**Western University**

**New Program template**

**Degree(s)**

**in**

**<Program Name>**

**Volume 1**

**Date (month/year)**

**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**

**Western University**

**this document is confidential to the review process**

**New Program Development**

As part of Western University’s Institutional Quality Assurance Process (IQAP), new graduate program proposals must demonstrate alignment with the Ontario Universities Council on Quality Assurance’s (OUCQA) Quality Assurance Framework (QAF). This provincially mandated framework outlines the criteria and standards for the evaluation and approval of academic programs across Ontario universities.

The structure and content of this template have been developed to guide programs in preparing a proposal that satisfies both institutional and provincial requirements. The proposal should clearly articulate the program’s academic objectives, describe how it meets Graduate Degree Level Expectations (GDLEs), outline mechanisms for ongoing evaluation and improvement, and demonstrate the availability of appropriate resources to deliver the program.

Before completing this Brief, please review the *Process of Initiating a Proposal for a New Program* document to ensure familiarity with the steps, expectations, and responsibilities associated with new Graduate program development at Western, including the *Letter of Intent* and the formal submission of Volume I (the Program Brief). This document also outlines the roles of SGPS, the Faculty, and other stakeholders throughout the proposal and review stages.

This will support the development of a coherent, high-quality submission aligned with the QAF and responsive to institutional strategic priorities.

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Please consult QC - [Creating an Effective Self-Study — Ontario Universities Council on Quality Assurance (oucqa.ca)](https://oucqa.ca/guide/creating-an-effective-self-study/)

# INTRODUCTION

## 1.1 Brief Overview of Program

Name of the Program:

Degree Designation/Credential: Doctor of Philosophy (PhD) (example)

Program category: [Research or Professional](https://grad.uwo.ca/about_us/policies_procedures_regulations/graduate_programs.html)

Academic Unit: Insert name of Academic Unit(s) submitting the proposal.

Faculty / School / Affiliate University College: Insert the name(s) of the Faculty / School / Affiliate University College

* Introduce the proposed program.
	+ What is the expected program length?
	+ Will the program be full-time, part-time, or both?
	+ Will the program have experiential learning opportunities that may include a work integrated learning opportunity for example co-op
	If yes, is it required (for all students) or optional?
	+ Will the program be delivered in-person, online, or some combination?

## 1.2 Rationale to support the introduction of the program

* Describe the potential “market” for the program and its graduates, include discussion about potential careers.
* Where possible, provide information regarding the existence of similar programs at other universities.
* Describe the unique or innovative aspects of the proposed program that would be attractive to potential students.
* Describe how the proposed program addresses a societal / labour market need for graduates in the field/area.

## 1.3 Consultation process

* Describe the consultation that took place in the process of designing the new program. For example, describe any consultation with students, faculty members, administrators, alumni, professionals or professional organizations, community organizations, industry, and other graduate programs and/or Faculties and possible analysis of prospective demand and feasibility.

# Program Details

## 2.1 Objectives of the program ([QAF 2.1.2.1)](https://oucqa.ca/framework/2-1initial-institutional-process/)

* Clearly articulate the program’s objectives (see [Definitions and Guidance](https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/));
* Discuss the appropriateness of the degree nomenclature given the program’s objectives.
* Provide evidence of the consistency of the program’s objectives with the institution’s strategic and academic plans.
	+ Include a description of how the program aligns with Western’s Mission and academic plans. Western’s current priorities and strategic plan should be at the forefront of program design, including principles regarding equity, diversity, and inclusion and decolonization.
	Links to Strategic Plans and Resources [Towards Western at 150 / Resources - Western University](https://strategicplan.uwo.ca/resources/)
	+ As available, discuss the alignment of the program with the Faculty and/or Departmental strategic plan.

### Fields in the Program

Note that a “field” is a term used for the public declaration of an area of approved strength (or an area of concentration or specialization) within a program and represents a specific area that the program wishes to advertise. Fields must be formally approved through the IQAP process. Programs are not required to declare fields.

