



# PEQAB

THE POSTSECONDARY EDUCATION QUALITY ASSESSMENT BOARD

2016 ● 2017

# ANNUAL REPORT

# Vision

*A stronger Ontario through high quality postsecondary student learning outcomes*

# Mission

High Quality  
Postsecondary  
Assessment

High Quality  
Postsecondary  
Assurance

High Quality  
Postsecondary  
Research

High Quality  
Stakeholder  
Service

# Values

*Accountable*

*Impartial*

*Collegial*

*Transparent*

*Dedicated to Quality & Continuous Improvement*

*Grounded in Research Evidence & Best Practice*

# THE POSTSECONDARY EDUCATION QUALITY ASSESSMENT BOARD

## OUR MANDATE

The Postsecondary Education Quality Assessment Board (PEQAB or the “Board”) was created by the *Post-secondary Education Choice and Excellence Act, 2000*. Under sections 5 and 7 of the Act, the Board is empowered to

- review all applications referred by the Minister for consent under the Act
- establish the criteria and procedures to determine the quality of postsecondary programs
- undertake reviews of program quality and organizational capacity
- create subject matter expert review panels, organizational review panels and advisory committees
- undertake research as appropriate
- provide recommendations to the Minister on applications
- address any other matter referred to the Board by the Minister.

To implement this mandate, the Board has established its own standards, benchmarks and procedures for quality reviews with the provision, identified in the Act, that PEQAB’s standards must be those “recognized in Ontario and other jurisdictions.” The Board assesses programs against standards originally developed by PEQAB itself and later incorporated into what are now the degree standards in the Ontario Qualifications Framework and the Canadian Degree Qualifications Framework. PEQAB’s criteria also correspond to other procedures and standards enunciated in the Canadian “Ministerial Statement on Quality Assurance of Degree Education in Canada, 2007,” including provisions for fairness, transparency, the use of expert panels of reviewers, and the opportunity for institutions to respond to reviews prior to Board decisions.

# CHAIR'S MESSAGE



On behalf of the Postsecondary Education Quality Assessment Board, I am pleased to introduce the 2016/17 Annual Report. This Report details the Board's activities from the beginning of April, 2016 to the end of March, 2017. Over nine meetings, the Board made twenty-nine recommendations to the Minister on applications for consent. Of these recommendations, fifteen were in respect of Ontario colleges, five were in respect of public institutions, and nine were in respect of private institutions.

The Board continues to strengthen postsecondary education in Ontario by implementing best practices in quality assurance. Highlights during the current reporting year include completing an external review of all of the Board's policies and procedures related to quality assurance. This independent review is the second undertaken by the agency since inception and consistent with international best practice. The Board also facilitated the creation of a new degree level advisory group for private degree granting institutions and degree granting institutions based outside of Ontario (the Private and Out-of-Province Degree in Ontario Group). The Board was also pleased to welcome two new members. The biographies of Catherine Chandler-Crichlow and Patricia Lang are presented on page thirty-two of this Report.

In addition to information on applications referred to the Board, the 2016/17 Annual Report identifies progress against goals identified in the 2015/16 Annual Report. As detailed on pages three and four, the Board has met the expectations defined by each of its ten goals. PEQAB's 2016/17 goals are presented on pages six and seven.

The Board is supported by the Secretariat based in the Ministry of Advanced Education and Skills Development. Secretariat staff continue to strengthen Ontario's relationship with the broader quality assurance community by regularly participating in national and international postsecondary education quality assurance conferences and by engaging in relevant substantial research projects. I note with pleasure that Secretariat staff are actively presenting papers and research findings at international conferences and publishing research on topics related to contemporary quality assurance. Participation in national and international forums presents a valuable opportunity for staff to discuss strategic and operational matters related to degree granting, quality assurance and student protection. The Secretariat's research contributes to the ongoing development of its standards, ensuring that Ontario's quality assurance system is contemporary and based on research, evidence and best practice.

I would like to thank Board members Richard Barham, Rob Devitt, Robert Gordon, Dianne Kieren and Alexandre Laurin for their outstanding service to the Board. I would also like to thank Catherine Chandler-Crichlow and Patricia Lang for their outstanding contributions to date.

# REPORT AGAINST THE BOARD'S 2016/17 ANNUAL GOALS

The information below presents the goals identified in PEQAB's 2016/17 Annual Report and how the Board has met those goals over the reporting year.

## 1. Complete Self-Study

Undertake a self-study on all aspects of PEQAB's operations since 2011 in preparation for the Board's external evaluation in 2017.

**Progress:** On behalf of the Board, the Secretariat completed a self-study on all aspects of PEQAB's operations since 2011. The self-study was conducted by assessing PEQAB's quality assurance processes against the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)*. The self-study is available on PEQAB's website.

## 2. Initiate PEQAB's External Review

Based on the self-study above, initiate an external review, based on national and international best practice, of all PEQAB's quality assurance activities, policies and procedures.

**Progress:** On behalf of the Board, the Secretariat commissioned an external review of PEQAB based on the completed self-study (above). A copy of the review is available on PEQAB's website.

## 3. Simplify Standards and Benchmarks

a) Revise the Board's distance education benchmarks to improve quality assurance processes for an institution's use of online technology in the delivery of degree programs.

**Progress:** The Board has modernized its processes and methods for assessing an institution's use of online technology in the delivery of degree programs. The changes took effect August 1<sup>st</sup>, 2016.

b) Revise a benchmark related to financial stability to provide clarification to private applicants preparing for an organization review.

**Progress:** The Board has revised and provided further clarification to private applicants on a benchmark related to financial stability in the form of a *pro forma* budget template. The changes took effect August 1<sup>st</sup>, 2016.

c) Revise the Program Evaluation Standard to support the development of a quality culture at all levels of institutional applicants.

**Progress:** The Board is currently developing an audit-only status for Ontario Colleges mature in degree granting approved in principle by the Board August 1<sup>st</sup>, 2017. Audit-only assessments will focus on internal quality assurance processes of consent holders.

## 4. Researching Student Participation in Quality Assurance

Research the incorporation of student participation in higher education quality assurance processes in collaboration with Seneca College of Applied Arts and Technology.

**Progress:** On behalf of the Board, the Secretariat has completed a national research project with Seneca College of Applied Arts and Technology on student participation in higher education quality assurance processes. Results have been presented at a Seneca Academic Forum (May, 2017), the Canadian Society for Studies in Higher Education Annual Conference (May, 2017) and at the national conference of the Society for Teaching and Learning in Higher Education in Halifax (June 2017).

# REPORT AGAINST THE BOARD'S 2016/17 ANNUAL GOALS

## 5. Complete Implementation of Breadth Reviews

Finalize the method and process for streamlining breadth reviews for Ontario Colleges in collaboration with the College Degree Operating Group (CDOG) and the Ontario Colleges Coordinating Committee of Vice-Presidents - Academic (CCVPA).

**Progress:** The Board has now fully implemented and standardized breadth reviews across all Colleges of Applied Arts and Technology offering degree programs in Ontario.

## 6. Target Timelines

Meet an eight month average target for new program review or renewal and a six month target for assessments of conditions of consent or program amendments (excluding outliers).\*

**Progress:** The Board has met and exceeded its target timelines for both program reviews (seven months) and conditions of consent or amendments (two months).

