REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Engineering: Introduction of the Engineering Externship Program (EEP) (Chemical and Biochemical Engineering)

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Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Medical Biophysics (Clinical Physics Concentration)

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FOR APPROVAL

1. **Faculty of Engineering: Introduction of the Engineering Externship Program (EEP) (Chemical and Biochemical Engineering)**

Recommended: That effective September 1, 2012, an Engineering Externship Program (EEP) (Chemical and Biochemical Engineering) and the non-credit course, Engineering Science 2276: Chemical and Biochemical Engineering Externship Program, be introduced in the Faculty of Engineering.

NEW CALENDAR COPY
(to follow the Chemical Engineering Option E: on page 100 of the 2011 Academic Calendar or http://www.westerncalendar.uwo.ca/2011/pg1411.html)

The Engineering Externship Program (EEP) allows Chemical Engineering students, after completing the third year of the Biochemical and Environmental Engineering Option, an additional opportunity to pursue an eight-month Biotechnology Certificate Program at Fanshawe College. It is anticipated that this type of externship opportunity could provide students with additional optional skills outside of the regular Chemical and Biochemical Engineering curriculum.

Chemical Engineering students who wish to exercise this option must apply for the EEP course ES 2276 – Chemical and Biochemical Engineering Externship Program following their third year of Chemical Engineering (Biochemical and Environmental Engineering Option). Western Engineering controls entry into the program. Prerequisites are: 70% YWA with no failed courses. If accepted into the program, students will take the courses specified by the certificate program linked to ES 2276.

New course proposal:
ES 2276: Chemical and Biochemical Engineering Externship Program
The Engineering Externship Program provides Engineering undergraduates, after third year of the Chemical and Biochemical Engineering Option B program, with an eight-month placement at Fanshawe College which offers courses related to a practical Certificate Program.
Prerequisite(s): Completion of third year of the CBE (Biochemical and Environmental Option) program, 70% YWA with no failed courses.
Extra Information: Non-credit course.

Background:

The Department of Chemical and Biochemical Engineering, in collaboration with Fanshawe College in London, Ontario, has developed a proposal to provide an eight-month biotechnology certificate program that comprises courses in Applied Biotechnology, Bioinformatics, Applied Molecular Genetics, and other practical elements related to Biotechnology. The courses are to be delivered at Fanshawe College by Fanshawe College personnel. This specific externship opportunity will be of benefit for CBE students who want to take advantage of this optional training outside and independent of the regular chemical engineering curriculum at UWO.

2. **Faculty of Law: Revision of "Grading Rules"**

Recommended: That effective September 1, 2012, the "Grading Rules" in the Faculty of Law be revised as set out below, to indicate that the average for all first-year courses will be a "B."

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg496.html

GRADING RULES
The class average in a**n upper-year** course of 25 or fewer students,~~ other than Legal Research, Writing and Advocacy~~, must be between 5.70 and 7.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below. The class average in a**n upper-year** course of more than 25 students, and in ~~Legal Research, Writing and Advocacy~~ **all first-year courses**, must be between 5.70 and 6.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below. These grading rules do not apply to independent research projects, supplemental writing credits or to the courses entitled Appellate Advocacy Competition, Labour Arbitration Competition, and Trial Advocacy Competition.

The Faculty of Law uses the following grade designations:

[Table unchanged]

Grades	Grade Meanings	Grade Point Scale
A+	Excellent	10
A	Excellent	9
A-	Excellent	8
B+	Good	7
B	Good	6
B-	Good	5
C+	Competent	4
C	Competent	3
C-	Competent	2
D	Marginal Pass	1
F	Fail	0

PAS	Pass	
FAI	Fail	
AUD	Audit	
WDN	Withdrawn	
INC	Work is Incomplete	

The "PAS" and "FAI" designations are used only in courses identified specifically as being graded on a pass/fail basis. This pass/fail designation is used also for grades obtained on exchanges. A grade of "FAI" is treated the same as an "F" grade.

Students receive only a letter grade for each subject. The grade point values are used for calculation purposes only and are not disclosed to the student.

Individual grades assigned by instructors remain provisional until they are approved at a Faculty of Law Grades Meeting. The grades assigned by instructors must comply with the applicable class average requirements. However, after grades have been assigned, the Faculty has the discretion, at a Faculty of Law Grades Meeting, to waive these requirements. If an instructor wishes to seek an exemption from these requirements, he or she must apply to the Faculty at a Grades Meeting, indicating the reasons for the application and providing the alternative grades he or she wishes to assign.

Background:

Concern has been expressed that the current course average requirements for the substantive small-group courses allow for too much grade variation between these courses. There is a considerable difference between a grade distribution at the upper end of the current range and one at the lower end.

In March 2005, facing similar concerns, Faculty Council changed the required average for the LRWA small-group courses from “B+ or B” to “B.” At that time, it left the required average for the substantive small-group courses as “B+ or B,” making them the only first-year courses that could have a B+ average. In light of renewed concerns about differences between the grades in these courses, some of which have been quite significant recently, the average for all of these courses should be set at “B.”

Students in first year do not select which substantive small-group course they take. They are also inexperienced students of the law. This undercuts several of the traditional reasons why classes of 25 or fewer students have been allowed to have a B+ or B average.

3. **Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Medical Biophysics (Clinical Physics Concentration)**

Recommended: That effective September 1, 2011, an Honors Specialization in Medical Biophysics (Clinical Physics Concentration), leading to a Bachelor of Medical Sciences (BMSc) degree, be introduced by the Schulich School of Medicine & Dentistry and the Faculty of Science.

NEW CALENDAR COPY
(http://www.westerncalendar.uwo.ca/2011/pg698.html)

HONORS SPECIALIZATION IN MEDICAL BIOPHYSICS (CLINICAL PHYSICS CONCENTRATION)

Enrollment in this module is limited and competitive, and requires registration in the BMSc Program. Meeting the minimum requirements does not guarantee that students wishing to enter or progress in this module will be offered enrollment. See BMSc Program for more detailed information.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 75% on the following 4.0 principal courses, with no mark below 60% in any of these courses:

0.5 course from: Physics 1301A/B, 1401A/B or 1501A/B
0.5 course from: Physics 1302A/B, 1402A/B or 1502A/B
1.0 course from: (Calculus 1000A/B or 1100A/B or 1500A/B) and (Calculus 1301A/B or 1501A/B), or Applied Mathematics 1413
1.0 course: Chemistry 1100A/B and 1200B, or the former Chemistry 1020, 1050 or 023
1.0 course: Biology 1001A and 1002B, or the former Biology 1222 or 1223.

Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

Note: Either the former Physics 1020 or 1024 may be used in place of the two half courses in Physics listed above.

