

Report on the Activities of the Senate's Evaluation Committees

Undergraduate Programs (CEUP) and Graduate Programs (GPEC)

2019-2020



uOttawa

TABLE OF CONTENTS:

1. Executive Summary.....	3
1.1. Background	3
1.2. Process and documents	3
1.3. Report on work and activities in 2019-2020.....	3
1.4. Overview of the strengths and challenges of programs evaluated in 2019-2020.....	7
2. Faculty of Arts	10
2.1. Undergraduate Programs in Indigenous Studies	10
2.2. Graduate Programs in Classics and Religious Studies.....	14
2.3. Undergraduate French Programs	18
2.4. Undergraduate Programs in Medieval and Renaissance Studies	22
3. Faculty of Education.....	26
3.1. Francophone Undergraduate Programs in Education (<i>Formation à l'enseignement</i>)	26
3.2. Anglophone Undergraduate Programs in Education (Teacher Education)	31
3.3. Graduate Programs in Education.....	35
4. Faculty of Engineering.....	40
4.1. Undergraduate Programs in Mechanical Engineering.....	40
5. Faculty of Health Sciences	44
5.1. Undergraduate Programs in Nutrition.....	44
5.2. Graduate Programs in Physiotherapy	48
5.3. Graduate Programs in Rehabilitation Science	51
6. Faculty of Social Sciences.....	55
6.1. Graduate Programs in Anthropology.....	55
6.2. Graduate Programs in Psychology	58
7. Saint Paul University	62
7.1. Graduate Programs in Transformative Leadership and Spirituality	62

1. EXECUTIVE SUMMARY

1.1. BACKGROUND

This document reports on the activities of the Senate’s Committee on the Evaluation of Undergraduate Programs (CEUP) and its Graduate Programs Evaluation Committee (GPEC) for the period of July 1, 2019 to June 30, 2020.

The Senate’s program evaluation committees are responsible for the proper conduct of program cyclical reviews as per the steps specified in our Institutional Quality Assurance Process (IQAP), in accordance with the requirements of Ontario’s Council on Quality Assurance (CQA), an arm of the Council of Ontario Universities (COU).

Furthermore, this report to the Senate on the evaluation of activities and their outcomes is a CQA requirement. An abridged version of the Final Assessment Report on programs (“Executive Summary”) will also be posted on the Office of Quality Assurance site.

1.2. PROCESS AND DOCUMENTS

1.2.1. THE PROCESS

A cyclical evaluation of programs of study involves a number of steps requiring contributions from various experts. The CQA sets out each of these steps in a reference document ([Quality Assurance Framework](#)).

1.2.2. FINAL EVALUATION REPORT AND IMPLEMENTATION PLAN

Recommendations are submitted to the unit through the final assessment report (FAR), which takes into account the report of the external evaluators following their visit to the campus, appraisals by the dean and by administrators of the academic units concerned, and feedback from the evaluation committee concerning the self-assessment report. The final assessment report is submitted to the unit to help prepare an implementation plan that maintains or reveals areas of strength and addresses any challenges identified during the process. The program evaluation committees request a progress report mid-way through the cycle on behalf of the Provost and Vice-President, Academic Affairs, before the cyclical evaluation process officially ends. These final steps are proof of our concern for continuous improvement of the University’s programs.

1.3. REPORT ON WORK AND ACTIVITIES IN 2019-2020

The primary objective of the assessment process is to have each committee (CEUP and CEGP) produce a final assessment report, which immediately leads to the development of an implementation plan complete with contributions from all stakeholders, with final approval by the department’s dean and administrators. An abridged version of the final reports, the “Executive Summary,” is appended to this report.

The following table provides an overview of the two committees' activities in 2019-2020.

Table 1
Work by the CEUP and the GPEC, 2019-2020

SENATE EVALUATION COMMITTEE	Number of Meetings	Self-evaluation Reports	Progress Reports	Follow-up Reports	Final Assessment Reports	Implementation Plans
CEUP	7	3	1	8	6	7
GPEC	11	13	3	3	7	6
TOTAL	18	16	4	11	13	13

¹ The committees completed the FAR implementation plans examined in 2018-2019 and in 2019-2020.

The cyclical evaluation objectives and process requirements established by our IQAP were clarified at individual meetings with program managers at the outset of the process. The value and scope of the self-evaluation report within the framework of this process were also described and discussed, along with the respective roles that the committees, the Teaching and Learning Support Service (TLSS), and Institutional Research and Planning (IRP) play at each step of the process in support of the faculties.

1.3.1. INVITED EXTERNAL REVIEWERS

The assessment process is a unique opportunity to capitalize on an outside perspective on the programs' strengths and challenges. The external reviewers selected by the evaluation committees are asked to offer an opinion on the programs' different quality components identified a priori through statistical data. The external reviewers' visit is supervised by the OQA based on the guidelines of the Ontario CQA. The OQA provides managers with a standard site visiting procedure, which includes interviews with each person dealing with program quality and, to the extent possible, time for discussion by the two reviewers to draft their assessment report.

The OQA's mandate at this step of the process is to highlight the University's principles of excellence – particularly by showing our commitment to continuously improving our programs and ensuring that the experts invited by our institution receive the best possible reception. An effective visit is a sign of a vibrant institutional culture, attuned to quality, transparency, and accountability issues.

Inspired by best practices, our evaluation committees encourage applications by external reviewers from comparable institutions, or institutions operating in a niche sought after by the programs. By freely discussing their ideas and outlooks with stakeholders, the external reviewers actively assist in the improvement and future development of our programs.

1.3.2. MEMBERS OF THE SENATE EVALUATION COMMITTEES AND INTERNAL DELEGATES

The generous involvement of each member of the Senate's program evaluation committees should be mentioned. The commitment of our internal delegates to the effectiveness of visits has also ensured that the graduate studies program evaluation process complies with the requirements of the Ontario Council on Quality Assurance. Internal delegates are responsible

for accompanying outside reviewers during their visit and for briefing them on our institutional practices.

Table 5
Committee on the Evaluation of Undergraduate Programs (CEUP) – 2019-2020

Members	Department	Faculty	Term
May Telmissany	Modern Languages and Literature	Arts	2017-2020
Graham Mayeda	Common Law	Law	2017-2020
Imed Chkir	Finance	Telfer School of Management	2019-2022
Richard Maclure	Teacher Education	Education	2017-2020
Mamadou Fall	Civil Engineering	Engineering	2017-2020
Kathy-Sarah Focsaneanu	Chemistry and Biomolecular Sciences	Science	Winter 2020
Michelle Lalonde	Nursing	Health Sciences	2019-2022
Bastien Quirion	International Development and Globalization	Social Sciences	2019-2022
Lauchlan T. Munro	International Development and Globalization	Social Sciences	Fall 2019
Fabrice Blée	Theology	Saint Paul University	2017-2020

Table 6
Graduate Program Evaluation Committee (GPEC) 2019-2020

Members	Department	Faculty	Term
Huhua Cao	Geography, Environment and Geomatics	Arts	2019-2020
Elizabeth Judge	Common Law	Law	2017-2020
Sarah Ben Amor	Information Management Systems	Telfer School of Management	2018-2021
Barbara Graves	Teacher Education	Education	2019-2022
Vacant	-	Engineering	2019-2020

Nadine Wiper-Bergeron	Cellular and Molecular Medicine	Medicine	2017-2020
Kathy-Sarah Focsaneanu	Chemistry and Biomolecular Sciences	Science	2019- fall
Javier Giorgi	Chemistry and Biomolecular Sciences	Science	2020- winter (2018-2021)
Paulette Guitard	Rehabilitation Sciences	Health Sciences	2017-2020
Isabelle Giroux	Nutrition Sciences Assistant Director (undergraduate)	Health Sciences	2019-2022
Nic Rivers	School of Public and International Affairs	Social Science	2018-2021
Wojciech Kowal	Canon Law	Saint Paul University	2019-2022

Our governance structure assumes that committee members are engaged in the continuous improvement of our programs. The work completed by members of both evaluation committees benefits the entire student and faculty community. For this, we sincerely thank them.

The OQA works in close collaboration with colleagues from the TLSS and Office of Institutional Research and Planning. Geneviève Gauthier, curriculum and learning outcomes analyst, provides ongoing support to the units in analyzing curricula and formulating learning outcomes. The team of Blair Jackson and Manon Desgroseilliers provides valuable assistance by carefully compiling and interpreting data provided to those assigned to draft self-evaluation reports.

1.3.3. THIRD JOURNÉE D'ÉCHANGES SUR L'ÉVALUATION DE PROGRAMME

We were delighted to organize the third *Journée d'échanges sur l'évaluation de programmes*, an event launched by a coalition of Quebec universities and attended by a hundred or so stakeholders – professors, administrators and students – facing the challenges inherent in cyclical program evaluation. The clear success of this interprovincial approach has led us to consider other meetings with our Canadian francophone partners.

The University of Ottawa Provost and Vice-President, Academic Affairs raised an exciting prospect at the outset: to share the best of initiatives designed to enrich our students' learning experience. The learning outcomes theme showcased at this third *Journée d'échanges* encouraged exploration of the most constructive ways to include this analytical tool in conversations about teaching when creating or evaluating university programs of study.

The keynote speaker, Peter Wolf, set the tone as he expanded on an idea shared by the entire audience: that evaluation processes had become not a mere administrative obligation, but a true opportunity to improve programs and involve students, the very people for whom we engage all of our resources. Peter Wolf offered an initial response to the challenge identified by the Provost concerning the evaluation (and achievement) of learning outcomes.

A panel of key members of our provincial institutions allowed for a discussion replete with complementary outlooks and experiences from both provincial and university authorities. The *Bureau de la coopération interuniversitaire des universités québécoises*, the Council of Ontario Universities, and the Office of the Vice-Provost, Innovation in Teaching and Learning at Concordia University situated the evaluation principles promoted by universities in Quebec and Ontario in a broader national and international context.

1.3.4. IMPACT OF THE COVID-19 PANDEMIC ON EVALUATION PROCESSES

Steps taken by the University to limit the spread of COVID-19 have had a direct impact on program evaluation processes. The OQA had to cancel visits by external reviewers scheduled in March and April 2020. However, the OQA, with support from the COU, was able to launch remote exchange procedures through videoconferencing platforms. These procedures will be applied as needed during the 2020-2021 cycle.

Most units—those not required to coordinate the cyclical evaluation with an accreditation evaluation—decided not to postpone submission of their self-evaluation reports and were therefore able to meet COU requirements within the prescribed timeframe. The OQA, however, offered customized support to units facing an imminent deadline to submit their self-evaluation reports prior to the announcement of physical distancing measures.

1.3.5. APPOINTMENT OF A NEW PROGRAM REVIEW DIRECTOR

Marcel Turcotte, full professor at the School of Information Technology and Engineering, was appointed Director of Program Reviews for a three-year term starting on July 1, 2020.

1.4. OVERVIEW OF THE STRENGTHS AND CHALLENGES OF PROGRAMS EVALUATED IN 2019-2020

On examining the findings of the final assessment reports for 13 programs (six undergraduate and seven graduate programs), certain distinct strengths and recurrent challenges emerged concerning our programs in general.

Our programs' five main strengths:

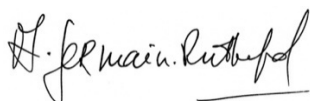
- **Bilingualism or Francophonie**
A large majority of our programs report that their situations favour the interests of Ontario's Francophone community and the development of a distinct culture of bilingualism within a provincial and national context. The external reviewers stressed the strategic nature of this distinct quality in recruiting Canadian and international students, both Francophone and Anglophone. Various recommendations were made to maintain this distinctive strength or, furthermore, render it more visible and attractive.
- **Active professors (research and publication)**
In many units, programs are bolstered by faculty members whose expertise is nationally and internationally recognized through numerous awards, prestigious honours, and important contributions to research disseminated in academic journals and through major publishing houses.

- **Distinct niches or fields of study**
Many of our units have achieved national and international distinction by offering unique programs and options, indicating considerable cohesion in curriculum development, available expertise, and staffing plans.
- **Guidance or mentorships available to students**
Evaluation processes draw special attention to the wealth of resources and relevance of the support provided to students at all levels, whether through mechanisms that promote student retention and success, or individual actions designed to oversee student progress through programs.
- **Experiential learning and educational innovation**
Often addressed in discussions about program quality are the many initiatives related to experiential learning development and innovation in teaching and evaluation methods. They are indicators of vitality among faculty members, as well as deep satisfaction among students with components of their program that offer them experiential learning. This quality indicator has been linked to strong employability rates and high levels of training relevancy in terms of securing employment after graduation.

