Volume I:
Self-Study

Cyclical Review of the Graduate Program in [Program name]
[Give the program name, e.g. Education]

Degree(s):
[List the specific degrees being reviewed]
Ex:
Doctorate in Philosophy Education
Master of Arts Education
Graduate Diploma Program Evaluation

Submitted to:
Graduate Program Evaluation Committee
Faculty of Graduate and Postdoctoral Studies

[Date]
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Overview

In accordance with the University Institutional Quality Assurance Process (IQAP), the self-study report is prepared by the academic unit and it is broad-based, reflective, and forward-looking. The report includes critical analysis and is developed with input from faculty, staff and students. It may also include information gathered from other relevant stakeholders (i.e., alumni, employers). It addresses pertinent information about the program and documents the following aspects:

- Consistency of the program’s learning outcomes with the institution’s mission and Ontario’s Degree Level Expectations, and how its graduates achieve those outcomes
- Program-related data and measures of performance, including applicable provincial, national and professional standards (where available)
- Integrity of the data
- Concerns and recommendations raised in previous reviews
- Areas of strength
- Areas identified by means of the self-study as requiring improvement
- Areas that hold promise for future program enhancement
- Academic services that directly contribute to the academic quality of each program under review
- Participation of program faculty, staff, students, and potentially other stakeholders, in the self-study and how their views will be obtained and taken into account.

For additional information on program evaluation criteria, please consult the Ontario Universities Council on Quality Assurance Framework and Guide.
Instructions

Use the template provided as a guide to writing the self-study report. Content, resources, formatting and writing suggestions are provided throughout the template as guidelines. Each graduate program is unique and consequently, it is expected that some sections will need to be added while others will need to be deleted.

Within the template and guide, note that:

- A number of tables and reports are inserted by the Quality Assurance Office.
- Other tables and reports are to be created and inserted by the academic unit undergoing cyclical review.
- The text written in black is part of the brief and should be retained in the final product.
- The text written in grey is information that will guide the development of each section of the self-study. Delete the grey text once each section is complete. The final document should have no grey text.

If you have questions about the template, or about the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Once the self-study report is complete, submit it to the Quality Assurance Office for an initial review.
Section 1: Introduction

Self-Study

Graduate Program in (NAME OF PROGRAM)
Cyclical review year (YEAR OF REVIEW for example, 2014-2015)

Approved by the Graduate Program Evaluation Committee
Faculty of Graduate and Postdoctoral Studies
Meeting of (DATE OF MEETING)

Prior to submitting the self-study report to the Graduate Program Evaluation Committee, this self-study has been reviewed and approved by the (NAME OF THE ACADEMIC UNIT) and as appropriate, in consultation with the Graduate Studies Office of the Faculty of (NAME OF THE FACULTY).

1.1 Academic Unit Responsible for Preparing the Self-Study

<table>
<thead>
<tr>
<th>Responsible academic unit(s)</th>
<th>In this section, list the participating unit(s) if the program is collaborative or joint.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample:</td>
</tr>
<tr>
<td></td>
<td>• School of Human Kinetics</td>
</tr>
<tr>
<td></td>
<td>• Department of Economics</td>
</tr>
<tr>
<td></td>
<td>• Institute of Feminist and Gender Studies</td>
</tr>
<tr>
<td></td>
<td>• Ottawa-Carleton Institute of Mathematics and Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management of the program and authors of the self-study</th>
<th>In this section, list the names of those managing the program. Typically, the management team are the same individuals who manage the development of the self-study, with input from all faculty members.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample:</td>
</tr>
<tr>
<td></td>
<td>• D. Perron, Chair, Department of Economics</td>
</tr>
<tr>
<td></td>
<td>• F. Lisé, Supervisor of the Ph.D. Program</td>
</tr>
<tr>
<td></td>
<td>• S. Beauchamp, Supervisor of the Master’s Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative support staff</th>
<th>In this section, list the names of administrative staff members who helped prepare the self-study.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample:</td>
</tr>
<tr>
<td></td>
<td>• R. Boutin, Operations Coordinator</td>
</tr>
<tr>
<td></td>
<td>• S. Lavoie, Administrative Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Web address</th>
<th>In this section, note the web address(s) of the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample:</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://arts.uottawa.ca/visualarts/programs-of-study">http://arts.uottawa.ca/visualarts/programs-of-study</a></td>
</tr>
</tbody>
</table>
## 1.2 Brief Program Overview

| Name of program reviewed | In this section, note the name of the program reviewed.  
Suggestion: Take care to use the correct name  
Sample: Epidemiology |
|--------------------------|---------------------------------------------------------------------------------------------------------------|
| Degrees                  | In this section, note the names of the degrees awarded.  
Suggestions:  
• Take care to use the correct name(s)  
• Use the exact title (for example, Master of Fine Arts is correct while Master in Fine Arts is incorrect)  
• There is no need for a paragraph; bullets suffice  
Sample:  
• Master of Science (MSc) in Epidemiology  
• Doctor of Philosophy (PhD) in Epidemiology |
| High-level program requirements | In this section, briefly note the high-level program structure.  
Suggestion:  
• There is no need for a paragraph  
Sample:  
• Master’s: 21 credits with thesis  
• Doctorate: 27 credits of coursework, a comprehensive examination (oral and written), a thesis proposal, and a thesis  
• Graduate Diploma: 15 credits |
| Fields                   | In this section, note the names of the fields that were approved by the Ontario Council on Quality Assurance.  
Suggestions:  
• Note that fields are not required; however, if they exist, they must be listed  
• Take care to use the correct name(s)  
• There is no need for a paragraph; bullets suffice  
Sample:  
There are two fields at the PhD level:  
• Descriptive and Analytic Epidemiology  
• Applied and Clinical Epidemiology |
| Program Start Date       | In this section, note the date when the program admitted the initial cohort of students.  
Sample: 2008  
Suggestion: The information in the Program Overview section should |
correspond to information found later in the self-study.

<table>
<thead>
<tr>
<th>Number of students currently registered in the program (Diploma, Master’s and PhD combined).</th>
<th>Sample: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current number of core faculty members</td>
<td>Sample: 14</td>
</tr>
<tr>
<td>Other data deemed appropriate by the academic unit</td>
<td>If no additional data is deemed appropriate to include, this field can be deleted. An example of information that could be added is the number of students who have graduated since the start of the program (total and/or by degree-type) or whether the program has a professional accreditation.</td>
</tr>
</tbody>
</table>

### 1.3 Development of the Self-Study

In this section, complete the table provided to the extent required for best practices for creating a self-study for an effective program evaluation.

**Content suggestions:**
- Complete the Result column of the table with one of the following choices:
  - Meets expectations
  - Partially meets expectations
  - Not applicable, with rationale
  - Incomplete, with rationale

**Resource suggestions:**
- Check the Guide produced by the Ontario Universities Council on Quality Assurance for further information on best practices in program evaluation

**Formatting and writing suggestions:**
- There is no need to write paragraphs. Simply record one of the following options (a) Meets expectations (b) Partially meets expectations (c) Not applicable or (d) Incomplete.
- Sometimes, an expectation cannot be met or is not applicable. In either case, please provide a brief explanation.