Module

11.5 courses:
1.0 course from: Calculus 2302A/B or 2502A/B, 2303A/B or 2503A/B
7.5 courses: Medical Biophysics 3330F/G, 3501F, 3503G, 3505F, 3507G, 3970Z; Physics 2101A/B, 2102A/B, 2110A/B, 3200A/B, 3300A/B, 3380A/B, 3400A/B; Physiology 3120
1.0 course from: Physics at the 3000- or 4000-level
0.5 course from: Medical Biophysics 4445A/B, 4455A/B, 4535A/B
1.5 courses: Medical Biophysics 4971E

Background:

This module is being introduced to satisfy undergraduate requirements for entry into CAMPEP-accredited (Commission on Accreditation of Medical Physics Educational Programs, Inc.) graduate or residency programs.

The Canadian College of Physicists in Medicine (CCPM) ruled that, as of January 1, 2016, all applicants writing the Membership Exam must have graduated from a Graduate Program *or* Residency that is accredited by CAMPEP (Commission on Accreditation of Medical Physics Educational Programs, Inc.).

The Department of Medical Biophysics has recently acquired CAMPEP accreditation for its graduate program, but recent changes to the undergraduate education requirements for entry into CAMPEP-accredited educational programs may mean that graduates from the current Medical Biophysics Honors Specializations would no longer be eligible for admission.

The CAMPEP Board recently adopted the following language for undergraduate requirements for entry into CAMPEP-accredited graduate or residency programs:

> *Students entering a medical physics graduate educational program shall have acquired a strong foundation in basic physics. This should be documented by either an undergraduate degree in physics or a degree in a related engineering or physical science with coursework equivalent to a minor in physics (includes at least three upper level undergraduate courses). If applicants with deficiencies in their physics background are conditionally admitted to the program, the provision for remedial education in physics shall be provided, documented and described in the self-study.*

This requirement will be enforced for residents starting programs after July 1, 2010. It is integral to the agreement with the American Board of Radiology to accept, in lieu of three years of on-the-job experience, a two-year CAMPEP-accredited graduate program that ensures that all entering residents have met the same preparation for clinical training.

The introduction of the Honors Specialization in Medical Biophysics (Clinical Physics Concentration) will satisfy the basic physics requirement for admission into CAMPEP-accredited graduate programs. It will also provide students with the opportunity to include other undergraduate courses (e.g., Physiology) in their module, which can be used for advanced standing in the graduate program. To reinforce the clinical contents of this module, which is reflected in its name, students will register in a separate fourth-year

research project course, Medical Biophysics 4971E: Project in Biophysics (Clinical Physics Concentration). Students taking this course will select a research project topic that involves a significant clinical physics component with diagnostic or therapeutic themes. The number of modular courses (11.5 courses) is greater than most of the Honors Specialization modules in Schulich, but necessary to satisfy the requirements of both the BMSc degree designation and admission to the CAMPEP program. Both the Departments of Medical Biophysics and Physics and Astronomy strongly believe that the graduate CAMPEP program will require the level of rigor offered by the proposed undergraduate module.

4. **School of Graduate and Postdoctoral Studies: Renaming the Master of Arts in Critical Studies in Global Film Cultures to the Master of Arts in Film Studies**

Recommended: That effective September 1, 2011, the Master of Arts in Critical Studies in Global Film Cultures be renamed the Master of Arts in Film Studies; and,

that admission to "Critical Studies in Global Film Cultures" be discontinued effective August 31, 2011, and admission to "Film Studies" commence September 1, 2011; and,

that students enrolled in this program as of September 1, 2011, who have completed all degree requirements, be permitted to graduate with either an MA in Critical Studies in Global Film Cultures or an MA in Film Studies, and have their choice appear on their final degree; and,

that June 30, 2013, be the final date that graduating students can elect to graduate in "Critical Studies in Global Film Cultures."

Background:

Currently, the program carries the title "Critical Studies in Global Film Cultures." This title was intended to serve purposes of differentiation and distinctiveness vis-à-vis other MA film programs offered at Canadian universities, and was adopted on the basis of recommendations from the then Faculty of Graduate Studies when the program was inaugurated.

With the benefit of experience from three cycles of recruitment, however, the Department of Film Studies has reviewed the selection of title and has come to the conclusion that the MA applicant pool over the past few years has, in all probability, been diminished as a consequence. This would be thanks to an incorrect but understandable perception on the part of prospective applicants that the program is highly specific as to area (i.e., global cinema and/or theories of globalization) and systematically excludes other types of subject-matter and approaches. The Department would like the program to carry a title that is more consonant with the content of the program.

Also, all other MA programs in Canada go by the general "Film Studies" title and that is the designation that prospective students expect to see when they consult lists of programs offered across Canadian universities. On this basis, the Department feels that the best interests of the program would be served if it were to follow suit.

The Department's currently-enrolled students have been consulted about the proposed change of program title and, while there was not a consensus approval of the change, it generally was supported. Given that some students wished to retain the original title of the program on their degree, the Department recommends that current students have the option of choosing which title they would like on their final degree. In order to accommodate all students *currently enrolled* in the program, this option would expire on June 30, 2013, after which all graduating students that have not chosen to retain the program's original title would receive an MA degree in "Film Studies." All new students entering the program after June 30, 2012 will likewise graduate with an MA in "Film Studies."

5. **Introduction of Guidelines for Establishing International Dual-Doctoral Degree Programs**

Recommended: That the "Guidelines for Establishing Dual-Doctoral Degree Programs" be approved, effective January 1, 2012.

Guidelines for Establishing International Dual-Doctoral Degree Programs

1. PREAMBLE

International Dual-Credential Degree Programs provide a unique opportunity to enhance student experience at each of the participating institutions. The development of educational programs with excellent peer universities or institutes in other countries allows students from each partner to gain unique educational exposure and valuable international academic and cultural experiences. The global nature of these International Dual-Credential Degree Programs strengthens students' careers, provides professional opportunities and enhances the stature of Western wherever such partnerships are established.

Western has always welcomed the best students from anywhere in the world to study here. By awarding a Dual-Credential Degree the partner institutions acknowledge the additional international experience and effort of each student. Additionally and more practically it allows the educational background and core competencies of each student to be clear in each jurisdiction.

2. DEFINITION

Dual- Doctoral Degree Programs

An International Dual-Doctoral Degree Program is defined as a program of study (within the same area of proficiency and research expertise) offered by The University of Western Ontario and one other peer university or institute outside of Canada. Completion of the Dual-Doctoral Degree requirements is confirmed by awarding a separate diploma document by each of the participating institutions, one of which is The University of Western Ontario. The University of Western Ontario views doctoral programs as research-intensive programs.

3. PRINCIPLES

The following guiding principles shall be considered in developing an International Dual-Doctoral Degree Program:

a. The proposed program shall create a high-quality, innovative program of study that provides enhanced opportunities for students.

b. There shall be consistency with University and School of Graduate and Postdoctoral Studies academic standards and regulations for all program requirements including the thesis/dissertation.

c. The Dual-Doctoral Degree Programs shall satisfy the doctoral degree-level requirements of each of the participating programs and include a qualitative and/or quantitative value-added element that distinguishes it from the originating programs. For example: Dual-Doctoral Degree Programs enhance graduate student development in several areas of the OCAV Graduate Degree Level Expectations. Overseas study and research promotes the development of intercultural competence and provides graduates with experience working in multinational research teams, exposes graduates to multiple disciplinary and research perspectives and contributes to the development of professional capacity/autonomy. The proposal should indicate guidelines for time allocation at each of the institutions.

d. The initiative should support the Faculty and University academic plans and priorities, and be premised on a compatible educational and research-intensive philosophy between the participating programs/institutions.

e. Students will be funded at the appropriate doctoral level during their period of eligibility.

