Annual Report

2020/2021

ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

Contents

Quality Assurance:
Change, Continuity, and New Beginnings

Program Reviewing Carries On

A message from the Chair of the Quality Council

> "
>
> Just as we take account of our health in order to live a satisfying and meaningful life, so we undertake reviews so that our programs may flourish

Although last year's theme was Quality Assurance in Uncertain Times, it can't be said that we have regained very much certainty as yet. Nevertheless, as this Annual Report demonstrates, Ontario universities have carried on with determination and ingenuity. Although the experience of students has inevitably been affected in missing the richness of campus life, quality concerns have not been neglected. New programs have been developed; current programs continue to undergo modification and renewal.

A major change in the mode of quality assurance procedures has been, of course, the use of virtual site visits for program reviews. That has been a temporary modification of the Quality Assurance Framework's assumption that in-person site visits are the norm with some approved exceptions. Whether the Framework will change when travel and in-person meetings are possible – that will take further reflection and deliberation.

Whatever the outcome of this deliberation, it may be timely to remind ourselves that the purpose for periodic external reviews is more fundamental than the mode of their conduct. Those who have been at this business for a while appreciate that not all of our colleagues share enthusiasm for an exercise that they sometimes find bureaucratic. They may consider it a necessary intrusion for the sake of satisfying some faceless authorities, a bit like undergoing a physical exam in order to get insurance.

Much better to change the metaphor: just as we take account of our health in order to live a satisfying and meaningful life, so we undertake reviews so that our programs may flourish. While terms like 'accountability' and 'transparency' are used in the exercise, the primary accountability is to those in the program itself: its students and faculty. A review is the occasion for listening and learning among the program's members, with the help of informed expert peers.

Wider accountability – to the university, to alumni, government, and society – follows upon but does not override this primary responsibility.

3

A self-study guides the reviewers to the key issues, looking for validation of concerns and recommendations for continued improvement

,,

Self-assessment is the foundation of the exercise. That's different from filling in tables and making reports. Though it's easy to spend much of the effort providing bits of information, an effective self-study opens up reflection on what's working, what's not, and where it could be notched up. The document is neither an attempt at self-justification nor copy for a publicity brochure. At its best, a self-study guides the reviewers to the key issues, looking for validation of concerns and recommendations for continued improvement.

The selection of external reviewers is also crucial. Peer assessment isn't without its problems, but the alternatives are worse because they deliver academic judgment into the hands of other interests. Appropriate peers bring independent perspectives from the experience of similar programs that have met challenges successfully. You don't go to a doctor who glosses over health issues; peers aren't selected for the sake of a favourable review. Universities look for independent reviewers whose stature and experience inspire and motivate, helping programs to achieve their ambitions.

Achievement does require work after the review. It's a near-universal feature of quality assurance systems that well-intentioned recommendations struggle on the way to implementation. Some never make it. Again, programs have to be accountable most of all to their students and colleagues. It's their experience that benefits from the review.

These three aspects of reviews – the self-study, the selection of external peer assessors, and follow-through on recommendations – these are the proper focus of quality assurance. I could add that, as disciplines and area studies evolve, it may be useful to cluster reviews in order to explore synergies between programs. Another concern is the question of what's encompassed in the very idea of a 'program'. But those are stories for another time.

For now, one more thing, a happy task of recognition and gratitude.

The members of the Quality Council and its committees deserve grateful acknowledgement for their commitment to carrying on amidst pandemic uncertainties. I thank them all sincerely. Some have filled out their terms: Sioban Nelson and Ben Bradshaw on the Council itself; on the Appraisal Committee, Sofie Lachapelle (Vice-Chair) and Barry Warner; on the Audit Committee, Katherine Graham (not only Chair, but the longest serving member of the Committee) and Suzanne Crosta. Our inability to recognize each of you in person has made our thanks all the more heartfelt.

Mid-year the Appraisal Committee welcomed back past members Christine Gottardo and Phil Bates to assist with workload. Other new members joining in the 2021-22 year will be acknowledged in next year's report, but the Council is already benefiting from their experience.