**Tip:** Use table 1.1 as a resource throughout the preparation of the self-study: it provides a thorough checklist of best practices in program evaluation.

The following table is completed by the academic unit. It is intended to function as a checklist for the academic unit as they create an effective self-study for the program review.

**Table 1.3-1 - Development of the Self-Study**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Best Practices for Creating a Self-Study for an Effective Program Evaluation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal/Purpose</td>
<td>The self-study aims to improve quality. Self-appraisal requires an analysis of strengths and weaknesses, and asks</td>
<td>Sample: Meets expectation</td>
</tr>
</tbody>
</table>
1.4 Significant Strengths of the Program

In this section, briefly summarize significant strengths of the program.

Content suggestions:
- Based on the self-study, outline the significant strengths of the program
- Describe areas of strength that hold promise for enhancement
- Explain how the program compares with similar programs (e.g. emphasis, requirements), in Ontario, in Canada, or elsewhere. (Note: A table may be used for this purpose).
- Describe any significant innovations in the content and/or delivery of the program relative to other programs
- Include any comments from others deemed relevant and useful (e.g. graduates of the program, employers, representatives from industry, business, the professions, or practical training programs).
- Discuss projected enrolment in the program (size, etc.)
- Highlight successes (e.g. awards, research, teaching, partnerships)

Resource suggestions:
Consult uOttawa publications for content about program successes (e.g. The Gazette, Research Perspectives, the annual report of the faculty).
Consult survey results, tables of data within the self-study and the associated analysis
Examine the possibility of doing a SWOC analysis of the program with the Centre for University Teaching (CUT)

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Use a table if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future

1.5 Review of Concerns from Previous Cyclical Review and Actions Taken
In this section, address concerns raised in the previous cyclical review of the program. Please see Appendix A for more information.

Content suggestions:
- Identify each of the concerns raised during the previous cyclical review of the program
- Note the actions taken to address the concerns that were raised
- If no concerns were raised, then indicate this outcome in this section.

Resource suggestions:
- If available, consult the Executive Summary and Final Assessment Report of the previous appraisal, included in Appendix A.
- Refer to the appendix that includes the results of the previous cyclical review

Formatting and writing suggestions:
- Provide brief information for each point
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future

1.6 Areas for Improvement and Enhancement
In this section, summarize opportunities for program improvement and enhancement.

Content suggestions:
- Based on the self-study, outline areas for program improvement and enhancement
- Describe areas that require short-, medium- and long-term attention
- Based on the self-study, list areas for improvement and enhancement in order of priority (typically, 2-to-3 priorities are selected)
- Explain weaknesses in the program and/or challenges and what steps are being taken to address
them.
  
- Describe any significant gaps in the program and suggest how the gaps will be closed.
- Include any comments from others deemed relevant and useful (e.g. graduates of the program, employers, representatives from industry, business, the professions, or practical training programs).
- Discuss emerging issues in the discipline/fields and how the program will respond to these challenges.
- Discuss projected enrolment in the program (size, etc.)

Note: There is no expectation for the program to be perfect and it is acceptable to identify shortcomings. However, it is important to have a plan in place to address them.

Resource suggestions:
  
- Consult survey results, tables of data within the self-study and the associated analysis
- Examine the possibility of doing a SWOC analysis of the program with the Centre for University Teaching (CUT)

Formatting and writing suggestions:
  
- Use language that is positive and forward-thinking
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Use a table if appropriate
- If the program has more than one degree-type, then ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future

1.7 Proposed Course of Action & Implementation Plan

In this section, discuss how the academic unit intends to build on the areas of strength and address the areas for improvement while identifying the timelines and key authorities for implementing the improvements and areas for enhancement.

Content suggestions:
  
- Note the timelines for acting on and monitoring the implementation of the changes
- List those who will be responsible for acting on the improvements and areas for enhancement
- Note those who will be responsible for implementing the improvements and areas for enhancement
- Indicate those who will be responsible for providing any resources made necessary by the improvements and areas for enhancement

Resource suggestions:
  
- Ensure that the self-study has been reviewed and approved by the appropriate authorities, for example the Graduate Studies Office of the Faculty.
- Ensure that all statements about changes and implementation plans have been reviewed and approved by the appropriate authorities, for example, the Dean of the Faculty

Formatting and writing suggestions:
• A table may be more effective to list the Implementation Plan
• If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
• Write with a forward focus; indicate where this program is heading in the future
Section 2: Program Intention

2.1 Introduction and Context

In this section, provide a brief description of the program.

Content suggestions:
- Discuss the program history and how it has evolved over time.
- Describe the specific features of the degree(s) offered, for example:
  - Course-based, thesis/non-thesis options
  - Participation in collaborative programs, joint institutes or other significant partnerships
  - Language in which the program is offered
  - Extension of the program to another campus
  - CO-OP or other experiential learning options
  - On-line or blended learning
- Situate the program within an appropriate context, for example, the National Capital, the Strategic Mandate Agreement (SMA), Destination 2020
- Highlight any significant developmental milestones, for example the launch of a new degree or diploma within the program

Resource suggestions:
- Use resources already available to develop this section, for example, the program website, annual reports and marketing materials
- Consider referring to the University’s Strategic Mandate Agreement (SMA), Destination 20/20 and/or the Strategic Areas for Development in Research
- Use resources developed by accrediting bodies, if appropriate
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
- Write between 3/4 page and one page of information
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, then ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future
- Frame milestones and goals in terms of the continuous improvement of the program

2.2 Program Learning Outcomes in Relation to the Degree Learning Expectations

The following table maps out the learning outcomes and degree level expectations for each degree in the program. Program learning outcomes provide a description of skills, abilities or attitudes that students can perform or demonstrate upon completion of the program. Learning outcomes complete the following sentence: By the end of this program, the student will be able to...

This table is completed by the academic unit in collaboration with the Centre for University Teaching.
Table 2.2-1 - Mapping Learning Outcomes and Degree Level Expectations

<table>
<thead>
<tr>
<th>Degree Level Expectations</th>
<th>Learning Outcomes</th>
<th>How the Program Supports and Evaluates the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>Sample:</td>
<td>Sample</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Research and Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Level of Application of Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional Capacity/Autonomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Level of Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Awareness of Limits of Knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

In this section, write a clear statement of the learning outcomes of the program and how these outcomes fit with the relevant degree learning expectations (doctoral, master’s and diploma levels). Discuss how the program assesses student achievement of Learning Outcomes and Degree Level Expectations and whether these methods of assessment are appropriate.

