted to the Ministry of Training, Colleges, and Universities for funding purposes.
8. The new program is monitored by the University through the annual planning process.
9. The first cyclical review occurs within 8 years of the first enrolment into the program.

2.2.2 Program Proposal Brief

For proposed new graduate programs, academic units must submit a completed "Notification of Proposed New Program or Modification to Current Program" form to the School of Graduate and Postdoctoral Studies. Following review of the notification and discussion of the proposed program with the Vice-Provost (Graduate & Postdoctoral Studies), the unit must prepare a New Program Proposal Brief for review conducted by SUPR-G.

For proposed new undergraduate programs, academic units must prepare a "Form for Submission of a New Program" for review by SUPR-U.

2.2.3 External Consultants

All proposals for new programs will be subject to review by external consultants. For new undergraduate programs, one external consultant will be chosen by the Chair of SUPR-U in consultation with the Vice-Provost (Academic Programs & Students). In addition to reviewing the program brief, the consultant will normally conduct an on-site review, accompanied by two internal reviewers selected by SUPR-U. Subject to approval of the Provost, a desk audit or video-conference method may be undertaken if decided by the external consultant.

For new graduate programs, two external consultants will be chosen by the Chair of SUPR-G in consultation with the Vice-Provost (Graduate & Postdoctoral Studies). In addition to reviewing the program brief, the consultants will conduct an on-site review, accompanied by two internal reviewers selected by SUPR-G.

Consultants will normally be associate or full professors, preferably with some program administration experience, and must be at "arms length" from the program under review. "Arms length" reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed. A conflict of interest would exist in cases where the proposed consultant has collaborated or published with a member of the program within the past 7 years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past 7 years, is a former member of the

program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past 5 years) visiting professor in the program being reviewed.

2.2.4 External Consultants' Report

For undergraduate programs, the external consultant will provide a report that appraises the standards and quality of the proposed program and addresses the criteria in 2.2. The consultant will be instructed to submit the report to the Chair of SUPR-U within two weeks of the on-site visit.

For graduate programs, the external consultants will normally provide a joint report appraising the standards and quality of the proposed program and addressing the criteria in 2.2. The consultants will be instructed to submit their report to the Chair of SUPR-G within two weeks of the on-site visit.

In addition to addressing the evaluation criteria (as described in Section 2.1), the external consultant(s) will also be invited to comment on any innovative aspects of the proposed program and to recommend any modifications for improvement.

The report of the external consultant(s) will be shared with the relevant Dean(s) and Chair(s) or Director(s) of the proposing academic unit(s) and their response to the report will be requested. In addition, the report will be shared with the Vice-Provost (Academic Programs and Students) or the Vice-Provost (Graduate and Postdoctoral Studies), who may also provide a written response.

2.2.5 Institutional Approval

SUPR-U / SUPR-G will review the proposal, the report of the external consultant(s), the academic unit's response to the report, and the summary of the internal reviewers relative to the criteria in Section 2.1 and will make a recommendation regarding approval to the Senate Committee on Academic Policy and Awards (SCAPA). SCAPA will review the recommendation from SUPR-U / SUPR-G and will recommend the new program to Senate for approval.

2.2.6 Quality Council Secretariat

Following Senate's approval of the new program, the New Program Proposal Brief (for a graduate program) or the Form for Submission of a New Program (for an undergraduate program), along with the report of the external consultant(s) and the academic unit's response, and the summary of the internal reviewers, will be submitted to the QC from the Office of the Provost and Vice-President (Academic).

2.2.7 Announcement of New Programs

Following submission to the QC, the University may announce its intent to offer the new program. The University will clearly indicate that the approval of the QC is pending and that no offers of admission will be made until the program has received the approval of the QC.

2.2.8 Implementation Window

After a new program is approved by the QC to commence, the program will begin within 36 months of the approval date; otherwise, approval will lapse.

2.2.9 First Cyclical Review

The first cyclical review of the program will be conducted no more than 8 years after the date of the program's initial enrolment and normally in accordance with Western's program review schedule.

2.2.10 Monitoring

The program will be monitored through the Annual Planning Process. A section of the Faculty's annual planning document will be devoted to commenting on progress of the new program.

2.2.11 Final Process

Western will undergo an audit process conducted by the Audit Committee of the Quality Council. At least one of the undergraduate and one of the graduate programs selected for the audit sample will be a new program or a major modification to an existing program approved within the period since the previous audit. The audit cannot reverse the approval of a program.