The end of June brought the end of Ian Orchard's term. Over his three years, Ian oversaw the drafting and approval of the new Quality Assurance Framework's principles and protocols, a lasting contribution to Ontario's universities and their students. In this he was ably assisted by Cindy Robinson, who remains the steadfast pillar of the Secretariat – happily along with Shevanthi Dissanayake and Hillary Barron. Hillary left in November for another position, with our warm thanks for her good work. Departures also lead to new welcomes: Chris Evans as Executive Director and Jennifer Bethune as Senior Quality Assurance Officer. We're delighted that they have joined the Secretariat.

Paul Gooch

Out with the Old, In with the New

A message from the Senior Director, Academic

As I write this third and last message as the Senior Director Academic, Quality Assurance, I pause to reflect on the remarkable amount of quality assurance activity that has continued unabated during such troubling times. Troubling times that are transitioning into a new beginning, not only as we hopefully emerge from this pandemic and a return to campus, but also with the appointment of Christopher Evans as Executive Director, Quality Assurance, and with the approval of a new Quality Assurance Framework (https://oucqa.ca/resources-publications/quality-assurance-framework/). But this approval was not the end of a vibrant consultation phase. Whilst the Quality Assurance Framework allows for a certain amount of interpretation and flexibility for universities, our key contacts asked for more guidance and templates in certain areas. Expert panels were created, and key contact exchange forums used to develop and review these documents. The Quality Assurance Guide (https://oucqa.ca/guide/introduction/) and templates (https://oucqa.ca/resources-publications/templates/) are the culmination of an extensive consultation, and provide expert advice on all aspects of the Framework. They are, combined, a "Tour de Force", and their development exemplifies the collaboration and collegiality that exists within the Ontario University System. This bodes well for the future of Quality Assurance in Ontario.

Having now completed my term in this most rewarding of positions as Senior Director Academic, I can attest first hand to the passion, dedication, and loyal service provided by the members of Council and its Committees; and to the passion and dedication shown by members of the university community who offer such outstanding and innovative programming. And, of course, enabling and supporting all of this, the highly professional team within the Quality Assurance Secretariat who have continued to provide outstanding service and support to the system during these troubling times.

Thank you all!

Ian Orchard

The year *in* review

THE PAST YEAR has been full of change and challenges, for the Quality Council, for Ontario's universities, and for Ontarians across the province. The pandemic has meant loss and hardship for many. In universities, students, staff, and faculty have adapted to remote learning and discovered new ways of connecting. Throughout, the Quality Council has supported universities in ensuring the continuity of their quality assurance activities. Together with the Quality Assurance Secretariat, the Quality Council assisted universities with guidance and advice as they continued to ensure the quality both of their academic programs and of their students' experiences. While this everyday work of supporting universities in their Quality Assurance practices continued, this year also brought a new beginning for the Quality Council: the publication of the revised Quality Assurance Framework.

The Revised Quality Assurance Framework

After extensive consultations with Key Contacts from all of Ontario's universities, staff at the Ministry of Colleges and Universities, and two expert panels, the revised Quality Assurance Framework was approved by the Ontario Council of Academic Vice-Presidents and released to universities in March, 2021. In one sense, this represents the culmination of the review of the Quality Assurance Framework, which began in 2018. At the same time, the release of the revised Framework is also a new beginning. The revised Framework consists of two parts. Part One is made up of 15 principles, which guide and inform every aspect of quality assurance and to which all Ontario universities and the Quality Council are committed. Part Two, the Framework's Protocols, are the more specific and detailed practices that flow from the Principles articulated in Part One. The Protocols address New Program Approval, Cyclical Program Review and Cyclical Audits of a university's quality assurance practices. A key change in the revised Framework is the incorporation of the principle of adjusted oversight. This principle allows the Quality Council to recognize a university's strengths in quality assurance practices by reducing oversight in certain areas. Universities that require more support to ensure that their quality assurances are aligned with the Quality Assurance Framework may have higher levels of oversight in certain areas while they work to bring their practices into alignment with the Framework.
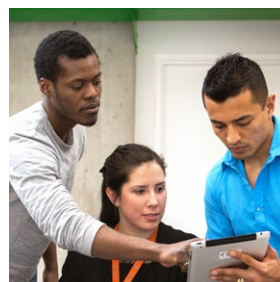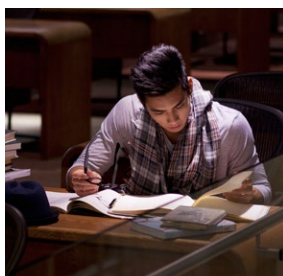
Transition to the Revised Framework

