Ontario Universities
Council on
Quality Assurance

2019 Annual Report 2020

2019-2020

Contents

Quality Assurance

A Message from the
Chair of the Quality
Council

Quality Assurance in Uncertain Times

THIS REPORT on the work of the Ontario Universities Council on Quality Assurance provides an account of our activities for 2019-20. However, the unprecedented changes to the world in the late winter of 2020 cast the year in a light so different that it must be evaluated from our present day.

In that light, the revised Quality Assurance Framework (QAF) has served us very well. When usual QA processes for program delivery modification and for periodic reviews had to be rethought, it was clear that the effects would be different for different institutions. The Council could not possibly rewrite protocols to fit every situation. It was helpful then, that the revised QAF had adopted a principled approach to guide us. In November 2019 the first part of the new Framework had been approved, spelling out some implications of

Principle 2, oversight by an independent body, and Principle 7, university autonomy in quality assurance: 'Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review' ('Responsibilities of Institutions' QAF 2019 p. 6).

The Council acknowledged that each university knew how best to adapt in these unusual circumstances to deliver programs without seriously eroding the quality of teaching, learning, and student experience. Maintaining that quality, rather than satisfying detailed requirements that were not made for this situation, became the chief concern. However, the Council and Ontario universities agreed that temporary accommodations would not become permanent without due quality assurance procedures and approvals.

Another 2019 revision that will be of significant help in the near future is the separation of the Quality Assurance Framework into the principles that govern and justify practice, and protocols that spell out the ways in which those principles work in institutions and across the system. The principles are enshrined formally by the agreement of all Ontario universities and the Quality Council. The protocols, however, are more flexible. These can be more easily revised by the Council and adapted to evolving situations, but always with the

in Uncertain Times

It's to be expected that different institutions may make different choices about modes of delivery, for instance, but never at the expense of quality.

goals of public accountability and transparent assurance that the quality of teaching and learning has been assessed by independent knowledgeable peers.

This flexibility is even more desirable given our current circumstances, where predictions and prognostications about the future of higher education abound. Many of them will turn out to reflect more of their author's interests than the interests of students. Whatever the future, the quality of our programs, and the student experience of those programs, must continue to meet the best international standards. It's to be expected that different institutions may make different choices about modes of delivery, for instance, but never at the expense of quality.

Our protocols will be able to adapt to whatever changes finally emerge, but our commitment to the underlying principles of quality assurance remains as firm as ever. Our universities will continue to modify existing programs and create new ones. In fact the continuous improvement across the system is significant, as this Report demonstrates, and all these changes are monitored or approved by the Council.

In the uncertainties over the future of higher education, Ontario universities are fortunate to have created together a well-developed quality framework to which all of us are committed.

It remains to acknowledge with much appreciation the great dedication of quality assurance staff across Ontario universities. Without their commitment

and experience, words in policies and documents would have no effect. The members of the Quality Council itself, along with its Appraisal and Audit committees, give generously of their time and expertise. Some terms have ended, and particular thanks go to Alice Pitt, OCAV representative, who brought her academic administrative insights to our work. Bev Harris served for two terms as citizen member of the Council, confirming the importance of that role. The Audit Committee bade farewell to Peter Sutherland with thanks for his long service of two terms and a year's extension. Thanks to all.

Working less visibly are a dozen current and former members who form expert panels on formulating the principles of the QAF, or protocols for the appraisal and audit responsibilities of the Council. Their work is nearing completion, and this is advance thanks to them.

Finally, and most fundamentally, I want to recognize again the dedication, adaptability, and the unexcelled expertise of the Secretariat. On behalf of the Council and of quality assurance contacts across the system, our thanks go to the indefatigable Cindy Robinson and her co-workers Hillary Barron and Shevanthi Dissanayake. And to Ian Orchard, whose leadership is all the more effective for its easy grace. A more accomplished team doesn't exist, and I acknowledge you all with gratitude.