3. Expedited Approvals

3.0 Preamble

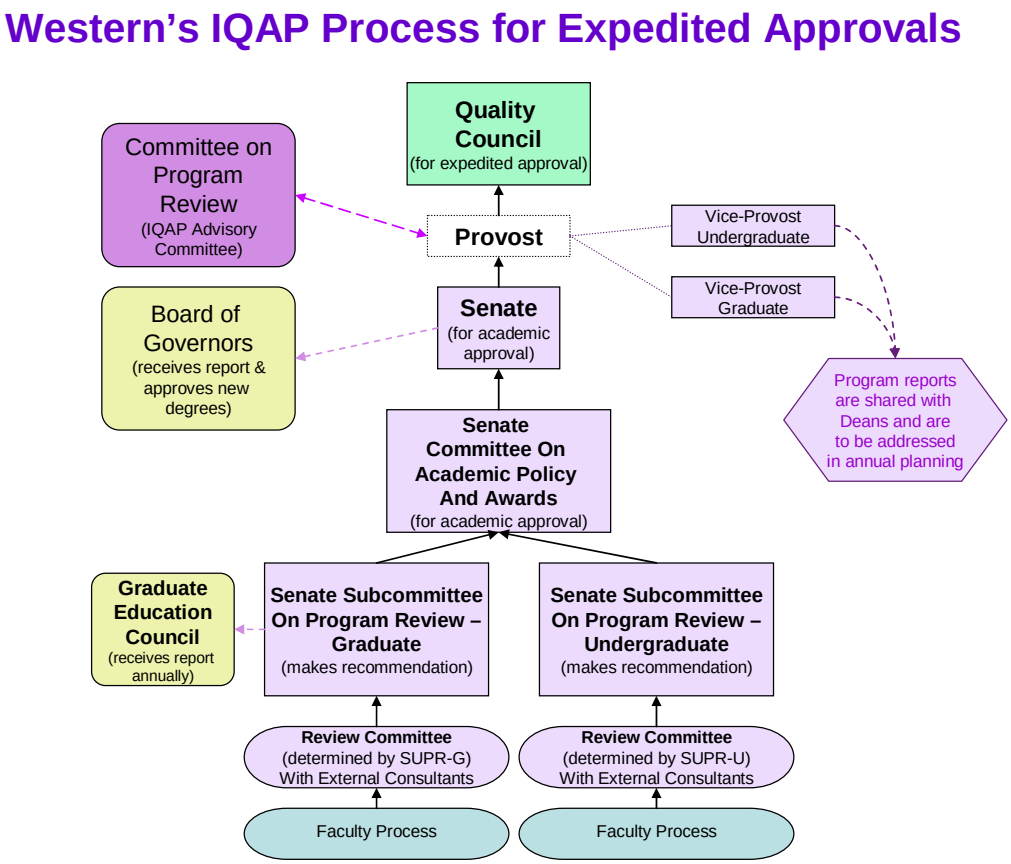
The process for Expedited Approvals will apply when:

a) proposing a new undergraduate collaborative or 2 + 2 program (with a community college or other university);
b) proposing a new graduate collaborative program;
c) proposing a new graduate for-credit diploma.

The expedited proposal process does not require external consultants.

3.1 Institutional Process

3.1.1 Steps



1. The proposal is developed by the academic unit and subject to the Faculty's internal approval process. The proposal is identified in the Faculty's annual planning document.

2. The proposal is received by SUPR-U / SUPR-G; SUPR-U / SUPR-G appoints internal reviewers to review the proposal. The internal reviewers prepare a summary report of the review for SUPR-U / SUPR-G.
3. On the basis of the internal reviewers' summary, SUPR-U / SUPR-G makes a recommendation to SCAPA.
4. SCAPA reviews the report of SUPR-U / SUPR-G and makes a recommendation to Senate.
5. Senate approves the new program.
6. Provost's Office submits the proposal to the Quality Council for approval.
7. The proposal is submitted to the Ministry of Training, Colleges, and Universities for funding purposes.
8. The new program is monitored by the University through the annual planning process.
9. The first cyclical review occurs within 8 years of the first enrolment into the program.