* List and describe any proposed fields and outline any unique learning outcomes associated with each field. Field learning outcomes must significantly overlap with the overarching program learning outcomes. If no fields are proposed, indicate N/A.
* Fields can be displayed on the transcript, parchment, or both; identify program preference for the display of program fields.

## 2.2 Program Requirements ([QAF 2.1.2.2)](https://oucqa.ca/framework/2-1initial-institutional-process/)

Describe:

* How the program’s structure and requirements meet the program objectives and program-level learning outcomes.
* How the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Graduate Degree Level Expectation.
* Describe assessment methods used to measure student learning outcomes (e.g., coursework evaluations, comprehensive exams, thesis defenses, professional skill assessments).
* Explain how assessments align with Western’s Graduate Degree Level Expectations (GDLEs).
* Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.
* For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

[Assessment of Teaching and Learning (QAF 2.1.2.4 and 5.1.3.1.4) — Ontario Universities Council on Quality Assurance](https://oucqa.ca/guide/assessment-of-teaching-and-learning-qaf-2-1-2-4-and-5-1-3-1-4/)

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of enrolled students as well as post-graduation metrics (e.g., collecting and reporting on indicators of student achievement such as awards, publications, graduation rates, scholarly activities, licensure or professional certification etc.). Please see [Guidance on Assessment of Teaching and Learning](https://oucqa.ca/guide/assessment-of-teaching-and-learning-qaf-2-1-2-4-and-5-1-3-1-4/) for advice from the Appraisal Committee on how to satisfy these criteria.

## 2.3 Program Learning Outcomes

### Graduate Program Learning Outcomes

* Articulate the program learning outcomes and how they align with [Western’s Doctoral Learning Outcomes (WDLO)](https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/templates_and_guides/Westerns%20PhD%20Learning%20Outcomes.pdf) and the [Graduate Degree Level Expectations (GDLE](https://oucqa.ca/wp-content/uploads/2013/06/APPENDIX-1.pdf)) at the **Master’s and Doctoral level** (and for each field if relevant).
1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity / Autonomy
5. Level of Communication Skills
6. Awareness of Limits of Knowledge

### WDLO / GDLES, Program Level Learning Outcomes, and Methods for Supporting and Evaluating WDLOs / GDLEs

* Work with Centre for Teaching and Learning to update and develop appropriate program level learning outcomes.
* List the program level learning outcomes and describe the methods for supporting and assessing each learning outcome. The tables below include examples of learning outcomes to guide you as you construct your learning outcomes.
* List the types of assessment methods that will be used by a program, indicating where in the curriculum these assessment methods will be used, and provide a table in which assessment methods are aligned with program learning outcomes and degree level expectations. Tracking assessment results by cohort may also assist in continuous program improvement.
* List the types of assessment methods that will be used by a program and specify, in paragraph form, where and how each assessment method will be used to achieve specific program learning outcomes across the program. Such an approach might be preferred if specific assessment methods will be used to assess several program learning outcomes at once.
* Explain the process by which a program will track student progress as it relates to individual program learning outcomes across the degree. For instance, by breaking down course final grade by assessments completed and using a tracking tool across the program. In this approach, programs should demonstrate alignment between each assessment method and program learning outcome.
* Use separate tables for master’s and doctoral programs, and for different fields or curriculum options, as applicable.