**Content suggestions:**

- Provide a clear statement of the learning outcomes of the program in an introductory paragraph. Give a brief description before going into detail.
- Explain how these outcomes fit with the relevant degree level expectations (doctoral, master’s or diploma levels).
  - Depth and Breadth of Knowledge
  - Research and Scholarship
  - Level of Application of Knowledge
  - Professional Capacity/Autonomy
  - Level of Communication Skills
  - Awareness of Limits of Knowledge
- Discuss assessment methods used by the program for students to achieve Learning Outcomes and Degree Level Expectations and whether these methods of assessment are appropriate.
- Discuss any plans to change assessment methods.
- Give specific examples where possible; for example, describe how learning outcomes are achieved through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

**Resource suggestions:**

- Consult the [Centre for University Teaching](#) for pedagogical advice and support in developing learning outcomes
- Examine the possibility of doing a curriculum analysis of the program with the Centre for
University Teaching (CUT)

- Review the following document ‘A Guide to Learning Outcomes, Degree Level Expectations’
- Review the FGPS web site for degree level expectations at the Diploma, Master’s, and Doctoral levels

Formatting and writing suggestions:

- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Ensure that the differences in degree level expectations are taken into account. Outcomes will differ according to the level of the program (doctoral, master’s and diploma).

2.3 Fields of Research in the Program

In this section, note the fields of research in the program approved by the Ontario Universities Council on Quality Assurance, if applicable.

A “field of research” is a term used for the public declaration of an area of approved strength (or an area of concentration or an area of specialization) within a program and represents a specific area that the program wishes to advertise. Fields must be formally approved by the Ontario Universities Council on Quality Assurance (OUCQA). Fields are not required at either the master’s or PhD level. However, once fields are identified, program resources will be assessed in terms of each field.

Content suggestions:

- List the fields of the program and provide a brief description.
- If the program includes different fields at the master’s and PhD levels, they should be listed and described separately.
- Indicate and justify any changes in the fields that are being proposed.

Resource suggestions:

- Please note that changes to fields must go through a separate approval process. Check the protocol and template for major and minor modifications on the following webpage:

Formatting and writing suggestions:

- Use a table to present the information, if appropriate
- If the program does not have fields, then simply note this fact
- Include a link to the webpage where fields are listed for the program

2.4 University of Ottawa Mission and Strategic Plans

In this section, briefly explain how the program and its learning outcomes relate to the University’s mission and the strategic plans of the university, faculty or unit. Note that for programs offered by Saint Paul University, these comments can be framed in the context of SPU’s mission and strategic plans.

Content suggestions:
• Explain how the program and its learning outcomes relate to the University’s mission and strategic plan

Resource suggestions:
• Consult Destination 20/20.
• Consult the Strategic Mandate Agreement (SMA).
• Consult the Strategic Areas for Development in Research (SADR).
• Consult the strategic plans of your Faculty or academic unit.

Formatting and writing suggestions:
• Write between ¾ and one page of information
• Use separate paragraphs for separate ideas
• Use sub-headers if appropriate
• If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
• Write with a forward focus; indicate where this program is heading in the future.

### 2.5 Governance of the Program

In this section, explain the governance structure of the graduate program.

Content suggestions:
• Explain the governance structure of the graduate program, including the roles of the program director and of the program committee.
• Explain how admissions are handled.
• Describe the mechanisms used to oversee comprehensive examinations, thesis committees (if applicable), fulfillment of program requirements, and graduation.

Resource suggestions:
• By-laws or statutes of the academic unit
• Terms of reference of the graduate program committee and any sub-committees

Formatting and writing suggestions:
• Include an organizational chart as an appendix, if appropriate
• Provide brief information for each point
• Use separate paragraphs for separate ideas
• Use sub-headers if appropriate
• If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion.

### 2.6 Special Matters and Innovative Features

In this section, identify unique and innovative features and any special initiatives in the program that may distinguish it from other programs.

Content suggestions:
• Identify unique and innovative features in the program that may distinguish it from other...
programs. For example:
- CO-OP, internships, service learning or other experiential learning opportunities
- Field course
- Joint institutes
- Collaborative option resulting in a specialization
- Cotutelle
- Double-degrees
- Accreditation by a professional body
- Special funding for the program

- Identify special initiatives in the program that may distinguish it from other programs. For example:
  - Annual graduate student symposia
  - Unique opportunities available through partnerships with other departments
  - International research partnerships

Resource suggestions:
- Refer to appendixes included with the brief, for CO-OP if there is a CO-OP program, for Cotutelle, if there is a Cotutelle program, for double-degrees, if there is a double-degree program.

Formatting and writing suggestions:
- Refer to the proper appendices where appropriate, for example; refer to the CO-OP report in the appendix section.
- Provide brief information for each point
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future

2.7 Degree Requirements and Progress (timeline table)

In this section, describe how students progress through the program.

Content suggestions:
- Explain the key milestones (non-course related requirements) including:
  - Comprehensive examinations
  - Secondary language requirements
  - Research projects
  - Seminar attendance/presentation
  - Thesis proposal
  - Thesis

- Explain the residency requirements of the program
- Include details about minimum standards
- Explain the duration of program. State normal duration and maximum time permitted.
- Describe fast-track regulations
- For CO-OP placements, internships or practica, provide information on the relevance of the placement to the program’s content and curriculum, and on the procedure and standards for evaluation.
- Report any changes (both major and minor) that may have occurred since the last program evaluation.
- Describe how the progress report is used to monitor student progress and success. State the protocol and procedures for the progress report.
- State what is done in the event that progress is less than satisfactory.
- Include a copy of this report (and any other report used for this purpose by your program) as an appendix.
- As shown below, provide a brief summary of the expected progress through the program for both Master’s and PhD students.

Example
PhD:
- **Year 1**: X three-credit courses/seminars.
- **Year 2**: X three-credit courses or seminars; comprehensive examination; submission of thesis proposal.
- **Year 3**: Doctoral research.
- **Year 4**: Doctoral research and thesis defence.

As shown below, use a table to map the expected progress of students through the Master’s and PhD programs.

Resource suggestions:
- Check the thesis evaluation procedures and general regulations of the FGPS on the website to ensure that the program adheres to University regulations.
- Refer to the progress report for details on the protocol and procedures.
- Consult the [General Regulations](#) for graduate studies.

Formatting and writing suggestions:
- Write a narrative and present information in table form.
- Include results from work conducted with the TLSS on learning outcomes and course mapping in an appendix. Refer to these results in the narrative.
- If more than one program is being evaluated (e.g. Master’s, PhD, Diploma) provide details about each program, clearly labelling each section.
- Use separate paragraphs for separate ideas.
- Use sub-headers if appropriate.
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion.

