

# A New Normal: The Resilience of Quality Assurance in Ontario's Universities



**ONTARIO UNIVERSITIES**  
COUNCIL on QUALITY ASSURANCE

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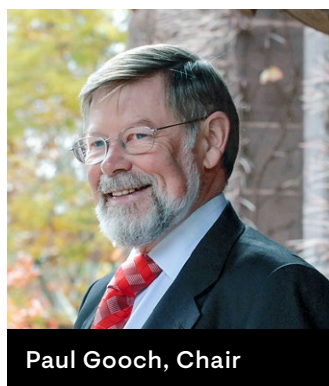
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# Trustworthy Quality Assurance

A Message from the Chair of  
the Quality Council



Paul Gooch, Chair

→ Trustworthy? Yes. When the business is assuring others, then assurance won't work unless you are trusted. And it's not news that there is a lack of trust in many areas of contemporary society. Polls conducted regularly by Gallup and Pew chart a continuing decline in trust in many public institutions. The question of trustworthiness has played out in the last three years, as science and politics struggled with the pandemic. When public trust decays, it is replaced by complacency and cynicism.

It's timely, then, to ask what makes a system worthy of trust. Though there's a good deal of academic work on this subject, the basic elements are not complicated. In personal terms, trusted people have records of being honest and truthful; but that's not enough. They also need to be acknowledged as knowledgeable about whatever it is they are claiming.

Even that, though necessary, isn't sufficient. The trustworthy can't have their own interests override the interests of those who trust them. The suspicion of ulterior motives will deflate trustworthiness.

When it comes to quality assurance activity in the university sector, I propose that the general conditions for trustworthiness are summed up in three words: expertise, independence, and accountability.

## Expertise

It's a requirement of our Quality Assurance Framework (QAF) that university programs in Ontario are not approved to commence unless they are appraised positively by experts; and they must be reviewed by experts at intervals no longer than eight years. As one of the Framework's principles puts it, "expert independent peer review is foundational to quality assurance." The qualifications of reviewers include their scholarly expertise, but they are also expected to be at the associate or full professor level, and preferably will have experience in assessing academic programs.

Peer review isn't perfect. Those concerned about its effectiveness – and trustworthiness – may suspect that the relationship with the program is too cozy. Or that reviewers may have inappropriate bias. That's why the second condition, independence, is crucial. We'll come to that in a moment; first, though, a comment on peers. While peers are usually thought to be colleagues in the same academic area, these peers belong to what we can call first-order assessment. That's crucial: you want a skilled practitioner to assess your performance. However, those practitioners need to be chosen, and their reports have to be understood, by decision makers higher up the line of authority. That higher level of appraisal is second-order assessment, and it is best done by those who understand what academic quality assurance is about. Their commitment to academic values enables them to make informed judgments about recommendations for reviewers, the adequacy of documentation, the pertinence of advice given, and so on. The idea of peer assessment, then, should include second- as well as first-order appraisals.

What about reviewers who, though not academics, are established practitioners in professions? With the striking increase in professional graduate degrees (in the last five years the greatest growth in Ontario university degrees has been at Master's level – [see chart here](#)), should the notion of peer now include professionals? As colleagues and partners of future



A quality assurance system that is happily trusted is one that is accountable to its constituencies.

graduates, they should have a voice in review processes. Whether that extends to inclusion on a review team will undoubtedly provoke further discussion in the system.

### Independence

Back to the questions of bias and coziness in reviewers. It's worth noting that the revised Framework calls for two reviewers for all programs. Some institutions add an internal team member from a different area, often to provide wider context; their role is akin to the second-order assessment mentioned above. While they are not competent to assess programs outside their own areas, they do provide another set of eyes on the review process.

The most important guarantee of independence, however, comes at the decanal level where the reviewers are finally selected. The program under review will propose a list of names, but a vigilant dean will want to be satisfied about their qualifications, including both academic stature and their ability to make independent judgments. When review reports come before governance committees or senates, members should be assured on these two counts.

### Accountability

Expertise and independence won't themselves create trustworthiness if no one knows about them. A quality assurance system that is happily trusted is one that is accountable to its constituencies.

A university's governance committees provide one form of accountability, especially within the institution. And of course, the whole point of the Ontario universities' quality assurance processes is accountability to the system as a whole. (As an aside, for the Quality Council itself to be trustworthy, it must exercise experienced academic judgment and enjoy independence from the institutions reporting to it.)