Five major challenges confronting our programs

- **Curriculum coherency / Learning objectives**
Most of our programs formulated learning outcomes for the first time during their last evaluation cycle, starting in 2010. It was a demanding undertaking that required the collaboration of all professors. The Council of Ontario Universities has high expectations concerning precise learning outcomes and their strong alignment with every component of the teaching and learning experience. Many recommendations in the final evaluation reports centred on increasing program coherence through a curriculum analysis.
- **Francophone student recruitment**
Whether it's a strength to maintain or develop, the Francophone aspect of programs is almost always a challenge in terms of student recruitment and, less often, faculty recruitment. Various issues may play a role in this challenge, such as the national and international visibility of programs (through program titles or options; through various media, etc.) or funding for studies and acceptance or hiring conditions. In some disciplines, the Francophone aspect is more difficult to incorporate into the curriculum but emerges in other academic and social activities.
- **Availability of faculty resources**
Few programs are immune to the challenges of teaching resources. The self-assessment process often leads to reports of reduction in faculty members, which is initially perceived as a fundamental obstacle to the future development of programs. In these circumstances, the evaluation committees are mandated to explore a series of innovative academic solutions—as reflected in the evaluation files examined by committee members—and to encourage program managers to continue reflecting on how to align program learning outcomes more effectively with available resources. The most frequent recommendations involve effectively using all results from the evaluation process analysis and developing a staffing plan based on quality criteria: compliance, coherency, distinctiveness, and relevance.

- Need to prepare students for professional life / methodology and theoretical training
This challenge arises as often in professional programs as in other programs. It reflects a need identified by students (in internal or external surveys or in conversations with external reviewers) to feel ready to enter the workforce as soon as they graduate. At the doctoral level, for example, students want to be informed about various openings and be effectively prepared either to enhance their research skills or steer their career toward non-academic positions. The recommendations in this regard are intended to offer students more comprehensive training, more likely opening career paths to them.
- Francophonie and bilingualism
Directly related to the Francophone student recruitment challenge, the issue of the Francophonie and bilingualism is central to the strategic development of a number of programs, one of their distinctive strengths being precisely their Francophone and bilingual qualities. With the recent review of the University regulation on bilingualism and the increased emphasis given to world-facing cultural and linguistic experiences, we encourage units to promote all components of their programs that offer students experiential French-language and bilingual learning, above and beyond courses.



Aline Germain-Rutherford
Vice-Provost, Academic Affairs

2. FACULTY OF ARTS

2.1. UNDERGRADUATE PROGRAMS IN INDIGENOUS STUDIES

EXECUTIVE SUMMARY

**Evaluation of Undergraduate Programs - Faculty of Arts
Institute of Indigenous Research and Studies
(formerly known as the *Institute of Canadian and Aboriginal Studies*)
Cycle: 2018-2019
Date: November 11, 2019**

I. EVALUATED PROGRAMS

- Majeure en études autochtones / Major in Aboriginal Studies

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the dean of the Faculty of Arts, Kevin Kee and of the director of the School, Timothy Stanley, in answer to (b).
- During the site visit, the external evaluators - Kristina Bidwell (University of Saskatchewan), Jean O'Brien (University of Minnesota) et Christine O'Bonsawin (University of Victoria) - met with the Vice-Provost, Academic Affairs Aline Germain-Rutherford, the Dean of the Faculty of Arts Kevin Kee, Vice-Dean, Programs Marc Charron, the Director of the Institute of Canadian and Aboriginal Studies Timothy Stanley, the Coordinator of the Centre for Indigenous Resources Melanie Neeposh, personnel from the Mashkawaziwogamig Indigenous Resource Centre, Tareyn Johnson and Darren Sutherland, the incoming Director of Institute of Indigenous Research and Studies Brenda Macdougall, members of the Kitigan Zibi Indigenous community, regular and part-time professors, and undergraduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The program trains students to play a significant role in reconciliation between Indigenous and non-Indigenous people in Canada.
- Commitment to reconciliation by uOttawa administration as documented in the Memorandum of Understanding between the University of Ottawa and the National Centre for Truth and Reconciliation.
- Commitment by the University of Ottawa's central administration to support the continuing development of the program.

- The program is based in Ottawa, facilitating access to national Indigenous organizations and the federal government.
- The major changes made recently to the Aboriginal Studies program take anti-colonial perspectives into account and emphasize linkages with local, national, and international Indigenous communities.
- Solidarity among Indigenous and non-Indigenous students in core courses of the program.
- Support for the program from local Indigenous communities.
- The University of Ottawa's bilingualism facilitates linkages with English- and French-speaking Indigenous communities.
- Increasing use of on-the-land courses and courses that use Indigenous teaching methods.
- Indigenous Elders and Knowledge Keepers play a role in many of the courses.
- An active Indigenous Speakers Series and an annual Bronfman Lecture organized by the Institute of Indigenous Research and Studies.
- The Library also has excellent resources on Indigenous peoples.

CHALLENGES

- The Aboriginal Studies program is located at a university founded by the Oblates, an organization that bears responsibility for the eradication of Indigenous cultures, the operation of residential schools, and other oppressive colonial practices.
- Considerable turnover in leadership in recent years.
- Lack of teaching staff dedicated exclusively to the program.
- Lack of a sense of belonging to a community among full-time faculty members.
- Lack of coherence of the current curriculum, which does not conform to standards in the field of Indigenous studies.
- The curriculum relies heavily on courses taught by non-specialists in Indigenous studies and courses taught through other faculties, departments, and disciplines.
- Few of the electives in the program are based on Indigenous pedagogy.
- Students who identify as Indigenous are dissatisfied with the program.
- Insufficient number of courses offered in French.
- Lack of administrative support.
- No linkage with Indigenous communities apart from the Kitigan Zibi Anishinabeg First Nation.
- The interdisciplinarity of the program poses problems in terms of its coherence, sustainability, and resourcing.

IV. PROGRAM IMPROVEMENT

The program under evaluation can count on many quality components and meets some of the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the program.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE, AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that the director of the Institute create a plan for consulting with Indigenous communities in the region in order that they may contribute to the continued development of the program and to ensure that the program is responsive to their

needs. The director may wish to consider including students in these consultations. [Note: the purpose of this recommendation is to support initiatives already underway to integrate members of Indigenous communities into the process of program development, evolution, and implementation.]

CURRICULUM AND STRUCTURE

Recommendation 2: The CEUP recommends that the program learning outcomes that were developed for the cyclical review of the Program in 2018-2019 be revised through collaboration with new teaching staff. Where appropriate, learning outcomes should integrate Indigenous pedagogical methodologies and approaches.

Recommendation 3: The CEUP recommends that a mechanism (such as a committee) be put in place for designing and periodically reviewing the curriculum of the new Indigenous Studies Program in accordance with the program learning outcomes.

Recommendation 4: The CEUP recommends that the Institute for Indigenous Studies collaborate with all relevant units at the University of Ottawa to ensure that the courses offered by these units as part of the Indigenous Studies program are available on a schedule that ensures students can complete their programs in a timely manner.

Recommendation 5: The CEUP recommends that the program increase its course offerings in French and explore academic initiatives (conferences, research projects, etc.) with French-speaking Indigenous communities in order to enrich the experience of students in the program, bearing in mind the challenge such initiatives pose for hiring Indigenous faculty members.

TEACHING AND EVALUATION

Recommendation 6: The CEUP recommends that the program continue to develop its course offerings in Indigenous languages, bearing in mind the importance of supporting the needs of Indigenous language communities.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 7: The CEUP recommends that the chair of the Institute undertake a review of the Institute's governance structure and mechanisms for ensuring the continuous improvement of the program, as well as for identifying and responding to the needs of Indigenous and non-Indigenous students.

PHYSICAL SPACES AND RESOURCES

Recommendation 8: The CEUP recommends that the director of the Institute develop a hiring plan and a faculty mentorship program in order to ensure that new faculty members are integrated into the University of Ottawa and obtain the support they need to ensure their professional success (e.g., in tenure and promotion applications, in access to research funding, and in availability of support for teaching and course development, etc.).

Recommendation 9: The CEUP recommends that the program director, in consultation with the Faculty of Arts, identify the administrative needs of the program and develop a plan for meeting its administrative needs.

Recommendation 10: The CEUP recommends that the spaces allocated to students, faculty members and staff be evaluated to ensure that the program is able to meet its academic goals, including the creation of a sense of belonging for those in the program and for members of the Indigenous community who support it.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

Recommendation 11: The CEUP requests that all courses featured on the course calendar as either mandatory or optional to the program be listed, mentioning the last term during which each course was offered and the reasons for the lack of offer over the past three years, if relevant. The CEUP also requests that itemized plans towards either offering the courses or removing them from the calendar be included. Courses offered in French and in English should be listed as separate entries with information provided for each course.

VI. CONCLUSION

Continuous improvement efforts within the Institute of Indigenous Research and Studies are already enabling it to meet standards of the discipline. Those efforts will also ensure that reconciliation expectations are taken into account. Given this positive assessment of the program, the Committee wishes to thank everyone who took part in the periodic assessment and commends the participants for their rigorous approach. The Committee also notes the quality of the external evaluators' report.

The Major in Aboriginal Studies and the Indigenous Studies programs that have replaced it have benefited from engaged students and devoted staff. The University of Ottawa considers the program as fulfilling essential parts of its mission, and the recent hiring of full-time faculty members who identify as Indigenous is just one sign of the improvements taking place within the program. The ongoing reform of the program's administrative structure, the increasing use of on-the-land teaching opportunities, and the integration of Indigenous Elders and Knowledge Keepers into the learning environment are just some features of the program that could place it at the forefront of Indigenous Studies programs in the future.

The program has yet to take full advantage of the many resources available throughout the University that could support its mission of providing an excellent program of study that integrates best practices in Indigenous pedagogy. And yet, the process of ongoing renewal within the program, led by new faculty members, is evidence of dynamism and enthusiasm. This is a marquee program of the University of Ottawa, and, through the leadership of the Indigenous Studies program, it is striving to provide a safe and engaging place for current and future students who take the projects of reconciliation and decolonization seriously.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean's office following receipt of the Final Assessment Report in order to develop an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained will be submitted to the CEUP at a later date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2026-2027, with the self-study report to be submitted by June 15, 2026.

Action plan

The unit has considered the CEUP's recommendations and has developed an action plan to address them. A progress report informing the Committee of the implementation of their recommendations is requested by June 30, 2022.

2.2. GRADUATE PROGRAMS IN CLASSICS AND RELIGIOUS STUDIES

EXECUTIVE SUMMARY

Evaluation of Graduate Programs
Department of Classics and Religious Studies
Cycle: 2018-2019
Date: January 13, 2019

I. EVALUATED PROGRAMS

- Maîtrise en arts en Études anciennes/Master of Arts in Classical Studies
- Maîtrise en arts en Sciences des religions/Master of Arts in Religious Studies
- Doctorat en philosophie en Sciences des religions/Doctor of Philosophy in Religious Studies

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments received from the Dean of the Faculty of Arts Kevin Kee, from the Director of the Department of Classics and Religious Studies Theodore de Bruyn, and the Director of Graduate Programs in Classics and Religious Studies Jitse Dijkstra, in answer to the report mentioned in (b).
- During the site visit, the external evaluators met with Provost and Vice-President, Academic Affairs David Graham, with Vice-Provost, Academic Affairs Aline Germain-Rutherford, with the Dean of the Faculty of Arts Kevin Kee, with the Vice-Dean, Programs Marc Charron, with the Director of the Department of Classics and Religious Studies Theodore de Bruyn, with the Director of Graduate Programs in Classics and Religious Studies Jitse Dijkstra, and with regular and part-time professors, members of the support staff, and graduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The Department's focus on Late Antiquity positions it as the leading research centre in North American on this topic, with unique opportunities to study Ethiopic, Syrian, and Coptic, in synergy with Ancient Religions.
- The Department is home to a number of highly recognized scholars, including a Tier I Canada Research Chair, three Fellows of the Royal Society of Canada, a member of the College of New Scholars, Artists, and Scientists. A number of faculty members hold external funding, and regularly publish with students.
- Opportunity for students to teach courses under the mentorship of experienced instructors.

- Impressive record of graduate research and publication, and participation in international conferences.
- Student satisfaction with the program is extremely high. Student evaluations point to small class sizes, supportive staff and professors, and departmental collegiality as key assets.
- Bilingual and interdisciplinary programs.

CHALLENGES

- Increase enrolment.
- Maintain diversity of expertise despite retirements, especially regarding the capacity of the programs to envisage the effects of changing religious demographics.
- Ensure the interdisciplinarity of the programs since this opens up potential collaborations in the areas of law, education, health, and environment.
- Make the unique features of the program better known and more visible nationally and internationally.
- Continue to respond to administrative needs with limited resources.
- Maintain the number of courses offered despite low enrolment.
- Meet students' professional training needs.

IV. PROGRAM IMPROVEMENT

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the program.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE, AND UNIVERSITY PLAN

Recommendation 1: The GPEC recommends that the Department maintain the mechanism by which it ensures the students' needs and demands are taken into consideration when finalizing the course offerings and directed seminars, either by providing more guidance (based on up-to-date list of potential elective courses), and/or the assessment of opportunities to take courses in other departments).