### Table 2.7-1 - Course Progress

<table>
<thead>
<tr>
<th>MA with thesis</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>ZZZ5115/5915 (3 cr.)</td>
<td>course (3 cr.)</td>
<td>ZZZ7988 Literature Review</td>
</tr>
</tbody>
</table>
### MA with thesis

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>course (3 cr.)</td>
<td>course or directed study (3 cr.)</td>
<td>(3 cr.) approval of the thesis proposal by the Graduate Studies Committee</td>
</tr>
<tr>
<td></td>
<td>assignment of thesis supervisor</td>
<td>ZZZ5928 (3 cr.) Thesis Proposal</td>
<td>ZZZ7989 thesis research and writing</td>
</tr>
<tr>
<td>Year 2</td>
<td>ZZZ7989 thesis research and writing</td>
<td>ZZZ7989 thesis research and writing</td>
<td>ZZZ7989 thesis research and writing submission and defence of the thesis</td>
</tr>
</tbody>
</table>

### MA with research paper

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>ZZZ5115/5915 (3 cr.)</td>
<td>course (3 cr.)</td>
<td>course or directed study (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>course (3 cr.)</td>
<td>course (3 cr.)</td>
<td>ZZZ7988 Literature Review (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>assignment of thesis supervisor</td>
<td>course or directed study (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>ZZZ5999 Research Paper (6 cr.)</td>
<td>course or directed study (3 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

### PhD

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>ZZZ8115/8915 (3 cr.)</td>
<td>course or directed study (3 cr.)</td>
<td>course or directed study (3 cr.) registration of thesis topic</td>
</tr>
<tr>
<td>Year 2</td>
<td>ZZZ9998 preparation of comprehensive examination</td>
<td>ZZZ9998 completion of comprehensive examination</td>
<td>approval of the thesis proposal by the Graduate Studies Committee</td>
</tr>
<tr>
<td></td>
<td>SSS5928 (3 cr.) Thesis Proposal colloquium on the thesis project</td>
<td>ZZZ9989 thesis research and writing</td>
<td>SRS9989 thesis research and writing</td>
</tr>
<tr>
<td>Year 3</td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing</td>
</tr>
<tr>
<td>Year 4</td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing</td>
<td>submission and defence of the thesis</td>
</tr>
</tbody>
</table>

### 2.8 Part-time Studies (if applicable)

In this section, describe how the delivery of the part-time program differs from the delivery of the full-time program.

Content suggestions:
- If the program is offered to part-time students, describe how its delivery differs from that of the full-time program.
- Indicate whether part-time studies are possible at the master’s level only, or at both master’s
and PhD levels.

- Describe the progression of part-time students in the program and comment on the opportunities for part-time students to engage in the “scholarly community” of the program.
- Indicate any requirements or regulations regarding change of status from full-time to part-time, or from part-time to full-time.

Resource suggestions:
- Consult the Executive Summary and Final Assessment Report of the previous appraisal
- Refer to the appendix that includes the results of the previous cyclical review

Formatting and writing suggestions:
- Provide brief information for each point
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion

2.9 Language Rights

In this section, describe the policy that applies to the language rights of students in the program.

Content suggestions:
- Include the policy that covers the language rights of students in the program under review.
- Explain how students’ language rights are met if courses are not offered in both languages.
- Indicate how students are informed of the policy on their language rights. If appropriate, refer to the student handbook and include it as an appendix or a web link.

Resource suggestions:
- Consult the Regulation on Bilingualism at the University of Ottawa (The students – Part VI section 4).

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas
- Include sub-headers, if appropriate
Section 3: Faculty (Teaching, Supervision and Guidance)

3.1 Composition of the Faculty

The following table lists the faculty members involved in the graduate program, identifies their home unit, gender, and indicates their field of research. The intent of this table is to establish the strength and the degree of involvement of the faculty participating in each field of the graduate program. The CVs for these professors are provided in Volume II of the self-study. This table is completed by the academic unit.

Table 3.1-1 - Faculty Members in the Program

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank$^1$</th>
<th>Bilingualism$^2$</th>
<th>Gender M or F</th>
<th>Home Unit$^3$</th>
<th>Fields of Research$^4$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

$^1$ Ranks are defined as:

Regular professors whose core appointment is with the program under review: Full professors; Associate professors; Assistant professors.

Cross-appointed professors who have a secondary appointment to the program under review: Full professors (cross-appointed); Associate professors (cross-appointed); Assistant professors (cross-appointed).

Other professors affiliated with the program under review: Emeritus professors; Adjunct professors; Clinical professors.

$^2$ A: Active; P: Passive; F: French Only; E: English only.

$^3$ The budget unit paying the salary: department, school, research centre, institute or other.
Please use this footnote to list the program fields numerically. 1) Field name, 2) field name, etc.

**Analysis**

Provide an analysis of the composition of the faculty.
- Describe the composition of the faculty and its capacity to deliver a quality program. For example:
  - Discuss the number of professors in each rank and how this influences the delivery of the program.
  - If the program is bilingual, are there currently a sufficient number of professors teaching in both languages to ensure a graduate program of good quality and size.
  - Include details on professor status if relevant to understanding the quality of the program (Status types include adjunct, clinical, cross-appointed, distinguished, replacement and teaching associate.)
- Comment on how the core faculty has changed since the last review, for example number of regular positions, retirements, newly employed professors, number of replacement professors, etc.
- Critically evaluate the professional credentials of faculty members as relevant to the program (and its fields). Discuss whether there are sufficiently qualified professors to ensure the supervision and instruction of students.
- Discuss the distribution of responsibilities across the ranks of professors as primary or supporting members of the program.
- If there are several professors planning retirement, please comment on the associated succession planning, as appropriate (Note: In providing comment and analysis on retirements in the foreseeable future, reference should NOT be made to name of the individual professors).

**Resource suggestions:**
- The data for the table is gathered by the academic unit. Human resources within the faculty can be a resource.
- Refer to the CVs gathered in Volume II. CVs for all the categories of professors should be included and are an important element in the assessment of the expertise of the faculty and hence of program resources.

**Writing and formatting suggestions:**
- If the program currently has fields, or is proposing fields, discuss number of faculty members involved in each field.
- If the program relies significantly on the contributions of faculty members from other programs (e.g., if required courses are taught by faculty members from other programs), an indication of ongoing commitment of such contributions is required such as letters of support from the Department Chairs and/or Deans of the faculty members from other programs. Include appendices, if appropriate.
### 3.2 Graduate Student Supervision

The following table lists the number of ongoing and completed master's thesis supervisions, doctoral thesis supervisions, and postdoctoral trainees, by faculty member and rank in the program.

This table is completed by the academic unit.

**Table 3.2-1 - Number of Thesis Supervisions by Faculty Members\(^1\) - Completed and Ongoing**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Completed During Career</th>
<th></th>
<th></th>
<th></th>
<th>Current Students in Progress at uOttawa</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master's</td>
<td>PhD</td>
<td>Postdoctoral Fellows</td>
<td>Master's</td>
<td>PhD</td>
<td>Postdoctoral Fellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
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<td></td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
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<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
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<tr>
<td></td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td>Other Programs(^3)</td>
<td>In Program(^2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Do not include supervisory committee activity in this table. Students who have withdrawn are not included.