4. PROCEDURES FOR REVIEW AND APPROVAL

4.1 The Evaluation Criteria

An International Dual-Doctoral Degree Program at Western will be composed of an existing approved program. All proposals will be assessed in accordance with the evaluation criteria set out below.

Evaluation Criteria for International Dual-Doctoral Degree Programs

(i) Objectives and Program Content

Demonstration that:

- The International Dual-Doctoral Degree Program's content aligns with the unit/faculty/university academic plans.
- The program satisfies the University's established doctoral degree-level expectations.
- If applicable, the program enhances the local program to reflect the qualitative and quantitative elements unique to the Dual-Doctoral Degree program.
- The Dual-Doctoral Degree Program meets all of the requirements and milestones of the doctoral program as previously evaluated and approved by the Ontario Council of Graduate Studies or Western's Institutional Quality Assurance Process, including requirements regarding the oral examination of the dissertation.

(ii) Quality Indicators

- Provide evidence of the excellence of the proposed partner university and the specific unit/department/program.
- Provide information about how the student will be supervised jointly by a supervisor at each university.
- Provide information as to how the progress of each student will be monitored, especially for Western students studying abroad.

(iii) Admission Requirements

- Demonstration that the existing admission requirements for the existing program will continue to be met, including language proficiencies or demonstration of the appropriateness of the unique admission requirements for the Dual-Doctoral Degree program's learning expectations and University doctoral degree-level expectations.

(iv) Structure of the Program

- Demonstration that the structure of the Dual-Doctoral Degree Program will meet the doctoral degree-level learning expectations.
- Confirmation that the academic requirements of the existing program remain unchanged, or that proposed revisions are necessary and appropriate for the International Dual-Doctoral Degree Program.
- Confirmation that students will spend at least three academic terms at each institution.
- Confirmation that students will complete all requirements of the Western doctoral program.
- Confirmation that the mode of delivery is unchanged from the existing program(s); or provide evidence of the appropriateness of the proposed mode(s) of delivery to meet the specified program learning expectations and University doctoral degree-level expectations.
- Confirmation that students will be funded appropriately during the full period of eligibility, including when studying abroad.
- Detailed description of the tuition payment scheme for participants.

(v) Assessment and Evaluation

- Confirmation that the methods for the assessment of student achievement, in terms of coursework, research and major milestones (e.g., qualifying exams and/or comprehensive exams) in the Dual-Doctoral Degree Program are substantially similar to that of the existing program; or
- Completeness of plans for documenting and demonstrating the level of performance and achievement of students, consistent with the University's and the School of Graduate and Postdoctoral Studies' expectations.

(vi) Enrolment Projections and Resources

- Indication of the demand and community interest for the program.
- Inclusion of enrolment projections and the anticipated steady-state enrolment.
- Statements from relevant programs/units confirming consultation on the new program.

4.2 Approval process

Applicants seeking to establish a Dual-Doctoral Degree Program must notify the School of Graduate and Postdoctoral Studies and the Vice-Provost (Graduate and Postdoctoral Studies) in the early stages of developing a program. The School of Graduate and Postdoctoral Studies will provide guidance and advice in developing the proposal and will ensure that the quality indicators are met and that support is available for prospective international students.

Proposals will be subject to the normal Departmental and Faculty approval process prior to submission to SUPR-G and the Senate Committee on Academic Policy and Awards (SCAPA). In addition to the documentation normally required by SCAPA, the proposal must set out the details of the envisioned partnership and address the points listed in the evaluation criteria under Section 4.1. SCAPA will evaluate the academic aspects of the proposal and if satisfied, it will forward its recommendation to establish the Dual-Doctoral Degree Program to the Senate for final approval.

Dual-Doctoral Degree Programs will not be implemented and the agreement with the partner institution will not be signed prior to Senate approval of the proposed Program.

FOR INFORMATION

6. **New Scholarships**

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

Meds 1965 Award (Schulich School of Medicine & Dentistry, Medicine)
Awarded to a student entering first year of the Doctor of Medicine (MD) program with academic achievement and demonstrated financial need. Candidates must complete an admission financial-need application form, available online through the Office of the Registrar's Web site, by April 1. The recipient will be selected by the Office of the Registrar. This award will continue for the second, third and fourth years, as long as the recipient continues to demonstrate financial need. Only one student will hold this award in any year. If a student fails to retain the award, another student from the same year who meets the criteria will be selected. This award was made possible through Foundation Western by the generosity of graduates of the Schulich School of Medicine & Dentistry, Meds Class of 1965.

Value: 1 at $1,000 (continuing for 4 years)
Effective: 2011-2012 academic year

D.C. Buck Engineering Award (Faculty of Engineering)
Awarded annually to a full-time student in Year 3 or 4 in the Faculty of Engineering, Civil & Structural Engineering Option, with a minimum 70% average and demonstrated leadership in extra-curricular activities. Preference will be given to a member of a varsity team, preferably track and field. An award application must be completed online through the Engineering Undergraduate Services Web site: http://www.eng.uwo.ca/undergraduate. A one-page statement outlining the student's extra-curricular activities, involvement on a varsity team, and information as to which high school they attended (preference for publicly funded) is also to be submitted to the Undergraduate Engineering Office by September 30. The Faculty of Engineering scholarship committee (in consultation with varsity athletics) will select the recipient. This scholarship was established by Mr. Dwayne C. Buck (BESc '00), founder of D.C. Buck Engineering Inc.

Value: 1 at $1,500
Effective: 2011-2012 to 2015-2016 academic years inclusive

David Leighton MBA Leadership Award (School of Graduate and Postdoctoral Studies, Business)
Awarded to a full-time student entering the Master of Business Administration program at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. The MBA Scholarship Committee at Ivey will make the final selection of the recipient. This award was established by Ralph M. Barford (LLD'87) through The Ralph M. Barford Foundation in honour of David S. R. Leighton.

Value: 1 at $70,000
Effective: May 2012

7. **Annual Report of the Subcommittee on Program Review - Undergraduate (SUPR-U) – 2010-2011**

The Annual Report of the Subcommittee on Program Review – Undergraduate (SUPR-U) for 2010-2011 is attached as **Appendix 1.**

8. **Final Assessment Reports of the Subcommittee on Program Review - Graduate (SUPR-G)**

In September 2010, the SCAPA Subcommittee on Program Review (SUPR-G) was officially established and it commenced its work in February 2011. For graduate programs, the long-established processes of OCGS were replaced with internal university mechanisms, and reviews of graduate programs commenced in the summer of 2011. For the transitional year (2010-2011), recommendations from SUPR-G will be forwarded to SCAPA for approval and to Senate for information as they are completed. It is expected that starting in 2011-2012, recommendations will be forwarded as part of an annual report.