But perhaps we should ask whether we can all do more to make quality assessment more evident. While reviews and implementation plans are available to interested persons, they shouldn't be difficult to find. Nor should their public versions be difficult to understand by the non-specialized. Since the quality of a program will be of most interest to its current and

potential members, especially students, the Council recommends posting the outcomes on the program's website.

Expertise, independence, and accountability. These conditions are especially important because of the wide range of those who are being assured about the quality of a university's program. The immediate circle includes its students and faculty, widens to the decanal, central, and governance levels, and then expands to parents, to employers, to citizens, to donors and to government.

Trustworthiness has to cover a great deal of ground. This Annual Report, another form of accountability, demonstrates that the system is working very well. But trust, like love, can never be taken for granted. And we can always use more of it.

### Final Words

While new circumstances demand new measures, some changes are inevitably persistent and require our grateful acknowledgement: the farewells — retirements, new positions, ends-of-terms, and so on — that bring change to the Quality Council and its two committees. From the Quality Council, Donna Rogers is now enjoying her retirement, Jen Stephenson has completed her term, and Douglas Deutschman has moved to a new position. We are grateful to these colleagues for their diligent work on the Quality Council. From the Appraisals side, Stéphanie Walsh-Matthews has left the Committee to take on a new role at Toronto Metropolitan University. We thank her for her service and we wish her the best. And finally, the Audit Committee bid farewell to three retiring members: Wayne Loucks, Michael Plyley, and Charles Morrison (Vice-Chair, Audit Executive Committee). We are grateful for the wisdom and experience of these auditors. Charles Morrison, in particular, has left a lasting mark on the Quality Council's work: he was instrumental in drafting the revised Quality Assurance Framework, serving on both the Protocols Expert Panel and the Audit Expert Panel.

Happily, goodbyes often lead to welcomes. Susan McCahan joined the Quality Council on July 1, 2021. The Appraisal Committee was pleased to welcome Peter Thompson to its ranks, and Tina West was welcomed as the newest member of the Audit Committee. Our thanks to these new colleagues for the contributions they have already made.

Finally, the Quality Council was pleased to welcome Dr. Christopher Evans to the role of Executive Director on September 1, 2021. We are fortunate to benefit from his leadership and expertise, and from the dedication of an excellent team: Cindy Robinson as Director of Operations, Jennifer Bethune as Senior Quality Assurance Officer, and Coordinator Shevanthi Dissanayake. Those who have worked with any and all of the team will, like me, know that they are deeply trusted colleagues and join me in one more expression of thanks.

**Paul Gooch**

# Dedicated and Dynamic – A Bright Future for Quality Assurance in Ontario

A Message from  
the Executive Director



Chris Evans,  
Executive Director

→ It is both an opportunity and a great pleasure to reflect on my first year as Executive Director, Quality Assurance, both in the context of the work we have done collectively as a sector and in the new relationships that have been built.

One observation from the past year is how dynamic our system is. Quality assurance is not static and I have seen this demonstrated in a number of ways. First, the system has been very busy incorporating the new elements of the revised Quality Assurance Framework into its policies and practices through the review and re-ratification of the Institutional Quality Assurance Processes (IQAPs). The evolution of our quality assurance (QA) system captured by the updated Framework and IQAPs reflects a mature system characterized by trust. Our work strikes a good balance between the accountability we all want and know we need, and the autonomy that empowers institutions to operate in ways that most suit their local cultures.

Dynamism is also illustrated by the nature of the new degree programs offered by our member institutions. As noted in this Annual Report, several new program proposals came to the

Appraisal Committee with quite innovative curriculum structures. The Framework – steeped as it is in the language of program-learning outcomes and Degree Level Expectations – proved to be flexible and accommodated these unique structures handily. The capacity of both our universities and our quality assurance processes to be responsive to evolving programming needs, and to the changing needs of society which that evolution reflects, is a demonstration of our QA system's adaptability.

Another feature of our system – and one that struck me from the outset – is the deep commitment to quality assurance that characterizes it. Members of the Quality Council, its Committees, and the institutional Key Contacts collectively bring a sense of passion and an energy to the work of QA that is reassuring given its centrality to the academic missions of our member institutions. These individuals quickly became my core informants for so many aspects of the work that I do along with my outstanding Quality Assurance Secretariat colleagues. Without this dedication to the values and processes of QA, our work would be very hard indeed. So, many thanks to all of you who have made me feel welcome, been generous with your ideas and advice and who have made this work so satisfying.