Universities are now in the process of revising their Institutional Quality Assurance Processes (IQAPs) to align with the revised Framework. Because IQAPs guide all of the universities' quality assurance activities, this is an important first step in the implementation of the revised Framework. In their IQAPs, universities tailor the requirements of the Quality Assurance Framework to align with their own goals, while adhering to the specifications of the Framework. The development of an amended IQAP, then, marks a new beginning for universities' quality assurance work. The revised IQAPs are expected to be ratified by the Quality Council between Fall 2021 and Spring 2022. In the interim, some universities have already begun to adopt certain aspects of the revised Framework.

To assist universities with the transition to the revised Framework, the Quality Council has developed a revised set of guidance, templates, and other tools, aimed at helping universities to ensure effective and efficient quality assurance practices. Additionally, the Secretariat hosted a number of online Exchange Forums for University Quality Assurance Key Contacts. These virtual workshops brought together members of the quality assurance community for focused guidance and knowledge exchange around new elements of the Framework. In the coming years, these Exchange Forums will be formalized as a way to share best practices that are identified in Cyclical Audits and other quality assurance processes.

7

New Program Approvals

The Quality Council's Appraisal Committee approved 36 new programs in 2020-21, each of which was appraised through a rigorous process, which includes independent, expert review. Under the revised Framework, the independent expert review is now the central focus of the Appraisal Committee in its review and consideration of the New Program Proposal. This shift in focus reflects the recommendation, made as part of the review of the Framework, that the protocols be adjusted in a way that recognizes universities' autonomy and the maturity of their internal quality assurance systems. A full list of the new program approvals can be found in Appendix 1 and on the Quality Council website.

Timelines for Program Approvals

The Quality Council and Appraisal Committee meet frequently throughout the year to ensure that universities receive prompt decisions on proposed new programs. This allows universities to launch timely new programs that respond to societal and labour market demands. The Quality Assurance Framework indicates that a university will normally receive a decision on a proposed new program within 45 days of submission (with an additional 30 days should more information be required).

Audits

Cyclical Audits, conducted on an eight-year schedule, provide an opportunity for universities to evaluate their quality assurance policies and practices. By assessing the degree to which a university's internally-defined quality assurance processes and practices align with the standards set out in the Quality Assurance Framework, the Quality Council ensures that universities are accountable to students and the broader community. The Audit process is aligned with the Quality Council's commitment to transparency. Summary Reports and One-year Follow-up reports from each Audit completed in Cycle One are posted on the Quality Council's website.

Under the revised Framework, the Cyclical Audit is designed to be more forward looking and to encourage more self-reflection on the part of universities. The Quality Council's Audit Committee is developing a new set of tools and processes, including an orientation briefing and a reflective Institutional Self-Study, to help universities use the Audit process to inform the continuous improvement of their academic programs. The revised Audit Protocol also includes elements of adjusted oversight. For example, One-Year Follow-up Response Reports are no longer automatically required as part of the Audit Protocol. Instead, the Quality Council will determine on a case-by-case basis whether a Follow-up report is required, and what format it should take.

While there were no audits scheduled for 2020-21, it was a busy year nonetheless, as the Quality Council approved One-year Follow-up Responses from Laurentian University, Wilfrid Laurier University, McMaster University, the University of Waterloo, the University of Guelph, and OCAD University. Additionally, Algoma University's 6-month Interim Status Report on its Cause for Concern was approved, as was the Auditors' Report on the Focused Audit of Nipissing University. The final One-year Follow-up Reports from Cycle One, from Ontario Tech University and Algoma University were approved by the Audit Committee in June 2021. The approval of these Reports marks an important milestone for both the Quality Council and the universities as it signals the end of the first cycle of audits.

Now that Cycle One is complete and each university has completed all the required elements under the Audit Protocol, the work of the Audit Committee will focus on supporting universities as they transition to the 2021 Quality Assurance Framework in preparation for the second cycle of audits, which is set to begin in fall 2022/winter 2023.