The SCAPA approved Final Assessment Reports of the Subcommittee on Program Review – Graduate (SUPR-G) for graduate programs in Biochemistry and Classics are attached as **Appendix 2**.

9. **Revision to the Procedure to be Used for Articulation Agreements with External Colleges**

Effective November 1, 2011, the Procedure to be used for Articulation Agreements with External Colleges has been revised as highlighted below in order to comply with the affiliation agreement between The University of Western Ontario and the three Affiliated University Colleges.

ARTICULATION AGREEMENTS WITH EXTERNAL COLLEGES

PROCEDURE TO BE USED FOR ARTICULATION AGREEMENTS
(S.02-058)

The following procedure is to be used for articulation agreements for Western and External Colleges and/or for Western, its Affiliated University Colleges and External Colleges regarding acceptable admission and transfer credit.

When UWO faculties *("Faculty" shall be interpreted hereafter in this document to be one of Western's Main Campus Faculties or Schools and its Affiliated University Colleges)* and external Colleges *("College" shall be interpreted hereafter in this document to be an external college or institution, not including Western's University Affiliated Colleges)* wish to enter into an agreement establishing acceptable admission and transfer credit for one another's students, the first point of contact is the Director, Undergraduate Recruitment and Admissions in the Office of the Registrar lgribbon@uwo.ca.

A written agreement between UWO and the external College will be required if the terms of the agreement are not covered by a previously-approved Senate policy on admission or transfer credit.

Following consent on the terms of the agreement by the Faculty, College and Western's Registrar's Office, the Director, Undergraduate Recruitment and Admissions lgribbon@uwo.ca will forward information on the agreement to the University Secretariat erikah@uwo.ca for inclusion in the next agenda of the Senate Committee on Academic Policy and Awards (SCAPA). The agreement will be recommended for approval by SCAPA and for subsequent recommendation to Senate. The recommendation will include the appropriate entry for the academic calendar and background information stipulating the courses in question.

Contingent on approval by Senate, an articulation agreement will be signed by the appropriate signing officer of the external College in question and the Dean of the Faculty at Western and Western's Vice-Provost (Academic Programs & Students) [Registrar].

If the agreement is proposed by one of Western's Affiliated University Colleges, following consent on the terms of the agreement by the external College, the Affiliated University College and the main campus Registrar's Office, the Director of Undergraduate Recruitment and Admissions will forward information on the agreement to the University Secretariat for inclusion in the next SCAPA agenda for approval and recommendation to Senate **and to the Board**. The recommendation will include the appropriate entry for the academic calendar and background information stipulating the courses in question.

Contingent on approval by Senate **and the Board**, an articulation agreement will be signed by the appropriate signing officer of the external College, the Affiliated University College in question and Western's Vice-Provost (Academic Programs & Students) [Registrar].

An original copy of the articulation agreement will be retained in the University Secretariat and specifics of

the agreement, e.g., the courses to which the agreement refers, may be updated from time to time without further approval by the Senate.

Further information on acceptable admission and transfer credit on current agreements can be obtained from the following website: http://www.ocutg.on.ca

Background:

Section 27 of the Affiliation Agreement between The University of Western Ontario and Brescia University College, Huron University College, and King's University College, explicitly stipulates that an Affiliated University College shall not be affiliated with any other university, college or school without the permission of the University Board of Governors, acting on the recommendation of Senate. See: http://www.uwo.ca/univsec/handbook/general/affiliation_agreement.pdf

The full policy on Articulation Agreements with External Colleges is on the web at: http://www.uwo.ca/univsec/handbook/general/articulation_agreements.pdf

Annual Report of the Subcommittee on Program Review - Undergraduate (SUPR-U) – 2010-2011

SUPR-U's role is to coordinate and assume responsibility for reviewing proposals for new undergraduate programs, and to recommend approved proposals to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration by Senate. In addition, SUPR-U is responsible for reviewing proposals for major modifications to existing programs as well as for the periodic reviews of existing undergraduate programs and make appropriate recommendations to SCAPA and Senate. Dr. Michael Milde continued as Chair of the Subcommittee and led 8 SUPR-U meetings in 2010-2011. The committee meetings were held on September 29, November 24, January 5, March 2, March 30, April 27, May 25 and June 14.

1) Amendments to the "Terms of Reference" and change in the subcommittee's name:

In September 2010, Senate approved the amendments to the subcommittee's terms of reference, as well as a name change from SUUPR to SUPR-U. This was done in preparation of submitting Western's proposed IQAP process to the Quality Council for approval. The subcommittee's current terms are located here: http://www.uwo.ca/univsec/senate/cteeterms/supr-u.pdf

2) Approval of Western's new Institutional Quality Assurance Process (IQAP):

The Quality Council approved Western's new Institutional Quality Assurance Process on May 4, 2011. The approved guidelines are posted on the web here:
http://www.uwo.ca/univsec/handbook/iqap/WesternIQAP.pdf

3) Changes to the review schedule:

The review of the Faculty of Law was postponed from 2010 - 2011 to the 2013 – 2014 cycle due to change in leadership in the faculty.

4) Approvals of new modules and programs:

SUPR-U approved the following modules:

- Faculty of Arts and Humanities: Major in Sexuality Studies
- Faculty of Arts and Richard Ivey School of Business: Combined HBA degree
- Brescia University College: Specialization, Honors Specialization and Major in Food Management
- Brescia University College: Major in Accounting
- Brescia University College: Major in Consumer Behaviour
- Faculty of Engineering: Green Processing Engineering and Management Option
- Faculty of Engineering: Green Processing Engineering and Law Option
- Faculty of Engineering: Software Engineering and Medicine Option
- Huron University College: Honors, Honors Specialization and Major in Organizational Studies, Policy and Ethics
- Huron University College, Department of Psychology and Richard Ivey School of Business: Combined HBA degree
- King's University College: Honors Specialization in Accounting (BMOS)
- King's University College: Specialization in Financial Economics
- Faculty of Law and Faculty of Science: Combined JD/MSc in Computer Science program
- Schulich School of Medicine and Dentistry and Faculty of Science: Honors Specialization in Chemical Biology
- Faculty of Science, Department of Statistical and Actuarial Sciences: Major in Applied Statistics

The committee did not approve the following proposals:
Brescia University College: Specialization and Honors Specialization in Accounting
Brescia University College: Specialization and Honors Specialization in Consumer Behaviour
Huron University College: Specialization and Honors Specialization in Accounting

The approval of Huron University College's Honors Specialization in Religious Studies, Theology and Culture is pending and waiting for the external review to conclude.

5) Cyclical review of modules and programs:

The 2009 - 2010 reviews of Huron University College's BMOS and Economics programs are included in this year's report.