Dedication and dynamism are the two observations I've highlighted here. These, together with a system characterized by a high degree of trust, suggest a bright future for QA in Ontario's universities as we move into the era of a "new normal".

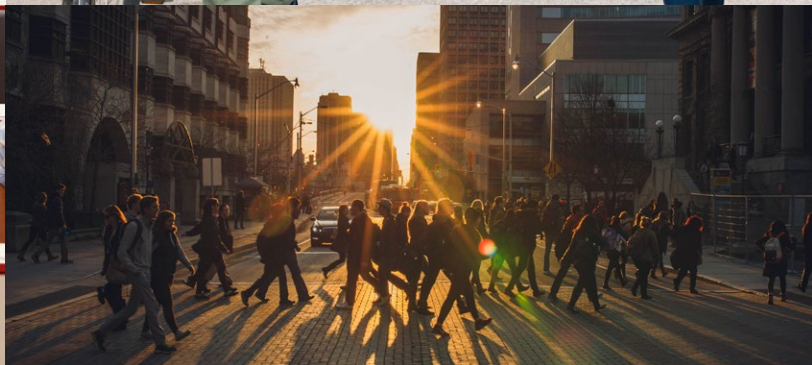
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As noted in this Annual Report, several new program proposals came to the Appraisal Committee with quite innovative curriculum structures.

Chris Evans



# The Year in Review 2021 / 2022



→ The past year has seen universities across Ontario shift toward a new normal, even as the COVID-19 pandemic waxes and wanes. Students returned to campuses, and institutions adapted to varying public health restrictions. Amidst the flux, universities' quality assurance processes remained constant. While some of the quality assurance processes universities follow continued to be adapted to meet public health restrictions, Ontario's universities remained committed to the continuous improvement of their academic programs.

As in pre-pandemic times, proposals for new programs and cyclical reviews of existing programs included a rigorous external peer review process. In most cases, this was facilitated by virtual site visits, complete with online tours of laboratories, virtual performances, and Zoom meetings with faculty, staff, and students. In spite of these adaptations, universities have continued to reap the benefits of the quality assurance processes through internal reflection, external review, and Quality Council oversight. Ultimately, this tiered process benefits the principal stakeholder: the student. Despite the pandemic, students, their parents, and other stakeholders can be assured that the programs offered in Ontario's universities are striving to achieve their objectives and align with their university's mission and Degree Level Expectations.

While the resilience of quality assurance in the sector provides proof of the maturity of the system, this is also a system that has demonstrated an ongoing will to improve. For example, universities continued to dedicate time and resources to addressing equity, diversity, inclusion, and Indigeneity (EDII) in their academic programs and across their institutions. These efforts extend to universities' quality assurance processes. By integrating EDII directly into their policies and procedures, universities are codifying anti-racism, decolonization, and accessibility across all programs, making EDII an institutional priority. While these efforts were underway prior to the pandemic, the past year has seen an intensification of these efforts, and many EDII-related program developments and improvements have emerged as a result of universities' quality assurance processes.

Last year also saw the ongoing transition of the Ontario quality assurance system to the requirements of the revised

Quality Assurance Framework. This is another expression of the dynamic character of the quality assurance system in the Province.

### Implementation of the Revised Quality Assurance Framework

Both the Quality Council and the Ontario Council of Academic Vice-Presidents (OCAV) approved the revised Quality Assurance Framework (QAF) in 2021. The revisions made to the Framework represented the key outcome of the 2018 review of the Quality Council. Overall, the review of the QAF and the Quality Council found evidence of a maturing system. This evolution of the system was incorporated into the revised QAF,





through opportunities for “adjusted oversight,” meaning that depending on each university’s capacity and needs, the Quality Council’s oversight of certain quality assurance activities may be temporarily increased or decreased. Efforts were also made to increase the efficiency of the Quality Council’s activities, in order to reduce the bureaucratic burden on universities.

While the QAF is the overarching policy to which all Ontario’s publicly-assisted universities have agreed, each university’s Institutional Quality Assurance Processes (IQAP) is the local expression of this policy. These policies ensure that universities’ quality assurance processes meet the requirements of the QAF, while reflecting the unique characteristics, mandates, and missions of each of Ontario’s universities.