Building Connections

The biannual Learning Outcomes Symposium took a different shape in 2020. This two-day event, which brings together professionals in Ontario's post-secondary sector to share insights and best practices around learning outcomes, assessment, and work-integrated learning is usually held biannually in downtown Toronto. Due to public health restrictions, the 2020 Symposium moved to a virtual format, and consisted of a series of webinars, each of which attracted more than 300 attendees. The first in the series was a plenary panel titled "Developing Adaptable and Resilient Lifelong Learners," led by the Hon Perrin Beatty and featuring speakers Matt Rempel, Dr. Norah McRae, and Dr. Valerie Walker. Next, a moderated panel, led by Dr. Natasha Patrito Hannon titled "Learning Outcomes and Assessment in the Context of the COVID-19 Health Crisis" featured presentations by Dr. Bonnie Stewart, Dr. James M. Skidmore, and Mary Wabano. The series concluded with a keynote presentation by Dr. Lorna Williams titled "Ti Wa7 Szwatenem: What We Know. Indigenous Knowledge and Learning In The Academy".

The Quality Council is already preparing for the 2022 Symposium. In a shift that reflects the ongoing uncertainty around the COVID-19 pandemic as well as concerns around equity and accessibility, it is anticipated that the 2022 Symposium will take a hybrid format, with some of the key events being offered virtually. For more information on the 2022 Learning Outcomes Symposium, please visit the events page on the Quality Council's website.

Transitions: Preparing for the Second Cycle of Audits
Comments from the Audit Committee Chair

The past year was a busy and energizing one for the Audit Committee. The first cycle of audits was completed. Equally important, the Audit Committee focused on the future, planning for the second cycle of audits which is to begin in fall 2022/winter 2023. The Committee actively reflected on the experience of the first audit cycle and on the practical implications of changes in the Audit Protocol for auditors' engagement with colleagues in institutions as they go through the audit process. A great deal of thought was given to the importance of reciprocal exchange and sharing of best practices, both with individual institutions and across the system. Engagement with Quality Assurance Key Contacts about the revised protocol was an important foundation for the Audit Committee's reflections. Audit Committee Working Groups were established to develop templates for each aspect of the revised Audit Protocol. These are intended to help both auditors and universities as they go through the process, ensuring that audits are conducted as comprehensively and efficiently as possible. The Audit Committee also considered how to engage with institutions scheduled for audit during the early years of the second cycle to ensure that they are not treated as "guinea pigs" compared to institutions audited later in the cycle when the entire system has more experience with the revised audit process. As this is being written, the first audits are about to begin and the Audit Committee is enthusiastically anticipating the activities and interactions that will be part of this important step.

On a personal note, my term as a member of the Audit Committee and as Chair ended in June 2021. As one of the original auditors, it has been a pleasure and an honour to engage with universities across Ontario and with the Quality Council over the past ten years. The commitment of the Ontario university sector to quality assurance is significant and I look forward to following on-going improvements as the second cycle of audits rolls out.

Prof. Katherine Graham, Carleton University

Educating for a Just and Equitable Economic Recovery: Directions in New Program Approvals

UNIVERSITIES are responding to the social and economic challenges posed by the pandemic. Many of the programs appraised and approved by the Quality Council in 2020-2021 respond to immediate needs in Ontario for graduates with the skills, knowledge and experiences necessary to contribute to a just and equitable pandemic recovery in Ontario.

A number of newly approved programs aim to prepare students to evaluate and address social issues, including, potentially, the uneven effects of the COVID-19 pandemic. These include the Master of Arts in Social Justice and Ecology at Saint Paul University (University of Ottawa), a PhD in Interdisciplinary Social Research at Trent University, and a BA in Justice and Legal Studies at the University of Guelph. The Quality Council also approved a number of new programs that reflect universities' commitment to the Truth and Reconciliation Commissions' Calls to Action. Queen's University, for example, has a newly approved Indigenous Studies BA (Honours), and the University of Guelph's Indigenous Environmental Science and Practice BA (Honours) was also approved in 2020-21.