The programs reviewed during 2010 – 2011 were:

- Classical Studies, Geography, Music, Physics and Astronomy (including Planetary Science and Materials Science)
- Brescia College – Social Sciences; Huron University College – Centre for Global Studies; King's College – Political Science

The subcommittee continued to use the OCGS qualifiers - good quality, good quality with report, conditionally approved and not approved - for its assessment of programs and for its recommendation to SCAPA. The Executive Summaries of the reviews that were completed by August 31, 2011, along with SUPR-U's final recommendations are listed below

2009 – 2010 REVIEWS

(These reviews were conducted and finalized under the UPRAC guidelines)

A) Huron University College – BMOS modules

The Executive Summary was prepared by Dr. Mark Blagrave, Chair, Educational Policy Committee, Faculty of Arts and Social Science, Huron College.

The undergraduate programs in the Bachelor of Management and Organizational Studies were reviewed in 2009-10. The program's self-assessment, the report of the external reviewer, and the department's response all confirm the quality of the programs. The external reviewer commended the College on the creation of a strong community, in its well-qualified students, and on small class sizes.

The External reviewer, Professor John McCutcheon of the School of Business and Economics at Wilfred Laurier University, was provided with the departmental self-assessment; 3 years' worth of annual reports; a list of FASS overall learning objectives; the program's course-by-course learning objectives; links to course outlines; and print-outs of the Calendar.

He made his site visit on 7 April, meeting with teachers in the program, the Principal, the Registrar, the Dean, the Coordinator of the MOS program, and a group of students. The schedule of the Director of the Aubrey Dan School made a meeting between him and the reviewer impossible.

The reviewer identified, and made a number of recommendations regarding, areas for further attention.

The Reviewer noted that the current "BMOS" name is found confusing by students and fails to reflect the strong accounting emphasis of the Huron programs, and he therefore made a recommendation that a change in nomenclature of the degree be explored. Given the connexions among our programs and those on main campus and at the other affiliates, there seems little to be done at present to make any change.

The reviewer reported that students felt that not enough was done to make connexions towards career paths. Enhancements to career orientation will be explored, although the Career Development Office and the alumni mentoring programs have made significant progress in this area (perhaps unknown to the reviewer). More will be done to publicize the opportunities, and steps will be taken to identify further Community-Based-Learning opportunities for inclusion in MOS courses at Huron. Mounting a full co-op program (as the reviewer pointed out when he mooted it) is not deemed to be practical at the scale upon which Huron operates.

The reviewer observed a lack of apparent structure to the non-MOS course options on the degree programs. As part of an effort in the coming year to craft Huron versions of new BMOS modules in response to changes on main campus, careful consideration will be given to making the Social Science components more meaningful to the overall degree.

The reviewer pointed out that growth in enrolments in BMOS at Huron has not kept pace with the significant growths in the program at Main Campus. In an effort to retain the desirable balance of programs at Huron, there are no plans to grow enrolments in this program at the College.

In light of Huron's small size and limited resources, the reviewer advised focussing on only some of the modules also available on main campus. It is anticipated that Huron will focus on Finance for MOS and on Accounting modules in future, as these have been most popular with students and form a good fit with resources in Huron's Economics Department. An accounting link with the CGA will also be explored further.

As the reviewer points out, the BMOS Specialization in Global Studies, which seems a natural fit for Huron, has not attracted significant enrolments. A review of the MOS Specialization in Global Studies will be conducted to discover why it has not been attractive to students and how it might be made more so.

Perhaps the most significant recommendations of the reviewer came in the area of staffing. Regarding the recommendations for a full-time tenure-track faculty appointment and making permanent the coordinator position, a necessary first step will be to research best practices elsewhere for accommodating credentials and activities of Business teachers in Conditions of Appointment language.

The reviewer's point that a small pool of part-time instructors may become overtaxed is well taken, and the idea of broadening the part-time instructor pool will be investigated, with positions being advertized more widely.

A study of attrition of student enrolments, pointed out as a concern by the reviewer, will be made; and more systematic tracking of graduates is a college-wide priority.

B) Huron University College – Economics

The Executive Summary was prepared by Dr. Mark Blagrave, Chair, Educational Policy Committee, Faculty of Arts and Social Science, Huron College.

The undergraduate programs in Economics at Huron University College were reviewed in 2009-10. The departmental self-assessment, the report of the external reviewer, and the department's response all confirm the quality of the programs. In the reviewer's words, "the Department is strong and collegial and offers students a solid educational experience."

The External reviewer, Dr Frank Strain of the Economics Department at Mount Allison University, was provided with the following information prior to his site visit: the departmental self-assessment; 3 years' worth of annual reports; a list of FASS overall learning objectives; the department's course-by-course learning objectives; links to course outlines; print-outs of the Calendar; and curricula vitarum of departmental members.

He made his site visit on 30 and 31 March 2010, meeting with members of the Department, the Huron Librarian, the Director of IT at Huron, regular part-time appointees in the Department, the Principal, the Registrar, the Dean, the Coordinator of the MOS program, the Chair and the Undergraduate Program Director in Economics on main campus, and a group of students.

The reviewer raised several issues for consideration.

His report included a recommendation to devise a strategy for securing ongoing leadership in face of impending retirements in the department, and a strategy for hiring, including consideration of hiring at a senior level. The department is well aware of the challenges facing it in light of impending retirements and will explore alternatives, with a preference for attracting a mid-to-later-career Economist with a strong interest in undergraduate teaching.

The reviewer recommended implementing a reduced teaching load (2.0 course per annum) for new faculty members coming into the department to allow them adequate time for research activities. As this is a workload issue, it will be explored in the appropriate fora.

Since the department relies regularly on several individuals for part-time teaching (up to 2.5 courses per annum), the reviewer recommended developing continuing part-time appointment arrangements. This also will be explored in the appropriate fora.

Dr Strain recommended retaining the finance focus (although it may seem unusual for a liberal arts institution), the theory focus, and the empirical-research-methods focus of the programs in Economics, given the complementarities with the Bachelor of Management and Organization Studies programs in the College, student interest at Huron, and the shape of UWO's main campus program. The department concurs with this, especially in light of current staffing levels in the department.

The reviewer reported that students feel that there is a considerable increase in the degree of difficulty of Economics courses at Huron as they move from year two to year three. The faculty members who teach in the core areas of Macroeconomics, Microeconomics, and Econometrics will continue their past and

current practice of holding regular meetings to discuss content of these courses. This may address the students' concerns.

Regarding the longstanding 2+2 program with Dongbei University of Finance and Economics, the reviewer perceived an absence of connexions among the DUFE students and four-year Huron Economics students. The department and the College will continue to work to integrate DUFE students and Huron 4-year students more closely, and to expose DUFE students to more of the Canadian context.

Finally, the reviewer reported that the students with whom he met felt there was only a limited amount of information available regarding program options and requirements. A greater effort will be made to ensure that students know where to look for the information, and that it is current and helpful.

2010 – 2011 REVIEWS

(Reviews were conducted before receiving final approval for Western's Institutional Quality Assurance Process, therefore reports and recommendations were prepared under the UPRAC Guidelines.)

C) Department of Classical Studies – Faculty of Arts and Humanities

The Executive Summary of the Review was prepared by Dr.Joan Finegan, Faculty of Social Science and SUPR-U member.