Paul Gooch

A Message from
the Senior Director,
Academic

Resilience
in Quality
Assurance

Resilience in Quality Assurance

WHO WOULD have believed at the turn of the year that we would all have learned a new vocabulary? The terms Pivot, Zoom and Teams naturally flowing off our tongues; the phrases - nice background, your mute is on, can you hear me? becoming the phrases of the "virtual" meeting. Curbside pick-up, social to physical distancing, and oh those branded masks!

The Quality Council and Secretariat, as with universities, went "remote" back in March. We all "pivoted" to a new reality of the times. But in all of this drama and urgency, the best interest of students remained at the core of quality assurance activities. The community remained committed to safety, and to student success in programs that lead to a degree or diploma; to ensuring the value of the university degree in Ontario, and to ensuring that our highly qualified graduates continue to be strong and innovative contributors to the well-being of Ontario's economy and society.

During these past several months, quality assurance continued, with new programs and cyclical program reviews, and major modifications for program evolution and enhancement (see later). Yes, adjustments were made – virtual site visits for the external reviewers, temporary changes for remote delivery not requiring the regular governance process of major modifications – but life, as with the business of the Quality Council and universities, goes on. The system has shown "resilience" and "fortitude", illustrative of a thousand-year history of "the university".

We have also continued to develop a new Quality Assurance Framework that will support innovation and learning improvement while enabling transparency and accountability – i.e. quality assurance that produces quality enhancement.

We are thankful for the dedicated service provided by the members of Council and its Appraisal and Audit Committees; and the passionate and dedicated members of the university community who offer such outstanding and innovative programing that leads to student success; and indeed, to the highly professional team within the Quality Assurance Secretariat, who overnight went remote and still skillfully managed the Quality Council and its committees. Thank you all.

Ian Orchard

2019-20

The Year in Review

The Quality Council's tenth year (2019-20) has been an active one, as it strove to maintain business as usual in the context of the COVID-19 health crisis while continuing the groundwork for an evolution in how our business gets done. The Quality Council Secretariat seamlessly moved its operations remote and online and worked with the Quality Council to support the university community. The Quality Council regularly communicated with its stakeholders and provided guidance where needed, including advice regarding temporary quality assurance measures for converting courses to remote/online delivery as well as the development of the *Guidelines for Virtual Quality Assurance Site Visits.*

Audits

The objectives of the Cyclical Audits, which occur at least once every eight-years, are to ensure transparency and accountability in the development and review of academic programs; to assure students, citizens, and the government of the international standards of quality assurance processes; and to monitor the degree to which a university has improved/enhanced its quality assurance processes and practices, created an ethos of continuous improvement; and developed a culture that supports program-level learning outcomes and student-centered learning.

The Quality Council carried out three audits in total in 2019-20; normal cyclical audits at Algoma University and Ontario Tech University and a Focused Audit at Nipissing University. This year's audits, in the final year of the first eight-year audit cycle under the Quality Assurance Framework, continued to demonstrate that Ontario universities have a strong commitment to quality assurance, and are dedicated to continuous improvement in program delivery and in setting and measuring the learning outcomes that contribute to successful futures for their students. The Summary Reports of Principal Findings of all audits are available on the Quality Council website. One-Year Follow-up Response Reports are also in progress for Laurentian University, the University of Guelph, and the University of Waterloo.

The Audit Committee also established a new Executive Committee whose purpose is to expedite matters related to Audits referred to it by the Quality Council, the Audit Committee, or an audit team; to develop matters of process where the Quality Assurance Framework is unclear or where there are no precedents; and to resolve issues or uncertainties within audit teams and/or across audits, as necessary. Executive Committee members are experienced and long serving members of the Audit Committee.

New Program Approvals

New programs at Ontario universities are developed through a rigorous protocol that involves independent expert peer review. This degree of rigour plays an essential role in ensuring that the value of a degree is sustained, and that new degrees are developed using internationally accepted practices. The Quality Council's Appraisal Committee approved 51 new programs that were developed under these international standards. A full list of the new program approvals can be found in the Appendix 1 and on the Quality Council website.

The Quality Council and Appraisal Committee meet frequently (normally 11 times per year) in order to allow timely introduction of new programs by the universities. In this way, the commitment to reach decisions within 45 days of receiving a new program proposal (with an additional 30 days should more information be required) is realized each year.