3.1.2 Proposal Brief

The proposal brief will describe the new program, diploma or field including, as appropriate, reference to learning outcomes and the academic unit's resources. The proposal will provide rationale for the new program, diploma or field and will include the following criteria, as applicable:

- Objectives
- Admission requirements
- Program structure
- Program content
- Mode of delivery
- Assessment of teaching and learning
- Resources
- Quality and other indicators

3.2 Expedited Approval Process

Once Senate approval has been obtained, the proposal brief will be submitted by the Provost to the Quality Council Appraisal Committee for consideration. The QC Appraisal Committee will determine:

a) that Western can proceed with the proposed new program/diploma/field; or
b) that further consultation with Western is required.

Within 45 days of receipt of a final and complete submission from Western, the Executive Director of the QC will report the outcome of the expedited approval process to the Provost and to the QC.

3.3 Major Modifications to Existing Programs

Major modifications to existing programs include one or more of the following:

a) Introduction of a new undergraduate module (honors specialization, specialization, major, or minor) that comprises primarily existing courses and that is offered with existing faculty expertise and resources (**Note**: if the proposed module has requirements and learning outcomes that are substantially different from those of any existing module, it must be reviewed as a New Program).

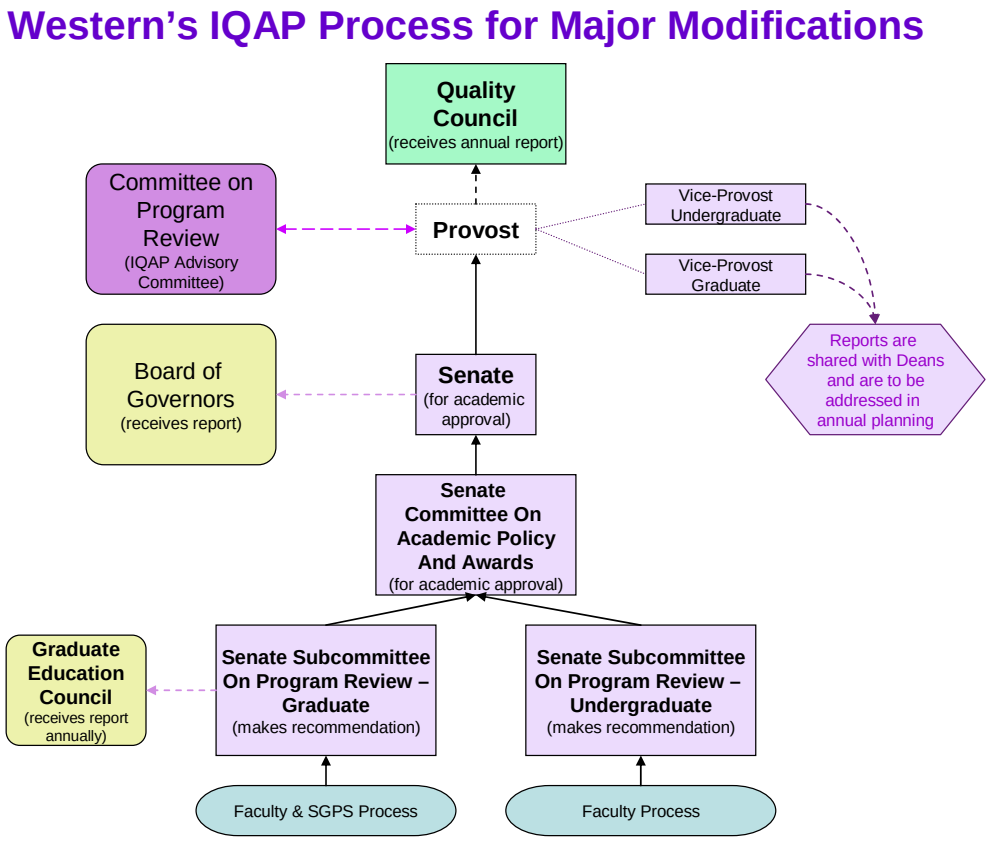
b) a change in program requirements that differ significantly from those existing at the time of the previous cyclical review or the introduction of the program, including, for example:
   - the merger or two or more existing programs
   - the introduction of a combined program option
   - the introduction or deletion of a thesis requirement
   - the introduction or deletion of a laboratory requirement
   - the introduction or deletion of a practicum, work-experience, internship, or portfolio requirement
   - creation, deletion or renaming of a field in a graduate program;

c) changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program;

d) significant changes to the faculty engaged in delivering the program and/or to the essential physical resources, including, but not limited to changes in the mode of delivery of the program; examples may include:
   - introduction of an existing program at an additional site
   - introducing a on-line version of an existing program
   - introducing a part-time option in an existing full-time graduate program.