The need for creative expression remains important – or becomes more so – during times of social upheaval. The programs approved in 2020-21 include a number of innovative fine arts programs, such as OCAD University's Experimental Animation BFA, McMaster University's Integrated Arts BFA and BA, an Honours BA in Cinema Studies at the University of Toronto and Ryerson University's Media and Design Innovation PhD. These programs will help to prepare scholar-practitioners to make contributions to creative industries and academic fields.

The Quality Council also approved several new programs that focus on innovation in enterprise and business, including a Master of Supply Chain Management at Wilfrid Laurier University, a Graduate Diploma (Type 3) in Complex Project Management at the University of Ottawa, and a Graduate Diploma (Type 3) in Engineering Leadership and Innovation at Western University. Programs such as these provide students with skills, knowledge and experience required to contribute to Ontario's economic recovery from the pandemic. A number of other new graduate diplomas approved in 2020-21 provide opportunities working professionals to earn specialized credentials in at the graduate level, allowing them to adapt to the demands of a rapidly changing economy. These include York's new Graduate Diploma (Type 3) in the Foundations of Canadian Law and Western's Graduate Diploma (Type 3) in Executive Healthcare Leadership.

Several new programs in the area of data science and analytics reflect a demand in today's data-driven economy for graduates with advanced skills in this area. For example, the University of Windsor's Actuarial Science BMath, a Master of Business Analytics and AI at Ontario Tech University, and a PhD in Intelligent Systems and Data Science at Brock University each address different aspects of this broad area. Waterloo's Computational Data Analytics for the Social Sciences and Humanities GDip (Type 2), which is hosted by the Department of Economics, with support from the Departments of Anthropology, Economics, History, Psychology, Sociology and Legal Studies, Geography, and Knowledge Integration, speaks to the increasing use of data science to generate insights across the disciplines.

Our experience with the pandemic has confirmed that we are living in an increasingly digital society. Even post-pandemic, digital platforms will likely remain central to our work, leisure, and financial and political systems. A number of new programs approved in 2020-21 aim to provide students with the skills and knowledge required to understand and work a digital society. For example, the University of Toronto introduced a new Honours BA Major in Technology, Coding and Society. Other examples include a Master of Public Policy in Digital Society at McMaster University, a Master of Financial Innovation and Technology at Queen's University, and a BA in Technology and Culture at the University of Guelph.

Program Appraisals During and Post-pandemic
Comments from the Chair of the Appraisal Committee

OVER THE PAST YEAR, like everyone in the sector, the Appraisal Committee continued to carry out its role via virtual meetings allowing for the continuous review and recommendation for approval of new programs submitted by Ontario's universities. While the Committee met monthly throughout the year, Committee members worked between meetings appraising New Program Proposals, reviewing responses received to requests for additional information, and conducting electronic approvals of recommendations ensuring timely recommendations. This allowed the Quality Council to make decisions on New Program Proposals within the timeframe specified in the Quality Assurance Framework. The Committee membership was augmented with two additional members for the year to ensure that there were no delays in the appraisal of new programs due to COVID.

In addition to the normal workload with respect to new programs, the Appraisal Committee spent time this past year reviewing and commenting on the revised Quality Assurance Framework, as well as the various guidance documents applicable to the Protocol for New Program Approvals. In response to the QAF revisions, existing templates, developed to assist in the appraisal process, were modified to reflect the changes to the Framework. It is anticipated that these changes will, in some respects, serve to streamline the Committee's work moving forward. As institutions revise their IQAPs, the Appraisal Committee's work will be transitional in nature, with a period of overlap between the phasing out of quality assurance elements associated with the original Protocol for New Program Approvals and those developed under the revised QAF. Regardless of which QAF version forms the basis for the submission, the Committee will still provide the same level of scrutiny and attention to detail in undertaking reviews of new programs to maintain and build on the quality of programs at Ontario Universities.

Overall, the total number of programs recommended to the Quality Council for approval was down compared with 2019-20 reflecting fewer graduate programs being proposed. The number of undergraduate programs reviewed remained at the same level. For details and a listing of new programs, please see Appendix 1 to this report.