CURRICULUM AND STRUCTURE

Recommendation 2: The GPEC recommends that the Department continue its practice of offering professionalization seminars throughout the year, and make additional efforts to communicate the seminar offerings to students, such as through the program website or a regular newsletter.

Recommendation 3: The GPEC recommends that the Department enhance the mechanism by which students can be provided guidance and feedback on their research projects.

Recommendation 4: The GPEC recommends that the Department clarify the procedures to access travel funding and inform students on available travel stipends for which they are eligible.

Recommendation 5: The GPEC recommends that the Department undertake additional efforts to gather data on employment and educational transitions for graduating students, and make such data available to prospective students.

TEACHING AND EVALUATION

Recommendation 6: The GPEC recommends that the Department assess the potential for providing courses through hybrid and distance delivery options to increase the visibility of its

programs and to give students more flexibility, while taking faculty resources, expertise, and availability into account.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 7: The GPEC recommends that the Department evaluate the potential benefits, in terms of teaching and learning experience, of integrating fourth-year undergraduate students into graduate seminars.

PHYSICAL SPACES AND RESOURCES

Recommendation 8: The GPEC recommends that the Department continue its discussion with the Faculty and potential collaborators regarding a position that will ensure viability, as well as interdisciplinarity and diversity of the programs.

Recommendation 9: The GPEC recommends that the Department continue its discussion with the Faculty in order to find ways to reserve all available administrative resources for the benefit of teaching and learning.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All the courses have been offered at least once in the past three years.

VI. CONCLUSION

The Department of Classics and Religious Studies offers high-quality programs with the help of a team of seasoned instructors and researchers whose work is highly regarded, as evidenced by the many prestigious awards bestowed on program members. The program is nationally and internationally renowned for its unique expertise in the period of the Late Antiquity, where research by professors in the disciplines of Classics and Religious Studies converge.

One of the main challenges facing the Department during the next cycle will be to maintain the strengths that make its programs unique from a national and international standpoint, e.g., its wide-ranging expertise and its interdisciplinary approach, which also benefit other programs in the Faculty of Arts and the Faculty of Social Sciences.

Current students and graduates say they are very satisfied with the three programs, and they report a high rate of success in finding jobs that match their aspirations.

Given this very positive assessment of the program, the Committee wishes to thank everyone who took part in the evaluation. The Committee would also like to commend the participants for their rigorous approach throughout the process, and notes the quality of the self-study report and the external evaluators' report.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean's office following receipt of the Final Assessment Report in order to develop an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained will be submitted to the GPEC at a later date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2026-2027, with the self-study report to be submitted by June 15, 2026.

Action plan

The unit has considered the GPEC's recommendations and has developed an action plan to address them. A progress report informing the Committee of the implementation of these recommendations is requested by June 30, 2022.

2.3. UNDERGRADUATE FRENCH PROGRAMS

EXECUTIVE SUMMARY
Evaluation of Undergraduate Programs
Faculty: Arts
Department: Français
Cycle: 2018–2019
Date: November 5, 2019

I. EVALUATED PROGRAMS

- Honour Bachelor in *Lettres françaises*
- Major in *Lettres françaises*

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report on the aforementioned programs was based on the following documents: (a) the self-study brief produced by the academic unit; (b) the report produced by the two evaluators following their visit to the campus; and (c) comments from the Dean, Faculty of Arts Kevin Kee; the Director of the Département de français Maxime Prévost; and the Director, Undergraduate Programs Geneviève Boucher with regard to the report cited in (b).
- During their visit, the external evaluators (Jane Everett and Pascal Michelucci) met with the Vice-Provost, Academic Affairs Aline Germain-Rutherford; the Director, Office of Quality Assessment Mawy Bouchard; the Dean Kevin Kee; the Vice-Dean, Governance and External Relations Sylvie Lamoureux; the Director of the Department Maxime Prévost; the Director, Undergraduate Programs Geneviève Boucher; and with regular and part-time professors, members of support staff, and undergraduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The high quality and excellence of faculty members are evidenced by the number of research chairs, the two appointments to the rank of Distinguished University Professor, the significant number of grants from the Social Sciences and Humanities Research Council, the many national and international awards, the presence of members of the Royal Society of Canada and the Order of Canada (whose percentage in the department is probably the highest in Canada), and considerable international renown.
- Faculty members have authored numerous scholarly and literary works in a wide range of formats and fields, for which they have been recognized.

- The *Département de français* and its two programs in *Lettres françaises* are at the core of the University's mission.
- A continuous improvement culture facilitating interdisciplinary collaboration has been established in the Department.
- *Lettres françaises* alumni have access to opportunities in graduate studies, the education community, communications, publishing, and the public service.
- The employment rate for recent graduates is high (88%), with most finding jobs in fields related to their university studies.
- The undergraduate student association is very active and committed to the success of its members.
- The CO-OP program is one of the unique strengths of the Honours Bachelor in *Lettres françaises* among U15 institutions.

CHALLENGES

- Decrease in the number of students likely to undertake university studies in languages and/or modern literature.
- Gradual reduction in the number of faculty members in the Department over the past 10 or so years, resulting in vacancies in key positions in medieval literature, Quebec literature, Franco-Ontarian literature, linguistics, writing and creative writing.
- Program learning outcomes that require professors in complementary and critical fields.
- Lack of professors to support the University's mission and the development of advanced writing skills.
- Current course offerings no longer fully aligned with faculty members' competencies and areas of expertise.
- Programs offer few opportunities for learning about recent theories and issues early on.
- Part-time professors mostly on the sidelines of pedagogical discussions and intellectual life in the Department.
- Lack of a writer-in-residence program, even though creative writing is valued by the unit, and artistic creativity is valued by the Faculty.

IV. PROGRAM IMPROVEMENT

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the program.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE, AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that the Department review the objectives of the two programs in order to better align learning outcomes with the teaching resources likely to be available in the near future. This recommendation should be implemented in conjunction with Recommendation 11.

CURRICULUM AND STRUCTURE

Recommendation 2: The CEUP recommends that the Department undertake an analysis to establish the degree of consistency between the structure of the programs and the education needs of students wishing to pursue careers in teaching, writing, communications, and the public service.

Recommendation 3: The CEUP recommends that the Department consider changes to the structure of the programs so that students can be introduced to critical and theoretical approaches earlier in their studies.

Recommendation 4: The CEUP recommends that, each year, the Department offer and promote interdisciplinary courses that would appeal especially to a wide audience inside and outside the Department, including students not planning on undertaking graduate studies in literature.

Recommendation 5: The CEUP recommends that the Department give priority to its initiatives to work collaboratively with the departments of English, Theatre, History, and Communication.

Recommendation 6: The CEUP recommends that the Department study the feasibility of creating two 30-unit certificates in writing and French literature in Canada. The possibility of earning a bachelor's degree by accumulating these certificates should also be explored.

TEACHING AND EVALUATION

Recommendation 7: The CEUP recommends that the Department take stock of the main evaluation methods used across its courses and that it establish their alignment with learning outcomes (especially outcomes 8, 12 and 14).

Recommendation 8: The CEUP recommends that the Department continue its efforts to mobilize teaching resources, expertise, and availability with a view to developing blended courses.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 9: The CEUP recommends that the Department and the Students' Association jointly investigate the reasons for the high drop-out rate and, if necessary, implement an action plan to combat attrition.

Recommendation 10: The CEUP recommends that the Department and the Students' Association jointly investigate the reasons for student dissatisfaction and the seeming lack of identification with the Department and the program among some students.

PHYSICAL SPACES AND RESOURCES

Recommendation 11: The CEUP recommends that the director of the Department develop a hiring plan that is based on the program's strengths and challenges, and that the director clearly set out the Department's strategic role in the Faculty and at the University.

Recommendation 12: The CEUP recommends that the Department and the dean of the Faculty of Arts jointly develop a strategy to reinstate the writer-in-residence program.

Recommendation 13: The CEUP recommends that the Department take steps to strengthen the integration of those part-time professors who sit on its education committees and to acknowledge their contributions by making them more visible in media used by the Department, including its website.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

Recommendation 14: The CEUP recommends that the unit prepare a list of courses that have not been offered at least once in the past three years and that a decision be made with respect to each

of these courses, i.e., the courses will either be offered within the next three years or they will be removed from the list.

VI. CONCLUSION

The evaluated programs are of high quality and enable students to gain in-depth exposure to *Lettres françaises* and to find employment after graduation. The programs clearly contribute to the University's mission by promoting the Francophonie in Ontario, in Canada, and internationally, and by offering courses that support the development of fundamental skills in oral and written French. The Department will have to take a lead role in implementing a new strategic framework showcasing the Francophone experience at the University.

The high quality and excellence of faculty members are evidenced by the number of research grants and by the prestigious awards they have received for both teaching and research.

Statistics show that a high percentage of students are finding jobs that match their aspirations. More effective communication and more frequent opportunities for interaction among students could enable program officials to mitigate students' dissatisfaction with their learning experience, for example by strengthening their identification with their discipline and community.

However, the Department is faced with significant challenges, including the drop in student enrolment and in number of faculty members. To address these challenges, professors have shown initiative and creativity by, for example, developing collaborative projects with other departments in the Faculty of Arts. Program officials have also engaged in a number of discussions and developed promising strategies, beginning with a review of the courses offered. The improvements proposed in this report are in line with efforts already made by the Department to increase its student and faculty numbers and to maintain itself as an expert in *Lettres françaises*.

The Committee wishes to thank everyone who took part in the evaluation of the programs and commends the participants on their rigorous approach.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean's office following receipt of the Final Evaluation Report in order to develop an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained will be submitted to the CEUP at a later date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2026-2027, with the self-study report to be submitted by June 15, 2026.

Action plan

The unit has considered the CEUP's recommendations and has developed an action plan to address them. A progress report informing the Committee on implementation of the recommendations is requested by June 30, 2022.

2.4. UNDERGRADUATE PROGRAMS IN MEDIEVAL AND RENAISSANCE STUDIES

EXECUTIVE SUMMARY
Evaluation of Undergraduate Programs
Faculty of Arts
Cycle: 2017-2018
Date: June 27, 2019

I. EVALUATED PROGRAM

- Major in Medieval and Renaissance Studies (multidisciplinary)

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report on the aforementioned program was based on the following documents: (a) the self-study brief; (b) the report produced by the two evaluators following their visit to the campus; and (c) comments from the Dean of the Faculty of Arts Kevin Kee and Program Coordinator Andrew Taylor with regard to the report cited in (b).
- The external reviewers met with Vice-Provost, Academic Affairs Aline Germain-Rutherford; the Director, Office of Quality Assurance Mawy Bouchard; the Dean of the Faculty of Arts Kevin Kee; the former Vice-Dean, Programs Sylvie Lamoureux; Program Coordinator Andrew Taylor; several members of the current and past full-time teaching staff; and the administrator at the Department of History responsible for assisting with the program (Manon Bouladier). They also met with several students and received written communication from a part-time instructor.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES**STRENGTHS**

- The program provides an important opportunity for interdisciplinary and multidisciplinary studies
- The program fosters the bilingual mission of the University and offers a unique perspective on two scholarly traditions
- The program provides students with a solid foundation to pursue graduate studies
- The program is flexible and allows students to choose the areas they wish to focus on
- The program covers a wide range of topics and issues through courses whose content is updated on an ongoing basis

- The program provides a dynamic space for interdepartmental discourse and is internationally oriented
- The program boasts many highly committed professors from the Faculty of Arts whose expertise and research ensure the ongoing renewal of the program and expand its outreach

CHALLENGES

- Curriculum coherence
- Clarity and specificity of learning objectives
- Maintenance and reinforcement of culture of bilingualism
- Limited course offerings, especially in French
- Low enrolment in the French program, which compromises the bilingual culture
- Fragility of the governance structure, which relies too heavily on engagement of professors whose primary responsibilities are in their own departments
- Lack of support for students in terms of their educational experience
- Lack of a space dedicated to the program and the student association. Such a space would foster the development of identity based on interdisciplinarity and specific interests
- Limited student identification with the program and cohort

IV. PROGRAM IMPROVEMENTS

The program under evaluation meets the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the program.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE, AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that program officials clarify the program's learning objectives and outcomes in order to highlight the specific contribution of Medieval and Renaissance Studies to students' general education.

Recommendation 2: The CEUP recommends that program officials examine the profile of prospective students for the program and consider the possibility of dividing the existing program into two sections (general and specialized).

Recommendation 3: The CEUP recommends that program officials consider new academic strategies to recruit Francophone students.

CURRICULUM AND STRUCTURE

Recommendation 4: The CEUP recommends that program officials analyze the curriculum and structure to make them more coherent.

Recommendation 5: The CEUP recommends that program officials review the description for the three MDV courses in the program to align them with the updated learning objectives and outcomes.

Recommendation 6: The CEUP recommends that the program committee consider making Latin language a requirement only for students looking to pursue graduate studies.

