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- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);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 for approval. Approvals, or any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.
    - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the reports page of the OAQE website.

Ongoing Improvement Progress Report

School for the Advanced Studies in the Arts & Humanities (SASAH), BA / Faculty of Arts & Humanities

Program	School for the Advanced Studies in the Arts & Humanities (SASAH), BA	**Faculty / Affiliated University College**	*Faculty of Arts & Humanities*
Approval Dates of the Review	SUPR-U: October 14, 2020 SCAPA: October 28, 2020 Senate: November 13, 2020	**Year of the Next Review**	2027-2028
Link to the Programs Final Assessment Report (FAR)		*https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/artshumanitiesundergrad/2020%20School%20for%20Advanced%20Studies%20Program%20Review.pdf*	
If applicable, submission of follow-up report(s)		*Not applicable*	

	Name	Signature	Date
Program Chair/Director	Aara Suksi	*Aara L Suksi*	May 24 2023
Dean (or delegate)	Jan Plug	*Jan Plug*	May 25, 2023

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Ensure continuity of leadership	Appoint an Associate Director who will transition into the role of Director.	Dean, Faculty of Arts & Humanities	Fall 2020

Recommendation Implemented

X Yes ☐ No ☐ Partially

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

Progress

Aara Suksi was appointed Associate Director beginning July 1 2020 and Director beginning July 1 2021

Next Steps (if applicable)

N/A

Additional Comments

If applicable

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
Clarify the purpose of the foreign language requirement.	Integrate the requirement into other program requirements; consider broadening the scope to include other kinds of literacies and skills.	Director/Associate Director	Spring 2021

Recommendation Implemented

X Yes ☐ No ☐ Partially

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

Progress

We have included language about the purpose of the language requirement on our website. We have reduced the requirement for the language requirement from 2.0 credits to 1.0 credits. We have allowed a heritage language or pre-university language training to be evaluated to count for this credit. We have clarified that ASL, Indigenous languages, and study abroad in a country where the official language is not English can fulfill this requirement. We encourage study abroad and offer travel scholarships for this purpose.

Next Steps (if applicable)

N/A

Additional Comments

If applicable

Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
Provide a consistent structure for the 4th-year capstone course.	Work with the Centre for Teaching and Learning to develop best practices for this course, for which the instructor and topics vary from year to year	Director/Associate Director, Centre for Teaching and Learning	Summer 2021

Recommendation Implemented

X Yes ☐ No ☐ Partially

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

Progress

There is now in place a consistent structure for the fourth-year capstone course. Although the topics and visiting instructor continue to vary, the structure and learning outcomes of the course are clear, and the entire course is closely overseen by the Director. The course has three components, each with a clear rubric for evaluation:

1. A 10-week module with the visiting instructor, who works closely with the Director to design a pedagogically effective course based on the Visiting Instructor's area of expertise. This will include a variety of assignments, totaling 40% of the course grade.
2. The students collaboratively propose, design, and carry out a community-based group project that grows from work done in the third-year course (3380Y). This group project is worth 30% of the grade. This project is carried out under the guidance of the Director.
3. Each student proposes, designs, and completes an individual research/creative project under the guidance of the Director. This project is worth 30% of the grade.

Next Steps (if applicable)
N/A

Additional Comments
This structure for the course has worked extremely well for the past two years, and students have expressed enthusiastically positive comments about what they have learned in this course.

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?   We have created a second-year, 0.5 course, 2240 F/GG Foundations of Theory in the Arts and Humanities, designed to introduce students to the major critical approaches to cultural artifacts, from Plato to Post-colonial theory.   We are testing an expansion of our second-year 0.5 course, 2230F/G Digital Tools, Digital Literacies, to a 1.0 (full-year) course, in recognition of the expanding set of issues arising from the digital worlds our students are navigating.   In June, 2021, SASAH hosted a two-day online conference, "Teaching With Humanity: Antiracist, Decolonizing, and Indigenous Practices in Arts & Humanities", featuring keynote speakers, discussions, and workshops. We followed this up through 2021-2022 with a series of "Teaching With Humanity" lunchtime conversations on key questions that had arisen for us from the conference.   This and other ongoing work on inclusive pedagogies has informed our curriculum design.