On February 16, Professor Jonathan Edmondson (Chair of the Department of History at York University), Eric Kular (UWO undergraduate student) and Joan Finegan (Associate Dean, Social Science) met to review the Department of Classical Studies. Meetings were scheduled with administration of the University (Professors Alan Weedon, John Doerksen and John Hatch), library representatives (Fran Gray and Catherine Wilkins) as well as Faculty members (both full and part-time), staff, and students, past and present, from the Department of Classical Studies. The general tenor of all our conversations suggested a vibrant department where faculty, staff and students get along very well. The department has continued to operate under strong leadership and members have demonstrated the highest quality of teaching and research. The support staff received much praise. We were struck by the level of enthusiasm and esprit de corps among members. Overall, our impressions were uniformly positive.

With respect to curriculum development, the department has been able to support their smaller third and fourth year classes by successfully teaching large, general courses at the 1000- and 2000-level. Within their modules, the committee agreed with the department that 3000 and 4000 level courses should be clearly differentiated. Indeed as a result of the department's curriculum mapping in the fall of 2010, fourth-year courses require third-year prerequisites. Third-year courses are more likely to be lecture format whereas fourth-year will be small group seminars. The recently developed Greek and Latin Literature (in translation) Minor could benefit from a 4000-level course, a possibility the Department is exploring. Though the committee recommended offering more summer courses, the department notes that the demand is not there.

In terms of program development, the committee agreed with the department that a new minor in Greek and Roman history should be introduced. The implementation date is expected to be either the fall of 2012 or 2013. The department was also supportive of the suggestions made to improve the curriculum and is considering having students in Honors Specialization, Specialization and Majors take 1.0 4000-level capstone course as part of their modules, and students in the minor taking a 0.5 course at the 4000 level. There is consensus that a fourth-year honors thesis would be a positive addition to the program. The department also plans to increase field course offerings including an Archaeological field school to commence in 2012 and a study tour in the Mediterranean. The issue of whether undergraduate and masters students should be taught in the same course is being addressed and efforts are being made to ensure that only strong undergraduates are in classes with graduate students.

Finally with respect to department culture, we were pleased to see that both the Department Library and the University Library have critical editions of literary texts. The reviewer recommended establishing a subscription of the electronic edition of Thesaurus Linguae Latinae. This in fact has been done. The Department has had considerable faculty renewal and has been able to hire a number of very strong people to replace retirements. One eminent member of the department is set to retire in 2012, and the reviewer strongly recommended that a replacement tenure-stream appointment be part of the Faculty of Arts and Humanities faculty complement plan. The committee also recommended that the Faculty ensure that pre-tenure faculty members get a term relief to enrich the research culture of the department. As per this report's recommendations, the Department plans to institute a regular research seminar series to

showcase the work of Faculty and Graduate students. Finally the report recommended attracting post-doctoral candidates for their research and teaching expertise.

SUPR-U Recommendation: Good quality

D) Department of Geography – Faculty of Social Science

The Executive Summary was prepared by Dr. Grant Campbell, Faculty of Information and Media Studies and SUPR-U Member.

Undergraduate education in the Department of Geography was reviewed on April 5, 2011. The review was conducted by:

- Dr. Bob Sharpe, Department of Geography and Environmental Studies, Wilfrid Laurier University
- Dr. Joe Desloges, Department of Geography and Program in Planning, University of Toronto

Also participating on the review committee were:

- Dr. Grant Campbell, Faculty of Information and Media Studies, University of Western Ontario (SUPR-U Representative)
- Kathryn Dockstader, Faculty of Music (Student Representative)

The review consisted of a comprehensive self-appraisal document submitted in March, Brief for the Periodic Appraisal of the Undergraduate Programs in Geography, together with a complete list of CVs of all regular faculty and limited duties instructors, and a complete list of course outlines and assignments. During the site visit on April 5, the review committee met key administrative personnel, including the Department Chair, the Undergraduate Chair, the Undergraduate Assistant and Program Advisor, the Vice Dean of the Faculty of Social Science, the Vice Provost for Academic Planning, Policy and Faculty, and the Vice Provost for Academic Programs and Students. The Committee also met with the Assistant University Librarian and the Research and Instructional Librarian. The Committee met with almost all faculty and staff engaged with undergraduate education in the Department, and with more than half a dozen undergraduate students from second year up to the 2011 graduating class, including representatives of the Geography Undergraduate Association.

The report of the Committee was submitted on May 3, 2011, and the Department responded on May 17, 2011.

In examining the structure, content and quality of the programs, the reviewers noted that both substantive and methodological/technique program requirements ensure exposure to the breadth and depth of the discipline. It commended the “core” curricular structure that promotes integration across the social science and science within the discipline which reflects the interdisciplinarity of geography. UWO Geography offers undergraduate programs that strongly reflect all of the major sub-disciplines in Geography, with a somewhat greater emphasis in Geographic Information Science compared to some programs in Canada.

Enrolment appears very healthy, with a significant number of non-program students taking geography courses. The reviewers noted that all programs emphasize discipline-specific skills together with transferable knowledge, including critical reading and thinking, analytical approaches, field skills and larger perspectives of geographic thinking. These features are apparent in the major programs as well as in the honours programs. The committee commended the Department’s commitment to a strong first-year curriculum, and its insistence that second-year students take both human and physical geography. There were no student complaints about course availability, and students expressed appreciation of the capstone courses. TA and limited duties instruction resources appear to be appropriate.

The committee noted some ongoing challenges with the program structure: particularly those of ensuring that students in the major programs get the necessary quality and depth of disciplinary exposure. In addition, the recent decision to make the Spatial Analysis course a required gateway for all Geography programs has caused challenges for some students, mainly around problem-solving skills.

In examining the governance and administration, the committee learned of several concerns facing the Department, primarily in response to making resource allocations for staffing, space and budgeting in the face of policy decisions made outside the Department. In particular, the lack of sustainable funding for more expensive items is proving a significant problem in efforts to fund core activities related to equipment and field experience. Above all, the Department is concerned about the new enrolment-based budgeting model and its implications for maintaining the limited-enrolment Honours programs.

The Department's strategic priorities (maintaining faculty and staff complement and developing and implementing a space plan) are closely aligned with those of the University and the Faculty of Social Science. The Department and its undergraduate programs are highly regarded within the Faculty of Social Science. With the imminent move of resources and staff from the Sauer Map Library into the Western Library system, the Department will need to work with the library staff to ensure that appropriate support and access is given to the specialized materials.