The list above is not intended to be inclusive and it may, at times, be difficult to determine whether or not a proposed change constitutes a "significant change". In such situations, SUPR-U / SUPR-G will serve as the arbiter in determining whether a proposed change constitutes a major modification or a minor change. In addition, SUPR-U / SUPR-G may, at its discretion, request that the Quality Council review a major modification proposal through the Expedited Approval process.

3.3.1 Steps



1. The proposal is developed by the academic unit and subject to the Faculty's internal approval process.
2. The proposal is received by SUPR-U / SUPR-G; SUPR-U / SUPR-G makes a recommendation to SCAPA.
3. SCAPA reviews the recommendation of SUPR-U / SUPR-G and makes a recommendation to Senate.
4. Senate approves the proposed modifications.
5. Provost's Office includes the major modification in an annual report to the Quality Council for approval.

3.4 Annual Report to the Quality Council

All major modifications to existing programs that were approved through Western's internal review and approval process will be included in an Annual Report to the QC, submitted by the Office of the Provost and Vice-President (Academic).

4. Cyclical Program Reviews

4.0 Preamble

Western's protocol for Cyclical Program Reviews has 5 principal components:

a) the self-study;
b) external evaluation (including site-visit) with a report, and internal responses from the academic unit and Dean to the report;
c) institutional evaluation of the self-study and the external evaluation contributing to recommendations for program quality improvement;
d) recommendations for improvement and plans for implementing recommendations;
e) ongoing monitoring of implementation plans through the Annual Planning Process.

4.1 Schedule of Reviews

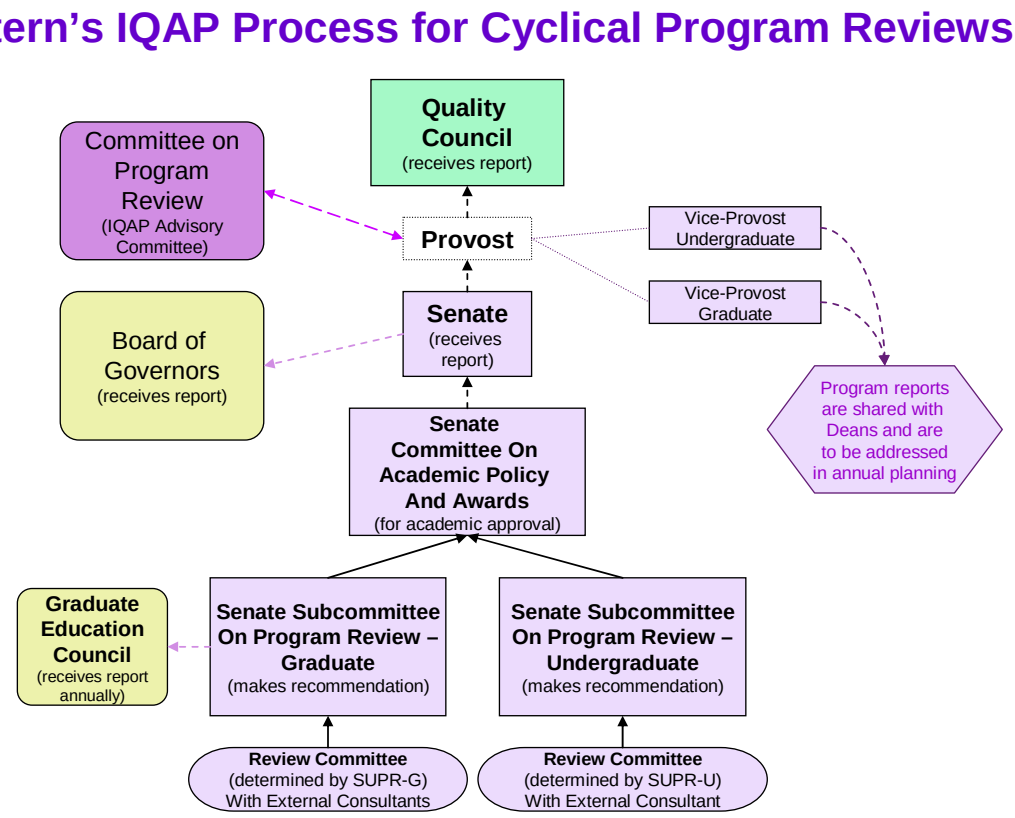
A schedule of cyclical program reviews that includes all of Western's undergraduate and graduate programs is included in **Appendix 1**. The schedule ensures that the period between reviews does not exceed 8 years. The schedule is designed to allow the undergraduate and graduate programs within an academic unit to be reviewed concurrently; however, although the reviews will occur concurrently, they will normally undergo separate review processes with different external consultants.