\(^2\) In Program is defined as the total number of students/scholars supervised in the graduate program under review.

\(^3\) All Programs is defined as total number of students/scholars supervised in all other programs, including those at other universities.
Analysis

In this section, describe the supervisory capacity of the faculty members in the program by referring to the table above.

Content suggestion:
- Complete Table 3 – Completed and Current Numbers of Thesis Supervisions by Faculty Number
  - Indicate the supervisory workload and experience, past and present, of each member of the program.
- Provide a written analysis.
  - Describe the supervisory capacity of the members in the program.
  - Explain the distribution of graduate supervision across the members of the program.
  - Comment on any unique trends (i.e., any supervisors who carry an exceptionally large supervisory load).

Resource suggestions:
- The supervisory data is gathered by the academic unit. Human resources within the faculty can be a resource.

Formatting and writing suggestions:
- The data presented should distinguish between the number of students supervised in the program and each professor’s life-time supervisions.
- If the program offers different types of master’s degrees (e.g., MSc and MA) the table should include separate columns for the each degree.
- For course-based, non-thesis programs, revise the table to include headings for the supervision of major research papers at the master’s level. Alternatively, an additional table may be included to report the supervision of major research papers. Do not combine the numbers for thesis supervision and major paper supervision.
- For the written analysis, write in sentence form and use sub-headers if appropriate.
3.3 Graduate Courses Offered

The following table lists all the graduate level courses offered by the program over the past three years, as well as the professors who taught them. Course enrolment is reported to easily identify the graduate students and undergraduate students enrolled in the course. Undergraduate student enrolment in cross-listed courses is not included.

This table is completed by Institutional Research and Planning (IRP) and the academic unit.

Please note that graduate level courses are defined as: a course offered by a graduate program and taught by institutionally-approved graduate faculty, where the learning outcomes are aligned with the Graduate Degree Level Expectations and the majority of students are registered as graduate students.

Table 3.3-1 - Graduate Courses Offered in the Past Three Years

<table>
<thead>
<tr>
<th>Course code</th>
<th>Faculty Member</th>
<th>Rank²</th>
<th>2013-14³</th>
<th>2014-2015³</th>
<th>2015-2016³</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Year is defined as academic year, September 1 to August 31.
2 Ranks are defined as:
   Regular professors whose core appointment is with the program under review: Full professors; Associate professors; Assistant professors.
   Cross-appointed professors who have a secondary appointment to the program under review: Full professors (cross-appointed); Associate professors (cross-appointed); Assistant professors (cross-appointed).
   Other professors affiliated with the program under review: Emeritus professors; Adjunct professors; Clinical professors.
3 “G” means Graduate students and “U” means Undergraduate students.
Analysis

In this section, write an analysis of the graduate courses offered by the program in the past three years by making reference to the above table.

Content suggestion:
- Explain the unit’s standard workload and credit system or any special policies.
- Comment on release time (reduced load), full and partial sabbaticals, and administrative responsibilities (e.g. chair, program director, etc.).
- If the graduate program under review includes courses that enrol undergraduate students, explain the steps that the unit takes to ensure that two-thirds of course requirements are met through courses at the graduate level.
- If the program contains cross-listed courses, describe the additional learning objectives required for graduate students enrolled.

Resource suggestions:
- The above table is partially completed by IRP. The academic unit identifies part-time professors and indicates the professor’s status.
- Undergraduate enrolment in cross-listed courses is not included. This data can be made available upon request.
- If the program has many cross-listed courses, please contact the Quality Assurance Office at GradQual@uottawa.ca. The Quality Assurance Office can arrange for an additional report.
- Consult the Ontario Universities Council on Quality Assurance for further information on the requirement that two-thirds of courses must be at the graduate level to meet graduate level requirements, as well as the definition of graduate courses. Quality Assurance Framework

Formatting and writing suggestions:
- Names of the part-time professors should be in bold in the table
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

3.4 Course Size and Composition

The following table is intended to provide a ‘snapshot’ of the size of courses in the program over the course of the year. The data for this table is provided by Institutional Research and Planning (IRP).

<table>
<thead>
<tr>
<th>Table 3.4-1 - Graduate Course Size by Session, 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td># of courses</td>
</tr>
<tr>
<td>2-10 students</td>
</tr>
<tr>
<td>11-20 students</td>
</tr>
<tr>
<td>21-30 students</td>
</tr>
<tr>
<td>31-40 students</td>
</tr>
<tr>
<td>40+ students</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>Average class size</td>
</tr>
</tbody>
</table>

Note: Includes students in all graduate programs (diploma, master's, doctoral), letters of permission and transfers are excluded. Practica, directed readings, thesis proposals, dissertation and comprehensive exam codes are not included.
Analysis

In this section, write an analysis of the course size and composition of courses with reference to the table above.

Content suggestion:
- Discuss the results presented in the table and any plans the academic unit has for changing the size of courses or any changes which have already been implemented.
- Explain the impact of class sizes on the achievement of the program learning outcomes.

Resource suggestions:
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

3.5 Innovative Mode(s) of Delivery

In this section, describe any innovative mode(s) of program delivery.

Content suggestion:
- Describe any innovative mode(s) of program delivery (e.g., flipped classroom, distance, online, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery).
- Explain any systems in place to support innovative delivery (e.g., expertise in web-based instruction for online courses).
- Do not describe standard modes of delivery (e.g., lecture format, seminar). If the program only employs standard modes of delivery then delete this section.

Resource suggestions:
- Consult with the Teaching and Learning Support Service for information on blended learning, online courses, MOOCs, Virtual Campus and technologies.

Formatting and writing suggestions:
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Write with a forward focus; indicate where this program is heading in the future

3.6 Quality of Teaching

The following table examines the quality of graduate teaching as measured by end-of-session course evaluations completed by students over the past three years.

The data for this table is provided by Institutional Research and Planning (IRP).
### Table 3.6-1 - Course Evaluation Results

<table>
<thead>
<tr>
<th>Questions</th>
<th>Year</th>
<th>Unit</th>
<th>Faculty average</th>
<th>University average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q 1 : I find the professor well-prepared for class</strong></td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Almost always (5), often (4), sometimes (3), rarely (2), almost never (1))</td>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Q4 : I think the professor conveys the subject matter effectively</strong></td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Almost always (5), often (4), sometimes (3), rarely (2), almost never (1))</td>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Q9 : I find that the professor as a teacher is</strong></td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Excellent (5), good (4), acceptable (3), poor (2), very poor (1))</td>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

In this section, please comment on the results of the end-of-session course evaluations received over the past three years.

Content suggestion:
- Analyze student feedback on the quality of teaching in the program.
- If gathered by the academic unit, use student survey data or focus group data.
- Discuss the results presented in the table and any plans the academic unit has for addressing any concerns raised.