The reviewers found the administration of the Department effective and efficient. Finding spaces for students in courses is rarely difficult, but the timetabling of courses is a recurrent issue, particularly for students who enter programs after first year, as well as for students in the complex Urban Development module. The Undergraduate Affairs Committee has identified five main issues of concern for program development: a) balancing rigour and flexibility across programs; b) balancing physical and human components of geography; c) reflecting faculty and graduate research clusters; d) ensuring the proper recognition of Geography courses and modules by the Faculty of Science in order to permit Geography courses and modules to be considered as 'science credits' and contribute to BSC degrees completed by Faculty of Science students and e) reforming the undergraduate course structure and distribution

The committee was impressed with the degree to which the Department's governance draws on the voices of its members. The Undergraduate Affairs Committee has fostered a Department-wide discussion of undergraduate program development. Staff members, administrative and technical, have had commendably major roles in the teaching and research mission of the Department. And while the students have no dedicated space in the Department, they have nonetheless played an active role on the Undergraduate Affairs Committee and in the overall discussion of undergraduate program development.

SUPR-U Recommendation: Good quality

E) Faculty of Music

The Executive Summary was prepared by Dr. Mark Workentin, Department of Chemistry and SUPR-U Member.

The Don Wright Faculty of Music was reviewed on March 8 and 9, 2011 by Dr. Lori Burns an esteemed colleague who is a Professor in the School of Music and past Associate Dean of Research in the Faculty of Arts at the University of Ottawa. The School of Music at the University of Ottawa is highly regarded and offers music programs in performance, musicology, theory, composition, music education and piano pedagogy. They also have a vigorous and varied ensemble program. Because of the similarities to our own Faculty, and because she is an alumna of Western, her perspectives on the undergraduate programs in the Don Wright Faculty of Music are particularly germane. As the SUPR-U representative, I also participated in all aspects of the review. We were also fortunate to have Shauna Fraser participate as a student representative (Health Sciences) for the full schedule.

The review itself included information provided in a Self-Appraisal document produced by the Faculty as well as that gathered during the site visit. Interviews were carried out with all the important stakeholders, including the Vice-Provost (Academic Planning, Policy and Faculty), the Vice Provost (Academic Programs and Students), the Dean and Associate Dean Academic, each department Chair and their faculty, and staff groups. A cohort of current undergraduate students representing the various programs and selected modules was also consulted. It would be difficult to find a more engaged and thoughtful group of students. This later meeting was extremely fruitful, providing insights into improving/evolving their programs and the student experience in the Faculty and the University.

Dr. Burns provided a thoughtful and informative report that captured the main issues that arose during the visit. Based on her experience she also offered a number of useful and creative recommendations. Dr. Burns was the sole external examiner of the Faculty of Music that has 3 departments (, over 10 programs (and modules) and 600 undergraduate students. She should be commended for taking on the enormous task of the preparing the external report by herself. I recommend that in cases like this, where a program that encompasses a whole Faculty is being reviewed, that at least two external examiners be involved to help with the workload and complexity of preparing a report.

Overall Dr. Burns's assessment was that there was a high level of engagement, enthusiasm and dedication from all stakeholders: faculty, staff and students. The quality of the students admitted and that graduate, and the programs offered, were rated as very strong and of a high quality. The resources

available to the students as they progress through their programs, which include access to their faculty instructors, performance options, practice facilities, counselling services and library facilities, are excellent.

Dr. Burns provided a list of useful recommendations in many areas including student engagement, course objectives and outcomes, degree structure, organizational structure and human and instrument resource management and these are summarized in her report. A number of the recommendations encourage the Faculty and departments to consider ways of evolving the degree structure and course offerings to meet student needs and the broader student experience and degree expectations at Western. For example, students who are nested within the B. Mus. Programs in the Departments of Music Education, Performance, and Music Research and Composition have a true sense of belonging as they are an identifiable group with each department. However, these students voiced concern of a silo effect due to their specific program restrictions. Students who are in programs not as well-identified by one of the departments, namely students in the BA or those enrolled in one of the modules in music identified concerns of non-integration. The undergraduate programs for the majority of students in Music do not follow the Western module system and typical Western degree structure , although there are also a significant number of students in Music who follow the more standard module degree structure. This mix leads to a number of challenges. For students in the Music Programs (non-modules) there is very little opportunity to take courses outside of those prescribed. Several recommendations were made to address these concerns and others directed a curriculum issues, including:

- Develop a general first year course to introduce students to the field of music research
- Develop a capstone course that would bring students together with an interdisciplinary objective
- Identify a process and academic leaders for students in the MA and majors that were act as their champion
- Consider providing a credit for ensemble courses that are currently required on top of the for credit courses
- Consider providing more ensemble opportunities to those in the BA and majors
- Consider ways in the degree structure to allow students to have more flexibility to take music courses in areas from other Music departments and from other faculties across campus to increase their breadth in music (to become more total musicians) or breadth generally as defined by Western's degree structure. Such breadth is the hallmark of Western degrees and more typical of other music programs across the country.

The Faculty received the external report and provided a timely response to a few of the key recommendations. A number of the recommendations that deal with student course selection, degree structure and degree expectations need more time to be broadly evaluated. For example, the external examiner's concerns for "constraints upon course selection" and "need for academic leadership in certain fields in which students feel marginalized" may be more encompassing than addressed by the response. For example, the recommendation to establish champions to allow better integration of these students is a good one and the process cannot just involve a single individual as evidenced by comments in the response from the Faculty. Recommendations relating to degree structure, course flexibility, changes in ensemble credit require further consideration by all stakeholders and were not really addressed in the letter of response.

In summary, the review found that the Faculty of Music offers excellent programs in all disciplines in Music. The admission process is bringing in a very talented pool of high achieving students, retaining them and the graduates are well positioned to be able to enter the professional workforce in music or the best M.Sc. and Ph.D. programs in Canada and the United States. While the Faculty is committed to review their courses and programs there are a number of useful recommendations from the external reviewer to improve the educational experience of their students in the context of a Western degree. The recommendations offered in the report should be investigated and evaluated in more depth, with input and leadership from the incoming new Dean.

SUPR-U Recommendation: Good quality

F) Department of Physics and Astronomy – Faculty of Science

The Executive Summary was prepared by Dr. Margaret McNay, Faculty of Education and SUPR-U Member.

Review Committee:
External Reviewer: Martin Grant, Dean of Science, McGill University
Internal (SUPR-U) Reviewer: Margaret McNay, Associate Dean, Faculty of Education

Student Reviewer: Sabrina Nurmohamed, third-year BMSc, University of Western Ontario

The review of undergraduate programs in the Department of Physics and Astronomy took place in March, 2011. The Review Committee used two primary sources of information in its deliberations:

1. resource documents which offered comprehensive background information about the Department. In particular, the Department's self-appraisal document with its detailed appendices was "clear, comprehensive, and frank," and the External Reviewer "was impressed by the serious diligence the department had undertaken to complete this resource." The document was, in his view, "a model of how to do a great job."

2. face-to-face consultations with groups and individuals who offered observations and critical comments about the Department and who answered questions, candidly and forthrightly and from different points of view:

- Alan Weedon, Vice-Provost (Academic Planning, Policy and Faculty), and John Doerksen, Vice-Provost (Academic Programs and Students) and Registrar;
- Shantanu Basu, Department Chair, and Jeff Hutter, Undergraduate Chair;
- the Department's Undergraduate Curriculum Committee;
- Keith Griffiths, Associate Dean (Academic), Faculty of Science;
- upper-year instructors, first-year instructors, and lab coordinators;
- support staff and graduate teaching assistants;
- undergraduate chairs of partner departments;
- undergraduate program students.