Dr. Greg Finn, Brock University

Dynamic Changes and Indicators of Continuous Improvement in Universities' Programs: Major Modifications

CONTINUOUS improvement requires continuous change. Ontario's universities' commitment to continuous improvement is evident in the large number of Major Modifications to Existing Programs reported in 2020-21. Major Modifications are defined as changes to existing programs that do not rise to the level of a new program. All 21 member institutions submitted an Annual Report on Major Modifications in 2020-21, reflecting hundreds of major modifications to existing programs altogether. These include modifications that improve access to university programs, including changes to the mode of delivery (i.e., online and part-time options) and the development of new degree pathways for college students. Universities also reported changes to assessment methods, to ensure that students' learning is being effectively and fairly assessed, according to evidence-based best practices. Given the importance of experiential education in solidifying learners' understanding of a field and the demand for these opportunities amongst students and employers, many universities introduced new, enhanced work-integrated learning options. These new options will also help students explore the career options their degree opens up for them. Major Modifications also reflect universities' responsiveness to shifting labor markets and changes within academic disciplines: seven degree programs closed in 2020-21 as well as 22 minors, specializations, fields, collaborations, and program options.

Cyclical Program Reviews and Continuous Improvement

THE CYCLICAL PROGRAM REVIEW for existing programs is the key quality assurance process to identify opportunities for ongoing improvements to programs, maintain the quality of existing academic programs, and ensure relevancy of the program to stakeholders. Degree Level Expectations, combined with the expert judgment of external disciplinary scholars, provide the benchmarks for assessing a program's standards and quality.

The initial step in the Cyclical Program Review is normally a self-study, which provides an opportunity for a program to assess its own strengths and areas for improvement by analysing data on students' performance, surveying recent graduates, and consulting with current students, staff, and faculty. In many universities, students are part of the review team that prepares the self-study report. The external review, by disciplinary experts, provides an external perspective on the learning outcomes, institutional goals, and graduate outcomes. An internal review of the self-study and external reviewers' reports by the university identifies changes needed to maintain the quality of the academic programs.

Final Assessment Reports, Implementation Plans and Continuous Improvement

THE END PRODUCTS of the Cyclical Program Review, the Final Assessment Report and the Implementation Plan, are a program's action plan for continuous improvement. The Final Assessment Report provides the institutional synthesis of the external evaluation and internal responses and assessments. It identifies the program's significant strengths as well as opportunities for program improvement and enhancement and it sets out and prioritizes the recommendations that are selected for implementation.

The accompanying Implementation Plan identifies who will be responsible for approving the recommendations in the Final Assessment Report, who will be responsible for providing any resources made necessary by those recommendations, and who will be responsible for acting on those recommendations. Importantly, the Implementation Plan also includes timelines for acting on and monitoring the implementation of those recommendations.

A summary of the Final Assessment Report and the Implementation Plan are required to be posted on the university's website so that students and the wider public can gain important information about a program's strengths and its commitment to improving in areas of weakness.

QA IN ACTION:
Virtual Site Visits

"The pandemic provided Laurier with a unique opportunity to conduct our external reviews in a virtual format. Although there were some initial challenges, such as comfort with technology and time zones to reconcile, after a few virtual reviews had been completed, we developed an effective format that we believe augmented, rather than diminished, the rigour of the review experience. We noted several advantages to the virtual format, such as being able to benefit from the expertise of external reviewers who may not have been able to come to campus in person, and being able to schedule the review over the course of several days to a week, which enabled more time for reflection, for questions, and for additional meetings when necessary. The feedback that we received from our review committees on the virtual format was consistently positive, with only one downside noted: the lack of opportunity for the informal conversations that would normally take place in person. The experience of doing virtual reviews has given us some new ideas and fresh perspectives on the external review process that we look forward to applying in the future."

Sally Heath, Manager, Academic Program Development and Review, Wilfrid Laurier University

Appendix 1: Program Data

TABLE 1: NEW PROGRAM APPROVALS[1] OVER FIVE YEARS: 2017-2021

	Undergraduate	Master's	Doctoral	Graduate Diplomas (GDip)	Total: New Programs
2016–2017	10	13	6	16	**45**
2017–2018	16	20	9	15	**60**
2018–2019	10	22	10	11	**53**
2019–2020	17	15	10	9	**51**
2020–2021	17	9	4	6	**36**

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

1 These numbers may include appraisals still active from prior years. Note also that a program submitted in one academic year may not receive approval until the following academic year and thus may not be included in a particular year's total.