Resource suggestions:
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
Section 4: Program Resources and Support (Financial, Physical, Human)

4.1 Operating Research Funding

The following table is intended to show the amount of funding available to support faculty and student research over the past eight years. For this reason, data on travel and publication grants awarded to faculty are not included in this table (these data may be included in another table or by referring to the CVs of individual faculty members). The data for this table only include research funding associated with professors who are members of the FGPS.

The data for the table are provided by Research Management Services (RMS) and the academic unit.

Table 4.1-1 - Operating Research Funding by Source and Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal Tri-Council Operating Grants</th>
<th>Contracts</th>
<th>Infrastructure</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
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<tr>
<td>2011-12</td>
<td></td>
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<td></td>
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<tr>
<td>2012-13</td>
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<td>2013-14</td>
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</tr>
<tr>
<td>2014-15</td>
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<td>2015-16</td>
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<td>Total</td>
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</tbody>
</table>

1 Budgetary year (April - March)
2 Only includes operating grants from the three federal funding agencies (CIHR, NSERC and SSHRC).
3 Include both Research and Development and Service Contracts received from Tri-Council, private sectors and governments.
4 Include funds for the purchase and maintenance of research infrastructure from the Canada Foundation for Innovation and the Ontario Ministry of Economic Development and Innovation.
5 Includes everything other than the first three categories, such as Canada Research Chairs, University and Faculty contributions, fellowships and bursaries and other operating grants (non Tri-Council).

Analysis

In this section, write an analysis of the amount of funding available to support faculty and student research by referring to the table above.

Content suggestion:
- Discuss the results presented in the table and how the academic unit intends to address any concerns raised
- Comment on the increase or decrease in funding over the past eight years
- Comment on the research funding for emeritus and adjunct professors that supports graduate students

Resource suggestions:
- The data for this table are provided by the Research Management Services.
- Since the most accurate source of information is, or should be, the faculty member CVs, invite each faculty member to complete a table listing their grants and contracts.
- For questions about the template as well as the data and reports provided, please contact the
Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Write the analysis in sentence form, use separate paragraphs for separate ideas
- List separately from the table:
  - Grants for travel and publication awarded to faculty
4.2 Financial Support to Graduate Students

The following tables identify the proportion of students receiving support and the average amount per student. Student funding, both internal and, especially external, is an important measure used to assess the quality of a graduate program. This table includes data on FGPS scholarships, external scholarships, student and postdoctoral fellow research, and conference travel awards. The table is presented as found in the U15/G13 Graduate Student Financial Support (GSFS) project.

The data is provided by Institutional Research and Planning (IRP).

Table 4.2-1 - Student Academic Awards / Financial Aid, Master's Program

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Internal Scholarship</th>
<th>Federal Scholarship</th>
<th>Provincial Scholarship</th>
<th>Other Awards</th>
<th>Research Assistantships</th>
<th>Teaching Assistantships</th>
<th>Other Income</th>
<th>Total Support</th>
<th>Total Students</th>
<th>Proportion of full-time students funded %</th>
<th>Average Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
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</tbody>
</table>

1 Per funded student.
Note: Data for this table only include full-time students.

Table 4.2-2 - Student Academic Awards / Financial Aid, PhD Program

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Internal Scholarship</th>
<th>Federal Scholarship</th>
<th>Provincial Scholarship</th>
<th>Other Awards</th>
<th>Research Assistantships</th>
<th>Teaching Assistantships</th>
<th>Other Income</th>
<th>Total Support</th>
<th>Total Students</th>
<th>Proportion of full-time students funded %</th>
<th>Average Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
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</tbody>
</table>

1 Per funded student.
Note: Data for this table only include full-time students.
Analysis

In this section, write an analysis of the financial support for graduate students, referring to the table above.

Content suggestion:
- Describe the academic unit’s matching policy and minimum funding policy (separately noting the policy for Canadian and for international students) if it differs from that of FGPS (including policy on TAs and RAs).
- Indicate any additional sources of funding (from supervisors; internships, etc.).
- Discuss the results presented in the table and how the academic unit intends to address any concerns raised, or any important initiatives the unit has undertaken.
- Discuss funding associated with each graduate level degree offered in the program.

Resource suggestions:
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.
- Verify funding information on the FGPS website to ensure accuracy.
- U15/G13 comparative tables are available upon request should the academic unit want to refer to them. To request these tables, please contact the Quality Assurance Office at GradQual@uottawa.ca.
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

4.3 Library Resources

In this section, write a brief statement about the library resources available to students in the program by referring to the Library Report found in the appendix section.

Content suggestion:
- Write a brief statement about the library resources.
- Include comments on the adequacy and strengths of the collection and if necessary, raise any concerns.
- For joint programs, a joint library statement and agreement is required.
- Discuss the library space made available to graduate students.

Resource suggestions:
- Consult the Information Brief produced by the Ontario College and University Library Association (OCULA) for information on the role libraries play in ensuring quality programs.

Formatting and writing suggestions:
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
4.4 Research and Scholarly Development Facilities

In this section, provide information about program facilities and refer to the space report found in the appendix section.

Content suggestion:
- Include a description of the laboratory facilities available to support student research. Include an overview of the major equipment available to students for research and describe any commitments or plans to install major research facilities and/or equipment over the next eight years.
- Describe the space that is dedicated to the graduate program and students. Indicate the primary location of the program (i.e., the building where the program office is located) and the location of space that is dedicated to the program.
- Describe the general workspace and any office space available to the students in the program. Include any particular space resources not already included in the sections above. Describe the “common” space for students, staff and faculty that support community development within the program.
- Describe any plans for future changes or renovations and any plans for expansion of the space currently dedicated to the program.

Resource suggestions:
- Enlist the Facility Manager of the Faculty to verify the accuracy of the space report and to interpret the information provided.

Formatting and writing suggestions:
- Refer to the space report in the appendix section.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

4.5 Administrative Support

In this section, write a brief statement about the administrative support for the program.

Content suggestion:
- Describe the administrative support dedicated to the program. This can include details of administrative staff, advisors, experiential learning coordinators (CO-OP, internship, field placement, practicum, etc.) and research facilitators.
- Indicate the level of support and the general responsibilities of the staff.
- Include comments on the adequacy and strengths of the administrative support and if necessary, raise any concerns.

Note: While it is appropriate to refer to positions, administrative staff should not be referred to by name.

Resource suggestions:
- Refer to the faculty web site that lists the support staff for the program
4.6 Academic Services

Academic Services are defined as those services integral to a student’s ability to achieve the learning outcomes expected from a program. Such services would typically include, but are not limited to, academic advice and counselling appropriate to the program, information technology, library and laboratory resources directed towards the program, and internship, co-operative education and practicum placement services – where these experiential components are a required part of a program. Excluded from academic services are items such as intramural and extramural activities, residence services, food services, health and wellness services, psychological services, financial aid services and career services, except where any of these services are specifically identified to be an integral part of the academic program.