[Assessment of Teaching and Learning (QAF 2.1.2.4 and 5.1.3.1.4) — Ontario Universities Council on Quality Assurance](https://oucqa.ca/guide/assessment-of-teaching-and-learning-qaf-2-1-2-4-and-5-1-3-1-4/)

Master’s Level

| [***Ontario Graduate Degree Level Expectations***](https://oucqa.ca/framework/appendix-2/) | ***Program-level Learning Outcomes*** | ***How does the program support achievement of each GDLE?***  | ***How does the program evaluate the achievement of each GDLE?***  |
| --- | --- | --- | --- |
| 1. Depth & Breadth of Knowledge
 | a) Evaluate and demonstrate the effectiveness of user-centered information systems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate. (LIS Western)b) produce and defend an original significant contribution to knowledge c) construct original historical arguments based on primary source material research d) evaluate and integrate information and points of view from contrasting sources (modified from music Western) |  |  |
| 1. Research & Scholarship
 | a) Critically apply theories, methodologies and knowledge to address fundamental questions in their primary area of studyb) engage with a range of research in their field, contributing to larger scholarly conversations (Music Western) |  |  |
| 1. Level of Application of Knowledge
 | a) accurately describe works of art, balancing consideration of artist’s intention with viewer’s response, and contextualizing the work in question b) conduct research that applies existing knowledge to the critical analysis of new research questions or issues, or to familiar research questions in a new setting |  |  |
| 1. Professional Capacity / Autonomy
 | 1. convey a broad understanding of historical material suitable for teaching
2. Conduct research that meets the ethical standards in biology and their sub-discipline, including proper attribution, data integrity, and respectful treatment of colleagues and ethical treatment of animals and the environment. (Western biology learning outcomes)
 |  |  |
| 1. Level of Communication Skills
 | a) Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism.b) Write in a distinctive, clear, forceful, and jargon-free prose style that reflects fluency in fundamental principles and practices of critical writing  |  |  |
| 1. Awareness of Limits of Knowledge
 | a) Explain, analyze and interpret professional and scholarly literature, research data and information resources to articulate their implications for LIS and related fields of knowledge and practice.b) Explain and discuss their specific biological research with a member of a related sub-discipline, and respond productively to constructive criticism.c) Appreciate multiple intellectual viewpoints and ways of knowing, and understand how these produce an awareness of the limits of knowledge offered by any specific discourse. (modified from Music Western) |  |  |

**Doctoral**

| [Ontario Graduate Degree Level Expectations](https://oucqa.ca/framework/appendix-2/)  | ***Doctoral Learning Outcomes*** | ***How does the program support achievement of each*** [***WDLO***](https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/templates_and_guides/Westerns%20PhD%20Learning%20Outcomes.pdf)***?***  | ***How does the program evaluate the achievement of each WDLO?***  |
| --- | --- | --- | --- |
| 1. Depth & Breadth of Knowledge
 | What is the body of information - specific LOs to discipline?Evaluate and demonstrate the effectiveness of user-centered information systems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate. (LIS Western)What is the broad knowledge - Specific LOs to discipline)?Evaluate and integrate information and points of view from contrasting sources (modified from music Western) What are the appropriate and seminal methods/ologies? |  |  |
| 1. Research & Scholarship
 |  |  |  |
| 1. Level of Application of Knowledge
 |  |  |  |
| 1. Professional Capacity / Autonomy
 |  |  |  |
| 1. Level of Communication Skills
 |  |  |  |
| 1. Awareness of Limits of Knowledge
 |  |  |  |

# 3. PROGRAM DESIGN (COURSES AND MILESTONES)

## 3.1 Program Design Components -

*(Work with SGPS to develop the program design table)*

-Courses (required, electives) and Milestones (for example, thesis, MRP, comprehensive exams, placement, co-op)

Degree | Program | Field | Curriculum Option

Expected Duration: XXXX

Courses (X.X Total Credits)

|  |  |
| --- | --- |
| **REQUIRED COURSES (**X.X **Credits)**  | Each course must be completed by all students   |
| **Subject**  | **Course #**  | **Length (in terms)**  | **Course Title**  | **Course Weight**  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **ELECTIVE COURSES (**X.X **Credits)**  | Students can select any courses offered and/or approved by the program  |
| **Subject**  | **Course #**  | **Length (in terms)**  | **Course Title**  | **Course Weight**  |
|  |  |  |  |  |