TEACHING AND EVALUATION

Recommendation 7: The CEUP recommends that program officials continue their initiatives to diversify their teaching and evaluation methods and to expose students to venues in the National Capital Region (e.g., archives, museums, libraries) that provide access to sources and knowledge relevant to the program.

Recommendation 8: The CEUP recommends that instructors consider new evaluation methods, including methods that could contribute to students' professional development.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 9: The CEUP recommends that strategies be implemented to strengthen student identification with the program, for example by studying the possibility of designating one or more spaces for students and professors in the program.

PHYSICAL SPACES AND RESOURCES

Recommendation 10: The CEUP recommends that program officials reconsider program governance and coordination to maximize the program vision and multidisciplinary competencies.

Recommendation 11: The CEUP recommends that program officials and the Faculty jointly consider ways in which the Medieval and Renaissance Studies program can be linked to future initiatives promoting its inter-, trans- and multidisciplinary nature.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All of the courses have been offered at least once in the past three years.

VI. CONCLUSION

The Major in Medieval and Renaissance Studies is a high-quality and uniquely bilingual program that provides students with in-depth exposure to Medieval and Renaissance studies. The program also contributes to the University's diversity and mission through its course offerings in French and its bilingualism standards. The program is faced with challenges in terms of enrolment and limited resources. Since its creation, the program has enjoyed the continuous engagement and dedication of its faculty members, who have demonstrated initiative and creativity, for example by developing international projects and by leading numerous workshops for students. The improvements proposed in this report are consistent with efforts made by program officials to increase student and faculty numbers and to maintain the distinctive qualities of the program, in conjunction with the bilingual nature of the curriculum and the access it provides to courses in English and in French.

Although the program was shown to have a number of strengths, quantifiable aspects are the main concern driving the actions to be taken before the next evaluation. Until those concerned make decisions and problems are resolved, the program will have to meet students' immediate expectations. More effective communication and more frequent opportunities for interaction among students could enable program officials to mitigate dissatisfaction among some students by strengthening student and faculty identification with the program and by creating new opportunities for dialogue and collaboration regarding the future development of the program.

Schedule and timelines

A meeting will be organized with the program chair, the Faculty dean and vice-dean following the reception of the Final Assessment Report so that a plan of action can be put in place along with deadlines particular to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the Committee on the Evaluation of Undergraduate Programs on a date agreed upon at the time of the meeting regarding the action plan.

The next cyclical review will take place in no more than eight years, in 2025-2026. The self-study brief must be submitted no later than June 2025.

3. FACULTY OF EDUCATION

3.1. FRANCOPHONE UNDERGRADUATE PROGRAMS IN EDUCATION (*FORMATION À L'ENSEIGNEMENT*)

EXECUTIVE SUMMARY

Evaluation of Undergraduate Programs – *Formation à l'enseignement*

Faculty of Education

Cycle: 2018-2019

Date: June 22, 2020

I. EVALUATED PROGRAM

- Bachelor of Education (BEd)

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report on the aforementioned program was based on the following documents: (a) the self-study brief produced by the academic unit; (b) the report produced by the two evaluators following their visit to the campus; and (c) comments from the Dean, Faculty of Education (Richard Barwell); the Vice-Dean, Programs Emmanuel Dupl a; and the Director, Teacher Education Program Mirela Moldoveanu with regard to the report cited in (b).
- During their visit, the external evaluators met with the Vice-Provost, Academic Affairs Aline Germain-Rutherford; the Dean, Faculty of Education (Richard Barwell); Vice-Dean, Programs Emmanuel Dupl a; Director, Teacher Education Program Mirela Moldoveanu; Program Specialist Roxane Lamothe; and with regular and part-time professors, members of support staff; and undergraduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The program is the only one in Ontario that trains teachers in French under the aegis of a research university.
- The program is available throughout French-speaking Ontario via three campuses (Ottawa, Toronto and Windsor) and through distance courses.
- Professional workshops are delivered to raise student awareness of the Franco-Ontarian context.
- The program spans two years and is very attractive compared to similar programs spread over four years in other provinces.
- Professor-advisers can monitor student practicum performance by using digital tools to ensure quality supervision.

- Practicums are offered based on a variety of flexible arrangements to meet the needs of students looking for school placements.
- Students have the opportunity to do a practicum starting in their first term, enriching their learning experience.
- A mentorship program enables students to help each other and to identify with their learning community.

CHALLENGES

- Recent budget cutbacks after the program was extended to two years have resulted in larger class sizes and the suspension of some electives, triggering a decline in student satisfaction.
- Recruiting enough teachers to support students during their practicums is proving difficult.
- Students see a disconnect between theory and practice, e.g., lack of coherence between courses and practicums.
- There is overlap between courses, partly because of consultation/collaboration issues between regular professors, part-time faculty members, and supervising teachers.
- There does not appear to be enough instruction in research methodology, critical thinking, or self-assessment.
- The program has challenges in terms of integration and sometimes even discrimination against international students, both inside and outside the classroom.
- The student experience on the satellite campuses is not equal to the experience on the Ottawa campus. A lack of resources and a less satisfying learning experience in Toronto and Windsor (access to libraries, shortage of space for group meetings, and inadequate classrooms) were reported.
- Students report grade inflation and discrepancies in evaluation in multi-section courses.
- The program is lacking in international perspectives and cultural diversity.
- Current research in teaching and linkages with practical experience in schools should feature more prominently in the curriculum.
- Principles of adult learning need to be strengthened in the program.
- Indigenous perspectives and teaching methods are not prominent enough in the program.
- Admission requirements (grade averages, language proficiency, experience, etc.) need to be aligned with program standards.
- Program officials need to clarify the role of supervising teachers and professor-advisers for practicums.
- Students are not receiving enough instruction in the use of educational technology.
- The diversity of students enrolled in the program is not reflected in the diversity of the teaching staff.
- Lack of preparation for the compulsory math exam.

IV. PROGRAM IMPROVEMENT

The programs under evaluation meet the standards of the discipline. The following recommendations seek to maintain or increase the level of quality already achieved by the program.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that program officials assess the admissions process and requirements to ensure better alignment with program standards (e.g., higher grade average for admission and assessment of experience profile by more than one person).

Recommendation 2: The CEUP recommends that program officials continue their efforts with the Teaching and Learning Support Service to clarify learning outcomes and strengthen linkages with teaching and assessment processes developed to attain them.

CURRICULUM AND STRUCTURE

Recommendation 3: The CEUP recommends that program officials continue their efforts to enhance the language proficiency evaluation system and refresher courses in French.

Recommendation 4: The CEUP recommends that program officials continue their efforts to address the expansion of the (alternative) online B.Ed. program and provide training in online instruction.

Recommendation 5: The CEUP recommends that program officials continue to develop program components for teacher-researcher education.

Recommendation 6: The CEUP recommends that program officials continue their efforts to provide instruction to all students in the use of education technologies.

Recommendation 7: The CEUP recommends that program officials continue their efforts to ensure that Indigenous perspectives are strengthened in the program.

Recommendation 8: The CEUP recommends that program officials continue their efforts to prepare students for the compulsory math exam.

TEACHING AND EVALUATION

Recommendation 9: The CEUP recommends that program officials continue their curriculum analysis to eliminate overlap, close gaps, and harmonize multiple sections of the same course.

Recommendation 10: The CEUP recommends that program officials continue their efforts to combat grade inflation and to prevent significant disparities in student assessment in multi-section courses.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 11: The CEUP recommends that program officials continue their efforts to integrate inclusive teaching approaches into the program and to ensure that teaching is based on values of equity, diversity and inclusion.

Recommendation 12: The CEUP recommends that program officials continue their efforts to clarify governance structures and decision making in the program in order to facilitate the involvement of all stakeholders, including part-time professors.

Recommendation 13: The CEUP recommends that program officials consider new recruitment strategies, particularly for the intermediate and senior program cycle (external report, p. 16) and for disciplines such as visual arts, dramatic arts, and information technology.

Recommendation 14: The CEUP recommends that program officials examine the causes of student attrition in integrated programs (science and *lettres françaises*) and develop an action plan to address the issues identified.

Recommendation 15: The CEUP recommends that program officials continue their efforts to improve the practicum placement system.

Recommendation 16: The CEUP recommends that program officials implement measures to ensure a better balance in assignment deadlines.

Recommendation 17: The CEUP recommends that program officials clarify the mandate of support teachers and professor-advisers for practicums.

PHYSICAL SPACES AND RESOURCES

Recommendation 18: The CEUP recommends that program officials continue their efforts to enhance the quality of support and technical assistance provided on the satellite campuses and to ensure that access to facilities, resources, and services on those campuses is comparable to access to such resources on the Ottawa campus.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

Recommendation 19: The CEUP recommends that program officials continue their efforts to increase demand for courses that have not been offered in the past three years, for example by grouping together didactic courses into a smaller number of courses.

- PED 4727 Didactique de l'informatique au cycle supérieur
- PED 4733 Didactique des études religieuses (catholique) au cycle supérieur
- PED 4788 Didactique du français langue seconde au cycle supérieur
- PED 4795 Didactique affaires et commerce - technologie de l'information et de la communication au cycle supérieur
- PED 4796 Didactique affaires et commerce - comptabilité au cycle supérieur (11e-12e)
- PED 4797 Didactique affaires et commerce - entrepreneuriat au cycle supérieur (11e-12e)
- PED 4798 Didactique du droit au cycle supérieur (11e-12e).

VI. CONCLUSION

On balance, the B.Ed. program has several strengths, as noted by the external evaluators in their report. For example, the program is the only one in Ontario that trains teachers in French under the aegis of a research university, the program is available throughout French-speaking Ontario via three campuses (Ottawa, Toronto and Windsor), and professional workshops are delivered to raise student awareness of the Franco-Ontarian context. These strengths are largely the foundation for the recommendations in this document, which seek to maintain the quality of, and further develop, the distinctive components of the program.

The flexibility of the program and the access it provides to quality education in French across Ontario are a proven strength and, at the same time, a significant challenge in terms of coordination of the

components and resources, as well as collaboration between the members and partners. The management team and the professors who deliver the program are open to the suggestions for improvement from the external evaluators, students and partners. The next cycle should see a resolution of the issues that have arisen since the change in program duration from one to two years, and of the issues encountered in the development of the distance program. The seriousness of the program officials' response has convinced the Program Evaluation Committee that the necessary changes will be made in a timely manner.

Given this generally positive assessment of the quality of the program, the Committee wishes to thank everyone who took part in the program evaluation. The Committee also commends the participants for their rigorous approach, and notes the quality of the self-study reports and the external evaluators' report.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean of the Faculty following receipt of the Final Assessment Report in order to develop an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained will be submitted to the CEUP at a later date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2026-2027, with the self-study report to be submitted by June 15, 2026.

3.2. ANGLOPHONE UNDERGRADUATE PROGRAMS IN EDUCATION (TEACHER EDUCATION)

EXECUTIVE SUMMARY
Evaluation of Undergraduate Programs
Faculty of Education – Teacher Education
Cycle: 2018-2019
May 22, 2020

I. EVALUATED PROGRAMS

- Teacher Education Program
- FSL Teacher Education Program

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned programs was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the dean of the Faculty of Education, Richard Barwell, Vice-Dean, Programs Emmanuel Dupl  a, and Director of Undergraduate Programs David Trumpower, in answer to (b).
- During the site visit, the external evaluators met with Vice-Provost, Academic Affairs Aline Germain-Rutherford, the dean of the Faculty of Education Dean Richard Barwell, Vice-Dean, Programs Emmanuel Dupl  a, Director of Undergraduate Programs David Trumpower, the Assistant-Director of Indigenous Teacher Education Program Nicholas Ng-A-Fook, regular and part-time professors, members of the support staff, and undergraduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS¹

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The structure of the program is strongly articulated around the conceptual framework of “Communities of inquiry”.
- The admission requirements are well aligned with the learning outcomes and ensure an optimal time of completion.
- The average retention rate is considered to be very high (90%).
- Distinctive cohorts are organized around particular topics (such as Second Language Education, Urban Education, and Comprehensive School Health), which is conducive to a strong sense of belonging among students because it provides them with a professional learning community.

¹ Partially based on the External Evaluators Report

- The innovative *Digital Hub Strategy* provides students with access to a potentially very dynamic pedagogical tool.
- The program is responding to an important societal need in Ontario with regard to bilingualism.

CHALLENGES

- The international perspective within each themed cohort needs to be reinforced.
- There is a certain lack of coherence in the curriculum regarding course content.
- Partnerships with Indigenous communities should be nurtured.
- A more active bilingualism should be promoted among students and instructors.
- The new two-year structure of the program needs to be better presented to students and transitional challenges must be addressed.
- The *Digital Hub Strategy* needs some pedagogical adjustments in order to reach its full potential.
- The question of diversity and inclusion needs to be further addressed in the curriculum.
- The recurring issue of grade inflation must be addressed in order to increase student satisfaction with the program.
- Diversity among the faculty (race, indigeneity, gender) needs to be valued.
- Diversity among the student population (international / global student component) needs to be further explored and the integration of these students needs to be addressed.