## 7. Expand Data Collection

Collect and analyze the general and reportable findings of PEQAB's quality assurance activities to identify trends in applications, and areas of good practice or persistent difficulty.

**Progress:** PEQAB has expanded its data collection process to include detailed information on current and historical applications for ministerial consent. Information on this data is presented on pages twenty-four through twenty-six of this report and published in detail on PEQAB's website.

## 8. Research Best Practice in Learning Outcomes Policies

Develop options to identify and more fully incorporate student learning outcomes into the quality assurance processes.

**Progress:** PEQAB has completed an extensive research project concerning best practices in learning outcomes assessments, including an analysis of CLA+ and HEIghten Outcomes Assessment, which are included as options in the audit-only process.

## 9. Modify Client Satisfaction Survey Process

Solicit specific feedback from External Expert Panels on improvements or clarifications to the Board's standards and benchmarks.

**Progress:** On behalf of the Board, the Secretariat now informs External Expert Panels about PEQAB's Client Satisfaction Surveys and identifies them as opportunities to communicate to the Board any improvements or clarifications to its processes and procedures.

## 10. Expand Subject Matter Expertise

Broaden the Board's pool of subject matter experts by identifying more teaching focussed academics and by working collaboratively through CDOG to encourage applicants to nominate more college affiliated faculty to review applications for ministerial consent.

**Progress:** The Board now routinely considers academics with a focus on teaching when determining review strategies for new programs or program renewals and the Secretariat has a specific process to regularly consider college affiliated faculty on external expert review panels.

\* An outlier is any delay in the review process initiated or approved by an applicant.

# OTHER ACCOMPLISHMENTS

During the reporting year, 2016-17, the Board and its Secretariat completed the following initiatives and enhancements.

- 1. Co-sponsored** a symposium on quality assurance (*Learning Outcomes: Evolution of Assessment*) with
  - The Council of Ontario Universities (COU)
  - The Ontario College Quality Assurance Service (OCQAS)
  - The Ontario Council on Articulation and Transfer (ONCAT).
- 2. Simplified** the review process for new applications by removing the Non-Duplication Standard and the Economic Need Standard.\*
- 3. Welcomed** two new Board members, Catherine Chandler-Crichlow and Patricia Lang.
- 4. Established** and strengthened networks through active participation in international quality assurance conferences (the Council for Higher Education Accreditation International Quality Group, the International Network of Quality Assurance Agencies in Higher Education and the European Network of Quality Assurance Agencies).
- 5. Raised** PEQAB's international profile by publishing articles and presenting research findings on contemporary topics in quality assurance at national and international conferences
  - Lennon, M.C. and H. Coates (2017) *Higher Education Student Assessment*, in Oxford Bibliographies; Oxford University Press; UK
  - Lennon, M.C. (2017) *Moving towards outcomes-based quality assurance schemes*. Proceedings of 2017 INQAAHE conference. Spain, International Network of Quality Assurance Agencies in Higher Education
  - McCutcheon, T., Lennon, M.C., Y. Zhang (May 28, 2017) *Benefits, Challenges, Barriers, and Priorities: Canadian College and University Perspectives on the Participation of Students in Quality Assurance*. Presentation to the Canadian Society for Studies in Higher Education Annual Conference. Ryerson University, Toronto, Ontario.
- 6. Increased** the role and presence of Secretariat staff at institutional site visits to 100%. Secretariat staff now actively facilitate discussion between applicants and institutions, as well as clarify the Board's standards, benchmarks and broader policies.
- 7. Enacted** the international best practice of sharing External Expert Panel candidates with applicants prior to consideration by the Board to avoid potential conflicts of interest and to support institutions in nominating additional candidates as panel members.
- 8. Improved** processes for updating institutional policies with CDOG.
- 9. Facilitated** the creation of a degree-level advisory group for private and out-of-province postsecondary institutions offering degree programs to Ontario students (the Private and Out-of-Province Degree in Ontario Group or POPDOG).
- 10. Continued** collaboration and consultation with CDOG and CCVPA
  - October, 2016 - PEQAB attended regular meeting of CCVPA
  - June, 2016 - PEQAB attended regular spring meeting of CDOG
  - October, 2016 - PEQAB attended regular fall meeting of CDOG.
- 11. Broadened and Explicitly Identified** studies in Indigenous cultures as satisfying PEQAB's breadth elective requirements.

\*Non-duplication and economic need still are considered on policy grounds by the Ministry of Advanced Education and Skills Development both before and after a PEQAB review.

# ANNUAL GOALS

Articulating goals for the Board provides a basis to continually monitor and improve practical aspects of quality assurance and serves as a reference point for accountability and progress. The goals for the Board in 2017/2018 include:

- 1. Develop an Audit-Only Review Process:** Work with Ontario Colleges through CDOG and the Ministry of Advanced Education and Skills Development through the Postsecondary Education Division and the Strategic Policy and Programs Division to formalize a process which recognizes an institution's maturity in degree granting.
- 2. Incorporation of Student Input into the Quality Assurance Process:** Work with Ontario Colleges, public-in-province, public-out-of-province and private applicants to incorporate student input into quality assessment reviews.
- 3. Increase Transparency:** Establish a process in consultation with consent holders to increase the transparency of Quality Assessment Panel Reports and formal institutional replies.
- 4. Expand Program Advisory Committee Membership:** Broaden the Board's requirement that Program Advisory Committees include expertise in the field of study.
- 5. Modify Work-Integrated Learning Experience:** Expand the Board's requirement that Ontario College students earn 420 hours through a work-integrated learning experience to include hours earned on a part-time basis concurrent with their studies.
- 6. Update the Ontario Qualifications Framework:** Engage with the Ministry of Advanced Education and Skills Development to consider revisions to degree level competencies/learning outcomes identified in Ontario's Qualifications Framework.
- 7. Reduce PEQAB's Benchmarks:** Reduce the number of benchmarks currently used to quality assess applicant institutions.
- 8. Develop Appeals Process:** Work with Ministry of Advanced Education and Skills Development on developing a process to allow appeals to Board recommendations.
- 9. Credential Recognition and Quality Assurance for Aboriginal Institutes:** Work with the Ministry of Advanced Education and Skills Development and the Aboriginal Institutes Consortium to develop a process for credential recognition and quality assurance for Aboriginal Institutes in Ontario.



# GOALS

## PERENNIAL GOALS

### 1. Maintaining Client Satisfaction Levels

Maintain exceptional levels of client satisfaction, as determined by the Board's multiple ongoing Client Satisfaction Surveys. Specifically,

- a) Maintain an average of 80% or above for the combined answers 'satisfied' and 'very satisfied' for all questions in PEQAB's post-site visit survey.
- b) Maintain an average of 90% or above for the combined answers 'satisfied' and 'very satisfied' for all questions in PEQAB's post-application survey.
- a) Maintain an average of 90% or above for the combined answers 'satisfied' and 'very satisfied' for all questions in PEQAB's External Expert Panel survey.

### 2. Maintaining Publication Schedule

- a) Publish revisions to the Board's *Handbooks*, *Submission Guidelines* and accompanying *Record of Change* to PEQAB's website in August of each reporting year.
- a) Publish the Board's Annual Report in August of each reporting year.

### 3. Monitoring Best Practices in Quality Assurance Frameworks

- a) Continuously monitor best practices from national and international quality assurance bodies.
- b) Participate in provincial, national and international discussions, meetings and conferences related to quality assurance.