Milestones (X)

|  |  |
| --- | --- |
| **MILESTONES**  | Each milestone must be completed by all students  |
| Academic Integrity Milestone  |

* Provide descriptions for all courses, milestones and requirements (can be as an appendix)

## 3.2 All Graduate Courses Offered in the Program (QAF [2.1.2.3)](https://oucqa.ca/framework/2-1initial-institutional-process/)

It is expected that the program will provide a regular offering of courses, enabling students to meet their requirements within the expected timeframe of their program of study. Comment on how the course offerings listed in table 1meet this expectation.

This section should include a list of all of the courses that will be offered in the program and an indication of the frequency with which they will be offered (e.g., offered every year, every other year). In addition, provide a description of any courses that will be offered outside of the program that students will be able to take to meet their requirements.

Table 1 lists all courses to be offered by the program. For each course listed, the anticipated instructor should be noted and the planned frequency for the course should be specified. Include courses that will be offered by other programs and expected to be taken by students in the proposed program.

Students may be enrolled in cross-listed courses as part of their graduate program, (note: at most, cross-listed courses cannot comprise no more than 1/3 of a graduate student’s program of study).

[Graduate Programs: Two-thirds Requirement (QAF 2.1.2.3 and 5.1.3.1.3) — Ontario Universities Council on Quality Assurance](https://oucqa.ca/guide/graduate-programs-two-thirds-requirement/)

**Table 1** - Completed jointly by SGPS and the Program

|  |
| --- |
| **Graduate Courses to be Offered by the Program** |
| **Course Catalog Number** | **Course Title** | **Faculty member(s) expected to teach the course** | **Frequency of Course** |
| HRS 9601 | Qualitative Methods in Health Sciences Research | Dr. Groen | Will be offered annually |
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# 4. TIMELINE AND PROGRESSION

## 4.1 Degree Timeline

* Describe a typical timeline by term (e.g., master’s complete course work in terms one and two and complete a major research paper in term three).

## 4.2 Part-time Studies

* If the program will be offered to part-time students, describe how its delivery differs from that of the full-time program. Describe the progression of part-time students in the program, and comment on the opportunities for part-time students to engage in the “scholarly community” of the program.
* Indicate any requirements or regulations regarding change of status from full-time to part-time, or from part-time to full-time.

## 4.3 Mode of Delivery

* Please describe the program’s [mode of delivery (](https://oucqa.ca/framework/definitions/#mode-delivery)e.g., in-person, online, synchronous/asynchronous, or other non-standard forms of delivery).
* If the program is delivered in a mode other than in-person (fully or partially), provide the following:
	+ An overview of how students will achieve the program’s learning objectives and meet the established degree level expectations.
	+ Evidence demonstrating that the quality of courses delivered through alternative modes is comparable to those offered on campus.
	+ An explanation of how the chosen delivery mode fosters a “community of scholars” among students and faculty.
	+ A description of how students in non-standard delivery modes will access library services and other academic resources.

## 4.4 Progression requirements

* Describe progression requirements for students in the program (for each degree level).
* Describe the process for evaluating student progress in each degree level.
* Include how student progress is monitored and evaluated (e.g., course marks, annual progress evaluations and reports; quarterly meeting of the student with his/her advisory committee).

## 4.5 The intellectual and professional development, and the educational experience of the student

It is expected that graduate programs foster the intellectual development of students and provide opportunities for students to participate in a “community of scholars”. As noted in the [EDIDA Strategic Plan,](https://www.edi.uwo.ca/strategic-plan/edida-strategic-plan.pdf) this is enhanced by efforts to ensure that your program feels safe, and is an accessible and inclusive space where students feel they belong. The quality of student experiences relies on meaningful interaction with faculty members and on a clear understanding of the expectations of the program.

