# 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- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);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** | Juris Doctor, JD | **Faculty / Affiliated University College** | Faculty of Law |
| **Approval Dates of the Review** | SUPR-U: June 29, 2022<br>ACA: September 7, 2022<br>Senate: September 16, 2022 | **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/law_undergrad/JD-FAR-Senate-2021-22.pdf* | | |
| **If applicable, submission of follow-up report(s)** | *Dates to be populated by the OAQE (if applicable)* | | |

| | **Name** | **Signature** | **Date** |
|---|---|---|---|
| **Program Chair/Director** | | | |
| **Dean (or delegate)** | Christopher Sherrin<br>Associate Dean (Academic) |  | May 28, 2025 |

## Progress Update on the Implementation Plan

| Recommendations #3, #4 and #5 | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| Discuss: 1) decoupling LRWA from the Small Group Program; 2) expanding the range of Winter term first-year electives to include other upper-year core courses; 3) the continued relevance and structure of the January Intensive Period. | Focus conversations at an upcoming Faculty retreat on the themes associated with these recommendations and determine a feasible outcome for each. Following the retreat, draft an action plan and timeline for agreed upon changes.<br><br>Determine a governance process that establishes a protocol for what to do when consensus can't be achieved in order for progress on these recommendations to be made. | Programs Committee<br>Associate Dean (Academic) | May 2023 |

**Recommendation Implemented**

☐ Yes ☐ No **X** Partially

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

**Progress**

*What specific actions have been taken?*

All three items have continued to be the subject of discussions within the Faculty, at retreats and in other forums.

In 2024, the Faculty voted to eliminate the January Intensive Period for upper-year students. As of 2024-2025, upper-year students now take two terms of approximately equal length while first-year students still have a three-week January Intensive Period in which they complete a major component of a required course.

Decoupling LRWA from the Small Group Program remains divisive within the Faculty but there is probably sufficient support for the change, especially if it is championed by the incoming new Dean. A major issue now is financial, in that the Dean's office has to determine how and if it can allocate the necessary funds to hire dedicated personnel to teach LRWA. This would be an ongoing expense that does not easily fit within current fiscal restraints.

Expanding the range of Winter term first-year electives has received the least attention because it is partly dependent on a decision regarding decoupling, since decoupling would free up teaching resources that may be needed to add new electives. It is not clear that the Faculty currently has the necessary resources to pursue this proposal.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

A determination must be made as to whether decoupling is financially feasible. If it is, a final decision must be made and, potentially, personnel need be hired. The Faculty can then reconsider the idea of expanding the range of Winter term first-year electives. The new Dean will have to weigh in on a process for resolving contentious curricular issues.

**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 required course in Indigenous law has been expanded from two to three credits and changed from pass/fail to graded. Additional sections of mandatory courses have been offered when possible. Some new very popular courses have been added to the curriculum, such as Accounting for Lawyers, The (Private) Practice of Law, and Big-Tech & Anti-Trust Law. Curricular offerings related to EDID have expanded, partly as a result of the appointment of an Assistant Dean (Equity, Diversity, Inclusion and Decolonization). A new Black applicant category has been added to our Admissions categories.