IV. PROGRAM IMPROVEMENT²

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE, AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that the program chair regularly review the cohort themes in order to update or validate their relevance (for example, by considering the possibility of expanding on diversity components, or by integrating a new Indigenous education cohort).

Recommendation 2: The CEUP recommends that the program develop an action plan that will focus on the coherence of the curriculum (addressing in particular redundancies and overlaps) and propose a new mechanism or guideline that will inform professors about specific program learning outcomes associated with their courses.

Recommendation 3: The CEUP recommends that the program consider new ways to enhance the Indigenous component in its program, such as by creating new, or strengthening existing, partnerships with the Indigenous communities. In that perspective, the CEUP members are supportive of the Faculty's project to develop an Indigenous-specific action plan.

Recommendation 4: The CEUP recommends that the program explore new initiatives that would facilitate interactions between Anglophone and Francophone students, and that it improve its promotion of the value of active bilingualism among students and professors.

² Partially based on the External Evaluators Report.

CURRICULUM AND STRUCTURE

Recommendation 5: The CEUP recommends that the program chair develop a communication plan that aims to clarify the components and objectives of the program's second year.

TEACHING AND EVALUATION

Recommendation 6: The CEUP recommends that the program chair implement the improvements proposals for the *Digital Hub Strategy* that the program chair drafted. The CEUP encourages the unit to improve supervision of all pedagogical activities that are proposed through the platform.

Recommendation 7: The CEUP recommends the creation of new activities that address the question of inclusion in the classroom and prepare graduates to better adapt to a variety of teaching situations.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 8: The CEUP recommends that the program chair address the issue of student evaluation given a widespread perception among students that final grades are not sufficiently differentiating all levels of student competency.

PHYSICAL SPACES AND RESOURCES

Recommendation 9: The CEUP recommends that the Program Chair develop a hiring strategy based on an increased diversity of its future professorship.

Recommendation 10: The CEUP recommends that all stakeholders pursue discussions on the increase in workload since the program's transition from a one-year to a two-year program.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All courses have been offered at least once in the past three years.

VI. CONCLUSION

The Teacher Education BA is a well-designed program, which responds to students and societal needs, in accordance with the norms and expectations of the discipline. The external evaluators and the current students have praised many components of the program, and strongly believe in the potential of recent initiatives - namely the digital hub - to offer a rich learning experience. The themed cohorts are a distinctive feature of the TEP; they are highly appreciated by students and develop a strong sense of belonging to the program.

The last cycle was a period of important change for TEP across the province, and the transition from a one-year to a two-year program will require, as elsewhere, some streamlining as well as some adjustments to reinforce the strengths of the curriculum while eliminating its weaknesses (which are mainly in the form of redundancies). The Digital Hub, which is a very innovative pedagogical structure, still requires some attention at the evaluation and interaction levels. Students are most appreciative when the Hub creates a virtual space for learned discussions about their work. More support, collaboration, and cohesion will be needed to ensure its long-term value.

The size and importance of the TEP has been mentioned in many discussions, both as a strength, a sign of its relevance and vitality, and as a challenge. It is a large faculty, requiring more organization and collaboration, and above all the existence of more formal mechanisms that stimulate collegiality and collective engagement.

Although the evaluation process resulted in a positive assessment of programs, certain aspects would benefit from improvements in order to offer an even better student experience. As most of the proposed improvement measures have already been taken into account in the Faculty's 2025 strategic plan, the CEUP is confident that the implementation of these measures will take place.

Schedule and timelines

We encourage the unit to adopt the proposed measures as quickly as possible so that they can be implemented before the next cyclical review, which is in 2025-2026. The next cyclical review will take place in no more than eight years and the self-study brief must be submitted no later than June 15, 2025.

3.3. GRADUATE PROGRAMS IN EDUCATION

EXECUTIVE SUMMARY
Evaluation of Graduate Programs
Faculty of Education
Cycle: 2018-2019
Date: June 29, 2020

I. EVALUATED PROGRAMS

- Diplôme d'études supérieures en enseignement aux professionnels de la santé / Graduate Diploma in Health Professions Education
- Diplôme d'études supérieures en évaluation des programmes / Graduate Diploma in Program Evaluation
- Maîtrise ès arts (M.A.) en éducation / MA in Education
- Maîtrise en éducation (M.Éd.) / Master's in Education
- Doctorat (Ph.D.) en éducation / PhD in Education

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report on the aforementioned programs was based on the following documents: (a) the self-study brief produced by the academic unit; (b) the report produced by the two evaluators following their visit to the campus; and (c) comments from the dean of the Faculty of Education Richard Barwell; Vice-Dean, Programs Emmanuel Duplâa; and the co-directors of graduate programs (Ruth Kane, Anglophone sector) and Mariette Théberge (Francophone sector) with regard to the report cited in (b).
- During their visit, the external evaluators met with the Vice-Provost, Academic Affairs Aline Germain-Rutherford; Assistant Vice-Provost, Graduate Studies Ioan Nistor; the dean of the Faculty Richard Barwell; Vice-Dean, Programs Emmanuel Duplâa; and the co-directors of graduate programs (Ruth Kane, Anglophone sector) and Mariette Théberge (Francophone sector); along with regular, part-time and long-term appointment professors, members of support staff, and graduate students.

III. COMMENTS FROM INTERNAL DELEGATE (GRADUATE STUDIES)

- In general, the visit went smoothly, with good participation by everyone in the Faculty (regular professors, lecturers, students, support staff and deans). Discussions often exceeded the allotted time. While the participants sometimes felt a little hurried, the essential items were discussed. Some of the teaching staff were less enthusiastic about the distance courses and said they preferred in-person teaching, while students wanted more distance options. In addition, technical support provided by the University for distance courses was described as somewhat lacking.

IV. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS³

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- Faculty who are experts in education and are dedicated to promoting the discipline in research and in university teaching
- Commitment to excellence and pedagogical innovation
- Program visibility nationally and internationally
- Variety of courses and programs, including six concentrations
- Commitment to the needs of the French-speaking student population
- Flexibility and accessibility of distance programs
- Student-organized, Faculty-funded research symposium very popular with the entire community

CHALLENGES

- Clarification of the unit mission statement
- Greater contribution to development of culture of bilingualism (EE, p. 3)
- Differentiation of admission requirements based on each program stream
- Promotion (greater visibility across University) of education expertise and experience (EE, p. 10)
- Lack of specificity in concentration names and design (similarities between concentrations; list of electives too long, reducing consistency of pathways; EE, p. 5-6)
- Harmonization of content and requirements for multi-section courses, in conjunction with program consistency (EE, p. 7)
- Management of hiring processes and effective integration of part-time professors
- Better integration of part-time professors into program and greater inclusion of their perspectives and educational experience in program planning and development
- Coordination of course offerings in English and French (EE, p. 3)
- Predictable availability of compulsory and elective courses (EE, p. 3; 10)
- Harmonization and clarification of communication for students (e.g., hiring process for research assistants, awarding of grants) and improved access to useful information for students on website (EE, p. 4; 9-10)
- Programs slightly longer than anticipated (EE, p. 7-8)
- Lack of professor-student dialogue and collaboration (EE, p. 10)
- Teaching resources for leadership concentration
- Administrative support for student record management

Sections 2 to 6 provide context for the recommendations.

³ Based on all of the documents produced during the evaluation process.

V. PROGRAM IMPROVEMENT⁴

The programs under evaluation meet the standards of the discipline. The following recommendations seek to maintain or increase the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The GPEC recommends that program officials develop a strategy to step up their role in promoting a culture of bilingualism.

Recommendation 2: The GPEC recommends that program officials consider an action plan to showcase education expertise across the University.

CURRICULUM AND STRUCTURE

Recommendation 3: The GPEC recommends that program officials continue discussions underway to review concentrations and related lists of courses in order to determine their coherence and relevance, in conjunction with current professors' expertise (external recommendation 6).

Recommendation 4: The GPEC recommends that program officials continue discussions underway to establish a French-language concentration tailored to the linguistic minority context (external recommendation 7).

Recommendation 5: The GPEC recommends that an action plan be implemented to establish a qualifying program for the master's program and that its viability in terms of teaching resources and new contributions from the Faculty be reviewed (external recommendation 8).

TEACHING AND EVALUATION

Recommendation 6: The GPEC recommends that program officials and the Teaching and Learning Support Service's Centre for Innovative Pedagogies and Digital Learning continue developing tools and support options for students and faculty members in order to continuously improve distance courses (external recommendation 1).

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 7: The GPEC recommends that program officials continue implementing the action plan to maximize the inclusion of part-time professors in the program from the start of their employment, and to create new structures for dialogue that include these professors in pedagogical discussions and program development (external recommendation 2).

Recommendation 8: The GPEC recommends that program officials harmonize and clarify communications to students (e.g., hiring process for research assistants, awarding of grants) and that students have access to useful information via the website (external recommendation 3).

Recommendation 9: The GPEC recommends that program officials ensure long-term planning for compulsory and elective courses or, if that is not possible, that students be advised of alternative pathways (external recommendation 4).

Recommendation 10: The GPEC recommends that program officials ensure maximum coordination between course offerings in English and in French.

⁴ Partly based on the external evaluators' report.

PHYSICAL SPACES AND RESOURCES

Recommendation 11: The GPEC recommends that the Faculty continue its initiative to create a space for online teaching and that it make available technical support and resources (external recommendation 1).

Recommendation 12: The GPEC recommends that the Faculty continue implementing its action plan to increase and enhance its support to program officials and support staff in order to ensure optimum management of student records and admissions (external recommendation 5).

Recommendation 13: The GPEC recommends that the Faculty and program officials study the long-term viability of the concentration in leadership, evaluation, programs and education policies.

VI. LIST OF COURSES NOT OFFERED IN MORE THAN THREE YEARS AND REASONS

All of the courses have been offered at least once in the past three years.

VII. CONCLUSION

The Faculty's mission is clear, especially with regard to the Francophonie and bilingualism. The graduate program is faithful to its mission statement, which places linguistic and cultural issues with respect to the Francophonie and bilingualism at the centre of teaching. Program member leadership is demonstrated through program delivery options facilitating access to graduate education and providing significant flexibility for students enrolled in the various pathways.

As noted by the external evaluators, the Faculty includes professors who are not only experts in education, but also are dedicated to promoting the discipline in both academic areas—research and university teaching.

All of the documents produced for the program evaluation process provide evidence of the initiative and collaboration required for program improvement. The unit's response to the external report demonstrates a clear desire to make the necessary changes, for example with regard to the specificity of concentrations and instruction for distance courses, as well as the collective ability to develop an action plan not only to implement, but also to go above and beyond, the recommendations made. For example, the management team stated at the end of this evaluation exercise that it wishes to review the structure of the PhD program in education over the next few years and to develop a strategy to enhance the quality of student supervision.

The Committee wishes to thank everyone who took part in the program evaluation. The Committee also commends the participants for their rigorous approach, and notes the quality of the reports prepared during the evaluation process.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean's office following receipt of the Final Assessment Report in order to develop an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained will be submitted to the GPEC at a later date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2025-2026, with the self-study report to be submitted by June 15, 2025.

Action plan

The unit has considered the GPEC's recommendations and has developed an action plan to address them. A progress report informing the Committee on implementation of the recommendations is requested for June 30, 2022.

4. FACULTY OF ENGINEERING

4.1. UNDERGRADUATE PROGRAMS IN MECHANICAL ENGINEERING

EXECUTIVE SUMMARY
Evaluation of Undergraduate Programs
Faculty of Engineering – Department of Mechanical Engineering
Cycle: 2018-2019
June 2, 2020

I. EVALUATED PROGRAMS

- BAsC in Mechanical Engineering
- BAsC in Mechanical Engineering, Engineering Management and Entrepreneurship Option
- BAsC in Mechanical Engineering and BSc in Computing Technology
- BAsC in Biomedical Mechanical Engineering
- BAsC in Biomedical Mechanical Engineering and BSc in Computing Technology

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the Dean of the Faculty of Engineering, Jacques Beauvais, and the Director of the Department of Mechanical Engineering, Natalie Baddour.
- During the site visit, the external evaluators met with Vice-Provost, Academic Affairs Aline Germain-Rutherford, the director of the Office of Quality Assurance, Mawy Bouchard, the Dean of the Faculty of Engineering, Jacques Beauvais, Vice-Dean, Programs Michel Labrosse, Associate Chair for Undergraduate Programs in Mechanical Engineering Davide Spinello, Associate Chair for Undergraduate Programs in Biomedical Mechanical Engineering Marianne Fenech, members of the support staff, regular professors, and undergraduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS⁵

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The programs conform to the norms of their respective disciplines. The 2018 receipt of a six-year CEAB accreditation is evidence of good quality program content and outcomes.