Completion of / Lessons from the First Cycle of Audits
Reflections from the Audit Committee Chair
Prof. Katherine Graham, Carleton University

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THE 2019-20 audit year was, in many respects, a normal one in that the final two Ontario universities, Algoma and Ontario Tech University, were audited. This completed the first cycle of institutional audits under the Quality Assurance Framework.

The vagaries of Ontario winter weather resulted in Algoma having a virtual site visit which was generally successful. Both audits were approved by the Quality Council in 2020.

As someone who was a member of the Audit Team that conducted the very first audit under the Quality Assurance Framework (Brock University), it is interesting to reflect on all of the audit activities and on the progress made since 2013.

As the first university to be audited under the Audit Protocol detailed in the newly approved Quality Assurance Framework, Brock University took the audit seriously and the process came to a successful conclusion. But, to be frank, there were strong elements of the unknown for auditors and the universities at the time. Understanding that the role of the audit is to assess the extent to which a university is in compliance with its own quality assurance policies and procedures, not to assess whether programs themselves are of good quality, was an early challenge. This challenge is now, thankfully, behind us. The Audit Committee also had to think hard about how to prepare reports that would best help the universities, as well as meet the needs of the Quality Council. The Brock University Audit Report looks very different from those we produce today.

Over the past eight years, auditors have seen increasing acceptance of the importance of program-level learning outcomes among universities. As auditors interact with faculty, staff and students during the audit site visits, we see increasing evidence that learning outcomes are used as important tools in the curriculum design process. This is an important marker of quality assurance in Ontario universities.

The Audit Committee is currently focusing on the next cycle of audits which will begin after a hiatus while the revisions to the Audit Protocol are being finalized and approved. The Audit Committee as a whole is participating in this process of developing the audit protocol for the next cycle which is being animated by an Audit Expert Panel, consisting of past and present senior auditors. Over the first cycle of audits, the recommendations and suggestions that the Audit Committee made
in each of its institutional audit reports were intended to foster continuous improvement within institutions, in part through dissemination of best practices auditors have observed during the course of their work. The Audit Committee is anticipating increasing its focus on knowledge transfer and an Audit Protocol that fosters continuous improvement within individual institutions as we move into the second cycle.

**Prof. Katherine Graham,
Carleton University**

QA in Action 1

Auditing for success

Quality assurance is also about auditing universities processes that ultimately leads to quality improvement, as observed by Algoma University.

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"The audit process by the Quality Council afforded Algoma University a careful and critical look at our existing quality assurance processes from a variety of angles. We welcomed the audit opportunity to reflect on potential improvements to our structures and processes. The audit process was a very positive experience for us. It resulted in a number of excellent recommendations and suggestions that we will use to refocus our institutional attention on making quality assurance the central element of our academic culture."

**Dr. István Imre,
Acting Academic Dean**

As a result of the audit, Quality Council made a number of recommendations and suggestions to improve Algoma University's quality assurance processes and practices, particularly on how they align with its own Institutional Quality Assurance Process, or IQAP. The Quality Council's audit also identified the university's involvement of the students in the preparation of the self-study report as an example of best practice. To aid in program review, Algoma University's students are often charged with conducting a survey among their peers and feel that they are part of a process which values their input.

The Review of the Quality Assurance Framework

The Quality Council is aiming for positive changes to the Framework as a result of the Review. These will increase the system's efficiency, strengthen oversight, increase universities' accountability, and ensure transparency. More details on the review can be found on the Quality Council website.

Preparing Students for Tomorrow's World

A high number of the new undergraduate and graduate programs appraised and approved by the Quality Council in 2019-20 are responding to the need to develop an adaptable and resilient workforce for the modern economy to meet the needs of the province. Program content and delivery is also evolving to engage more with life-long learning opportunities for students that includes innovative experiential opportunities and work integrated learning, partnerships with the external community, and enhanced greater access to online learning opportunities.

The environment and climate change continue to be pressing issues and students now have more opportunities for study in new programs such as the Master of Conservation Leadership at the University of Guelph, the Masters in Environmental Solutions at Laurentian University, and the Master's in Environment and Sustainability at the University of Toronto.