The review schedule includes all collaborative, joint, and interdisciplinary programs. In addition, the programs offered by Western's affiliated university colleges are included in the schedule. Joint programs that involve more than one institution will identify a lead institution to prepare the self-study document, consulting and obtaining relevant input from all participating institutions.

4.2 Protocol for Cyclical Program Reviews

The Provost and Vice-President (Academic) is responsible for Cyclical Program Reviews and for reporting their outcomes to the QC. In the review of undergraduate programs, the Provost is supported by the Vice-Provost (Academic Programs and Students). In the review of graduate programs, the Provost is supported by the Vice-Provost (Graduate and Postdoctoral Studies). The Committee on Program Review advises the Provost on all matters related to undergraduate and graduate program review.

4.2.1 Steps



1. The self-study brief is developed by the program with support from the School of Graduate and Postdoctoral Studies (for graduate programs) or from Institutional Planning (for undergraduate programs).
2. The brief is received by SUPR-U / SUPR-G; SUPR-U / SUPR-G appoints internal reviewers and external consultant(s) to review the brief and conduct a site visit. The external consultant(s) submits a written report of the review; the internal reviewers prepare a summary report of the review for SUPR-U / SUPR-G.
3. On the basis of the external consultants' report, the academic unit's response to the report, and the internal reviewers' summary, SUPR-U / SUPR-G submits a final assessment report to SCAPA (and shares this report with the program and Dean). This report includes acknowledgement of program innovations and recommendations for program improvements.
4. SCAPA reviews the report of SUPR-U / SUPR-G and makes an executive report to Senate.
5. The Provost, through the Vice-Provosts, ensures that recommendations for improving the program and a plan for their implementation are shared with the Dean of the program's Faculty.

6. Provost's Office includes the outcome of the cyclical review in the annual report to the Quality Council.
7. Implementation of the recommended improvements is monitored by the University through the Annual Planning Process.

4.2.2 Self-Study

The self-study will comprise a broad, reflective, critical and forward-looking analysis of the program. It will reflect the involvement and consultation of faculty, staff and students of the program being reviewed, and it will include data on university recognized indicators. In large part, these data will be provided by, or corroborated by, the School of Graduate and Postdoctoral Studies (for graduate programs) or Institutional Planning (for undergraduate programs).

The self-study document will address:

- Objectives of the program;
- Program regulations;
- Consistency of the program's learning outcomes with the University's mission and with degree level expectations, and how the program's graduates achieve those outcomes;
- Fields of specialization (for graduate programs with fields);
- Special matters and/or innovative features of the program;
- Concerns or matters raised in the previous review of the program;
- Program-related data and measures of performance, where applicable and available;
- Financial support for students (as applicable for graduate programs);
- Areas for improvement identified through the self-study;
- Opportunities for enhancement;
- Academic services and resources that contribute to the academic quality of the program, including library resources and support;
- Enrolments, graduations, and withdrawals;
- Employment or subsequent academic pursuits of graduates;
- Publications of current students and recent graduates (for graduate programs);
- How faculty, staff, and students were included in the self-study;
- Indicators relevant to the evaluation criteria (as identified in Section 4.3);
- The integrity of the data included.

Where appropriate, input of others deemed to be relevant may be included in the self-study brief. For example, input from graduates of the program, professionals, industry representatives, and employers may be included.

The Vice-Provost (Academic Programs and Students), or his/her delegate, will review and approve the self-study report for undergraduate programs undergoing cyclical review. The Vice-Provost (Graduate and Postdoctoral Studies), or his/her delegate, will review and approve the self-study report for graduate programs undergoing cyclical review.

4.2.3 Evaluation

4.2.3.1 The Review Team

The evaluation will include internal and external reviewers. For undergraduate cyclical program reviews, the review team will normally include:

a) one faculty member internal to Western, but not a member of the academic unit under review;
b) one undergraduate student who is not from the program being reviewed;
c) one faculty member external to Western.

For graduate cyclical program reviews, the review team will normally include:

a) one faculty member internal to Western, but not a member of the academic unit under review;
b) one undergraduate student who is not from the program being reviewed;
c) two faculty members external to Western.