Over the past year, universities have been working to revise their IQAPs to bring them into alignment with the revised QAF. During this time, the Quality Council has worked closely with universities to provide detailed guidance about how the Framework has changed and to help universities incorporate these changes into their own policies. For example, the revised Framework sets out certain parameters to guide the development of processes for monitoring new programs after they have launched. While universities can determine for themselves what these processes will be, they must align with the criteria outlined in the QAF. The result of this effort is quality assurance processes that are consistently rigorous across universities, but that honor each university’s unique characteristics.

The revised Framework, then, strikes a good balance between the accountability stakeholders need, and the autonomy that empowers institutions to operate in ways that most suit their local cultures and processes. This balance offers universities the scope to innovate curriculum to address the current and emerging needs of society, while at the same time providing the public with confidence in the high quality of university degree programs across the university sector and in the wide recognition of Ontario’s university credentials.

## New Program Approvals

New programs at Ontario universities are developed following a rigorous protocol that is based on internationally accepted practices. While expert peer review plays a central role, the Quality Council’s Appraisal Committee is responsible for overseeing the adequacy of the external review, along with other key elements of this protocol. The Quality Council’s Appraisal Committee carefully reviewed and approved 63 new programs in 2021-22. A full list of the new program approvals can be found in [Appendix 1](#).

The Quality Council and Appraisal Committee meet frequently (each met 11 times in 2021-22) 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.



## 2021-22 New Program Approvals: Educating for Changing Social and Climate Landscapes

As Ontario begins to move toward a “new normal”, universities continue to prepare students to respond to the complex challenges that lie ahead. Many of the programs approved by the Quality Council in 2021-2022 reflect a pressing need throughout the province for graduates with the skills, knowledge and experience to become changemakers in shifting social, economic, and climate landscapes.

A number of newly-approved programs aim to prepare students for careers in health care and health policy. As Ontario addresses the nursing shortage and the complexities of an aging population, programs such as the University of Windsor’s Translational Health Sciences MSc, Laurentian University’s Master of Health Administration, McMaster University’s Midwifery MSc, Toronto Metropolitan University’s Occupational and Public Health MSc, and Trent University’s Dementia Studies for Registered Nurses Graduate Diploma are providing high-quality programming to ensure a strong foundation for Ontario’s health care system into the future. At l’Université de Hearst, a new Graduate Diploma in Psychotherapy will help prepare qualified mental health professionals to serve Franco-Ontarian communities. Graduates of these programs will be part of the cohort of well-trained professionals who are key to resolving the challenges that the system currently faces.

A focus on broad societal issues also remains front and centre at Ontario’s universities. Programs such as the University of Guelph’s Sexualities, Genders, and Social Change Honours BA, Ontario Tech University’s Master’s in Social Practice and Innovation, and Queen’s University’s Black Studies Honours BA and Minor programs, are helping students to become thought leaders in creating a more equitable and inclusive society for all.



Several new programs in the area of data science and analytics reflect the demand in today's data-driven economy for graduates with skills in this area. For example, Brock and Carleton University's respective Data Science and Analytics MAsc programs, and Wilfrid Laurier University's Accounting Analytics Graduate Diploma each address different aspects of this broad area of study, ensuring that students secure the critical thinking and advanced analysis skills necessary to succeed in their fields.

As climate change and issues of ecological sustainability become increasingly urgent for Ontario, and for our society as a whole to address, the Quality Council has appraised and approved several new programs which are tackling these challenges head-on. Trent University's Climate Change Science and Policy Honours BSc, the University of Toronto's Environmental Science MSc, and the University of Waterloo's Climate and Environmental Change BSc are providing students with the knowledge and skills necessary to address the climate crisis and build a sustainable future for all Ontarians.

Finally, the 2021-22 academic year saw the creation of a multitude of programs with strong ties to industry and a focus not only on academic excellence, but also hands-on experience or industry-informed research. These innovative programs are providing students with the skills necessary to thrive in today's workforce. Programs such as the University of Western Ontario's Major in Creative Arts and Production BA, York University's Digital Technologies Honours BASc, Lakehead University's Mechanical Engineering PhD, and the University of Ottawa's Bachelor of Multidisciplinary Design – Experiential Learning are each taking unique and innovative approaches to integrating classroom learning with an industry focus for a well-rounded student experience emphasizing career-readiness. These innovative programs have pushed the boundaries of what a university education can be and also demonstrate that the QAF and the Quality Council have the flexibility to accommodate creative new approaches to university degree program design. Further, the Quality Council remains engaged through monitoring and reporting requirements to ensure that the international standards for quality assurance are met in these innovative programs.