Health and medicine studies are now more important than ever and are represented in new programs such as the Concurrent Bachelor of Nursing/Master of Nursing at Brock University, the Master's in Public Health at the University of Ottawa, the Master of Nursing at Lakehead University, the Master's in Advanced Pharmacy Practice at the University of Waterloo, and the BSc (Specialized Honours) in Neuroscience at York University.

The health of the economy and workforce labour are addressed in new programs such as the graduate diploma in Economic Policy at Carleton University, the Master of Science in Management Analytics at Wilfrid Laurier University, the General BA and Minor in Employment Relations at Queen's University, and Bachelor of Science in Financial Analytics at Trent University.

Societal changes have led to the creation of programs such as Saint Paul University's PhD in Social Innovation and the Major in Human Rights Studies at Western University.

Finally, the fine arts and humanities were well represented last year with program approvals in Professional Music, BFA at Ryerson University, Major in Global Great Books at Western University, Major in Creative Writing at the University of Toronto, and Contemporary Art Theory at the University of Ottawa.

A complete list of programs approved by the Quality Council since 2011 can be found on its website.
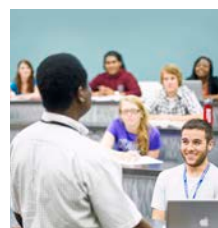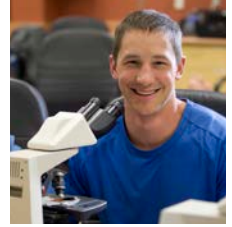
The Appraisal of New Programs in Ontario
Reflections from the Appraisal Committee Chair
Dr. Greg Finn, Brock University

The Appraisal Committee continued to deal with business quickly and efficiently despite the pandemic and it continued to meet monthly to review new program proposals, reports from universities for approved programs with conditions and to forward recommendations for new program approvals to the Quality Council. Between meetings Committee members reviewed responses to requests for additional information to ensure that reviews were completed in

a timely manner, ensuring that decisions on new programs were made within the timeframe specified in the Quality Assurance Framework.

The new programs the Appraisal Committee reviewed in 2019-2020 consisted of a mix of professional and regular programs that reflect the responsiveness of the sector to both internal and external demands to deliver applicable, practical and timely programs that meet the needs of today's student, reflect disciplinary changes and serve society. Overall, the Appraisal Committee reviewed 51 new program proposals (17 undergraduate, 15 Master's, 10 Doctoral and 9 Graduate Diplomas) from 15 universities (see Appendix 1). This compares with 54 programs reviewed in 2018-2019. The programs reviewed covered traditional disciplines like

QA in Action 2 Appraising new programs

2

McMaster is deeply committed to supporting the development of high quality academic programs that respond to the needs and interests of students and the broader community. Programs such as the Masters of Public Policy in Digital Society highlight this commitment by training future leaders to navigate the new digital landscape.

The success of the Master of Public Policy program proposal is reflective of McMaster's integrated approach to

and robust supports for new program development. This approach and support allows for the development of innovative program structure and delivery in an area where faculty interest and expertise aligns with societal need.

Dr. Doug Welch, Vice-Provost and Dean of Graduate Studies

nursing and management but also represented new and emerging disciplines ranging from data science/analytics to professional music to conversation leadership (See Appendix 1).

Having been involved with quality assurance at the institutional and provincial level for over a decade it has been interesting to observe the sector's response, in that period, to the then 'new' Quality Assurance Framework process. With time the sector has collectively addressed the quality of its programs, both new and existing, through a process of continuous quality improvement resulting in an enhanced student experience.

The Appraisal Committee has been consulted and provided feedback regarding revisions to the Quality Assurance Framework, as a result of the recent external review. These changes will serve to ensure that the programs offered by Ontario's Universities are of the highest international quality.