## PERFORMANCE MEASURES

### 1. Satisfaction Levels

Establish performance goals against baseline results of PEQAB's 2016/17 Client Satisfaction Surveys, and track the results year-over-year. ✓

### 2. Results Achieved against Annual Goals

Report on results achieved against the Board's previous annual goals, on a year-over-year basis. ✓

### 3. Application Timelines

Report on results achieved against the Board's target goals of eight months for a review of new programs/renewals and six months for amendments/conditions of consent. ✓

# APPLICATIONS TO PEQAB

A comprehensive list of completed applications, as well as those under review, is available on PEQAB's website. All supporting documents such as the applications, the Board recommendations and the Minister's decisions can be viewed by accessing the website: [www.peqab.ca](http://www.peqab.ca).

An overview of the 610 applications submitted to PEQAB since its inception in 2001 up to and including March 31, 2017, is presented below.

TYPE OF INSTITUTION	INSTITUTIONS	COMPLETED APPLICATIONS	WITHDRAWN APPLICATIONS	APPLICATIONS UNDER REVIEW	TOTAL APPLICATIONS RECEIVED
Private	34	66	12	3	81
Public In-Province	10	89 <sup>1</sup>	3	1	93
Public Out-of-Province	13	44	4	0	48
CAAT	21	355	10	19	384
<b>TOTAL</b>	<b>78</b>	<b>554</b>	<b>29</b>	<b>23</b>	<b>606</b>

<sup>1</sup>The public in-province applications include 75 from the University of Ontario Institute of Technology, which were reviewed prior to the university receiving its degree-granting authority in legislation.

## CURRENT-YEAR ACTIVITY

An overview of PEQAB's activity from April 1, 2016 to March 31, 2017 is presented below.

TYPE OF INSTITUTION	REFERRALS	WITHDRAWN APPLICATIONS	RECOMMENDATIONS MADE	APPLICATIONS UNDER REVIEW AS OF MARCH 31, 2017
Private	8	1	9	3
Public In-Province	3	0	3	1
Public Out-of-Province	2	0	2	0
CAAT	28	0	15	19
<b>TOTAL</b>	<b>41</b>	<b>1</b>	<b>29</b>	<b>23</b>

# APPLICATIONS REFERRED FROM APRIL 1, 2016 to March 31, 2017

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION
Algonquin College of Applied Arts and Technology	Offer a Degree Program	Bachelor of Automation and Robotics
Algonquin College of Applied Arts and Technology	Renewal of Consent	Bachelor of Hospitality and Tourism Management (Honours)
Algonquin College of Applied Arts and Technology	Offer a Degree Program	Bachelor of Public Safety (Honours)
Algonquin College of Applied Arts and Technology	Offer a Degree Program	Bachelor of Technology (Digital Health) (Honours)
Conestoga College Institute of Technology and Advanced Learning	Offer a Degree Program	Bachelor of Engineering (Power Systems Engineering)
Conestoga College Institute of Technology and Advanced Learning	Renewal of Consent	Bachelor of Interior Design (Honours)
Conestoga College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Public Relations
Fanshawe College of Applied Arts and Technology	Amendment	Honours Bachelor of Commerce (Accounting) Honours Bachelor of Commerce (Digital Marketing) Honours Bachelor of Commerce (Management) Honours Bachelor of Commerce (Human Resources Management)
Fanshawe College of Applied Arts and Technology	Renewal of Consent	Honours Bachelor of Early Childhood Leadership

# APPLICATIONS REFERRED FROM APRIL 1, 2016 to March 31, 2017

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION
George Brown College of Applied Arts and Technology	Renewal of Consent	Honours Bachelor of Early Childhood Leadership
George Brown College of Applied Arts and Technology	Offer a Degree Program	Honours Bachelor of Digital Experience Design
Humber College Institute of Technology and Advanced Learning	Report on Conditions of Consent	Honours Bachelor of Behavioral Science
Humber College Institute of Technology and Advanced Learning	Report on Conditions of Consent	Honours Bachelor of Commerce (Fashion Management)
Humber College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Child and Youth Care
Humber College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Commerce (Accounting)
Humber College Institute of Technology and Advanced Learning	Offer a Degree Program	Honours Bachelor of Design
Humber College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Public Relations
Niagara College of Applied Arts and Technology	Report on Conditions of Consent	Honours Bachelor of Business Administration (Hospitality)
Niagara College of Applied Arts and Technology	Renewal of Consent	Honours Bachelor of Business Administration (International Commerce and Global Development)
Seneca College of Applied Arts and Technology	Offer a Degree Program	Honours Bachelor of Crime and Intelligence Analysis

# APPLICATIONS REFERRED FROM APRIL 1, 2016 to March 31, 2017

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION
Sheridan College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Early Childhood Leadership
Sheridan College Institute of Technology and Advanced Learning	Offer a Degree Program	Bachelor of Engineering (Mechanical Engineering)
Sheridan College Institute of Technology and Advanced Learning	Offer a Degree Program	Honours Bachelor of Community Safety
Sheridan College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Music Theatre Performance
Sheridan College Institute of Technology and Advanced Learning	Amendment	Honours Bachelor of Music Theatre Performance
Sheridan College Institute of Technology and Advanced Learning	Renewal of Consent	Honours Bachelor of Photography
St. Clair College of Applied Arts and Technology	Offer a Degree Program	Honours Bachelor of Applied Arts in Social Justice and Legal Studies
St. Clair College of Applied Arts and Technology	Offer a Degree Program	Honours Bachelor of Business Administration (Information Communication Technology)

# APPLICATIONS REFERRED FROM APRIL 1, 2016 to March 31, 2017

## PRIVATE

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION
Adler School of Professional Studies Inc.	Renewal of Consent	Masters of Psychology
Canadian College of Naturopathic Medicine	Report on Conditions of Consent	Doctor of Naturopathy
Niagara University	Renewal of Consent	Bachelor of Professional Studies in Education
Niagara University	Renewal of Consent	Master of Science in Education in Educational Leadership
Northeastern University	Report on Conditions of Consent (First Progress Report)	Master of Science in Information Assurance Master of Science in Project Management Master of Science in Regulatory Affairs for Drugs, Biologics and Medical Devices
Northeastern University	Report on Conditions of Consent (Second Progress Report)	Master of Science in Information Assurance Master of Science in Project Management Master of Science in Regulatory Affairs for Drugs, Biologics and Medical Devices
Northeastern University	Amendment	Master of Science in Information Assurance
Sacred Heart of Peterborough	Report on Conditions of Consent	Bachelor of Arts (Honours) in Catholic Studies

# APPLICATIONS REFERRED FROM APRIL 1, 2016 to March 31, 2017

## PUBLIC

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION
Algoma University	Offer a Degree Program	Bachelor of Arts (General) in Anishinaabe Studies
Algoma University	Renewal of Consent	Honours Bachelor of Arts (Geography)
Central Michigan University	Report on Conditions of Consent	Master of Arts in Education, Community College Concentration
Dalhousie University	Offer a Degree Program	Master of Information Management
Waterloo Lutheran Seminary	Amendment	Use of the term "University College"