As Ontario emerges from the COVID-19 pandemic, it continues its social and economic recovery. The realities of the recovery process have highlighted a clear need for university graduates with the resilience, adaptability, and advanced skill sets necessary to contribute to Ontario's ongoing success in ever-changing and complex social, economic and environmental landscapes. The new programming developed over the past academic year showcases the ability of Ontario's universities to provide students and graduates with fresh pathways to allow them to thrive and innovate during a time of increased disruption and change, and to become the leaders of tomorrow.

“The development of our new Digital Technologies program – the first of its kind in Canada – has benefitted from a quality assurance process that puts student learning at the centre and that builds upon a degree level expectations framework that is sufficiently flexible to enable new approaches to achieving and assessing learning outcomes while also ensuring that our shared expectations for excellent quality are met. A true work-integrated learning experience, the program's learning outcomes have been developed in collaboration between academic colleagues and employer partners to enable students to explore abstract ideas in relation to projects and seemingly impossible problems, becoming creators of solutions from the beginning.”

**Dr. Lyndon Martin**, Vice-Provost Academic,  
York University



## Transition to a New Normal for New Program Approvals and Expedited Reviews

### Message from the Chair of the Appraisal Committee

Like most activities across the sector, the Quality Council Appraisal Committee continued to meet virtually in 2021-22. Over the course of the year the Committee's work saw a transition to the Protocol for New Program Approvals in the revised Quality Assurance Framework. Early in the year, the majority of the Committee's work reflected submissions prepared under the 2010 version of the Quality Assurance Framework (QAF). As the year progressed, the Committee saw proposals that included aspects of the original and revised QAF, reflecting a phased approach to quality assurance. Looking ahead, as university IQAPs are re-ratified and institutional templates revised the majority of submissions are expected to reflect the revised QAF.

For the past year the membership of the Appraisal Committee was temporarily expanded with the addition of two former Committee members whose previous experience allowed them to jump in and contribute to easing the Committee's workload instantly. This was undertaken to ensure that the Committee could continue to provide timely feedback to universities on their submissions. This decision proved to be wise, as the Committee reviewed 63 new program submissions this past year (See [Appendix 1](#) to this report). There was an

increase in new program submissions reviewed across all degree levels, led by a three-fold increase in the number of Master's programs considered. Clearly, functioning under virtual, hybrid or face-to-face conditions during the pandemic did not deter universities from developing and proposing new programs to meet the needs of the province.

A review of the list of approved programs, some of which are highlighted throughout this report, shows that a wide range of academic and professional programs, at all levels of study, are now included in the diversity of program offerings at Ontario's universities.

Members of the Appraisal Committee, while they may have disciplinary expertise, do not serve in this capacity as an appraiser for a new program. This disciplinary aspect of the new program review protocol responsibility falls to the external reviewers selected by the program to undertake the review. The external reviewers base their evaluation of the new program on the criteria set out in the QAF, providing feedback, recommendations and suggestions for improvement.

The focus of the Appraisal Committee review is on the sufficiency of the External Review Report, the recommendations and suggestions for program improvement, the adequacy of both the internal responses to the recommendations and the proposed methods for the assessment of teaching and learning employed given the program's structure, objectives, learning outcomes and assessment methods. This change in focus places significant weighting to the external reviewers' role and their experience, both disciplinary and administratively, in evaluating the proposal for the new program, making the selection of the external reviewers a key element in program development.

Greg Finn, Brock University





### Major Modifications: Dynamic Changes Across the Sector

In addition to the wide range of new programs approved over the course of the 2021-22 academic year, universities themselves approved many major modifications to existing programs. This category of curricular change allows universities to make adjustments to programs throughout the year. These modifications may be made to reflect the changing needs of students and the labour market, or they may be made to allow programs to employ the most up-to-date pedagogical techniques and engage in innovative ways with industry and the community. In total, more than 400 major modifications were reported to the Quality Council in 2021-22. Close to 50 new work integrated learning / experiential learning elements were added to programs in 2021-22 and over 50 programs, minors, and streams closed. Additionally, many modifications approved in the past year were made to establish new partnerships – with other programs within a university, with colleges, and with other universities, both in Ontario and abroad. These modifications provide exciting opportunities for students to expand their educational and professional horizons, and may also further increase access to Ontario's universities.

Major modifications are reported to the Quality Council for review at the end of each year. The Council takes this opportunity to ensure that the major modifications reported by the universities have gone through an appropriate internal process and align with the requirements set out in the Quality Assurance Framework. In the case of partnerships with other institutions, the Council will also verify that partner institutions' quality assurance standards rise to the same level as standards agreed upon by Ontario's universities.