Dr. Greg Finn, Brock University

Cyclical Program Reviews and Continuous Improvement

The Cyclical Program Review for existing programs is the key quality assurance process to identify what ongoing improvements to programs are needed, to maintain the quality of existing academic programs, and ensure relevancy of the program to students, citizens, and the government. The self-study and external assessment provide the internal and external perspectives on the learning outcomes, institutional goals, and graduate outcomes. The internal review of reports by the university will identify changes needed to maintain the quality of the academic programs through the Final Assessment Report, which includes an Implementation Plan. The required program changes identified in the Implementation Plan become the basis of a continuous improvement process through monitoring of key performance indicators. Primary responsibility to execute the Implementation Plan lies with the leadership of the program (at the program
or departmental level) with identified timelines and communication among stakeholders, including students and the public. Degree Level Expectations, combined with the expert judgment of external disciplinary scholars, provide the benchmarks for assessing a program's standards and quality.

Final Assessment Reports, Implementation Plans and Continuous Improvement

As an outcome of the Cyclical Program Review process, the Final Assessment Report provides the institutional synthesis of the external evaluation and internal responses and assessments. Arguably the Final Assessment Report and its associated Implementation Plan are the most important component of the cyclical program review process as it concisely summarizes what occurred over the course of the review

QA in Action 3

Cyclical Program Reviews and Continuous Improvement

The Communication and Digital Media Studies program review process was a valuable learning experience for my colleagues and me. The process enabled us to examine all aspects of our program, from its curriculum to our communications with the public to the pedagogical uses of digital technologies. It was an opportunity to engage with other faculty members and students on ways to make the program even better. The rigorous external review process was especially constructive, and the external reviewers' final report encouraged us to continually assess our work with the goal of making continuous improvements, and we have done that. Overall, the program review has resulted in concrete actions that have assured and enhanced the quality of our program.

Dr. Tanner Mirlees, Communication and Digital Media Studies, Ontario Tech University

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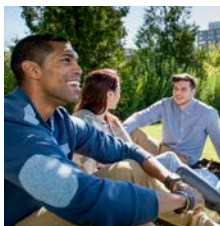
and outlines the plan for the program's continuous improvement over the next eight years. The primary users of these reports are the faculty and staff responsible for the program reviewed. They need ready access to the information in these reports to ensure that program changes and improvements are made as a result of the review. The Final Assessment Report serves to identify any significant strengths of the program and also identifies opportunities for program improvement and enhancement. It sets out and prioritizes the recommendations that are selected for implementation. It includes an executive summary which is posted on the University website for ready access by a wider audience.

The accompanying Implementation Plan identifies who will be responsible for approving the recommendations in the Final Assessment Report, identifies who will be responsible for providing any resources made necessary by those recommendations, identifies who will be responsible for acting on those recommendations, and provides timelines for acting on and monitoring the implementation of those recommendations. The Implementation Plan is intended to ensure accountability and transparency as well as ensure ongoing and continuous quality improvement for the program. It is also the document that provides for periodic check-ins regarding progress being made on the implementation of recommendations that were made and agreed upon at the time of the review.

Major Modifications: Program Renewal and Indicators for the Continuous Improvement of Universities' Programs

In addition to the vibrant new program activities underway, universities are also active in strengthening their existing programs which can include changes, improvements, and/or closing university programs. These major modifications are made in response to the ongoing evolution of disciplines; new developments that are taking place in the field; improvements in teaching and learning strategies; responding to the needs of students; response from employers; and improvements in technology. Each university reports to the Quality Council on an annual basis the major modifications made to its existing programs.

In addition to monitoring ongoing quality improvements, members of the Quality Council carefully review each reported modification to ensure that these are, in effect, not new programs, which should be subjected to the more rigorous scrutiny of a new program approval. The Quality Council therefore seeks answers to any questions and concerns it may have from the university.

Annual Reports on Major Modifications were submitted by all of the 21 member universities in 2019-20. There were 49 program closures reported that included some closures of specializations, honours, options, concentrations, fields and streams. There was also a great deal of activity reported around changes to program learning outcomes, exam and course requirements, and modes of delivery in response to shifts in online learning. There continued to be robust activity around the addition of new work integrated components for programs such as co-ops, internships and practicums. Overall, 420 programs that underwent 537 major modifications were reported.
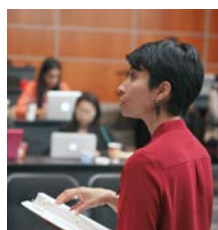
Program Data

TABLE 1: NEW PROGRAM APPROVALS OVER THREE YEARS: 2016 – 2019

	UNDERGRADUATE	MASTER'S	DOCTORAL	GRADUATE DIPLOMAS (GDIP)	TOTAL: NEW PROGRAMS
Total Approved in:[1]					
2015 – 2016	15	28	9	17	70
2016 – 2017	10	13	6	16	45
2017 – 2018	16	20	9	15	60
2018 – 2019	10	23	10	11	54
2019 – 2020	17	15	10	9	51

Brief descriptions of all approved programs can be found on the Quality Council's website.

1   These numbers can include appraisals that were still active from a prior year.

TABLE 2: NEW PROGRAM APPROVALS FOR 2019-20

UNIVERSITY AND PROGRAM	DEGREE
BROCK UNIVERSITY	
Concurrent Bachelor of Nursing/Master of Nursing	BN/MN
Forensic Psychology and Criminal Justice	BA
Game Studies	MA, GDip (Types 1 and 3)
Sustainability Science	PhD
CARLETON UNIVERSITY	
Economic Policy	GDip (Types 2 and 3)
Work and Labour	GDip (Types 2 and 3)
LAKEHEAD UNIVERSITY	
Civil Engineering	PhD
Nursing	MN

TABLE 2: NEW PROGRAM APPROVALS FOR 2019-20 — (CONTINUED)

UNIVERSITY AND PROGRAM	DEGREE
LAURENTIAN UNIVERSITY	
Masters in Environmental Solutions	MEnv
NIPISSING UNIVERSITY	
Data Science	BSc Specialization and Honours
QUEEN'S UNIVERSITY	
Employment Relations	General BA and Minor
Immigration and Citizenship Law	GDip (Type 3)
Master of Health Professions Education	MHPE
Mechatronics and Robotics Engineering	BASc
RYERSON UNIVERSITY	
Management	PhD
Professional Music	Honours BFA
TRENT UNIVERSITY	
Financial Analytics	BSc
Kinesiology	BSc (Honours)
UNIVERSITY OF GUELPH	
Master of Conservation Leadership	MCL
Sport and Event Management	BComm
UNIVERSITY OF OTTAWA – SAINT PAUL UNIVERSITY	
Social Innovation	PhD
Transformative Leadership and Spirituality	GDip (Type 3)
UNIVERSITY OF OTTAWA	
Anthropology	PhD
Contemporary Art Theory	MA
Environmental Sustainability	PhD
Entrepreneurial Engineering Design	MEng
Interdisciplinary Research in Music	PhD
Major in World Languages and Cultures	BA (Honours)
Public Health	MPH

TABLE 2: NEW PROGRAM APPROVALS FOR 2019-20 — (CONTINUED)

UNIVERSITY AND PROGRAM	DEGREE
UNIVERSITY OF TORONTO	
Child Study and Education	EdD
Environment and Sustainability	MES
Laboratory Medicine	MHSc
Major in Creative Writing	HBA
Nursing	DN
Public Health	DrPH
UNIVERSITY OF WATERLOO	
Advanced Pharmacy Practice	MPharm
WESTERN UNIVERSITY	
Honours Specialization in Synthetic Biology	BSc
Major in Japanese Studies	BA
Major in Global Great Books	BA
Major in Human Rights Studies	BA
Master of Management	MM
Pathology and Laboratory Medicine	GDip (Type 3)
Research for Policy and Evaluation	MA
WILFRID LAURIER UNIVERSITY	
Management Analytics	MSc
Public Safety	Honours BA
YORK UNIVERSITY	
Neuroscience	BSc (Specialized Honours)

Membership of the Quality Council and its Committees in 2019-20

Members of the Quality Council, 2019-20

Dr. Paul Gooch, Chair, President Emeritus, Victoria University in the University of Toronto