* Describe the general arrangements for the program to foster the intellectual development of all graduate students, and to enrich the quality of the graduate learning experience.
* Comment on the nature of the learning community, and structured opportunities for meaningful intellectual interaction among students, and with faculty. For example, describe any departmental seminars where faculty and student research is presented and discussed, as well as invited speakers, workshops on research ethics, safety regulations, and grant and award application workshops. This includes efforts to promote allyship, and EDIDA training opportunities.
* Describe opportunities and support for students to present their research at the university and elsewhere. For example, describe any departmental seminars, “brown bag” lunch series, annual graduate student conferences, or Faculty-wide research forums.
* Comment on efforts to introduce students into the wider community of scholars in the discipline and/or graduates who are working in non-academic settings.

## 4.6 Professional and Career Development Strategy

* For each degree level, describe your program's view on the importance of professional and career development for your students.
* Describe your program’s commitment and efforts to supporting the professional and career development of your students, including:
	+ The professional development opportunities embedded in your program curriculum (e.g., courses, milestones).
	+ Efforts to support students’ professional development opportunities within your program/Faculty (e.g., speaker series, conference funding).
	+ Describe how you encourage student participation in broader professional and career opportunities offered at Western (e.g., *Own Your Future*, CTL, Student Experience).
* Explain how you communicate the range of relevant career outcomes to graduates.

# 5. Program Innovation

## 5.1 Unique and Innovative Features

* Indicate if the program is accredited by a professional body.
* Highlight any innovative learning approaches/methodologies to be used.
* Highlight any unique opportunities through partnerships with other departments or units.
* Mention any partnerships or agreements with other Universities; for example, dual degrees, additional credentialing opportunities.
* Include details on any unique experiential learning opportunities or internships available to students.

## 5.2 Ongoing Program Evaluation and Continuous Improvement Process

* Explain the monitoring processes your program will use to assess and review program design and continuous improvements. For example, outline/describe any annual retreats, surveys, meetings, focus groups that the program will undertake to monitor and assess the program.

# 6. RECRUITMENT AND ADMISSION

## 6.1 Recruitment Strategy

* Describe your recruitment strategy and communication plan as relevant (see SGPS recruitment portal and instructions for creating communication plans ).
* Identify the major opportunities for recruitment of students (e.g., from what undergraduate programs or careers would students be recruited?).
* Identify and comment on any anticipated recruitment challenges.
* Comment on EDIDA as part of recruitment strategy.

## 6.2 Program Admission Requirements [(QAF 2.1.2.5)](https://oucqa.ca/framework/2-1initial-institutional-process/)

* Explain how your admission requirements address the goal of inclusive excellence.
	+ Resources: [Equity, Diversity, Inclusion, Accessibility, Decolonization, and Indigenization in Graduate Education and Postdoctoral Studies - Graduate and Postdoctoral Studies - Western University](https://grad.uwo.ca/edi-d.html)
* Provide an overview of how admission decisions are to be made and what efforts will be made to achieve greater equity and diversity in admissions.
* Minimum SGPS requirements can be found here (add link).
* Provide your program specific admission requirements for each degree, and by field, as relevant.
* Include your criteria for English language proficiency.
* Provide an explanation of alternative requirements, if applicable, and how the program recognizes prior work or learning experience.

## 6.3 Projected Graduate Intake and Enrolments

In this table, provide the projected enrolments for all proposed degree levels (for example, master’s and doctoral) for the next four years. If significant increases or decreases in enrolment are projected, explain the reason for the changes.