# BOARD RECOMMENDATIONS FROM APRIL 1, 2016 to March 31, 2017

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
Renewal of Consent	Bachelor of Hospitality and Tourism Management (Honours)	Communicated to Minister	Pending
Offer a Degree Program	Bachelor of Public Safety (Honours)	Communicated to Minister	Pending
<b>CONESTOGA COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>			
Renewal of Consent	Honours Bachelor of Public Relations	Communicated to Minister	Pending
<b>DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
Offer a Degree Program	Bachelor of Health Care Technology Management	Communicated to Minister	Pending
<b>FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
Amendment	Bachelor of Commerce Degrees	Communicated to Minister	Pending
<b>HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>			
Report on Conditions of Consent	Honours Bachelor of Behavioral Science	Conditions Met	Pending
Report on Conditions of Consent	Honours Bachelor of Commerce (Fashion Management)	Conditions Met	Pending
Offer a Degree Program	Honours Bachelor of Design	Communicated to Minister	Pending
Amendment	Breadth Capacity Review	Communicated to Minister	Pending



# BOARD RECOMMENDATIONS FROM APRIL 1, 2016 to March 31, 2017

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
Report on Conditions of Consent	Honours Bachelor of Business Administration (Hospitality)	Conditions Met	Pending
<b>SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
Offer a Degree Program	Honours Bachelor of Commerce (Business Technology Management)	Communicated to Minister	Pending
Offer a Degree Program	Honours Bachelor of Healthcare Management	Grant Consent	Grant Consent
<b>SHERIDAN COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>			
Renewal of Consent	Honours Bachelor of Interior Design	Communicated to Minister	Pending
Amendment	Honours Bachelor of Music Theatre Performance	Communicated to Minister	Pending
Renewal of Consent	Honours Bachelor of Photography	Communicated to Minister	Pending

# BOARD RECOMMENDATIONS FROM APRIL 1, 2016 to March 31, 2017

## PRIVATE INSTITUTIONS

APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>ADLER SCHOOL OF PROFESSIONAL STUDIES INC.</b>			
Renewal of Consent	Master of Psychology	Communicated to Minister	Pending
<b>CANADIAN COLLEGE OF NATUROPATHIC MEDICINE</b>			
Amendment	Doctor of Naturopathy	Grant Consent	Grant Consent
Report on Conditions of Consent	Doctor of Naturopathy	Communicated to Minister	Pending
<b>NORTHEASTERN UNIVERSITY</b>			
Report on Conditions of Consent (1)	Master of Science in Information Assurance	Communicated to Minister	Pending
	Master of Science in Project Management		
	Master of Science in Regulatory Affairs for Drugs, Biologics and Medical Devices		
Report on Conditions of Consent (2)	Master of Science in Information Assurance	Communicated to Minister	Pending
	Master of Science in Project Management		
	Master of Science in Regulatory Affairs for Drugs, Biologics and Medical Devices		
<b>THE ROYAL CONSERVATORY OF MUSIC</b>			
Offer a Degree Program	Glenn Gould School Bachelor of Music Performance (Honours)	Communicated to Minister	Pending

# BOARD RECOMMENDATIONS FROM APRIL 1, 2016 to March 31, 2017

## PRIVATE INSTITUTIONS

APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
SACRED HEART OF PETERBOROUGH			
Offer a Degree Program	Bachelor of Arts (Honours) in Catholic Studies	Communicated to Minister	Pending
Report on Conditions of Consent	Bachelor of Arts (Honours) in Catholic Studies	Communicated to Minister	Pending
Offer a Degree Program	Bachelor of Arts (Honours) in Comparative Theological Studies	Withdrawn	

# BOARD RECOMMENDATIONS FROM APRIL 1, 2016 to March 31, 2017

## PUBLIC INSTITUTIONS

APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>ALGOMA UNIVERSITY</b>			
Renewal of Consent	Honours Bachelor of Arts (Geography)	Communicated to Minister	Pending
Offer a Degree Program	Honours Bachelor of Environmental Science	Grant Consent	Grant Consent
<b>CENTRAL MICHIGAN UNIVERSITY</b>			
Report on Conditions of Consent	Master of Arts in Education, Community College Concentration	Communicated to Minister	Pending
<b>DALHOUSIE UNIVERSITY</b>			
Offer a Degree Program	Master of Information Management	Communicated to Minister	Pending
<b>WATERLOO LUTHERAN SEMINARY</b>			
Amendment	Use of the term "University College"	Communicated to Minister	Pending

# BOARD RECOMMENDATIONS PRIOR TO APRIL 1, 2016

Before January 1, 2012, the *Post-secondary Education Choice and Excellence Act, 2000*, required the Minister to refer all applications for consent to PEQAB for review and recommendation. Following PEQAB's recommendation(s), the Minister would consider any broader Ontario government policy or financial issues that may flow from the giving of consent before issuing a decision.

With the amendments to the regulations under the Act, as of January 1, 2012, the Minister may reject an application on policy grounds identified in regulation, refer an application to another body, or refer an application to PEQAB for review and recommendation.

There are currently two applications for which the Board has made a recommendation prior to this fiscal year that remain under the Minister's review as of March 31, 2017.

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
Centennial College of Applied Arts and Technology	Offer a Degree Program	Bachelor of Emergency Management and Public Safety	Communicated to the Minister	Pending

## PRIVATE INSTITUTIONS

ORGANIZATION	APPLICATION UNDER THE ACT	SUBMISSION	BOARD RECOMMENDATION	MINISTER'S DECISION
Pontifical Institute of Mediaeval Studies	Offer a Degree Program	Mediaeval Studies Doctorate	Communicated to the Minister	Pending

# APPLICATIONS UNDER REVIEW AS OF MARCH 31, 2017

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

ORGANIZATION	REFERRAL DATE	APPLICATION UNDER THE ACT	SUBMISSION
Algonquin College of Applied Arts and Technology	30-Jan-17	Offer a Degree Program	Bachelor of Automation and Robotics
Algonquin College of Applied Arts and Technology	07-June-16	Offer a Degree Program	Bachelor of Technology (Digital Health) (Honours)
Conestoga College Institute of Technology and Advanced Learning	24-Mar-17	Offer a Degree Program	Bachelor of Engineering (Power Systems Engineering)
Conestoga College Institute of Technology and Advanced Learning	09-Dec-16	Renewal of Consent	Honours Bachelor of Interior Design
Fanshawe College of Applied Arts and Technology	09-Aug-16	Renewal of Consent	Honours Bachelor of Early Childhood Leadership
Fanshawe College of Applied Arts and Technology	09-Aug-16	Breadth Review	Honours Bachelor of Early Childhood Leadership
George Brown College of Applied Arts and Technology	09-Aug-16	Renewal of Consent	Honours Bachelor of Early Childhood Leadership
George Brown College of Applied Arts and Technology	14-Dec-16	Offer a Degree Program	Honours Bachelor of Digital Experience Design
Humber College Institute of Technology and Advanced Learning	06-Jan-17	Renewal of Consent	Honours Bachelor of Child and Youth Care
Humber College Institute of Technology and Advanced Learning	20-Jan-17	Renewal of Consent	Honours Bachelor of Commerce (Accounting)