⁵ Based on every document prepared during the assessment process.

- A range of dynamic program components (design courses, laboratory work, blended learning courses, capstone experience, and team competitions) offers students the opportunity to earn course units through from team experiences.
- The programs attract talented students: entering admissions averages have been consistently high (80.4% to 88.7%).
- Students are very appreciative of the support and mentoring they receive from professors.
- The physical resources in the STEM building are outstanding and offer exceptional opportunities for students to work on projects.
- Evidence indicates that a high number of graduates from the programs are finding employment (91.7%).

CHALLENGES

- Barring a few exceptions, teaching approaches tend to rely heavily on lecture methods, and assessment emphasizes the transmission of technical facts and principles, but does not adequately develop communication, teamwork, and leadership skills, which are increasingly emphasized in engineering programs.
- While the design courses are largely excellent, their content sometimes overlaps. Also, too few design courses are offered in Biomedical Mechanical Engineering.
- Few courses make use of educational technology tools to facilitate alternative, innovative, or hybrid approaches to undergraduate teaching.
- Students occasionally have difficulty enrolling in a course in their language of choice.
- While laboratories are excellent, they are often overcrowded.
- Student attrition appears to be quite high.
- Limited sense of community among students.
- Inadequate support for international students.
- Part-time instructors often lack advanced access to relevant course information.
- Teaching assistants (TAs) would benefit from greater training.

IV. PROGRAM IMPROVEMENT⁶

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that the Department update its mission statement in view of current developments in the discipline and new societal needs.

⁶ Partially based on the External Evaluators Report.

CURRICULUM AND STRUCTURE

Recommendation 2: The CEUP recommends that the program chairs analyse the curriculum to identify content gaps or overlaps, determine how design projects can be developed further, and tighten program coherence.

Recommendation 3: The CEUP recommends that the Department explore ways of better integrating the development of human skills, such as communication, leadership, and teamwork, into its curriculum.

TEACHING AND EVALUATION

Recommendation 4: The CEUP recommends that, in consultation with the Teaching and Learning Support Service, the Department consider adopting a wider variety of assessment methods as well as integrating educational technology for blended learning.

Recommendation 5: The CEUP recommends that efforts be made to ensure that students can enrol in courses in their language of choice (either French or English).

Recommendation 6: The CEUP recommends that the Department examine ways of enhancing use of its excellent infrastructure in order to further facilitate large-scale design projects.

Recommendation 7: The CEUP recommends that the unit develop strategies to allow more students to participate in experiential and work integrated (CO-OP) learning.

Recommendation 8: The CEUP recommends that part-time professors be involved earlier in the planning and preparation of courses they will be teaching, and that a training program be established for TAs.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 9: The CEUP recommends that the new early warning system that has been created to identify factors having a negative impact on student retention be closely monitored.

Recommendation 10: The CEUP recommends that the Department review its lab schedule in order to avoid overcrowding.

Recommendation 11: The CEUP recommends that the Department work with the Faculty of Engineering to identify initiatives to further support international students and to ensure their sense of belonging in the programs in which they are enrolled.

PHYSICAL SPACES AND RESOURCES

Available resources allow for the successful delivery of the Program Learning Outcomes.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All courses were offered at least once in the last three years.

VI. CONCLUSION

As stated by the external evaluators, “[t]he Mechanical Engineering and Biomedical Engineering programs are both accredited by CEAB, which indicates that they have met all of the basic requirements for these types of programs. The six-year accreditation decision shows that the CEAB has confidence that these are stable programs that are sufficiently resourced and sustainable. In

addition, the design facilities the Department has developed represent a significant opportunity and point of differentiation.”

Both part-time and full-time professors are highly competent and dedicated to student success, as demonstrated by many quality indicators. High-end physical resources available at the STEM (Science, Technology, Engineering and Mathematics) Complex and the high rate of employability for the program’s graduates are distinctive elements that ensure viability.

The responses from all stakeholders involved in the programs show a high level of engagement in the ongoing development of both programs. The programs have developed a solid plan of action to address the recommendations of the external evaluators and to improve the coherence of the curriculum and strengthen the student learning experience. Close monitoring of students’ trajectories and their level of success will provide new clarity on their needs and expectations and, in turn, offer some direction for new initiatives in teaching and evaluation methods.

The Senate’s Committee on the Evaluation of Undergraduate Programs (CEUP) commends the unit for its dedication to continuous program improvement and for the production of a solid report that demonstrates the many qualities of the programs it offers. The CEUP also wishes to thank the external evaluators for their important contribution to the process of quality assurance.

Schedule and timelines

A meeting will be organized with the program chairs, the Faculty dean and vice-dean following the reception of the Final Assessment Report, so that an action plan can be put in place, along with deadlines particular to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the Senate’s Committee on the Evaluation of Undergraduate Programs (CEUP) on a date agreed upon at the time of the meeting regarding the action plan.

The next cyclical review will take place at the latest in six years, in keeping with the timelines of the CEAB accreditation (in 2024-2025). The self-study brief must be submitted no later than June 15, 2024.

Action plan

The unit has taken the recommendations of the CEUP into account and is formulating a plan to answer to the recommendations. A report in response to the recommendations is expected for June 30, 2022.

5. FACULTY OF HEALTH SCIENCES

5.1. UNDERGRADUATE PROGRAMS IN NUTRITION

EXECUTIVE SUMMARY
Evaluation of Undergraduate Programs
School of Nutrition Sciences, Faculty of Health Sciences
Cycle: 2018-2019
Date: March 9, 2020

I. PROGRAM EVALUATED

- Honours Bachelor of Nutrition Sciences

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The final evaluation report on the aforementioned program is based on the following documents: (a) the self-study report produced by the academic unit; (b) the report by the two evaluators following their visit to the campus; and (c) comments from the dean of the Faculty of Health Sciences (Lucie Thibault); Director of the School of Nutrition Sciences and Associate Dean Susan Tosh; and Assistant Director, Undergraduate Programs Isabelle Giroux with regard to the report cited in (b).
- During their visit, the external evaluators met with University of Ottawa President Jacques Frémont; Provost and Vice-President, Academic Affairs David Graham; Dean of the Faculty of Health Sciences Lucie Thibault; Director of the Office of Quality Assurance Mawy Bouchard; Vice-Dean, Academics Christine Dallaire; Director of the School of Nutrition Sciences and Associate Dean Susan Tosh); Assistant Director, Undergraduate Programs Isabelle Giroux; the practical training coordinator; regular and part-time professors; members of support staff; and undergraduate students.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS⁷

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

I. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The Honours Bachelor of Nutrition Sciences is the only French-language program of its kind in Ontario.
- The program exemplifies the objectives of the University of Ottawa's strategic plan with regard to the student experience and promotion of the Francophonie.
- The program develops the professional competencies required to enter the profession of dietitian in Canada.

⁷ Based on all of the documents produced during the evaluation process.

- The program can count on a wide range of partners for internships, which are popular among students.
- The program is accredited by the *Partenariat pour la formation et la pratique de la nutrition* and by the *Consortium national de formation en santé*, both of which provide support in terms of equipment and research grants for professors and students.
- Students identify strongly with the program, and their satisfaction with the program is high (93%).
- Employers in internship settings are very pleased with the quality of the graduates they have hired.

CHALLENGES

- Reflect on the linkages between the learning objectives and vision (identity, mandate) of the new program, in light of recent changes, e.g., two new electives in nutrition sciences and food sciences. (recommendation 1).
- Refocus the program vision on the individual instead of on food, in accordance with the mandates of similar health sciences programs.
- Alignment of nutrition education curriculum (practicums and projects included) with expectations in current public health nutrition practice.
- Develop a strategy (academic, communications/visibility) to recruit international and Francophone students in accordance with the University of Ottawa's strategic plan, given the significant need for nutritionists in low- and middle-income countries.
- Provide students with opportunities to develop their professional identity during the first two years of the program.
- Rethink the course sequence and program requirements to maximize student success in the program and to encourage them to complete the program in four years.
- Enlist the support of new regular professors in the two major areas of dietetic education and practice, i.e., public nutrition and public health, and food service management.
- Ensure effective management of practicums.
- Assess employer satisfaction with program graduates and vice-versa.
- The program still does not have proper facilities on campus for food science and community nutrition labs.

II. PROGRAM IMPROVEMENTS⁸

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The CEUP recommends that program officials review the learning objectives of the new program (e.g., Food Science elective) to align them with its mandate and directions.

Recommendation 2: The CEUP recommends that program officials analyze the components of the programs to determine compliance with current practices in public health nutrition, which makes the individual the focus of the discipline.

⁸ Partly based on the external evaluators' report.

Recommendation 3: The CEUP recommends that program officials develop a strategy to facilitate access to the program for international students, in accordance with the objectives of the University of Ottawa's strategic plan.

CURRICULUM AND PROGRAM STRUCTURE

Recommendation 4: The CEUP recommends that program officials consider changes to the curriculum to address the major areas of professional practice starting in the first two years of the program. Program officials are also encouraged to provide students in first and second year with opportunities to develop their skills in supportive relationships and communication.

Recommendation 5: The CEUP recommends that program officials explore a variety of options that would enable students to advance through the program more quickly.

TEACHING AND EVALUATION

Recommendation 6: The CEUP recommends that program officials review the practicum descriptions to ensure that competencies are being implemented in practice and that target learning outcomes in public health and population health are being achieved.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 7: The CEUP recommends that program officials implement an institutional mechanism to assess graduate satisfaction with the program and employer satisfaction with graduates. The CEUP believes that an action plan is needed to review performance in professional settings and to identify strengths and possible gaps in the program.

Recommendation 8: The CEUP recommends that program officials consider reverting to in-person learning for NUT 1704 (Introduction to Nutrition).

PHYSICAL SPACES AND RESOURCES

Recommendation 9: The CEUP recommends that program officials continue their efforts to justify to central administration the hiring of additional regular professors.

Recommendation 10: The CEUP recommends that program officials continue their efforts with central administration to develop suitable spaces for laboratory instruction in food sciences.

Recommendation 11: The CEUP recommends that the School support teachers who do not have PhDs and that it encourage them to take part in continuing education.

III. LIST OF COURSES NOT OFFERED IN MORE THAN THREE YEARS AND REASONS

All of the courses have been offered at least once in the last three years.

IV. CONCLUSION

The School of Nutrition Sciences offers high-quality programs that meet the standards of the discipline. Its vital contribution to meeting the needs of the French-speaking community (as the only French-language training program for nutritionists in Canada), students' strong identification with the program, its recognition through accreditation by the national association and by the *Consortium national de formation en santé*, and recognition of the excellence of its interns by the network of community partners all testify to the distinctiveness and relevance of the learning experience provided by the University of Ottawa's Nutrition Sciences program.

Before the next evaluation cycle, the officials of the *Baccalauréat spécialisé en sciences des aliments et de la nutrition* program will need to reflect on the linkages between the learning objectives and the

vision of the new program, which needs to be refocused on the individual, in line with the mandates of similar health sciences programs. The program will also need to develop a strategy to recruit international and Francophone students in order to meet the University of Ottawa's objectives, given the significant need for nutritionists in low- and middle-income countries. Program officials will also have the opportunity to strengthen students' professional identity in the first two years of the program, and to rethink the course sequence in order to maximize the learning experience in courses and practicums, and to encourage graduation within the allotted timeframe.

It is hoped that Faculty and School of Nutrition Sciences discussions with the administration of the University will provide a lasting resolution of the issue of facilities for nutrition science and community nutrition labs, which are still lacking after two evaluation cycles.

Given this very positive assessment of the program, the Committee wishes to thank everyone who took part in the evaluation. The Committee also wishes to thank the participants for their rigorous approach, and notes the quality of the documents that were produced.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean's office following receipt of the Final Assessment Report in order to prepare an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained is to be submitted to the CEUP at a later date to be determined when the action plan is finalized.

The next self-assessment cycle is to take place in 2026-2027, with the self-study report to be submitted by June 15, 2026.

Action plan

The unit has considered the CEUP's recommendations and has developed an action plan to address them. A progress report informing the Committee on implementation of the recommendations is requested by June 30, 2022.

5.2. GRADUATE PROGRAMS IN PHYSIOTHERAPY

EXECUTIVE SUMMARY
Evaluation of Graduate Programs
School of Rehabilitation Sciences
Cycle: 2018-2019
Date: November 20, 2019

I. EVALUATED PROGRAMS

- Master of Health Sciences in Physiotherapy

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the Dean of the Faculty of Health Sciences Lucie Thibault, and the Director of the Physiotherapy program Stéphane Poitras, in answer to (b).
- During the site visit, the external evaluators met with Vice-Provost, Academic Affairs Aline Germain-Rutherford, the Dean of the Faculty of Health Sciences Lucie Thibault, the Director of the Physiotherapy Program Stéphane Poitras, regular and part-time professors, the coordinator of clinical studies, members of the support staff, personnel from the graduate office, and graduate students.