**Table 2 –** Completed by Program

|  |
| --- |
| **Projected Intake and Enrolments - Masters and Doctoral Programs** |
| **Year** | **Level(master, doctoral)**  | **Full-time Domestic**  | **Full-time International**  | **Part-time(if applicable)** | **Total Enrolment** |
| **Intake** | **Enrolment** | **Intake** | **Enrolment** | **Intake** | **Enrolment** |
| 2025-26 |  |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |
| 2026-27 |  |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |
| 2027-28 |  |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |
| 2028-29 |  |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |

\*Provides separate projections for each degree option

# 7. RESOURCES [(QAF 2.1.2.6)](https://oucqa.ca/framework/2-1initial-institutional-process/)

## 7.1 Faculty Members in the Program [(2.1.2.6 a)](https://oucqa.ca/framework/2-1initial-institutional-process/)

Table 3 lists the faculty members who will be involved in the proposed program, identifies their home unit and SGPS membership. The intent of this table is to establish the strength and the degree of involvement of the faculty complement participating in each field of the graduate program and whose CVs are provided in Volume II of the Brief. This is an important element in the assessment of program quality.

Describe the composition of the faculty, its appropriateness for offering the program, and the commitment to ensuring the ongoing participation of faculty members. For example:

* There are [X] full-time Primary professors. These members will have primary responsibility for delivering the required courses in the program.
* There are [X] members in the program who are not Primary or Supporting faculty, but contribute to the program through teaching of graduate courses and professional training; they provide valuable expertise in .... [If applicable]
* There are [X] cross-appointed professors from other academic units. [X] adjunct professors, [X] clinical professors, and [X] emeritus professors.

Comment on the professional credentials of faculty members as relevant to the program. Note the number or proportion of faculty who have professional credentials or expertise relevant to the program.

Comment on the distribution of responsibilities across the ranks of professors as primary or supporting members of the program.

Comment on involvement of non-tenure track members of the program.

Using the format of Table 3, list the faculty members in the program according to the descriptions below (e.g., Primary, Supporting, Emeritus, Other).

If the program currently has fields, or is proposing fields, faculty members must be listed by field.

If applicable, comment on the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience (see [Guidance](https://oucqa.ca/guide/guidance-on-sessional-adjunct-faculty-qaf-2-1-2-6-and-5-1-3-1-6/)).

Primary members:

* tenured or tenure-track faculty members whose graduate involvement will be primarily in the proposed graduate program ; and
* non-tenure-track faculty members, clinical faculty, and institute scientists whose graduate involvement will be primarily in the proposed graduate program.

Supporting members:

* tenured or tenure-track faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the proposed graduate program ; and
* non-tenure track faculty members, clinical faculty, and institute scientists who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the proposed graduate program.

Emeritus

* emeritus professors with SGPS Membership who will be contributing to the program.

Other

* includes persons from outside of the university, such as those from government laboratories, industry, or professional practice appointed as adjunct professors; also includes non-core faculty who will participate in the teaching of graduate courses.

**Table 3** - SGPS will supply the table template and membership listing; the Program will indicate field membership.

|  |
| --- |
| **Faculty Members in the Program**  |
| **Category1** | **Faculty Name** | **Rank** | **Home Unit2** | [**SGPS membership level3**](https://grad.uwo.ca/about_us/membership.html) | **Program Fields**  |
| **1** | **2** | **3** | **4** |
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1 Categories are defined as:

**Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses.

2 The budget unit paying the salary: department, school, research centre, institute or other.

3 The level of SGPS Membership to be held by the faculty member for the graduate program proposed

## 7.2 Research Funding [(QAF 2.1.2.7)](https://oucqa.ca/framework/2-1initial-institutional-process/)

This section is intended to show the amount of funding available to support faculty research and potentially available to support students’ work, either through the provision of stipends or materials for the conduct of the research.

Comment on whether there has been an increase/decrease in research funding (e.g., total, source, field [give percentages if useful]). This can be attributed to granting council budget changes, increase/decrease in number of professors, recent appointments, changes in affiliation and contacts with industry, alternative sources of research funding (e.g., foundations, etc.) Refer to Table 4 data where appropriate.

If appropriate, provide information and comments on research infrastructure funding or any special funding that has an impact on the program. Provide data to support comments.