# APPLICATIONS UNDER REVIEW AS OF MARCH 31, 2017

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

ORGANIZATION	REFERRAL DATE	APPLICATION UNDER THE ACT	SUBMISSION
Humber College Institute of Technology and Advanced Learning	06-Jan-17	Renewal of Consent	Honours Bachelor of Public Relations
Niagara College of Applied Arts and Technology	12-Oct-16	Renewal of Consent	Honours Bachelor of Business Administration (International Commerce and Global Development)
Seneca College of Applied Arts and Technology	30-Jan-17	Offer a Degree Program	Honours Bachelor of Crime and Intelligence Analysis
Sheridan College Institute of Technology and Advanced Learning	15-Sept-16	Offer a Degree Program	Honours Bachelor of Community Safety
Sheridan College Institute of Technology and Advanced Learning	09-Aug-16	Renewal of Consent	Honours Bachelor of Early Childhood Leadership
Sheridan College Institute of Technology and Advanced Learning	16-Feb-17	Offer a Degree Program	Bachelor of Engineering (Mechanical Engineering)
Sheridan College Institute of Technology and Advanced Learning	08-Nov-16	Renewal of Consent	Honours Bachelor of Music Theatre Performance
St. Clair College of Applied Arts and Technology	27-Oct-16	Offer a Degree Program	Honours Bachelor of Applied Arts in Social Justice and Legal Studies
St. Clair College of Applied Arts and Technology	27-Oct-16	Offer a Degree Program	Honours Bachelor of Business Administration (Information Communication Technology)

# APPLICATIONS UNDER REVIEW AS OF MARCH 31, 2017

## PRIVATE

ORGANIZATION	REFERRAL DATE	APPLICATION UNDER THE ACT	SUBMISSION
Niagara University	28-Oct-16	Renewal of Consent	Bachelor of Professional Studies in Education
Niagara University	28-Oct-16	Renewal of Consent	Master of Science in Education in Educational Leadership
Northeastern University	30-Mar-17	Nomenclature Amendment	Master of Science in Information Assurance

## PUBLIC

ORGANIZATION	REFERRAL DATE	APPLICATION UNDER THE ACT	SUBMISSION
Algoma University	19-Jan-17	Offer a Degree Program	Bachelor of Arts (General) in Anishinaabe Studies



# PEQAB TIMELINES

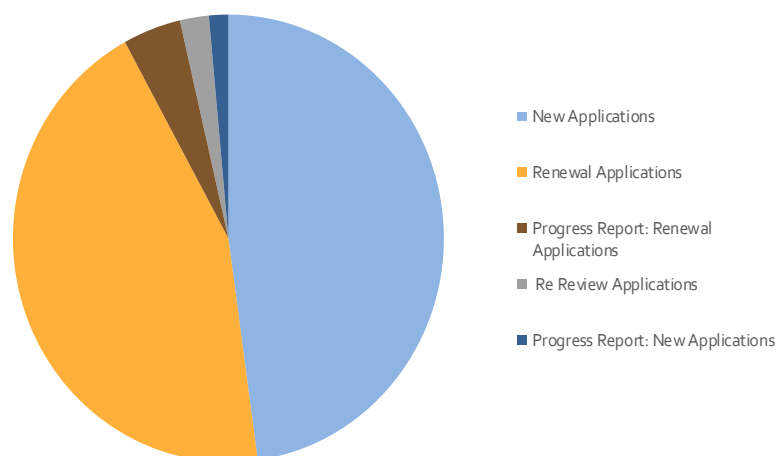
PEQAB timelines for the review of applications are calculated based on the application's *referral to recommendation* dates, within the calendar year it is received. Timelines are averaged and exclude delays in the review process initiated or approved by applicant institutions.

The table below identifies PEQAB's timelines for new applications/renewals and amendments/reports on conditions of consent since 2011.

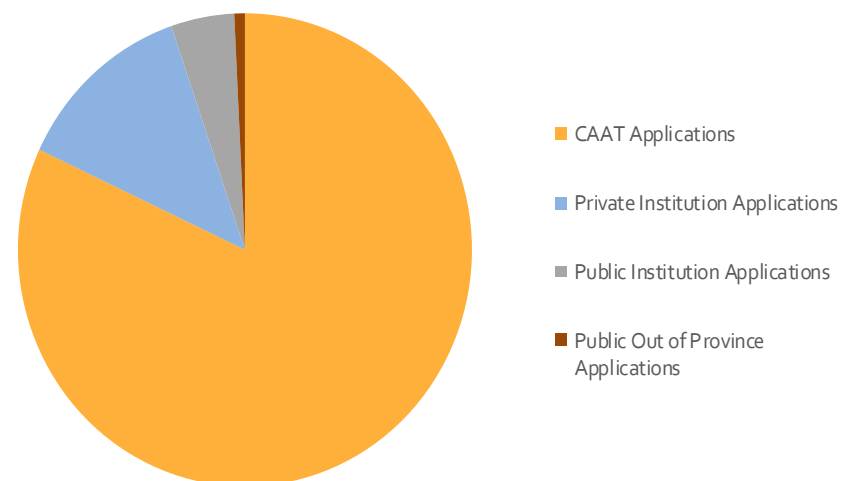
	2011	2012	2013	2014	2015	2016	2017
<b>New Applications/Renewals</b>	7 months	16 months	12 months	9 months	7 months	7.5 months	7 months
<b>Amendments/Conditions of Consent</b>	4 months	10 months	1 month	6 months	5 months	2 months	2 months

# EXPANDED DATA COLLECTION

In 2010, PEQAB undertook a self study part of which involved the design of renewal guidelines for degree programs. The new renewal guidelines took approximately one year from the design to implementation stage. As a result of these guideline changes the expanded data collection looked exclusively at the 144 new and renewal applications including progress reports and re-reviews to PEQAB from 2011 to 2016. The collection excluded organizational reviews and the extensive nomenclature amendment process undertaken by CAATs. The collection sorted applications by the fiscal year (April 1<sup>st</sup>-March 31<sup>st</sup>) a recommendation was made to the minister. The aim of the collection was to identify trends and patterns of weakness using a variety of variables including year, institution type, PEQAB benchmarks, application status, degree level and application consent. The data collection looked at each program application to PEQAB individually and broke down the issues with individual applications leading to programs not meeting the benchmark at either the major or minor level. To successfully break down the issues leading to a weakness, PEQAB expert external reviewer comments were coded and grouped into themes using the program review benchmarks as a guide. Then the data was analysed to identify trends and patterns in weakness. The highlights of the expanded data collection and analysis are shown here.

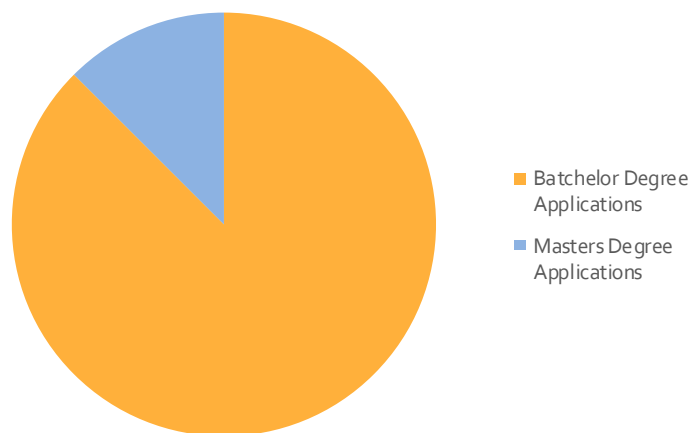


From 2011-2016 there were 69 new applications and 61 renewal applications .

