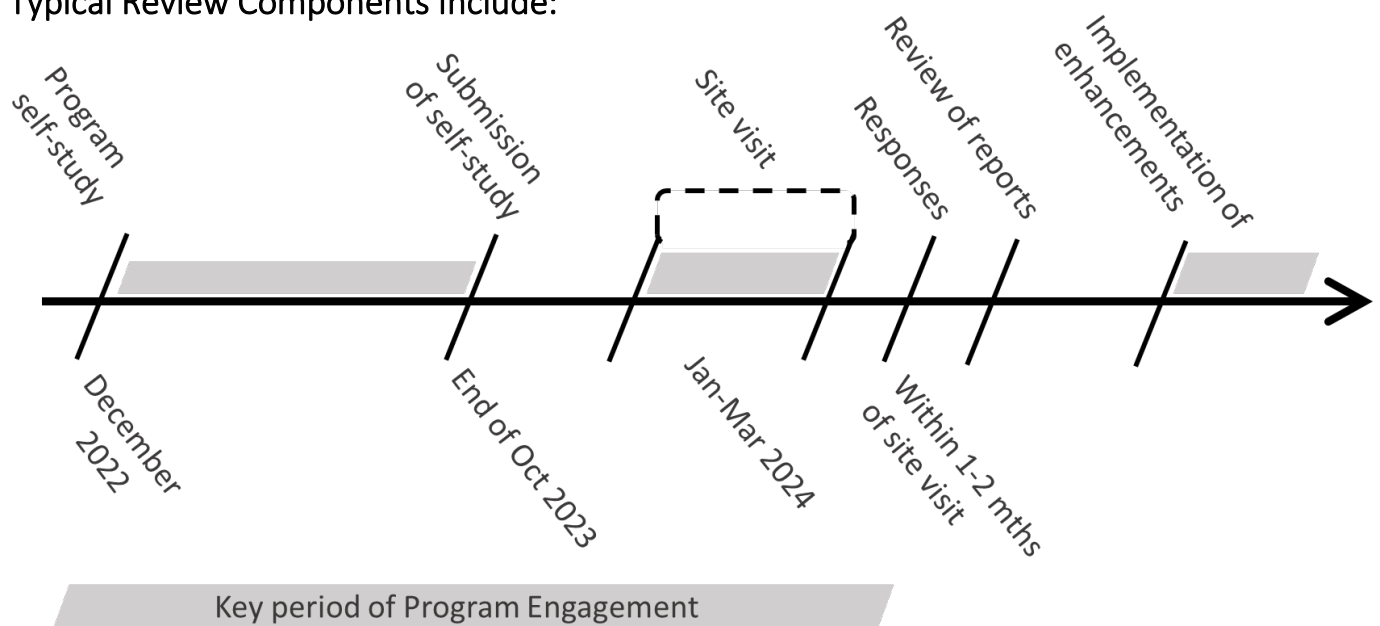# Western University
in London Ontario Canada

- Southwestern Ontario
  - 125 miles West of Toronto
- Established in 1878
- 11 Faculties
- 44,000 Students
  - 7,000 Masters/PhD students
- ≈250 degree programs
  - Undergraduate & Graduate
- 2 Affiliate Univ. Colleges

The Quality Assurance of Academic Programs typically manifests in three protocols: 1) Cyclical Review of Existing Programs; 2) Approval of New Programs; & 3) Modifications to Existing Programs

1) Cyclical Review of Existing Programs takes place on an 8-year cycle with about 30 programs (or program bundles) being reviewed annually.

Typical Review Components Include:

Program self-study — December 2022
Submission of self-study — End of Oct 2023
Site visit — Jan–Mar 2024
Responses — Within 1-2 mths of site visit
Review of reports
Implementation of enhancements

Key period of Program Engagement

2) New Program Approvals equally require external review and full approval by the provincial government. This process typically takes one year with 4-8 programs being developed annually.

3) Major modifications consist of significant changes to programs or program components (about 50 per year) and minor modifications largely consist of changes to courses within programs. Both sets of modifications require approval through Senate committees.

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Western

Office of Academic Quality and Enhancement (OAQE)

Toward achievement of our VISION and MISSION.	**Support Academic Excellence and Innovation Through Continuous Program Enhancement**
	Western's OAQE works to ensure the quality of the University's undergraduate and graduate academic programs by leading quality assurance and enhancement processes in partnership with academic leaders and administrators across all departments, faculties/schools, and support units.

STRATEGIC STAKEHOLDER OUTCOMES

And, achieve our OUTCOMES ⬆

Academic Programs	Academic Leaders / SUPR-U & G Members	QA Scholarly and Practitioner Communities
• Undertake a reflective and evidence-informed analysis of program quality. • Integrate feedback from a breadth of perspectives in all parts of program review. • Develop a forward-looking vision for program curriculum, the teaching/learning experience, program operations, and practices. • Develop a feasible process for continuous review and improvement between review cycles. • Focus on reflection, discussion and visioning, over administrative components of the process. • Complete QA processes inspired and (re)energized in the vision/mission of the program. • Integrate EDIAD perspectives in program visioning, development and planning.	• Clearly understand quality assurance protocols. • Utilize QA processes as a lever for innovation and enhancement. • Seek timely reporting to support program planning and relevant decisions. • Be aware of and celebrate programmatic transformations, enhancements and innovations scaffolded by QA processes.	• Benefit from a better understanding QA implementation work through the OAQE's evaluation and continuous improvement of QA processes and practices at Western. • Partner with Western's OAQE to further the conceptual and practical development of QA in postsecondary settings.

STATEGIES FOR SUPPORTING ACADEMIC QUALITY

So, we can operate with EFFECTIVENESS & EXCELLENCE, ⬆

For Academic Programs, we will:	For Academic Leaders, we will:	For QA Communities, we will:
• Catalyze and support a forum for reflection, discussion and deliberation and program visioning. • Provide timely enhancement-oriented feedback. • Accompany programs at each step of QA processes with guidance and support, as needed. • Provide timely communications and reminders that support QA timelines. • Develop and maintain a collection of templates and guides to facilitate all parts of QA processes.	• Prepare clear and timely documentation that supports discussion and deliberation related to program approval and planning processes. • Facilitate an understanding of QA processes via training. • Liaise with the Quality Council on behalf of Western. • Serve as a resource on provincial QA requirements.	• Evaluate, trial and push the boundaries of QA support practices. • Collaborate with other QA partners, both internal and external to Western, to innovate and contribute to QA scholarship. • Lead conversations about QA professional practice at the provincial and national levels.

Guided by our VALUES and APPROACH	Collegial, Collaborative, Constructive, Communicative, Supportive, Rigorous, Innovative