### Cyclical Program Reviews: Balancing Institutional Autonomy and Quality Council Oversight

The quality of existing programs in Ontario's universities is assured through a tiered process known as the Cyclical Program Review. At the foundational level of this process is the university's own periodic review of its existing programs, which

begins with a detailed, data-driven self-reflection on the part of the program. This is followed by an external peer review, conducted by disciplinary experts. The Quality Council provides a layer of oversight through its review of the Final Assessment Reports and Implementation Plans for each Cyclical Program Review. These reports outline the results of the external review and lay out in clear, actionable steps the university's plans to improve the program in question along with specific timelines for implementation. While universities have several options for how they may submit this information, in each case, the Quality Council reviews the material carefully to verify that the processes followed throughout the Cyclical Program Review are sound and that the outcome of the Cyclical Review Process reflects a strong commitment to continuous program improvement. The final, yet critical, subsequent step is the timely monitoring of the approved actions outlined in the Implementation Plan.

While universities have had to make some temporary adaptations to the Cyclical Program Review process in response to the pandemic, most notably, by holding virtual site visits for external reviewers, the rigor of the process has remained intact. More information about the Cyclical Program Review process is available on the [Quality Council's website](#).

### Audits: Continuous Improvement at the System Level

The objectives of the Cyclical Audit are to ensure transparency and accountability in each university's quality assurance processes and practices. While the audit scrutinizes the degree to which each university's practices align with its related policies, i.e., its IQAP and the Quality Assurance Framework, the audit is also meant to ensure that the university's quality assurance practices reflect an ethos of continuous improvement.

The revised Quality Assurance Framework introduces several important new elements to the audit process. First, universities will now meet with members of the Audit Committee and the Quality Assurance Secretariat for a half-day orientation session approximately one year prior to the site





“As preparation for our upcoming Quality Assurance audit, the Executive of the Quality Council provided Brock University with a Pre-audit Orientation to prepare all stakeholders for the process ahead. This was extremely helpful, not only to our internal Quality Assurance office team, but to senior administration (Deans, the Provost) and the members of our Senate Academic Review Committee, who regularly oversee our IQAP operations internally and review new programs, cyclical review documents, and major modifications. We were particularly grateful that the Orientation team agreed to address these different audiences separately, and took the time to modify their presentations to make them most relevant to each group. All participants in the process gained a clear and thorough understanding of the process as it will unfold this academic year.”

**Dr. Brian Power**, Vice-Provost & Associate Vice-President, Academic, Brock University



visit. This session is designed to familiarize the university with the audit process and to help resolve any apprehension about the audit on the part of the University. For Brock University and the University of Ottawa, these meetings took place virtually, and were customized to meet the needs of each university, with sessions designed for stakeholders from across the university, including senior administrators, faculty, students, and staff.

Secondly, universities are now required to complete an Institutional Self-study as part of the audit process. Submitted to the Audit Team fairly early in the audit process, the Institutional Self-study provides an opportunity for the university undergoing audit to step back and reflect on its successes, challenges, and opportunities for growth in terms of its approach to quality assurance.

Finally, the Quality Council has formalized a process for the identification and dissemination of best practices observed during the audit process. When best practices – that is, strong quality assurance practices that are replicable in other institutions or departments – are identified during an audit, the Quality Assurance Secretariat will work with representatives from the university to develop a case study that can be shared with other universities. These case studies will be presented during Key Contact Exchange Forums and, eventually, published in an annual Omnibus Report, collating the findings from Key Contact Exchange Forums and other Key Contact events over the year.

These changes to the Framework are designed to position the audit as a forward-looking tool for continuous improvement: while an audit, by nature, scrutinizes past practice, the quality assurance audit should also be understood as an opportunity for universities – and the university system as a whole – to learn from past practice.

## Revisit and Revise: A Review of IQAPs

### Message from the Chair of the Audit Committee

I began my term as Chair of the Audit Committee in July 2021, following one year on the Executive Committee and having participated in five audits in the previous cycle. A special thanks from the Audit Committee to Professor Katherine Graham for her many years of service and leadership to the Audit Committee and Executive Committee. Her expert contributions to the auditing process continue to provide us with a strong foundation to build the second cycle of audits.