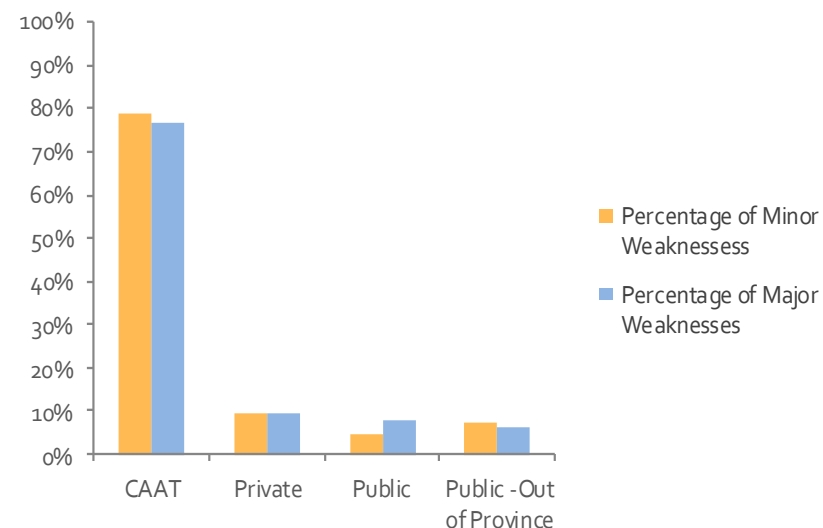


Of the 144 new and renewal applications submitted to PEQAB: 109 were from CAAT's, 17 private institutions, 6 public institutions and 11 public out of province institutions. This shows the high volume of applications from CAAT's in comparison to other institution types.

# EXPANDED DATA COLLECTION

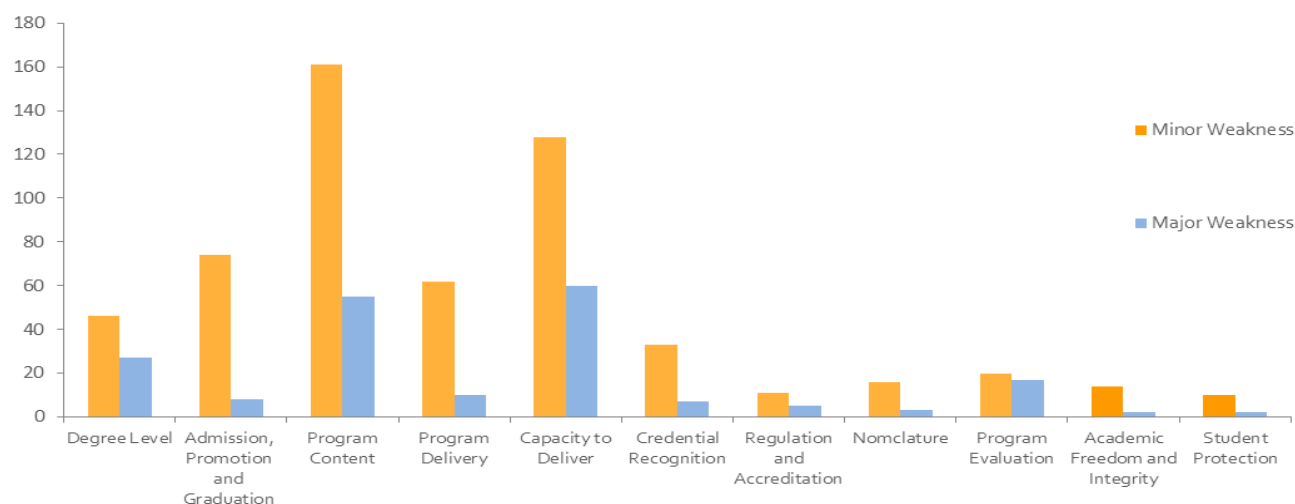


Of the 144 new and renewal applications submitted to PEQAB: 126 were Bachelor degree application and 18 were master’s degree applications. The majority of bachelor’s degree applications came from CAATS. While master’s degree applications came exclusively from private institutions and public out of province institutions.



Applications frequently have minor and major weaknesses in a variety of area requiring institutions to make changes or adjustments to variety of components of their degree program to meet PEQAB standards. This chart shows the percentage of applications with any major and minor weaknesses by institution type. This chart demonstrates that across institution types there is consistently higher level of minor weaknesses. Minor weaknesses are within the capacity of the institution to make adjustments and changes to fulfill the recommendations of the external review panel. This demonstrates the overall strength of institutions having the capacity to make positive adjustments and changes regardless of institution type.

# EXPANDED DATA COLLECTION



Analysis of the applications together across institution type identifies trends and patterns within program reviews. The benchmark specific analysis identifies patterns within benchmarks but also between them. It is important to note applications can have more than one concern under each benchmark. The issues identified within benchmarks identified here are most representative of the applications when they are analyzed as group.

# PEQAB SATISFACTION SURVEYS

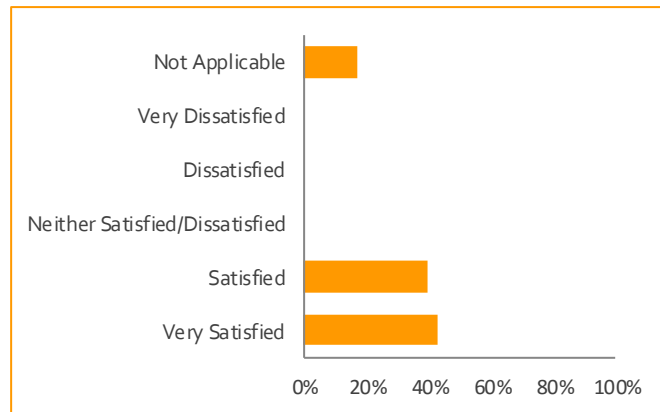
Results from PEQAB's client survey demonstrate exceptional levels of satisfaction among educational institutions and independent academics who review the quality of degree level programming offered in Ontario.

## APPLICANT SURVEY

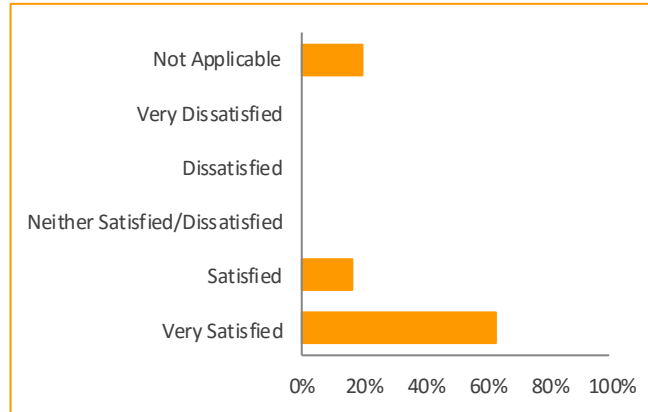
During the course of an application for ministerial consent, the Secretariat sends, via autonomous email link, invitations to applicants to participate in PEQAB's survey on two separate occasions (post site-visit and post-PEQAB review process). Below are the results of surveys administered from April 1, 2016 to March 31, 2017.