COMMENTS FROM INTERNAL DELEGATE (GRADUATE STUDIES)

- The site visit went smoothly. The discussions between the evaluators and the participants were fruitful and the delegate had no particular comments on their interactions. The feedback from the delegate affirms the whole of the recommendations made by the external evaluators.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- Unique bilingual program training professionals to work in either language
- Variety of high-quality clinical placements
- Small cohort for a tailored learning environment
- High rate of student satisfaction regarding the learning experience
- High employment rates after graduation
- Coherent curriculum which clearly articulates program learning outcomes with teaching and evaluation methods
- Program accredited by Physiotherapy Education Accreditation Canada.

CHALLENGES

- Poor student performance on the entrance exam and in professional practice
- Small faculty size, which could affect the viability of the program if some professors were to leave the unit
- Lower admission averages resulting in higher probability of failure or attrition
- Program goals not clearly associated with the PhD in Rehabilitation

IV. PROGRAM IMPROVEMENTS

The programs under evaluation are of high quality and meet the highest standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The GPEC recommends that formal mentorship be instituted to guide the students in their future career directions.

Recommendation 2: The GPEC recommends that the program pursue its initiatives to better identify students at risk of failure and to offer them appropriate support.

CURRICULUM AND STRUCTURE

Recommendation 3: The GPEC recommends the ongoing implementation of the evaluation plan for the new program. Periodic results (perhaps yearly) should be discussed at the program level.

TEACHING AND EVALUATION

Recommendation 4: The GPEC recommends that competency exams results be monitored, with a periodic review to modify measures being taken in aid of the students, as needed.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 5: The GPEC recommends that program officials make maximum use of the mentorship options offered by the Faculty and University (Leadership Centre) in order to encourage the development of a leadership mindset among professors and students alike.

Recommendation 6: The GPEC recommends that the program continue its efforts to strengthen partnerships and to engage the community in its objectives (contributing to sufficient number and variety of clinical placements).

PHYSICAL SPACES AND RESOURCES

Recommendation 7: The GPEC recommends that the chair of the School, in collaboration with the program director, prepare a hiring plan that clearly articulates the needs of the program in relation to the accreditation requirements and ensures the future program's compliance with accreditation standards.

Recommendation 8: In addition to the existing resources, the external evaluators recommend additional support for research in the form of a grant officer, seed funding, grant peer review, etc., in order to continue securing tri-council funding.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All of the courses have been offered at least once in the past three years.

VI. CONCLUSION

The Master of Health Science in Physiotherapy is a high-quality program forming bilingual professionals who can uniquely serve Francophone communities. Students graduating from this program have had a high degree of success. Small weaknesses in the program were corrected by the implementation of a new curriculum in 2018. This new program has now been accredited by the Physiotherapy Education Accreditation Canada. The program structure is sound and its values are consistent with those of the University of Ottawa, namely collaboration, critical thinking, commitment, excellence in learning, and service to the Francophones of Ontario and elsewhere in Canada.

Looking ahead, and particularly considering the new curriculum, the program would benefit from close monitoring of recent changes to address any new challenges that may arise.

Given this very positive assessment of the program, the Committee wishes to thank everyone who took part in the program evaluation. The Committee also commends the participants for their rigorous approach and notes the quality of the documents produced during the evaluation.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean of the Faculty following receipt of the Final Assessment Report in order to prepare an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained is to be submitted to the GPEC at a date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2026-2027 to align with the next PEAC accreditation, with the self-study report to be submitted by June 15, 2026.

Action plan

The unit has taken the recommendations of the GPEC into account and is formulating a plan to answer to the recommendations. A report in response to the recommendations is expected by June 30, 2022.

5.3. GRADUATE PROGRAMS IN REHABILITATION SCIENCE

EXECUTIVE SUMMARY
Evaluation of Graduate Programs
School of Rehabilitation Sciences
Cycle: 2018-2019
Date: June 24, 2020

I. PROGRAMS

- PhD in Rehabilitation Sciences

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the Dean of the Faculty of Health Sciences Lucie Thibault; Program Director Mary Egan; and former director of the program Carol Leonard; on the aforementioned documents.
- During the site visit, the external evaluators met with the Vice-Provost, Academic Affairs Aline Germain-Rutherford; Vice-Provost, Graduate and Postdoctoral Studies Claire Turenne-Sjolander; the Dean of the Faculty of Health Sciences Lucie Thibault; Program Director Mary Egan; the PhD supervisors; members of the support staff; regular professors; and graduate students.

Comments from the Internal Delegate (Graduate Studies)

- The internal delegate reported on his impressions of the discussions that took place with the various participants and shared his view of potential program improvements. His feedback covered four major points, which had also been raised by the Graduate Programs Evaluation Committee in their response to the initial self-study brief: (1) the need to review the core competencies of students prior to admission, (2) the question of succession planning for faculty members, (3) centralization of programs within the Faculty, (4) the potential to further expand on current relationships between researchers and the various institutes in the Ottawa region.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS⁹

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

Strengths

- High quality of research supervision

⁹ Based on every document prepared during the assessment process.

- Highly supportive learning environment
- Focus on collaborative and interprofessional research
- Student funding
- Broad understanding of the spectrum of approaches in rehabilitation research
- Multidisciplinary perspective in the program supported by three core courses
- Competitive student funding system
- Clear and thorough program learning outcomes

Challenges

- Need for discipline-specific courses
- Need for a research methodology course
- Redundancies in core courses (7101, 7102, 7103)
- Lack of professional skills development or career building
- Geographical division and lack of a sense of community
- Clarification of administrative structure
- Recruitment of international and Francophone students
- Need for a hiring strategy in light of potential retirements

Sections 2-6 provide the context and rationale for the subsequent recommendations

IV. PROGRAM IMPROVEMENT¹⁰

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE, AND UNIVERSITY PLAN

Recommendation 1: The GPEC recommends that efforts be undertaken to preserve the bilingual character of the program, specifically by enhancing recruitment of Francophone students to ensure that French-language courses are offered.

CURRICULUM AND STRUCTURE

Recommendation 2: The GPEC recommends that the program structure include activities that develop professional skills and support career building.

Recommendation 3: The GPEC recommends that courses be revised to reduce potential overlap and to expand discipline-specific offerings (including a potential research methodology and/or statistics course) for students. Broad consultation with past and present students is recommended.

¹⁰ Partially based on the External Evaluators Report.

TEACHING AND EVALUATION

Recommendation 4: The GPEC recommends that new initiatives be undertaken to minimize the negative impact of geographical spread on teaching and the learning experience.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 5: The GPEC recommends that student representatives be included on relevant committees at the level of the program and Faculty, and that new mechanisms be implemented to improve communication and administrative transparency.

Recommendation 6: The GPEC recommends that student-led seminars, local research conferences, and other academic activities be developed and promoted to foster a sense of community within the program.

PHYSICAL SPACES AND RESOURCES

Recommendation 7: The GPEC recommends that a recruitment strategy be developed to ensure the viability of the program in the face of faculty attrition.

Recommendation 8: The GPEC recommends that the School and the Faculty facilitate the access to special initiative funds that support academic activities to enrich the students' learning experience.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All of the courses have been offered at least once in the last three years.

VI. CONCLUSION

As noted by the external evaluators, "the program has a particular strength in its unique approach that combines the ICF with multidisciplinary and interprofessional perspectives. In general, the program is encouraged to continue with this approach while considering the recommendations provided above in order to address concerns of the student body and faculty members, and in general to ensure long-term sustainability." The reviewers emphasized the high level of engagement and interest from administrators, faculty members and students regarding the continuous improvement of their program, a demonstration of enthusiasm that is perceived as an indicator of high quality standards in the discipline and among the community of teachers and learners.

The School is demonstrating strong leadership in its response to the challenges identified in the self-study and the external evaluators' report. A plan of action is already being designed to maintain the program's strengths, its broad approach and supportive learning environment, while addressing the need to verify the coherence of the curriculum in regards to all stakeholder comments and suggestions, and reinforce the sense of belonging to the program.

In light of this positive assessment, the committee members would like to thank all participants for their evaluation of the programs. They congratulate the unit on the rigour of their work and on the quality of the self-study report, as well as that of the report produced by the external evaluators.

Schedule and timelines

A meeting will be organized with the program chairs, the Faculty dean and vice-dean following the reception of the Final Assessment Report to put in place the action plan and set deadlines particular to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the two evaluation committees (CEUP and GPEC) on a date agreed upon at the time of the action plan meeting.

The next cyclical review will take place in no more than eight years, in 2026-2027. The self-study brief must be submitted no later than June 2026.

6. FACULTY OF SOCIAL SCIENCES

6.1. GRADUATE PROGRAMS IN ANTHROPOLOGY

EXECUTIVE SUMMARY

Evaluation of Graduate Programs
School of Sociological and Anthropological Studies
Cycle: 2018-2019
Date: March 26, 2020

I. PROGRAM EVALUATED

- Master's in Anthropology (MA)

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the aforementioned program is based on the following documents: (a) the self-study report produced by the academic unit; (b) the report by the two evaluators following their visit to the campus; and (c) comments from the Dean of the Faculty of Social Sciences Maurice Lévesque; Director of the School of Sociological and Anthropological Studies José López; and the Director of the Master's in Anthropology Program Vincent Mirza with regard to the report cited in (b).
- During their visit, the external evaluators met with Vice-Provost, Graduate and Post-Doctoral Studies Claire-Turenne Sjolander; Director of the Office of Quality Assurance Mawy Bouchard; the Dean of the Faculty of Social Sciences Maurice Lévesque; the Vice-Dean, Graduate Studies Michael Orsini; the Director of the School of Sociological and Anthropological Studies José López; the Director of the Master's in Anthropology Program Vincent Mirza; regular and part-time professors; members of support staff; and master's students.

III. COMMENTS FROM INTERNAL DELEGATE (GRADUATE STUDIES)

- The two evaluators—both experienced in program evaluation—had a clear understanding of the expectations associated with this exercise. The day's schedule was full, and the process went smoothly. The many meetings were an opportunity for the evaluators to ask questions about various components of the program and to clarify aspects of the self-study report. The learning outcomes component did not receive all the attention it deserved. However, the excellent participation by students, who are often difficult to mobilize for this kind of exercise, made it possible to broach the major issues from an overall perspective.

IV. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS¹¹

This section aims to inform the unit of the strengths and challenges observed during the evaluation process so that it can better identify opportunities for program improvement.

1. STRENGTHS AND WEAKNESSES

STRENGTHS

- Increasing number of students, reflecting the relevance of and satisfaction with the program.
- Dynamic faculty, most of whom are established researchers and grant recipients or are actively contributing to program innovation.
- Only master's in anthropology program in Canada that is offered in English and French, and the only anthropology program in French outside Quebec.
- Innovative approach to contemporary societies, focused on social and cultural anthropology.
- Regular professors highly dedicated to teaching.
- The School includes many labs, groups, and a research chair.
- Supervision highly valued by most students, reflected in satisfaction rate.
- Good distribution of student supervision tasks among professors (Table Q, p. 36), reflecting collegial dynamic in the unit and resulting in optimum student learning experience.
- High retention rate, length of studies and graduation rate (see tables H.1 et I.1, p. 25)

CHALLENGES

- Strengthen program consistency by offering more courses and eliminating duplication.
- Incorporate new professors' expertise into the curriculum to better reflect strengths and current status of the discipline.
- Increase and focus efforts to recruit Francophones and international students.
- Tighten admission requirements and prioritize overall quality of student records.
- Improve the student experience by creating new training activities and more opportunities for dialogue between Anglophone and Francophone students, and between peers in the School, the Faculty and other universities.
- Showcase learning and employment opportunities inside and outside the university.
- Improve student support for thesis and PhD preparation.
- Develop new learning opportunities with the private sector, in conjunction with the opportunities identified above.

V. LIST OF COURSES NOT OFFERED IN MORE THAN THREE YEARS AND REASONS

All of the courses have been offered at least once in the past three years.

VI. CONCLUSION

The School of Sociological and Anthropological Studies offers high-quality programs that meet the standards of the discipline. Faculty members—specialized in the study of contemporary societies—

11

are dynamic both in terms of research and teaching, and are committed to innovation and the advancement of the discipline.

The next cycle will be an opportunity to make some minor changes to improve the student learning experience and especially to implement new program offerings in collaboration with the Faculty of Law and at the PhD level, which will give more visibility to graduate programs and expand study opportunities.

Given this very positive assessment of the program, the Committee wishes to thank everyone who took part in the periodic assessment. The Committee also commends the participants for their rigorous approach, and notes the quality of the self-study reports and the external evaluation report.

Schedule and timelines

The OQA will schedule a meeting with program officials and the dean's office following receipt of the Final Assessment Report in order to prepare an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained will be submitted to the GPEC at a date to be established when the action plan is finalized.

The next self-assessment cycle will take place in 2021-2022, with the self-study report to be submitted by June 15, 2021.