Cyclical audits were paused while the Quality Council revised the Quality Assurance Framework (QAF) and the universities completed the required internal processes to bring their Institutional Quality Assurance Processes (IQAPs) into alignment with the revised Framework. Even so, the Audit Committee has been busy preparing for the second cycle of audits which was launched in 2021. The Audit Committee Working Groups continued their work into the Fall of 2021, providing the Committee and the Quality Council with templates and guidelines to use during the second cycle of audits.

The first two universities to be audited in the second cycle of audits are Brock University and the University of Ottawa. Both audits were initiated in November 2021, and the site visits will take place in the winter of 2023. Western University's audit was launched in May 2022, and the site visit will take place in the fall of 2023. Initial orientation meetings with faculty and staff at Brock and Ottawa have been held and the Audit Teams, along with the entire Audit Committee, look forward to these first two audits in 2022-2023. The [full audit schedule](#) is available on the Quality Council website.

The main focus of the Audit Committee for 2021-2022 has been the review and re-ratification of the IQAPs based on the 2021 Quality Assurance Framework. Each university IQAP is reviewed by two members of the Audit Committee and a member of the Secretariat. A table of conditions, suggestions

and editorial comments is further reviewed by the Audit Committee to provide feedback to the universities. Once the Audit Committee is satisfied that the revised IQAP matches the requirements of the QAF, a recommendation for re-ratification is provided to the Quality Council for their approval.

The Audit Committee has put into place the processes to engage institutions in their continuous improvement and enhancement of their programs. I look forward to reporting on the second cycle of audits in the coming years.

Doug McDougall, University of Toronto





## Building Community

This year, the Quality Council hosted two online Key Contact Exchange Forums and a full-day, hybrid Key Contact Meeting. These events provide opportunities for the quality assurance community to come together to share ideas, knowledge, and best practices. The key findings from these sessions are available in an annual Omnibus Report, available on the Quality Council's website. In addition to these formalized opportunities to gather, the Quality Assurance Secretariat recently launched a discussion forum and resource website for the quality assurance community, which serves as a space for more informal connection across the sector.

The Quality Council connects regularly with the quality assurance community, to seek advice and guidance on how the

Council can meet the universities' needs while maintaining accountability to its stakeholders. For example, the Quality Council is engaged in ongoing consultations with universities on the new templates developed to support the revised Quality Assurance Framework.

Finally, in late 2021-2022, the Quality Council prepared to welcome l'Université de Hearst and the Northern Ontario School of Medicine (NOSM) under the Quality Council's umbrella. As provisional members of the Council of Ontario Universities, both Hearst and NOSM's quality assurance activities will fall under the shared jurisdiction of the Quality Council and the Post-secondary Education Quality Assessment Board (PEQAB).





# Appendix 1: Program Data

TABLE 1

	Undergraduate	Master's	Doctoral	Graduate Diplomas (GDip)	Total: New Programs
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
2021 – 2022	22	27	6	8	63

Brief descriptions of [all approved programs](#) can be found on the Quality Council's website.

TABLE 2

University and Program	Degree
<b>BROCK UNIVERSITY</b>	
Data Science and Analytics	BSc
Psychology	BSc
Adult Education	BA
Earth and Planetary Sciences Communication	BASc
<b>CARLETON UNIVERSITY</b>	
Building Engineering	MEng, MASc, PhD
Data Science and Analytics	MASc, MEng, MCs, MIT, MSc, PhD
<b>LAKEHEAD UNIVERSITY</b>	
Mechanical Engineering	PhD
<b>LAURENTIAN UNIVERSITY</b>	
Master of Health Administration	MHA
<b>McMASTER UNIVERSITY</b>	
Midwifery	MSc

TABLE 2 CONTINUES ON NEXT PAGE

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University and Program	Degree
<b>ONTARIO TECH UNIVERSITY</b>	
Police Leadership	GDip (Type 3)
Doctor of Education	EdD
Bachelor of Health Administration	BHA (Honours)
Social Practice and Innovation	MA
Master of Financial Data Analytics	MFDA
Software Engineering	MASc, MEng
Energy Engineering	BEng (Honours)
Industrial Engineering	BEng (Honours)
<b>QUEEN'S UNIVERSITY</b>	
Black Studies	BA (Honours)
Master of Digital Product Management	MDPM
<b>TORONTO METROPOLITAN UNIVERSITY</b>	
Occupational and Public Health	MSc
Master of Project Management	MPM
Master of Applied Science in Project Management in the Built Environment	MASc
<b>TRENT UNIVERSITY</b>	
Dementia Studies for Registered Nurses	GDip (Type 3)
Health and Behaviour	BSc (Honours)
Climate Change Science and Policy	BSc (Honours)
Data Science	BSc (Honours)
Psychology	PhD
<b>UNIVERSITÉ DE HEARST</b>	
Diplôme d'études supérieures en psychothérapie	GDip (Type 3)
<b>UNIVERSITY OF GUELPH</b>	
Creative Writing	BA (Honours)
Sexualities, Genders, and Social Change	BA (Honours)
Bachelor of One Health	BOH and Co-op
Master of Dairy Technology Management	MDTM
Computer Science	PhD
Master of Data Science	MDS