Academic Services detailed in the appendix section include:

- Student Academic Support Services (SASS)
  - Aboriginal Resource Centre
  - Academic Writing Help Centre
  - Access Service
  - Counseling and Coaching Service
  - Graduate Studies Mentoring Centre
- Official Languages and Bilingualism Institute
- Centre for Global and Community Engagement
- International Office
- Ombudsperson

Please comment on the academic services available to students in the program, and how these students make use of these services.

4.7 Student Professional Development Resources

In this section, briefly describe the professional development resources uniquely available to students through the academic unit under review. Refer to the appendix included in this report that describes the various services.

Content suggestion:

- Refer to the appendix on student professional development resources
- If appropriate, describe any unique resources or programs offered directly to graduate students by the graduate program, the academic unit, or the faculty.
- Describe any unique funding available to graduate students to support their professional development directly by the graduate program, the academic unit or the faculty. For example, participation in professional/academic conferences.
4.8 **Student Intellectual Development, Mentorship and Educational Experience**

In this section, write a statement about how the graduate program fosters the intellectual development of students and provides opportunities for students to participate in a “community of scholars”.

**Content suggestion:**
- Describe the general arrangements that exist in the program to foster the development of graduate students, and to enrich the quality of the graduate learning experience. For example, student orientation and other student experience programming.
- Comment on the nature of the learning community and structured opportunities for meaningful intellectual interaction among students, and with the faculty.
  - Describe departmental seminars in which faculty and students present and discuss their research, invite speakers, hold workshops on research ethics, safety regulations, and grant and award applications.
  - Describe the role post-doctoral fellows play in enriching the quality of the graduate learning experience.
  - Describe the role alumni play in enriching the quality of the graduate student experience.
  - Describe relations that the department has with the wider community (e.g. professional associations, other institutions in the region, etc.)
- Describe opportunities and support for students to present their research at the University and elsewhere, such as departmental seminars, “brown bag” lunch series, annual graduate student conferences, and faculty-wide research forums.
- Comment on efforts to introduce students into the wider community of scholars in the discipline and subject matter experts within the professional field.
- Note the policies or procedures that are in place to ensure the mentoring of new graduate students to ensure efficient progress through the program.

**Resource suggestions:**
- Refer to the student handbook

**Formatting and writing suggestions:**
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
4.9 Communication

In this section, write a brief statement about communication with students.

Content suggestion:
- Explain the policies or procedures in place to ensure that students have access to accurate and clear information about important deadlines, opportunities, and program requirements.
- Indicate where students can go for advice
- Provide the link to the program website
- Refer to the student handbook (often the handbook in a webpage).

Resource suggestions:
- Refer to the student handbook and departmental website.

Formatting and writing suggestions:
- Attach a copy of the student handbook as an appendix or provide the web link.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

Section 5: Student Population

5.1 Student Engagement in Program Development and Review

In this section, write a brief statement about student consultations.

Content suggestion:
- Include information on the students’ view of strengths, weaknesses, opportunities, and challenges (SWOC) gathered through focus groups, surveys, interviews, meetings, retreats, etc.
- Discussion student participation in committees (e.g. Departmental Assemblies, Curriculum Committee, Cyclical Review Committee, etc.)

Resource suggestions:
- At your invitation, the Centre for University Teaching (CUT) will facilitate the SWOC analysis with students and provide a written report of findings. A meeting space may also be provided by the Centre for University Teaching.

Formatting and writing suggestions:
- Include results from work conducted with the CUT in an appendix. Refer to these results in the narrative.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

5.2 Graduate and Professional Student Survey (GPSS)
In this section, write a brief statement about the Graduate and Professional Student Survey (GPSS) results that are included in the appendix section.

Content suggestion:
- Write a brief statement about the survey results that are included in the appendix section.
- For joint programs, include results of the joint-program survey

Note: Results of the Graduate and Professional Student Survey (GPSS) are presented for programs which have at least three respondents. Non-applicable responses are excluded from frequencies calculation.

Resource suggestions:
- For reference, the full questionnaire is available for review.
- Refer to the GPSS website for further details.
- For questions about data, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Refer to the results of the survey included in the appendix section.
- For joint programs, include results of the joint program survey in an appendix. Refer to these results in the narrative.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

5.3 Admission Requirements and Results

In this section, include the admission requirements of the program.

Content suggestion:
- Explain how admission requirements will help to set students up for success in the program
- Write a brief statement about the admission requirements of the program.
- Refer to the admission requirements listed on the program website.
- Describe how the admission requirements contribute positively to candidate selection.

Formatting and writing suggestions:
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
### 5.4 Student Applications

The following table is intended to assess the quality of the incoming graduate students by assessing the number of total applicants compared to the offers accepted and actual registrations.

The data for this table is provided by Institutional Research and Planning (IRP).

#### Table 5.4-1 - Fall Admission: Applications, Offers, Acceptances, and Registrations

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>Master</td>
<td>PhD</td>
<td>Master</td>
<td>PhD</td>
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<td>Offers</td>
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</table>

#### Table 5.4-2 - Fall Admission: Applications, Offers, Acceptances, and Registrations (Diploma as applicable)

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>Total Applications</td>
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<td>% Offers / Applications</td>
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<td>Acceptances</td>
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</tbody>
</table>
Analysis
Please analyze and discuss the tables above on student applications, offers, acceptances and registrations.

Add any information you find relevant regarding admissions and registration.

5.5 Admission Average

The following tables are intended to assess the quality of the incoming graduate students by assessing the distribution of admission averages for incoming students.

The data for these tables are provided by Institutional Research and Planning (IRP).

Table 5.5-1 - Distribution of New Graduate Students by Admission Average, Master Program

<table>
<thead>
<tr>
<th>Admission average</th>
<th>2008 %</th>
<th>2009 %</th>
<th>2010 %</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2014 %</th>
</tr>
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<tbody>
<tr>
<td>9-10</td>
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<td>8-8.9</td>
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<td>7-7.9</td>
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<td>6-6.9</td>
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</tbody>
</table>

Table 5.5-2 - Distribution of New Graduate Students by Admission Average, PhD Program

<table>
<thead>
<tr>
<th>Admission average</th>
<th>2008 %</th>
<th>2009 %</th>
<th>2010 %</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2014 %</th>
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<tbody>
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<td>9-10</td>
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<td>7-7.9</td>
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<td>6-6.9</td>
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</tbody>
</table>
Table 5.5-3 - Distribution of New Graduate Students by Admission Average, Diploma

<table>
<thead>
<tr>
<th>Admission average</th>
<th>2008 %</th>
<th>2009 %</th>
<th>2010 %</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2014 %</th>
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<td>9-10</td>
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Analysis

Please comment on the tables above by discussing the admissions average for each degree in the graduate program.

Add any information you find relevant pertaining to the admissions average of the program.