TABLE 2: NEW PROGRAM APPROVALS FOR 2020-21

University and Program	Degree
BROCK UNIVERSITY	
Bachelor of Applied Health	**BAH**
Intelligent Systems and Data Science	**PhD**
McMASTER UNIVERSITY	
Integrated Arts	**BA (HON), BFA (HON)**
Master of Public Policy in Digital Society	**MPP**
Sustainable Chemistry	**HONS. BSc**
OCAD UNIVERSITY	
Experimental Animation	**BFA**
ONTARIO TECH UNIVERSITY	
Integrated Mathematics and Computer Science	**BSc (HON)**
Master of Business Analytics and AI	**MBAI**
QUEEN'S UNIVERSITY	
Indigenous Studies	**BA (HONOURS)**
Master of Financial Innovation and Technology	**MFIT**
RYERSON UNIVERSITY	
Media and Design Innovation	**PhD**
Scriptwriting and Story Design	**MFA**

TABLE 2 CONTINUES ON NEXT PAGE

1

TABLE 2: NEW PROGRAM APPROVALS FOR 2020-21

University and Program	Degree
TRENT UNIVERSITY	
Criminology	**BA**
Interdisciplinary Social Research	**PhD**
Logistics and Supply Chain Management	**BA**
UNIVERSITY OF GUELPH	
Culture and Technology Studies	**BA (HONOURS)**
Indigenous Environmental Science and Practice	**BIESP**
Justice and Legal Studies	**BA (HONOURS)**
UNIVERSITY OF OTTAWA – SAINT PAUL UNIVERSITY	
Master of Arts in Social Justice and Ecology	**MA**
UNIVERSITY OF OTTAWA	
Complex Project Leadership	**GDip (TYPE 3)**
UNIVERSITY OF TORONTO	
Major in Cinema Studies	**HBA**
Major in Quantitative Biology	**HONS. BSc**
Major in Technology, Coding and Society	**HBA**
UNIVERSITY OF WATERLOO	
Communications Arts and Design Practice	**BA**
Computational Data Analytics for the Social Sciences & Humanities	**GDip (TYPE 2)**
Data Analytics	**GDip (TYPE 3)**
Political Science	**PhD**
UNIVERSITY OF WINDSOR	
Actuarial Science	**BMath**
Master of Materials Chemistry and Engineering	**MSc**
WESTERN UNIVERSITY	
Engineering Leadership and Innovation	**GDip (TYPE 3)**
Executive Healthcare Leadership	**GDip (TYPE 3)**
Interdisciplinary Medical Science	**MSc**
Master of Management	**MM**
WILFRID LAURIER UNIVERSITY	
Master of Supply Chain Management	**MScM**
YORK UNIVERSITY	
Foundations of Canadian Law	**GDip (TYPE 3)**

Appendix 2: Membership of the Quality Council and its Committees in 2020-21

Members of the Quality Council, 2020-21

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

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

Dr. Ben Bradshaw, Member / Graduate Dean Representative, University of Guelph

Dr. Erika Chamberlain, Member / Academic Colleague Representative, Western University

Ms. Shirley Hoy, Citizen Member

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

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

Dr. Donna Rogers, Member / OCAV Representative, Algoma University

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

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

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, 2020-21

Dr. Phil Bates, Chemistry and Chemical Engineering, Royal Military College of Canada (from January 1, 2021)

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. Christine Gottardo, Chemistry, Lakehead University (from December 1, 2020)

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, 2020-21

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. Bruce Tucker, Faculty of History, University of Windsor

Dr. Alan Weedon, Department of Chemistry, Western University

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

Members of the Audit Executive Committee, 2020-21

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

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

Dr. Douglas McDougall (Member-at-large), Ontario Institute for Studies in Education, University of Toronto

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, 2020-21

Hillary Barron, Senior Quality Assurance Officer (to November, 2020)

Jennifer Bethune, Senior Quality Assurance Officer (as of January, 2021)

Shevanthi Dissanayake, Coordinator

Ian Orchard, Senior Director Academic

Cindy Robinson, Director Operations

Ontario Universities Council
on Quality Assurance
Annual Report 2020-21

www.oucqa.ca

ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE