ITEMS REFERRED BY SENATE

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School for Advanced Studies in the Arts and Humanities	**No**
School of Graduate & Postdoctoral Studies: Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPEd) and Doctor of Education (EdD)	**No**
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Report on Faculty Recruitment and Retention	**Yes**
Report of the Academic Colleague	**Yes**
Academic Administrative Appointments	**Yes**

Consideration of these items is contingent upon actions taken by Senate at its meeting of January 25, 2013.

FOR APPROVAL

1. **School for Advanced Studies in the Arts and Humanities**

Recommended: That the establishment of the new School for Advanced Studies in the Arts and Humanities, in the Faculty of Arts and Humanities be approved.

Background:

The proposed School for Advanced Studies in Arts and Humanities is the vehicle that the Faculty of Arts and Humanities will use to explore and develop unique new pedagogies and research opportunities. It will highlight the Faculty's existing and emerging strengths, and harness these to an interdisciplinary, internationally focused academic platform that will support Western's goal of being the academic destination of choice for Arts and Humanities students and scholars, from Canada and abroad.

In the first instance, the School will be organized around an elite undergraduate program, namely the Major in Arts and Humanities that has already been approved by Senate and was approved at the end of September 2012 by the Quality Council of Ontario. With this Major, the School will deliver a research intensive program of humanities education to a select cohort of 25-30 undergraduate students. These students will be selected by an admissions panel on the basis of a portfolio combining academic work, community engagement, and other extracurricular activities. The admissions panel will have the latitude to accept exceptionally promising students who fall below the 90% threshold that will be the typical entry level. The aim is the formation of global citizens and research leaders. This program will include opportunities for experiential learning (in London, other parts of Canada, and abroad), foreign language acquisition, cultural studies, international exchanges and other forms of international travel and engagement.

The School will also enlist the Faculty's top graduate students to engage undergraduates in research endeavours, mentoring, reading groups, and conferences. The emphasis will be on participatory learning, with many opportunities for student engagement in the class, the University, the community, and abroad.

To deliver the programming, the School will have an institutional structure that will bring together a Director and 6-8 Associates or Research Fellows drawn from across the Faculty's departments. In addition, there will be a Librarian Associate, and eventually a visiting International Associate. The length of the appointments will vary to allow both continuity and development. The enterprise will be supported by the Deans' Office, with primary responsibility devolving to the Associate Dean (Academic) and the Associate

Dean (Research and Graduate Studies).

Each Associate/Fellow will provide the teaching equivalent of 1.0 course to the School. Collectively, the Director and Associates/Fellows will determine how to devise and deliver the School's curriculum. The intent is to allow a maximum of flexibility and encourage pedagogical experimentation. Current plans envisage various forms of team teaching that will have instructors from different disciplines sharing the classroom. The framework for the program is in the form of the Major (in Arts and Humanities), which will be combined with another Major in one of the Arts and Humanities disciplines (of the students choice), thus combining disciplinary rigour with interdisciplinary flexibility and experimentation. Students will graduate with an Honors Bachelor of Arts degree.

Thanks to the generosity of Western Libraries, the Faculty has secured a separate location in the D.B. Weldon library for the School to provide offices for the Director and Associates/Fellows. It will be important for the School to establish partnerships with various institutions on campus and in the wider community. Connections to the Library, Digital Humanities, and the Rotman Institute are already in development. The Faculty will also work extensively with the Experiential Education Coordinator in the University's Student Success Centre to provide experiential learning opportunities, as well as Western International. It will be important to arrange exchanges and visits with institutions such as the University of Nice (which has a long standing arrangement with French Studies) and the Banff Centre (links here are at a preliminary, but promising, stage).

The first intake is planned for September of 2013. Given a yearly admission of about 25 students (and with very little anticipated attrition, in light of the expected calibre of the students), the program will bring 90-100 additional students into the Faculty by the time it reaches its steady state in 2017. It is also expected that the School will add considerably to the Faculty's visibility, by differentiating its programming from that of other Arts/Arts and Humanities Faculties in the province (and indeed, the country). An increase in interest and applications would be a welcome side-effect.

The School will also play a role as a research catalyst. The design is intended to drive research at all levels, faculty, graduate students, and undergraduate students. In addition to fostering interdisciplinary projects, the School will be a focal point for conferences, workshops and visiting scholars. Extracurricular opportunities for discussion, lectures and reading groups will also be developed.

The School has been fortunate enough to recruit Joel Faflak (English and Writing Studies) as its Director, and he is currently working with an academic advisory council (Kelly Olson, Classical Studies; David Bentley, English and Writing Studies; Laurence de Looze, Modern Languages and Literatures; and Christine Sprengler, Visual Arts; together with the Dean and Associate Deans) to fine tune the project as it unfolds toward its initial cohort. It should be noted that the program of the School will be closely tied to the Faculty and University's strategic priorities: inter-disciplinary, international exchange, experiential learning, and intensive undergraduate research. To these are added the integration of second and third language acquisition, training in the Digital Humanities, community engagement, volunteer opportunities, and internships. The School's advisory council and the Dean's Office, including Communications and Development, are integrally involved in securing all of these opportunities for students. Fundraising is a priority, with some (small) donations starting to come in -- support for student travel has, to date, been attractive to alumni.

2. **School of Graduate & Postdoctoral Studies: Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPEd) and Doctor of Education (EdD)**

Recommended: That, pending Quality Council approval, a Graduate Diploma in Professional Education (GDip Professional Education), a Master of Professional Education (MPEd) and a Doctor of Education (EdD) be introduced in the School of Graduate and Postdoctoral Studies, as set out in **Annex 6,** effective January 1, 2013.

Background:

These new professional programs will be offered as applied degrees in which a thorough understanding of a substantial body of knowledge is at the forefront of students' academic discipline and professional practice. Students will be provided with a conceptual understanding and methodological competence that

nurtures their ability to conceptualize, design, and implement applied research for the generation of knowledge, make informed judgments on complex issues in specialist fields, produce advanced scholarship, and contribute to the development of professional skills, tools, practices, ideas, theories, and approaches. Emphasis will be placed on developing the competencies in students to communicate complex and/or ambiguous ideas and conclusions clearly and effectively.

All of the professional programs are situated firmly within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. Normally, all of these professional programs will be delivered through on-line formats. However, from time to time, participants may have opportunities to attend summer institutes, on-campus or face-to-face sessions, blended courses, hybrid courses, week-end courses, and short concentrated experiences to augment on-line offerings.

The **Doctor of Education (EdD)** is a professional doctorate that prepares students for academic, administrative, clinical, or research positions in educational, civil, and private organizations. The proposed EdD, a full-time program housed within the Faculty of Education will largely be delivered on-line.

The **Master of Professional Education (MPEd)** is designed to prepare candidates for professional and/or management leadership roles in Education. Students will develop competencies in consuming and creating research and applying knowledge and techniques to solve authentic problems of practice. Although research is embedded within all courses, the program itself is course-based.

The **Graduate Diploma in Professional Education (GDip)** is designed to provide Bachelor's-level students opportunities to complete advanced graduate professional course work in their professional area. As with the MPEd, although the GDip is a course-based program, research is embedded within all courses. Students completing the GDip may apply to the MPEd program and ladder two half courses.

FOR INFORMATION

3. **Fall 2013 Entrance Standards for Undergraduate First-Year Admissions**

The targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and affiliated University Colleges, are detailed in **Annex 1** and **Annex 2.**

4. **Vice-Provost's Report on Faculty Recruitment and Retention**

The Vice-Provost's Report on Faculty Recruitment and Retention can be found in **Annex 3** at **www.uwo.ca/univsec/board/minutes/2013/r1301sen_ann3.pdf**

5. **Report of the Academic Colleague**

See **Annex 4**

6. **Academic Administrative Appointments**

See **Annex 5.**