TABLE 2 CONTINUED FROM PREVIOUS PAGE

University and Program	Degree
Master of Project Management	MPM
Project Management	GDip (Type 3)
<b>UNIVERSITY OF OTTAWA</b>	
Nutrition and Food Biosciences	MSc
Undergraduate Doctor of Pharmacy	PharmD
Master of Applied Science in Anatomical Sciences Education	MASc
Bachelor of Multidisciplinary Design – Experiential Learning	BMDes
<b>UNIVERSITY OF TORONTO</b>	
Major in Work and Organizations	HBA
Environmental Science	MSc
Kinesiology	MA
<b>UNIVERSITY OF WATERLOO</b>	
Climate and Environmental Change	BSc
Sustainability and Financial Management	BSFM
<b>UNIVERSITY OF WINDSOR</b>	
Translational Health Sciences	MSc
<b>WESTERN UNIVERSITY</b>	
Primary Healthcare Nurse Practitioner	GDip (Type 3)
Major in Creative Arts and Production	BA
Artificial Intelligence Systems Engineering	MESc
<b>WILFRID LAURIER UNIVERSITY</b>	
Accounting Analytics	GDip (Type 3)
<b>YORK UNIVERSITY</b>	
Creative Writing	GDip (Type 2)
Master of Arts in Design Research	MA
Digital Technologies	BASc (Honours)
Master of Biotechnology Management	MBM
Biotechnology	GDip (Type 3)



## Appendix 2:

# Membership of the Quality Council and its Committees in 2021-22

### Members of the Quality Council, 2021-22

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

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

**Dr. Erika Chamberlain**, Member / University Representative, Western University

**Dr. Douglas Deutschman**, Member / Graduate Dean Representative, Wilfrid Laurier University

**Ms. Shirley Hoy**, Citizen Member

**Dr. Susan McCahan**, Member / OCAV Representative, University of Toronto

**Dr. Andrew McWilliams**, Member / University Representative, Toronto Metropolitan University

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

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

**Dr. Christopher Evans**, Executive Director (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, 2021-22

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

**Dr. Phil Bates**, Chemistry and Chemical Engineering, Royal Military College of Canada

**Dr. Pamela Bryden (Vice-Chair)**, Kinesiology and Physical Education, Wilfrid Laurier University

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

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

**Dr. Christine Gottardo**, Chemistry, Lakehead University

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

**Dr. Peter Thompson**, Faculty of Arts and Social Sciences, Carleton University

**Dr. Stéphanie Walsh Matthews**, Department of Languages, Literatures and Culture, Toronto Metropolitan University

**Dr. Christopher Evans**, Executive Director (ex-officio)

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 Processes (IQAP).

### Members of the Audit Committee, 2021-22

**Dr. Douglas McDougall (Chair)**, Ontario Institute for Studies in Education, University of Toronto

**Dr. Johanne B  nard**, Department of French Studies, Queen's University

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

**Dr. Roelof Eikelboom**, Department of Psychology, Wilfrid Laurier 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. Sarah McKinnon**, Department of Art History, Ontario College of Art and Design University

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

**Dr. Michael Pyley**, 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. Bettina West**, Ted Rogers School of Management, Toronto Metropolitan University

**Dr. Christopher Evans**, Executive Director (ex-officio)

### Members of the Audit Executive Committee, 2021-22

**Dr. Douglas McDougall (Chair)**, Ontario Institute for Studies in Education, University of Toronto

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

**Dr. Alan Weedon (Member-at-large)**, Department of Chemistry, Western 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, 2021-22

**Jennifer Bethune**, Senior Quality Assurance Officer

**Shevanthi Dissanayake**, Coordinator

**Dr. Christopher Evans**, Executive Director

**Cindy Robinson**, Director Operations

Ontario Universities Council  
on Quality Assurance

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