The faculty member internal to Western and the student comprise the internal reviewers. The Chair of SUPR-U or SUPR-G may invite additional discretionary members of the Review Team if circumstances warrant.

All members of the review team will be at "arm's length" from the program under review. Internal reviewers will not be from the program being reviewed. Additional conflicts of interest may include family ties, partnership ties, supervisory relations or other types of relationships with individuals in the program being reviewed. Any such relationships must be declared to determine the potential for conflict of interest. The Chair of SUPR-U / SUPR-G, in consultation with the Provost, will evaluate the potential for conflict of interest.

External consultants will normally be associate or full professors, preferably with some program administration experience, and must be at "arms length" from the program under review. "Arms length" reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed. A conflict of interest would exist in cases where the proposed consultant has collaborated or published with a member of the program within the past 7 years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past 7 years, is a former member of the program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past 5 years) visiting professor in the program being reviewed.

The Chair of SUPR-U / SUPR-G will appoint the internal reviewers. For undergraduate program reviews, the faculty member internal reviewer will be a member of SUPR-U. For graduate program reviews, the faculty member internal reviewer will be a member of SUPR-G. Student members of the review teams will be selected from a list of student volunteers and student members of SUPR-U / SUPR-G.

For undergraduate programs, the Chair of SUPR-U, in consultation with the Vice-Provost (Academic Programs and Students), will select the external consultant from the list of potential consultants provided by the program. For graduate programs, the Chair of SUPR-G, in consultation with the Vice-Provost (Graduate and Postdoctoral Studies), will select the external consultants from the list of potential consultants provided by the program.

All members of the Review Team will receive the program's self-study. In addition, they will be provided with a volume containing the CVs of all of the full-time faculty members in the program under review.

The Chair of SUPR-U / SUPR-G has the responsibility to ensure that the Review Team will:

a) understand it role and obligations;
b) identify and commend the program's notably strong and creative attributes;
c) describe the program's strengths, areas for improvement, and opportunities for enhancement;
d) recommend specific steps to be taken to improve the program, distinguishing between those that the program can itself take and those that require external action;
e) recognize the University's autonomy to determine priorities for funding, space, and faculty allocation;
f) respect the confidentiality required for all aspects of the review process.

These expectations will be shared with the Review Team in the form of written instructions and through face-to-face meetings.

4.2.3.2 The Site Visit

For undergraduate programs, the site visit will be arranged by the Office of the Vice-Provost (Academic Programs and Students) in collaboration with the academic unit. The visit will normally be for one full day. The internal reviewers will participate with the external consultant in all aspects of the site visit. The visit will include meetings with:

- the Vice-Provost (Academic Programs and Students) [Registrar], at the beginning of the site visit
- the Vice-Provost (Academic Planning, Policy and Faculty)
- the University Librarian and/or Assistant/Associate University Librarian
- the Dean and/or Associate Dean of the program undergoing review
- the Undergraduate Chair of the program undergoing review
- the Department/School Chair or Director of the program undergoing review
- faculty members of the program undergoing review
- undergraduate students of the program undergoing review
- support staff of the program undergoing review.

For graduate programs, the site visit will be arranged by the Office of the Vice-Provost (Graduate and Postdoctoral Studies) in collaboration with the program. The visit will normally

be for two days and the internal reviewers will participate with the external consultants in all aspects of the site visit. The visit will include meetings with:

- the Vice-Provost (Graduate & Postdoctoral Studies) and/or the Associate Vice-Provost (Graduate & Postdoctoral Studies), at the beginning of the site visit and again at the end of the site visit
- the Vice-Provost (Academic Planning, Policy and Faculty)
- the Vice-President (Research & International Relations)
- the University Librarian and/or Assistant/Associate University Librarian
- the Dean and/or Associate Dean of the program undergoing review
- the Graduate Chair of the program undergoing review
- the Department/School/Centre Chair or Director of the program undergoing review
- faculty members of the program undergoing review
- graduate students of the program undergoing review
- support staff of the program undergoing review.

For both undergraduate and graduate reviews, the review team will be free to seek information from other sources and to suggest other individuals and groups with whom to meet during the site visit.

4.2.3.3 The Report of the External Consultant and the Internal Reviewers' Summary

For undergraduate programs, the external consultant will provide a report that appraises the standards and quality of the program and addresses the evaluation criteria in Section 4.3. The consultant will be instructed to submit the report to the Chair of SUPR-U within two weeks of the on-site visit.