6.2. GRADUATE PROGRAMS IN PSYCHOLOGY

EXECUTIVE SUMMARY

Evaluation of Graduate Programs
School of Psychology
Cyclical review period: 2018-2019
Date: April 9, 2020

I. EVALUATED PROGRAMS

- Master of Arts, Psychology*
- Doctorate in Philosophy, Experimental Psychology
- Doctorate in Philosophy, Clinical Psychology

** Students are accepted into one of the two doctoral programs. These programs are designed to be combined MA/PhD programs and a master's degree is not awarded as part of the student's work in the program. In some cases, students may choose to be awarded the master's degree when withdrawing from the program prior to completing the PhD.*

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the Director of the School of Psychology Catherine Plowright, and of the two program directors, H  l  ne Plamondon (Experimental Psychology Program) and John Hunsley (Clinical Psychology Program), in answer to (b).
- During the site visit, the external evaluators met with Provost and Vice-President, Academic Affairs Jill Scott; Vice-Provost, Graduate and Postdoctoral Studies Claire Turenne-Sjolander; the Dean of the Faculty of Social Sciences Victoria Barham, Director of the School of Psychology Catherine Plowright, the Interim Assistant Director Chris Fennell, the Director of the PhD in Experimental Psychology H  l  ne Plamondon (as well as the former director, Cristina Atance), the Director of the PhD in Clinical Psychology John Hunsley, regular and part-time professors, members of the support staff, and graduate students from both streams of the programs under review.

COMMENTS FROM THE INTERNAL DELEGATE

- The evaluators had reviewed all the documents supplied by the University (although one had not received the appendices), and they were satisfied with the programs to be reviewed, and were mainly going to seek clarification on some minor areas of concern. It was also evident that the unit was well-prepared for the visit and all meetings were well attended.
- One area of concern was the lack of international students within the program. They asked for the viewpoints of the varied people met throughout the visit. Another area of concern was the funding attributed to graduate students; while the average was given within the document, the evaluators wanted to get a better understanding of the range that could be found within the student body (students are quite stressed about the funding level, which typically is not

sufficient). Clarification about the 10-hour rule, and the possibility of extending those hours in case of financial need, would be useful as the unit moves forward. The different views about student funding amongst the professors themselves, and with the students, is an area that may need future attention for continued success of the programs.

- In the little time given to professors to address their own issues, there was a strong sense that the unit finds the workload attributed to the program directors to be unfair and that individuals in those positions need more teaching release than currently being offered. Their fear is that no one will step into those positions in the future and that program quality may erode if the current state of affairs persists.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS¹²

This section aims to inform the unit of the strengths and weaknesses observed during the evaluation process in order to improve its programs.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- Large and successful graduate program with excellent student outcomes, dynamic faculty, and impressive research footprint across both clinical and experimental streams.
- Faculty members are successful in attracting tri-council research funding from all three granting agencies.
- High student admission averages.
- Unique direct entry into the doctoral degree program.
- Fully bilingual PhD program.
- Strong commitment to effectively serve the Franco-Ontarian population.
- High student retention rates and high levels of student satisfaction with the program.
- Strong student demand for the graduate programs.

CHALLENGES

- International student intake is low, due in large part to funding ineligibility.
- Francophone students have few course elective options because of small intake (in clinical program and very few in the experimental program).
- Student funding has not kept pace with increases in tuition and some students have trouble making ends meet.
- With 9 out of 55 faculty members retiring in the near future, there is a need for a faculty hiring strategy based on Program Learning Outcomes (PLOs).
- Concerns about the unavailability or inappropriateness of student mental health services have been raised.
- Communication of program requirements to students and outside supervisors has not always been effective.

¹² Based on every document prepared during the assessment process.

- The possibility that the animal research facility might be moved out to Guindon Hall is of concern, as it would compromise the School's full-time and daily access to the facility.
- Time to completion rates are long (six to seven years).

IV. PROGRAM IMPROVEMENT¹³

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The GPEC recommends that the unit continue its efforts to recruit Francophone students into both the clinical and experimental programs.

CURRICULUM AND STRUCTURE

Recommendation 2: The GPEC recommends that the Graduate Studies committee consider new mechanisms to help students gain more in-depth research experience, as well as ensure progress toward their thesis writing (as demonstrated in the existing second-year course on research methods PSY 5133/5533).

TEACHING AND EVALUATION

Recommendation 3: The GPEC recommends that the unit consider the availability of French-language courses in the clinical and experimental programs and consider alternative methods for offering courses in the French language.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 4: The GPEC recommends that the unit pursue its efforts to address student mental health.

Recommendation 5: The GPEC recommends that the unit continue its efforts to communicate program requirements to students, faculty members, and outside supervisors.

PHYSICAL SPACES AND RESOURCES

Recommendation 6: The GPEC recommends that the School and the Faculty consider available options that could improve minimum graduate funding to a level that is nationally competitive.

Recommendation 7: The School of Psychology, together with the Faculty, is encouraged to consider available options that would guarantee international graduate student funding in order to attract more students to its experimental program, in particular from the Francophonie.

Recommendation 8: The GPEC recommends to the Office of the Vice-President, Research that the animal facility remain in the Vanier building with all other research facilities associated with the School of Psychology.

¹³ Partially based on the External Evaluators Report.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND REASONS

All courses have been offered at least once in the past three years.

VI. CONCLUSION

As confirmed by the external evaluators, the School of Psychology provides very high quality graduate training across the breadth of modern psychology, and in a range of experimental and clinical disciplines, which are also aligned with key elements of the institutional strategic plan, including multilingualism and multiculturalism, mental health, and well-being.

Among many important strengths of the programs, the external evaluators mentioned the very high quality of the programs' student cohorts, who are "selected among the best Anglophone and Francophone undergraduates in Canada." The dynamism and diversity of expertise of the School's faculty and administrative team, the excellent physical resources, including on-site specialized laboratories, all explain the success of the programs in attracting high-achieving graduate students.

The main challenges of the programs are related to the School of Psychology fundamental commitment to Franco-Ontarians, and its continued capacity to reflect the values of multilingualism and multiculturalism. In order to attain the recommendations' targeted results, the School of Psychology will need the continued support of the Faculty of Social Sciences and of the central administration.

Given this positive assessment, the committee members would like to thank all participants for their program evaluations. They congratulate the unit on the rigour of the work accomplished and on the quality of the self-study report, as well as that of the report produced by the external evaluators.

A meeting will be organized with the program chairs, the Faculty dean, and the vice-dean following reception of the Final Assessment Report to put in place an action plan and set deadlines specific to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the two evaluation committees (CEUP and GPEC) on a date agreed upon at the time of the action plan meeting.

The next cyclical review will take place in no more than eight years, in 2026-2027. The self-study brief must be submitted no later than June 2026.

7. SAINT PAUL UNIVERSITY

7.1. GRADUATE PROGRAMS IN TRANSFORMATIVE LEADERSHIP AND SPIRITUALITY

EXECUTIVE SUMMARY

**Evaluation of Graduate Programs
Providence School of Transformative Leadership and Spirituality
Cycle: 2018-2019
Date: June 15, 2020**

I. EVALUATED PROGRAMS

- Master of Arts in Transformative Leadership and Spirituality (Major modification of the Master of Pastoral Theology dated May 17, 2017)

II. EVALUATION PROCESS (OUTLINE OF THE VISIT)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents : (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments received from the Interim Dean of the Faculty of Human Sciences Lorraine Ste-Marie; the Director of the School Miriam Martin; and Vice-Rector, Academic and Research Jean-Marc Barrette; in answer to the report mentioned in (b).
- During the site visit, the external evaluators met with Vice-Provost, Academic Affairs Aline Germain-Rutherford; the Vice-Provost, Graduate and Postdoctoral Studies Claire Turenne-Sjolander; the Rector of Saint Paul University Chantal Beauvais; the interim Dean of the Faculty of Human Sciences Lorraine Ste-Marie; the Director of the School Miriam Martin; Vice-Rector, Academic and Research Jean-Marc Barrette; regular and part-time professors; members of the support staff; and graduate students.

COMMENTS FROM THE INTERNAL DELEGATE (GRADUATE STUDIES)

The site visit went smoothly. The external evaluators had a good understanding of the program and of its offering within the context of Saint Paul University. They had successful meetings with all the key participants and were satisfied with the responses to their questions. They trust that this is a quality and viable program.

III. SUMMARY OF REPORTS ON THE QUALITY OF PROGRAMS

This section aims to inform the unit of the strengths and weaknesses observed during the evaluation process in order to improve its programs.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- Only graduate program in Canada that combines leadership and spirituality.

- Dedicated, passionate, and knowledgeable faculty members.
- Teaching and evaluation methods are thoughtful and consistent with the learning objectives of the program.
- Hybrid nature of the program, which combines distance learning and residency periods, enables full-time students outside of Ottawa to enroll in the program.
- Broad definition of spirituality offers flexibility for different religions and beliefs, and is responsive to modern leadership demands in a global context. The program aligns well with the mission and action plan for Saint Paul University and the strategic plan and mandate for the University of Ottawa.
- The program's learning objectives are clearly defined.
- The program has a very high social relevance, as demonstrated by feedback from employers and students, who recognize the identity and mission of the program.
- The program is also at the heart of a new understanding of Saint Paul University's mission and identity.

CHALLENGES

- Hybrid nature of the program is both a strength and a challenge as local and out-of-region students would appreciate a better sense of connection between students.
- The low number of faculty members presents challenges for succession planning.
- Wide applicability of program and varied career options is a strength, but it also makes it challenging for the program to devise student recruitment strategies.
- An increased visibility of the program among employers and potential students is necessary to ensure the growth of the program, and to facilitate students' career advancement.
- Maintain a strong interdisciplinary structure and network, which also involves a strong network of collaborators and partners.
- The hybrid format requires the most up-to-date technology to enhance the learning experience in light of two different profiles of student cohorts (new students and mature students).
- Development of a mechanism that will ensure a better understanding of students' trajectory and their level of success after graduation.
- Promote program's opportunities for bilingual learning regarding some components of students' experience.

IV. PROGRAM IMPROVEMENT

The programs under evaluation meet the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The GPEC recommends that the unit continue to explore innovative teaching and evaluation methods to support a greater sense of a learning community among distance and local students.

CURRICULUM AND STRUCTURE

Recommendation 2: The GPEC recommends that the program consider enhancing the elective options with courses from other programs and schools if the student cohort is large enough to do so without undermining student numbers in the courses offered by the program.

TEACHING AND EVALUATION

Recommendation 3: The GPEC recommends that the program continue to explore technologies that will facilitate accessible and user-friendly online connections to support the hybrid teaching model.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 4: The GPEC recommends that the unit develop a mechanism to collect data regarding students' trajectory through the program and after graduation.

Recommendation 5: The GPEC recommends that the unit create a marketing plan for increased program visibility among potential students and employers, which will benefit recruitment and program promotion, including a school website and targeted advertising.

PHYSICAL SPACES AND RESOURCES

Recommendation 6: The GPEC recommends that the program continue to develop succession plans to account for upcoming faculty retirements. These plans should be aligned with future opportunities and ensure the maintenance of interdisciplinary collaboration.

V. LIST OF COURSES NOT OFFERED FOR MORE THAN THREE YEARS AND THE REASONS

Recommendation 7: The GPEC recommends that the unit keep an up-to-date list of all courses that cannot be offered at least once every three years, and prepare a revision of its course offering to be included in the progress report at mid-cycle.

VI. CONCLUSION

The External evaluators have underlined the changing landscape of theological education in North America in general, and have commended the initiative taken by the School of Transformative Leadership and Spirituality for redesigning its curriculum in light of this cultural evolution. The present quality of the program results from a wide consultation of all potential stakeholders, including the students.

The program is well resourced, unique in its leadership and spirituality orientation, and is offered through a hybrid mode of delivery that reaches its targeted student population. The program has already generated significant interest from students, and employers that were consulted have confirmed the renewed relevance of the program.

The main challenge of the program will be to ensure its visibility among potential students and employers, as the updated program learning outcomes need to be presented and promoted. The hybrid mode of delivery, which ensures the accessibility of the program among students who are already employed, also requires a continuous assessment of its pedagogical components, technological support, and impact on student sense of belonging to a learning community. The broad understanding of "spirituality" that governs the structure and the content of the program, presented as both a strength and a challenge by the external evaluators, should also remain a key element of future discussion with respect to the orientation of the program.

The GPEC members wish to congratulate the School of Transformative Leadership and Spirituality for a successful quality assessment process.

Schedule and timelines

A meeting will be organized with the program chairs, the Faculty dean, and the vice-dean following the reception of the Final Assessment Report to put in place an action plan and set deadlines specific to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the evaluation committee (GPEC) on a date agreed upon at the time of the action plan meeting.

The next cyclical review will take place in no more than eight years, in 2026-2027. The self-study brief must be submitted no later than June 15, 2026.