Table 4 presents research funding received by the faculty members in the program by source and year for the past five years. Figures represent the sum total of research revenue for all faculty members in the program as submitted through Western’s ROLA system.

The heading “Granting Councils” includes Tri-Council grant revenue from SSHRC, CIHR and NSERC.

The heading “Other Peer Adjudicated” includes grant revenue from foundation grants and externally peer adjudicated grants.

The heading “Contracts” includes research revenue from corporations and external contracts.

The heading “Other” includes equipment grants, conference grants, and similar grants. The heading “Internal Grants” includes institutional grants and research funding.

When present, a separate column is included for CFI grants.

Grants for travel and publication awarded to faculty should not be included in this table (they may be included in the appropriate place in individual CVs or in a separate table).

**Table 4** - Completed by SGPS

|  |
| --- |
| **Research Funding of Members in the Program for the Past Five Years** |
| **Year1** | **Granting Councils2** | **Other Peer Adjudicated3** | **Contracts4** | **Other5** | **Internal Grants6** | **CFI Grants7** | **Total (by Year)** |
| **2021-22** |  |  |  |  |  |  | $ - |
| **2022-23** |  |  |  |  |  |  | $ - |
| **2023-24** |  |  |  |  |  |  | $ - |
| **2024-25** |  |  |  |  |  |  | $ - |
| **2025-26** |  |  |  |  |  |  | $ - |
| 1 The Tri-Council fiscal year (April 1 to March 31) |
| 2 Tri-Council grants from SSHRC, CIHR and NSERC |
| 3 Foundation grants and externally peer adjudicated grants (e.g. Heart & Stroke Foundation) |
| 4 Contracts include funding received from corporations |
| 5 Other includes equipment grants, conference grants and similar grants. |
| 6 Internal grants are defined as grant funding allocated by Western University |
| 7 CFI Grants, if applicable |

## 7.3 Graduate Supervision [(QAF 2.1.2.7)](https://oucqa.ca/framework/2-1initial-institutional-process/)

The purpose of this section is to provide evidence that the members of the proposed program have experience in graduate supervision and teaching.

Comment on the supervisory capacity of the members in the proposed program. Comment on the distribution of graduate supervision across the members of the proposed program. Comment on any extreme values (i.e., any supervisors who carry an exceptionally large supervisory load).

Table 5 lists the number of current and completed master's thesis supervisions, doctoral thesis supervisions, and post-doctoral trainees, by faculty member in the program.

For professional and non-thesis-based programs the table can be revised to include headings for the supervision of major research papers at the master’s level.

Alternatively, an additional table may be included to report the supervision of major research papers. Do not combine the numbers for thesis supervision and major paper supervision.

Faculty members should be listed under the categories specified in Table 3.

Table 5 is intended to provide an indication of the supervisory workload and experience, past and present, of each member of the program. In addition, it is intended to provide an indication of the capacity for members to supervise students in the proposed program. It is expected that Primary members of the program would supervise more students in this program than would Supporting members.

Because this is a new/proposed program, it is possible that some faculty members may have had little or limited graduate student supervision. For such faculty members, provide a brief explanation for their limited supervisory experience and describe any other experiences that they have had with graduate students/programs (e.g., teaching graduate courses, service on advisory committees, examining theses).

**Table 5** - Completed by the Program

|  |
| --- |
| **Completed and Current Numbers of Thesis Supervisions by Faculty Member1** |
| **Category2** | **Faculty Name** | **Completed During Career**  | **Current Students in Progress**  |
| **Master's** | **PhD** | **Post Doctoral Scholars** | **Master's** | **PhD** | **Post Doctoral Scholars** |
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1 For reporting purposes, supervision of one student is assigned a value of 1. Co or joint supervision of one student is assigned a value of 0.5. Students who have withdrawn are not included.