For graduate programs, the external consultants will normally provide a joint report appraising the standards and quality of the program and addressing the evaluation criteria in Section 4.3. The consultants will be instructed to submit their report to the Chair of SUPR-G within two weeks of the on-site visit.

The report of the external consultant(s) will be shared with the relevant Dean(s) and unit/program Chair(s) or Director(s) and their response to the report will be requested. In addition, the report will be shared with the Vice-Provost (Academic Programs and Students) or the Vice-Provost (Graduate and Postdoctoral Studies), who may provide a written response. The response of the Dean(s) and/or Chair(s)/Director(s) will comment on:

a) the plans and recommendations proposed in the self-study;
b) the recommendations advanced in the report of the external consultant(s);
c) the program's response to the report of the external consultant(s).

and will describe:

d) any changes in organization, policy or governance that would be necessary to meet the recommendations;

e) the resources, financial and otherwise, that would be provided in supporting the implementation of selected recommendations; and
f) a proposed timeline for the implementation of any of those recommendations.

The internal reviewers will prepare a summary of the onsite visit, the report of the external consultant(s), and the response(s) to the report; this summary will constitute a draft of the final assessment report that SUPR-U / SUPR-G will submit to SCAPA. SUPR-U / SUPR-G will receive the summary, in addition to the report of the external consultant(s) and the response(s) to the report. The internal reviewers' summary will:

a) identify significant strengths of the program;
b) identify opportunities for program improvement and enhancement;
c) prioritize recommendations for implementation; and
d) include an executive summary suitable for publication on the University's website (the report may also contain a confidential section).

4.2.3.4 Report to SCAPA and Senate

SUPR-U and SUPR-G are subcommittees of Western's Senate; they report directly to the Senate Committee on Academic Policy and Awards (SCAPA). SUPR-U / SUPR-G will review the report of the external consultant(s), the response(s) to the report, and the summary of the internal reviewers. SUPR-U / SUPR-G may consult with the Vice-Provost (Academic Programs and Students), the Vice-Provost (Graduate and Postdoctoral Studies), or the Provost in its evaluation of a program's review. SUPR-U / SUPR-G will recommend to SCAPA a final assessment report that identifies:

a) recommendations to be addressed;
b) who is responsible for acting on the recommendations;
c) what resources are implicated in the recommendations and who has responsibility for these resources; and
d) the timeline for implementing recommendations.

SCAPA will review the final assessment report from SUPR-U / SUPR-G. SCAPA may seek clarification or additional information from SUPR-U / SUPR-G prior to acceptance of the report. The final assessment report, exclusive of any confidential information, will be provided to the program and to the Dean(s) responsible for the program. A copy of the final assessment report will also be sent to the Quality Council. Implementation of the recommendation included in the report will be monitored through the Faculty Annual Planning Process where Deans will be required to report on steps taken to address the recommendations in the final report. SCAPA will report an executive summary of the final assessment and recommendations to Senate.

Following Senate's receipt of the executive summary of the final assessment, the University Secretatiat's office will post the executive summary of the review on the University's webpage. Implementation of the recommendations resulting from the review will be monitored through the Annual Planning Process.

The Provost, in consultation with the University Secretariat, the Vice-Provost (Academic Programs and Students), the Vice-Provost (Graduate and Postdoctoral Studies), and the Faculty Deans, will determine to what extent the public will have access to:

- the information made available for the self-study;
- the self-study report;
- the report of the external consultant(s);
- the responses to the report of the external consultant(s); and
- the summary of the internal reviewers.

4.2.3.5 Annual Report to the Quality Council

Western will provide an annual report to the QC that includes the executive summary of the final assessment for all cyclical program reviews conducted during the year, as well as all major modifications approved by Senate during the year.

4.2.3.6 Accreditation Reviews

Cyclical program reviews may be scheduled to coincide with accreditation reviews. The normal period between reviews may be shortened to allow a program's cyclical review to coincide with an accreditation review; however, synchronization of the cyclical review and accreditation review will only be permitted in cases where the maximum period between cyclical reviews does not exceed 8 years.

Although cyclical program reviews may be scheduled to coincide with accreditation reviews, accreditation reviews will not take the place of cyclical reviews. A cyclical program review will normally be conducted in addition to the accreditation review to ensure full consideration of all aspects of the cyclical review.