### POST SITE-VISIT SURVEY

**Q1:** *How satisfied have you been with the quality/ usefulness of the responses you received from PEQAB Secretariat staff?*



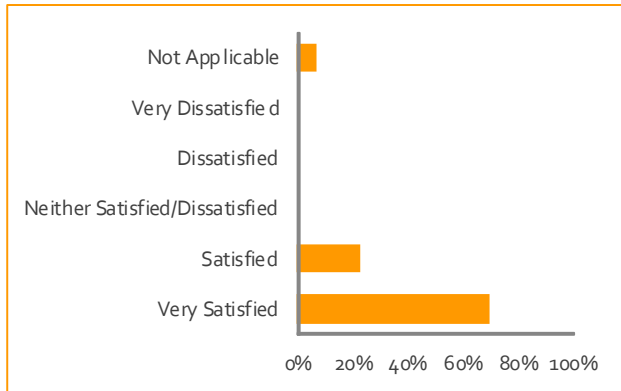
**Q2:** *How satisfied have you been with the timeliness of the response you received from PEQAB Secretariat staff?*



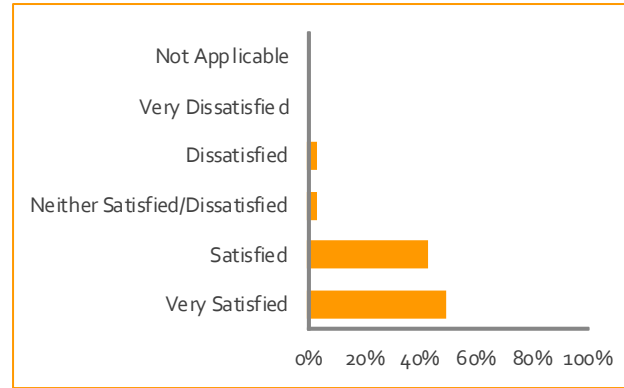
# SATISFACTION SURVEYS

## POST SITE-VISIT SURVEY

**Q3:** How satisfied have you been that the attitude of PEQAB Secretariat staff has been helpful/collegial?

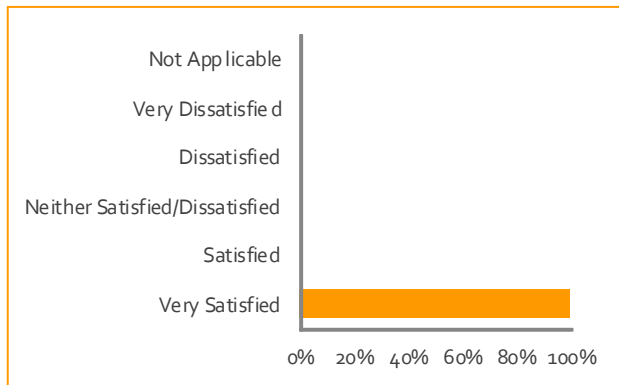


**Q4:** If you have had interaction with PEQAB's External Expert Panels, how satisfied have you been that the attitude of the PEQAB External Expert Panels has been helpful/collegial?

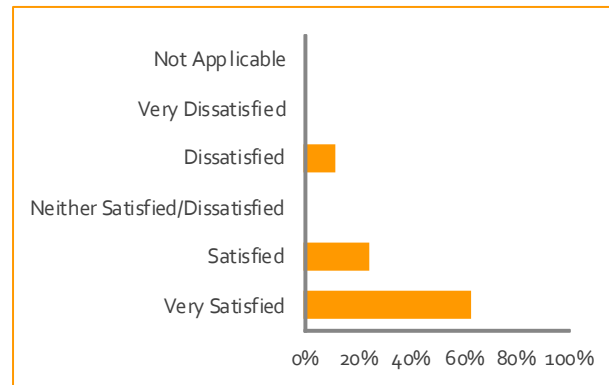


## POST PEQAB REVIEW

**Q1:** How satisfied have you been with the quality/usefulness of the responses you received from PEQAB Secretariat staff?



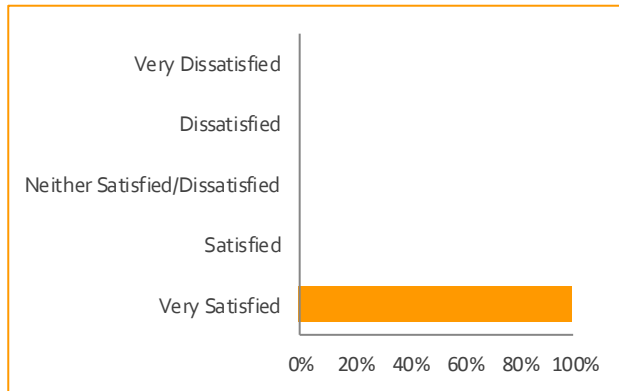
**Q2:** How satisfied have you been with the timeliness of the response you received from PEQAB Secretariat staff?



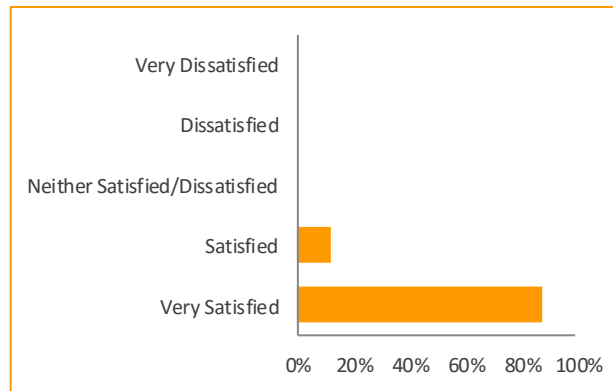
# SATISFACTION SURVEYS

## POST-PEQAB REVIEW

**Q3:** How satisfied have you been that the attitude of PEQAB Secretariat staff has been helpful/collegial?



**Q4:** If you have had interaction with PEQAB's External Expert Panels, how satisfied have you been that the attitude of the PEQAB External Expert Panels has been helpful/collegial?

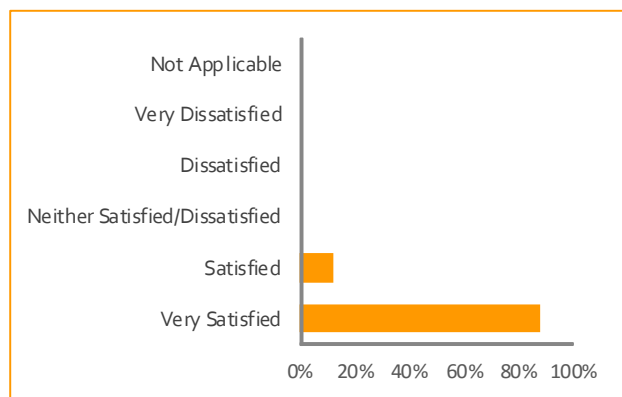


# CLIENT SATISFACTION SURVEYS

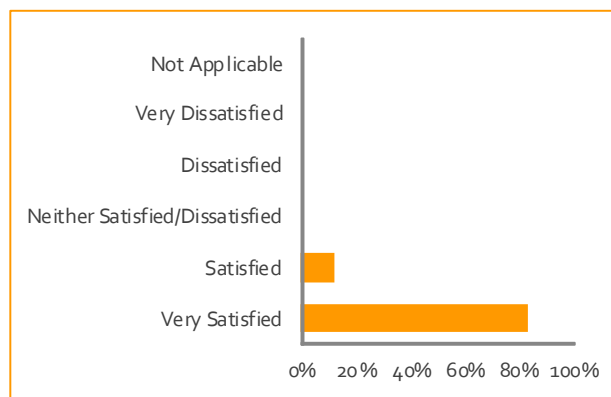
## EXTERNAL EXPERT PANEL SURVEY

PEQAB administers an additional survey on an ongoing basis. External Expert Panel surveys measure the satisfaction levels of national and international academics who serve as expert reviewers for degree programs.