By the end of the day on March 14, after seven hours of meetings, discussions and deliberations, the Review Committee had reached a consensus that the undergraduate programs offered by the Department of Physics and Astronomy were, as described by the External Reviewer, "strong." Dr. Grant noted the "justifiable pride" the Department took in the quality of its service courses, majors and honors students, and teaching. The Committee had also identified seven issues, detailed below, for further consideration.

The External Reviewer took primary responsibility for preparing the Review Committee's final report although all members contributed to the report and concurred with the findings. The Report was submitted to the Office of the Vice Provost (Academic Programs & Students) and to the Department on March 29, 2011. The Department's response to the Report was submitted a month after that.

Issues for Further Consideration

1. Integration of research and teaching, quality of department subsequent to renewal. The External Reviewer noted strong leadership provided by current and previous Chairs and strong hiring decisions made during renewal.
2. Innovations in undergraduate lecturing.
   The Committee noted the Department's use of full-time faculty members to teach service courses. Also noted was the use of innovations in teaching such as use of the Wimba system, "clickers," multiple evaluation methods and assessment techniques, and efforts to measure the efficacy of these techniques.
3. Innovations in undergraduate laboratory instruction. Some undergraduate students spoke disparagingly of laboratories in a number of courses. The Department is, however, actively implementing discovery laboratories, has added ten new labs to the program, and plans to add yet more discovery labs that will be phased into all first-year courses.
4. Relationship to other departments.
   There is "a healthy degree of interdisciplinarity" in the undergraduate programs, and particular overlap, through service teaching, with Medical Biophysics and Applied Mathematics.
5. Quality of advising for physics and astronomy undergraduate students.
   The quality of advising for students interested in pursuing graduate studies in science is excellent. The Department was encouraged to address the advising of the 35% of students who do not intend to pursue graduate studies. The Department has already identified several possible options for doing so.
6. Quality of program for physics and astronomy undergraduate students.
   The Committee heard many negative comments about Western's module system—that it does not allow enough courses to be taken in the honours degree and thereby compromises the quality of the program. The Department's response that "we are not very concerned about the modular system itself, but do worry about how it might be perceived by other institutions" is justified. The Department is not inordinately worried about how they are perceived—nor should they be.

7. Development of soft skills, outreach, undergraduate research.
   The Department's response to the Committee's Report indicates it is making efforts to address soft skills, outreach, and undergraduate research, particularly through enhancements to their seminar course. They are correct that "it will be important [not to rely] on this one venue," and are encouraged to range widely into outreach and undergraduate research possibilities.

Conclusion

The Review Committee concurred with the Department's own conclusion that, "on balance, undergraduate programs . . . appear to be doing well." Because the Department appears committed to ongoing self-examination and to continuing to work to improve its offerings, the Review Committee recommended that the Department's efforts be rewarded with institutional support—as an example, with funding to support the development of more engaging laboratory activities for the service courses.

SUPR-U Recommendation: Good quality

Subcommittee on Program Review – Graduate (SUPR-G)

Final Assessment Report

Program:	**Biochemistry**
Degrees Offered:	MSc, PhD
Approved Fields:	Macromolecular Structure and Dynamics Genome Dynamics, Epigenetics and Gene Expression Signal Transduction and Intracellular Communication Human Genetics and Clinical Biochemistry Proteomics Bioinformatics
Date of Site Visit:	May 3 – 4, 2011
Evaluation:	Good Quality

Summary:
The external reviewers considered the UWO Biochemistry graduate programs to be generally strong and vibrant. The overall objectives of the graduate program are clear and the curriculum requirements are appropriate and well defined. Student research is clearly of very high quality overall as is evidenced by a large number of peer-reviewed papers published by graduate students, often first authored and in top journals. It is very noteworthy that Biochemistry graduates have received six of the past eight Collip awards, presented annually for the top PhD thesis in the medical sciences. Students expressed a high level of enthusiasm and satisfaction with progress, which is perhaps the most telling indicator of the strength of the program. The external reviewers believe that the Department of Biochemistry is well poised to continue to play a leadership role in many areas of biochemistry.

Recommendation:	Responsibility	Resources	Timeline
Efforts should be made to increase the number of qualified applicants to the program, particularly applicants from outside Western	Graduate Program Chair, Department Chair, Dean, Schulich School of Medicine & Dentistry	May require support for website redevelopment and new promotional material	September 2012
Improve the clarity of graduate student funding.	Graduate Program Chair		September 2012
Implement a process for approving course offerings.	Graduate Program Chair, Biochemistry Graduate Studies Committee		September 2012
Explore video-conferencing options with hospital partners.	Graduate Program Chair, Department Chair, Dean, Schulich School of Medicine & Dentistry	Video-conferencing equipment may be required if not already available	September 2012
Consideration should be given to increasing faculty strength in the area of Bioinformatics.	Department Chair and Dean, Schulich School of Medicine & Dentistry	Budgetary	Contingent on School of Medicine & Dentistry budget and strategic priorities

Final Assessment Report

Program:	**Classics**
Degrees Offered:	MA, PhD
Approved Fields:	Classics (Greek and Latin Philology and Literature) Ancient History Archeology / Material Culture
Date of Site Visit:	May 30-31, 2011
Evaluation:	Good quality

Summary:
The graduate program in Classics is very strong. Its notable strengths include differentiation from competing programs, robust recruitment, faculty expertise, well-planned curriculum and progression, outstanding library resources, and success of alumni/ae. Despite being relatively new, the PhD program is exceeding its recruitment targets. Alumna of the MA program are publishing in the highest-ranked journals and have been recruited by top PhD programs both in Canada and internationally. Library resources for the program, both within the Department and through the UWO Library, are among the best in the country.

Recommendation:	Responsibility	Resources	Timeline
Develop recruitment strategies for the MA and PhD, including building strong ties with "feeder" undergraduate and MA programs elsewhere in Canada	Graduate Chair and Program Committee, Department Chair	May require support for web development and development of promotional material	September 2012
Promote research and external research funding applications from faculty members, and cultivate a research ethos via informal meetings and workshops	Graduate Chair, Department Chair, Dean and Associate Dean Research	Support from the Dean and Associate Dean in grant application process; possibly also funding support to host meetings, visiting speakers, and/or workshops	September 2012
Revisit the design of the Core Course (CLS 9000) to enhance continuity	Graduate Chair and Program Committee		September 2012
Explore program innovations, including a new MA in Ancient Philosophy and co-tutelle opportunities	Graduate Chair, Program Committee, Department Chair	Support from SGPS, ADR, and Dean; collaboration with Chair of Philosophy	September 2013
Increase student funding via philanthropic scholarships	Department Chair, Dean	Support from Alumni Relations and Fund Development	September 2014
Maintain faculty complement	Department Chair, Dean	Budgetary	Contingent on Faculty and Department budget and strategic priorities