4.2.3.7 Western's IQAP Manual

Western has prepared an institutional manual that describes our processes and committee structures and mandates in detail. The manual includes instructions for external consultants and internal reviewers. Templates for proposal briefs and review briefs are also included in the manual. The manual:

- provides guidance on the conduct of rigorous, objective and searching self-studies;
- establishes the criteria for the nomination and selection of arm's length external reviewers;
- identifies responsibilities for the collection, aggregation and distribution of institutional data and outcome measures required for self-studies;
- specifies the format required for the self-study and review reports; and
- sets out the institutional cycle for the conduct of graduate and undergraduate program reviews.

4.3 Evaluation Criteria

4.3.1 Objectives

a) consistency of the program with Western's mission, values, strategic priorities, and academic plans;
b) clarity and appropriateness of the program's requirements and associated learning outcomes in relation to the undergraduate degree level expectations or the graduate level degree expectations.

4.3.2 Admission Requirements

Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

4.3.3 Program Structure and Curriculum

a) how the curriculum addresses the current state of the discipline or field of study;
b) identification of any unique curriculum or program innovations or creative components;
c) mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective;
d) for research-focused graduate programs, evidence that the nature of the major research requirement is appropriate;
e) for graduate programs, evidence that at least two thirds of the course requirements are graduate level;
f) for graduate programs, evidence that the program length ensures that the program requirements are reasonably met within the expected time period (with a maximum of 6 terms for master's programs and 12 terms for doctoral programs).

4.3.4 Assessment of Teaching and Learning

a) evidence that the methods for assessing student achievement of the learning outcomes are appropriate and effective;
b) evidence of the appropriateness and effectiveness of the methods of teaching and assessment in demonstrating achievement of the program learning objectives and the degree level expectations.

4.3.5 Resources for All Programs

a) adequacy of the academic unit's human, physical, and financial resources to the support the program;
b) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program;
c) evidence that resources adequately support the quality of scholarship and research activity expected of the undergraduate or graduate students, including:
    i. library resources and support,
    ii. information technology,
    iii. laboratory resources and access.

4.3.6 Resources for Graduate Programs

a) evidence that faculty have the scholarly/research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an intellectual climate;
b) for research-based graduate programs, evidence that financial support for students is sufficient to ensure adequate quality and numbers of students;
c) evidence of appropriate instruction and supervisory qualifications and capacity;
d) evidence that the program structure and curriculum supports timely completion.

4.3.7 Resources for Undergraduate Programs

a) evidence of adequate numbers of faculty and staff to achieve the goals of the program;
b) evidence of class sizes appropriate for learning objectives;
c) evidence of opportunities for, and supervision of, experiential learning (if required).

4.3.8 Quality and Other Indicators

In addition to the evaluation criteria above, the reviews should include relevant information (as available) regarding:

Faculty: qualifications; research and scholarly record; honours and awards; class sizes; proportion of classes taught by full-time faculty; commitment to student mentoring (graduate programs);

Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;

Students: applications and registrations; success rates in provincial and national scholarship competitions and awards; academic awards; rates and timing of attrition; final-year academic achievement; time-to-completion; graduation rates; scholarly output (graduate programs); time to completion (graduate programs); student in-course reports on teaching; and

Graduates: graduation rates; employment and post-graduate study; “skills match” and alumni reports on program quality when available and when permitted by FIPPA.

4.3.9 Quality Enhancement

Initiatives that have been implemented to improve the quality of the program and the associated learning outcomes and teaching environment.

5. Quality Council Audit Process

Once every eight (8) years, Western will participate in an audit to determine whether or not the institution, within the review cycle, has acted in compliance with the provisions of its *IQAP* as ratified by the QC.

No fewer than three auditors, selected by the Executive Director of the QC, will conduct an institutional audit. Typically four undergraduate and four graduate program reviews will be selected for audit. At least one of the undergraduate programs and one of the graduate programs will be a New Program or Major Modifications to an Existing Program approved within the period since the previous audit. The audit cannot reverse the approval of a program to commence.

The audit will be comprised of a desk audit and on-site visit over two to three days as needed. The auditors will prepare a report that will make suggestions and recommendations and, where appropriate, identify causes for concern. A summary of the auditors' findings, together with a record of the recommendations, will be published on the QC's website and communicated to Western for publication on its website.

Within one (1) year of receiving the final auditors' report, Western will report to the QC on steps taken to address the recommendations. In consultation with the auditors, the QC reserves the right to recommend a course of action if the University's follow-up is deemed unsatisfactory. An auditors' summary of the scope and adequacy of the University's response will be posted on the QC website and communicated to the University community, OCAV, COU and MTCU for information.