2 Categories are defined as:

**Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses.

3 In Program is defined as the total number of students/scholars supervised in the graduate program under review

4 All Programs is defined as total number of students/scholars supervised in all other programs the Supervisor holds membership at Western

## 7.4 Current and Recent Teaching Assignments

Provide an overview of the current and recent teaching workloads and experience of faculty members who will be involved in teaching courses in the proposed program. It is expected that Primary members would be involved in graduate teaching and would have most of their graduate teaching responsibilities in this program. It is expected that Supporting members would have most of their graduate teaching responsibilities in another graduate program.

Table 6 lists the graduate courses taught by each member of the graduate program over the past three years. All graduate courses taught by the members are reported, including those taught in other graduate programs.

**Table 6** - Completed jointly by SGPS and the Program

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| --- |
| **Graduate Course Teaching Assignments in the Past Three Years1** |
| **Category2** | **Faculty Member** | **2022-2023** | **2023-2024** | **2024-2025** | **Comments** |
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| 1 Year is defined as academic year, September 1 to August 31 |
| 2 Categories are defined as: |
| **Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses. |

## 7.5 Commitment of Faculty Members from Other Programs and/or Other Institutions

Explain the commitment of faculty members from other graduate programs and/or departments/Faculties to the proposed program. Indicate the number of faculty members from other programs who will contribute to the program and describe their roles (e.g., thesis supervisory, advisory committee member, course instructor).

If the program will rely significantly on the contributions of faculty members from other programs (e.g., if required courses will be taught by faculty members from other programs), an indication of ongoing commitment of such contributions is required.

Evidence of significant commitment could include letters of support from the Department Chairs and/or Deans of the faculty members from other programs.

# 8. PHYSICAL, PROFESSIONAL DEVELOPMENT AND FINANCIAL RESOURCES

## 8.1 Library Resources

The information in this section should consist of a summary statement by the Chief Librarian on the university holdings pertinent to the fields, the collection policy, and library expenditures for last seven years. A qualitative analysis of the collections against existing standards for the discipline, where these standards exist, is most useful. The report should also include information on what unique resources are available on site and what access, if any, faculty and students have to other resources.

## 8.2 Research and Scholarly Development Facilities

Include a description of the laboratory facilities available to support the research of students, as relevant. Include an overview of major equipment available to students for research and describe any commitments or plans (if any) for major research facilities and/or equipment during the next eight years.

In non-laboratory disciplines, include a description of the scholarly resources and facilities available to students to support their research.

## 8.3 Information Technology Facilities

All graduate students receive a Western email account and access to Western computing resources upon registration. In this section, describe any additional computing resources and services available to students in the program. In particular, describe how the discipline-specific computing needs of students are met. Note any anticipated or planned changes in computing resources.

## 8.4 Space

Describe the space that will be dedicated to the proposed graduate program and students. Indicate the primary location of the program (i.e., the building where the program office is located) and the location of space that will be dedicated to the program.

Describe the general workspace and any office space to be available to the students in the program. Include any particular space resources not already included in the sections above. Describe the “common” space for students, staff and faculty that supports community development within the program.

Describe any plans for future changes or renovations to the space, and any plans for expansion of the space currently dedicated to the program.

## 8.5 Graduate Program Structure

* Describe the administrative structure that will support the graduate program; include a description of the composition and responsibilities of the graduate program committee.

## 8.6 Administrative Support

Describe the administrative support available that will be dedicated to the proposed program. Indicate the amount of support and the general responsibilities of the administrative support staff.

## 8.7 Financial Support of Graduate Students

Provide an overview of anticipated student funding, including all sources of funding that will be available to students (e.g., internal scholarships, graduate fellowship, teaching assistantships, research assistantships).

Provide a separate overview for master’s and PhD students.

Describe how students will be supported in applying for external scholarships Include a description of any guaranteed funding levels that will be offered by the program. Describe program-specific eligibility requirements regarding funding.

Where possible, provide a comparison of the planned student funding levels with those of major competitors.