Dr. Neil Besner, Member / Out-of-Province Quality Assurance Expert

Dr. Ben Bradshaw, Member / OCGS Representative, University of Guelph

Dr. Erika Chamberlain, Academic Colleague Representative, Western University

Ms. Beverly Harris, Citizen Member

Dr. Andrew McWilliams, Member / Academic Colleague Representative, Ryerson University

Dr. Sioban Nelson, Member / OCAV Representative, University of Toronto

Dr. Alice Pitt, Member / OCAV Representative, York University

Dr. Jenn Stephenson, Undergraduate Dean Representative, Queen's University

Dr. Ian Orchard, ex-officio, Senior Director Academic

The Quality Council's Appraisal and Audit Committees

The Quality Council's Appraisal Committee reviews proposals for new undergraduate and graduate programs from Ontario's publicly assisted universities, and makes recommendations regarding their approval to the Quality Council.

Members of the Appraisal Committee, 2019-20

Dr. Pamela Bryden, Kinesiology and Physical Education, Wilfrid Laurier University

Dr. Carolyn Eyles, School of Interdisciplinary Science, McMaster University

Dr. Gregory Finn, Chair, Department of Earth Sciences, Brock University

Dr. Brian Frank, Faculty of Engineering and Applied Science, Queen's University

Dr. Sofie Lachapelle, Vice-Chair, Department of History, University of Guelph

Dr. Stéphanie Walsh Matthews, Department of Languages, Literatures and Culture, Ryerson University

Dr. Mark Schmuckler, Department of Psychology, University of Toronto

Dr. Barry Warner, Department of Earth and Environmental Sciences, University of Waterloo

Dr. Ian Orchard, ex-officio, Senior Director Academic

The Quality Council's Audit Committee reviews audit reports prepared by the Quality Council Auditors and makes recommendations to the Quality Council. The audit report describes whether the university has, since its last review, acted in compliance with the provisions of its Institutional Quality Assurance Process (IQAP).

Members of the Audit Committee, 2019-20

Dr. Johanne Bénard, Department of French Studies, Queen's University

Dr. Suzanne Crosta, Department of French, McMaster University

Dr. Serge Desmarais, Department of Psychology, University of Guelph

Dr. Roelof Eikelboom, Department of Psychology, Wilfrid Laurier University

Prof. Katherine Graham, Chair, School of Public Policy and Administration, Carleton University

Dr. Michel Laurier, Faculty of Education, University of Ottawa

Dr. Wayne Loucks, Department of Electrical and Computer Engineering, University of Waterloo

Dr. Eleanor Maticka-Tyndale, Department of Sociology, Anthropology and Criminology, University of Windsor

Dr. Charles Morrison, Vice-Chair, Faculty of Music, Wilfrid Laurier University

Dr. Douglas McDougall, Ontario Institute for Studies in Education, University of Toronto

Dr. Sarah McKinnon, Department of Art History, Ontario College of Art and Design University

Dr. Michael Plyley, Faculty of Applied Health Sciences, Brock University

Dr. Peter Sutherland, Department of Physics and Astronomy, McMaster University

Dr. Bruce Tucker, Faculty of History, University of Windsor

Dr. Alan Weedon, Department of Chemistry, Western University

Dr. Ian Orchard, ex-officio, Senior Director Academic

Members of the Audit Executive Committee, 2019-20

Prof. Katherine Graham, Chair, School of Public Policy and Administration, Carleton University

Dr. Charles Morrison, Vice-Chair, Faculty of Music, Wilfrid Laurier University

Dr. Sarah McKinnon, Department of Art History, Ontario College of Art and Design University

The Quality Assurance Secretariat

The Quality Assurance Secretariat supports the ongoing business of the Quality Council and its Committees by providing timely information, advice and support. Among other responsibilities, the Secretariat prepares agendas and materials for all meetings and appraisals, takes minutes of meetings, and communicates decisions of the Appraisal Committee and the Quality Council to the appropriate institutions. The Secretariat also supports the Audit process, and provides general quality assurance and appraisal-related advice to Ontario universities.

Members of the Secretariat, 2019-20

Hillary Barron, Senior Quality Assurance Officer

Shevanthi Dissanayake, Coordinator

Ian Orchard, Senior Director Academic

Cindy Robinson, Director Operations

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ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE