Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
    - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.

Ongoing Improvement Progress Report

Program / Faculty Information

Program	Civil and Environmental Engineering, MEng, MESc, PhD	**Faculty / Affiliated University College**	Engineering
Approval Dates of the Review	SUPR-G: November 28, 2022 ACA: January 7, 2023 Senate: January 20, 2023	**Year of the Next Review**	2029-2030
Link to the Programs Final Assessment Report (FAR)		*https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/faculty_of_engineering_grad/2021-2022%20CEE%20FAR.pdf*	
If applicable, submission of follow-up report(s)		*Dates to be populated by the OAQE (if applicable)*	

	Name	**Signature**	**Date**
Program Chair/Director	Clare Robinson		30 Jan 2026
Dean (or delegate)	Lars Rehmann		30 Jan 2026

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Develop an actionable and comprehensive approach to enhancing gender equity within the CEE Program in alignment with Western's commitment to EDIAD.	Department and Graduate Program, in collaboration with Dean's Office, to develop a strategic plan aimed at enhancing gender equity within CEE. Begin to execute initiatives identified as priorities through the gender equity strategic planning. Ensure graduate student participation in this initiative.	Associate Dean Graduate Associate Chair Graduate Dean Department Chair	By September 2023

Recommendation Implemented

☒ Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

- All identified positions were successfully filled by women faculty, including targeted hires in Wind Engineering (2022) and Intelligent Transportation (2023), as outlined in the Program Response. In addition, a Teaching Scholar position jointly supported with TCELI was utilized in 2024 to appoint an outstanding woman faculty member.
- Established targeted scholarships and awards for women in engineering (e.g. Jason I. Gerhard Graduate Leadership Award in Environmental Engineering, and Madiha Salman Memorial Scholarship in Civil and Environmental Engineering)
- Graduate student participation in gender equity initiatives has been strengthened through formal representation on the CEE Graduate Committee. As of July 1, 2025, a female graduate student representative has joined the CEE Graduate Committee, ensuring continued student input into program decision-making and equity-related initiatives.
- Speakers invited to the weekly Civil Graduate Seminar are selected to ensure balanced representation of women and men, and female representation is consistently included on industry and academic career panels. In addition, Western's Office of Equity, Diversity and Inclusion has delivered a seminar on bias and microaggressions to graduate students.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

No further actions are required at this time, as recommendation #1 has been fully implemented. Ongoing follow-up will occur through routine monitoring of gender representation in faculty recruitment, graduate student enrollment, and committee participation. Any future actions will be considered as part of the program's continuous improvement processes and in alignment with Faculty- and University-level EDIAD priorities.

Additional Comments

If applicable

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
Implement effective streams of student-staff-leadership communications to address research student issues.	Hold regular meetings/town hall sessions 1-2 times per term with research students to address any concerns they might have. Maintain graduate student representation on CEE Graduate Committee. Consider adding student feedback as a standing item on the meeting agenda that the student member could regularly speak to.	Associate Chair (Graduate)	By April 2023

Recommendation Implemented

☐ ✕Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

The CEE Graduate Program has fully implemented structured student–staff–leadership communication mechanisms, including:

- Graduate student town halls are held once to twice per term, with a Graduate Chair–led orientation at the start of each term outlining research students' rights, responsibilities, and program expectations.
- Enhanced community building and informal engagement through summer graduate student gathering events that promote open dialogue between students, faculty, and program leadership.
- Established a CEE Mentorship Committee of senior faculty, meeting once per term with early and mid-career faculty in informal coffee-hour sessions to share guidance on research funding strategies, best practices for supervision, and pathways to research success.

- The CEE Graduate Office clearly communicates the breakdown of graduate funding packages at the beginning of each term and monitors GTA allocations to ensure equitable distribution of teaching assistantships across the academic year.
- The Graduate Chair enforces SGPS guidelines for monitoring research student progress through annual reporting in Pathfinder, requiring advisory committee meetings by Term 9, annually for students behind their approved timelines, and each term for overtime students until program completion.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

No further actions are required, as Recommendation #2 has been fully implemented. Ongoing follow-up will occur through continued monitoring of communication practices, graduate student feedback, and compliance with SGPS policies as part of the program's regular continuous improvement and governance processes.

Additional Comments

If applicable

Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
Clearly define the roles and responsibilities of research supervisees and supervisors in a document that will present realistic expectations with respect to the supervision process.	Complete the development of a faculty-wide framework: 1) to enhance the effective communication of roles, responsibilities and expectations; 2) to implement a support mechanism for both the students and supervisors; and 3) to address any challenges faced with regards to the supervision process.	Associate Chair (Graduate) Faculty Graduate Office	By September 2023

Recommendation Implemented

☐ ✕Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

The CEE Graduate Program has implemented established SGPS supervision guidelines that clearly define the roles, responsibilities, and expectations of research supervisors and supervisees. These expectations are communicated through SGPS policies and the Graduate Supervision Handbook, which outline best practices for supervision, supervisory committee roles, communication, and progress monitoring. The program enforces these expectations through mandatory annual progress reporting in Pathfinder, required advisory committee meetings, and structured follow-up in accordance with SGPS regulations, ensuring consistent and realistic supervision practices aligned with University standards.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

Additional Comments

If applicable

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement
What additional initiatives or changes has the program been working on in relation to continuous program improvement? The program has strengthened graduate student experience through improved advising and mentoring, regular communication forums with program leadership, transparent and equitable administration of funding and teaching assistantships, and enhanced monitoring and support of student academic progress. The Department provides professional development sessions at least once per term through the weekly Civil Seminar (e.g., sessions led by external organizations such as PEO), as well as panels featuring industry professionals and academic faculty who share experiences and offer practical guidance to graduate students. Additional initiatives include expanded orientation and community-building activities and ongoing review of program practices to ensure a supportive, inclusive, and high-quality graduate learning environment.