5.6 Student Demographics

The following tables are intended to present a detailed view of admission statistics, including gender, immigration status, and language. While not necessarily measures of quality, these statistics provide useful details for recruitment and other purposes.

The data for these tables is provided by Institutional Research and Planning (IRP).

Table 5.6-1 - Fall Admission Statistics by Gender, Master's Program

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### Table 5.6-5 - Fall Admission Statistics by Immigration Status, PhD Program

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<th>Offers (admissions)</th>
<th>Acceptances</th>
<th>Registrations</th>
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### Table 5.6-6 - Fall Admission Statistics by Immigration Status, Diploma

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<th>Offers (admissions)</th>
<th>Acceptances</th>
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International Students

2013 Canadian and Permanent Residents
International Students

2014 Canadian and Permanent Residents
International Students

2015 Canadian and Permanent Residents
International Students

Table 5.6-7 - Fall Admission Statistics by Preferred Language\(^1\), Master's Program

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<th>2007</th>
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<td>Total Applications</td>
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</table>

\(^1\) Identified by the student as their preferred language of communication with the University (i.e. English or French)

Table 5.6-8 - Fall Admission Statistics by Preferred Language\(^1\), PhD Program

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</table>

\(^1\) Identified by the student as their preferred language of communication with the University (i.e. English or French)

Table 5.6-9 - Fall Admission Statistics by Preferred Language\(^1\), Diploma

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Analysis

In this section, please briefly analyze the demographics of the student applying for the program. If the academic unit has any initiatives aimed at increasing applications from any specific demographic group, please comment on them.

Also, please discuss student registrations and how these numbers influence the delivery or growth of the program.

Add any information you find relevant pertaining to the admissions of the program.
5.7 Retention/Graduation Rates and Time-to-Completion

The followings tables are intended to document an important measure of the success for the program: the rate of retention, completion, and attrition. For comparative purposes, University of Ottawa program statistics are measured against similar programs in the “U15/G13”.

The data for these tables is provided by Institutional Research and Planning (IRP).

Table 5.7-1 - Retention/Graduation Rates, Master's Program

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<th>COHORT</th>
<th>After 1 year</th>
<th>After 2 years</th>
<th>After 3 years</th>
<th>After 4 years</th>
<th>After 5 years</th>
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</thead>
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Table 5.7-2 - Time-to-Completion, Master’s Program

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<th>Average (TTC) After 3 years</th>
<th>Average (TTC) After 5 years</th>
<th>Minimum TTC (in years)</th>
<th>Maximum TTC</th>
<th>Standard Deviation TTC</th>
<th>Average Time to Withdraw</th>
<th>% Students Fast-tracked to PhD</th>
<th>Average Time to Fast-Track</th>
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1 Time-to-Completion (TTC)
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<th>After 6 years</th>
<th>After 7 years</th>
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</tr>
</tbody>
</table>
Table 5.7-4 - Time-to-Completion, PhD Program

<table>
<thead>
<tr>
<th>COHORT</th>
<th>COHORT SIZE</th>
<th>Average (TTC) After 5 years</th>
<th>Average (TTC) After 9 years</th>
<th>Minimum TTC (in years)</th>
<th>Maximum TTC</th>
<th>Standard Deviation TTC</th>
<th>Average Time to Withdraw</th>
<th>% Students Promoted from Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
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</tbody>
</table>

**Analysis**

Please comment on the retention/graduation rates and time-to-completion for students in the graduate programs. If there are any areas of concern, please discuss any initiatives the unit has planned to address them.

Add any information you find relevant regarding the time to completion and retention in the program.
5.8 Career Path and Employment

The following table presents a sample of the career path and employment for graduates of the program.

This table is prepared by the Quality Assurance Office using data provided by the Alumni Office.

Table 5.8-1 - Alumni Report

<table>
<thead>
<tr>
<th>Industry</th>
<th>Profession</th>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

In this section, please comment on the career path of students following graduation.

Content suggestion:
- Discuss the employment outcomes achieved by students who have graduated from the program. Refer to the data provided by the Alumni Office included in the appendix section.
- Comment on the table above.

Resource suggestions:
- At your request, the Quality Assurance Office can arrange for the Alumni Office to conduct a LinkedIn Alumni Drive to gather specific information about the employment of students who have graduated from the program under review. A nominal cost is charged for this service.
- For questions about data provided in this report, and the LinkedIn Alumni Drive that can be conducted, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- For privacy reasons, do not include the names of the graduates.
- Refer to the alumni table provided above.
- Write the overview in sentence form. Use a table to provide specific details about the path students have taken post-graduation.
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

Section 6: Future Development of the Program and Concluding Remarks

6.1 Projected Enrolment

The following table provides the projected enrolments for master’s and doctoral students over the next eight years. The projections for this table are developed by the academic unit.
### Table 6.1-1 - Projected Intake and Enrolments, Master's and PhD

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Full-time Intake</th>
<th>Full-time Enrolment</th>
<th>Part-time Intake</th>
<th>Part-time Enrolment</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Doctoral</td>
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<tr>
<td>2014-15</td>
<td>Master's</td>
<td></td>
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<tr>
<td></td>
<td>Doctoral</td>
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<tr>
<td>2015-16</td>
<td>Master's</td>
<td></td>
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<tr>
<td></td>
<td>Doctoral</td>
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<tr>
<td>2016-17</td>
<td>Master's</td>
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<tr>
<td>2017-18</td>
<td>Master's</td>
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<tr>
<td></td>
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<tr>
<td>2018-19</td>
<td>Master's</td>
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<td></td>
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<tr>
<td>2019-20</td>
<td>Master's</td>
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<tr>
<td>2021-22</td>
<td>Master's</td>
<td></td>
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<tr>
<td></td>
<td>Doctoral</td>
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</tr>
</tbody>
</table>

### Discussion

In this section, outline the future direction of the program, referring to the table above. Focus in particular on projected graduate student intake and enrolments and where the program development is expected to be in eight years’ time. If the program has specific enrolment targets (e.g. set by the Faculty or academic unit), these should be discussed.

Content suggestions:
- In the above table, provide the projected enrolments for students at each level over the next eight years. If significant increases or decreases in enrolment are projected, explain reasons for the changes.
- Describe any patterns or changes in past enrolment, such as expansion of the program.
- If there have been enrolment changes in the past, explain what contributed to the changes.
- Indicate any intentions to change the size of the program over the next eight years.

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Refer to the table
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where the program is heading in the future.

### 6.2 Plans for Program Development
In this section, comment on any plans for modifying, developing or improving the program in the coming years. As far as possible, this section should discuss concrete ideas, rather than vague aspirations.

Content suggestions:
- Note the timelines for acting on and monitoring the implementation of any plans for program development
- List the names or positions of those people or committees who will be responsible for acting on any plans for program development

Resource suggestions:
- Refer back to section 1.7.

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion.
- Write with a forward focus; indicate where the program is heading in the future.

6.3 Concluding remarks

Add any final remarks deemed pertinent.