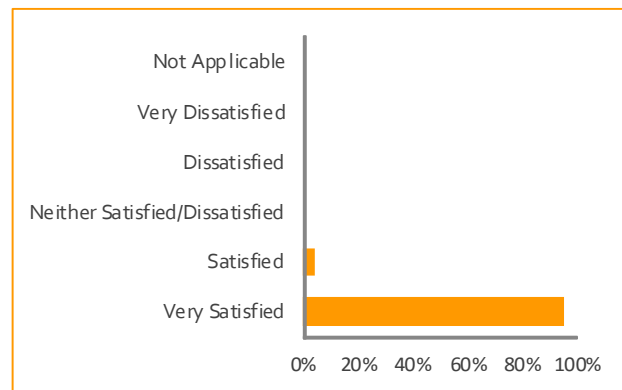
**Q1:** *How satisfied have you been with the quality/usefulness of the support you received from PEQAB Secretariat staff?*



**Q2:** *How satisfied have you been with the timeliness of the support you received from PEQAB Secretariat staff?*



**Q3:** *How satisfied have you been that the attitude of PEQAB Secretariat staff was helpful/collegial?*





# QUALITY ASSESSORS

The Board relies on the expertise of many academics and senior administrators who act as members of expert panels to assess the academic rigor of the proposed programs and the capacity of institutions to deliver them. The members of the expert panels review applications and provide reports to the Board. The Board recognizes the contribution of the following 45 individuals, whose expert advice was considered by the Board in providing recommendations to the Minister this year.

**Michael Adorjan, PhD**  
**Richard Ascough, PhD**  
**Tony Bailetti, PhD**  
**Joseph Bennett, PhD**  
**Ronald Bond, PhD**  
**Heather Boon, PhD**  
**Kathryn Brohman, PhD**  
**Anthony Chan, PhD**  
**Phyllis Clark, MA**  
**Robin Cox, PhD**  
**David Cray, PhD**  
**Heather Daam, MDes**  
**Meredith Davis, MA**  
**Lorenzo DiTommaso, PhD**  
**David Etkin, PhD**

**Aaron Fisk, PhD**  
**Paul Brian Gandel, PhD**  
**James Gandre, EdD**  
**Karen Grant, PhD**  
**Joshua Greenberg, PhD**  
**Arthur Haberman, PhD**  
**Neil Henry, MA**  
**Michael Kim, DMA**  
**Kevin Kinser, PhD**  
**Suzanne MacDonald, PhD**  
**David Martin, DBA**  
**Scott McAlpine, PhD**  
**Ian McCarthy, PhD**  
**Joy McKinnon, PhD**  
**Therese Mulligan, PhD**

**Doug Owram, PhD**  
**Jennifer Percival, PhD**  
**David Perrin, PhD**  
**Paul Ranieri, PhD**  
**Sam Scully, PhD**  
**Scott Slocombe, PhD**  
**George Stricker, PhD**  
**Jason Sutherland, PhD**  
**William Sweet, PhD**  
**James Tiessen, PhD**  
**Rocco Dal Vera, MFA**  
**Barry Waite, PhD**  
**Helen Evans Warren, MDes**  
**Michael Young, PhD**  
**Heather Zwickey, PhD**

# BOARD COMMITTEES

In addition to subject matter expert review panels, the Board may establish other advisory committees to assist in the review of applications. The Board has two such committees:

## ORGANIZATIONAL REVIEW COMMITTEE

This standing committee was established by the Board to review the organizational and financial capacity of applicants. The Board strikes a panel from among the following members of the committee to review applications.

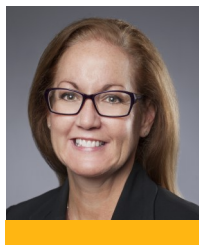
**Ronald Bond, PhD**  
**Neil Henry, MA**  
**Doug Owram, PhD**  
**Sam Scully, PhD**  
**Phyllis Clark, MA**  
**Karen Grant, PhD**  
**Scott McAlpine, PhD**  
**David Cray, PhD**  
**Joy McKinnon, PhD**

## BREADTH/LIBERAL EDUCATION COMMITTEE

The Board's undergraduate degree standards include expectations that graduates will have knowledge and skills both within and outside their core field of study. Accordingly, the Board requires that undergraduate degree programs include, in addition to the core field of study, a substantial liberal education component. The members of the standing committee on liberal education have expertise in the study of liberal education/general education as a pedagogical issue. The Board selects members from the committee to review applications to offer undergraduate degree programs.

**Paul Axelrod, PhD**  
**Charles Blaich, PhD**  
**Susan Gano-Phillips, PhD**  
**Joan Hawthorne, PhD**  
**Peter Mahaffy, PhD**  
**Paul W. Ranieri, PhD**  
**Carole Stewart, PhD**

# MEMBERS OF THE BOARD



## **CHAIR** **MAUREEN J. MORTON**

(Chair 25-Apr-2011 to 31-May-2019; Vice-Chair 01-Jul-2001 to 24-Apr-2011) obtained her LLB from the University of Toronto in 1989. She is a business law lawyer specializing in technology law since her call to the Ontario Bar in 1991. She practiced with Fasken

Martineau DuMoulin LLP until 1994 when she joined Lerner LLP, where she practised until her appointment by Autodata Solutions Company in February, 2000, as vice-president, legal affairs, followed by her appointment as senior vice-president, legal affairs, in 2008. Ms. Morton has been president of MJM Law Professional Corp. since 2012. She has sat on the board of directors for several not-for-profit organizations, and is currently chair of the board of directors for the TechAlliance of Southwestern Ontario.



## **DIANNE KIEREN**

(04-June-2010 to 03-June-2019) is professor emeritus, University of Alberta, where she served as the chair of the Department of Family Studies and the associate vice-president (academic). She received her PhD and MSc degrees from the University of Minnesota. She was the chair of the Alberta Private Colleges Accreditation

and also served two terms on the Campus Alberta Quality Council. She has sat on the board of directors for several postsecondary institutions, a hospital board, the Vanier Institute of the Family, a provincial regional social services board, many not-for-profit associations, the Good Samaritan Society and Good Samaritan Canada boards, and the Alberta Persons with Developmental Disabilities Regional Board.



## **RICHARD BARHAM**

(01-Jul-2007 to 30-Jun-2019), retired, has a BA and MA from the University of Otago (NZ) and PhD from the University of Alberta. He has held academic appointments at the University of Otago, the University of Alberta, and the University of Guelph, where he was a former department chair and, subsequently, dean of

the College of Family and Consumer Studies. He has served two terms as an auditor of the undergraduate program reviews conducted by the Council of Ontario Universities, and was a member of the COU Quality Assurance Transition/Implementation Task Force from May, 2008, to October, 2009. Dr. Barham was awarded an honorary fellowship from the University of Guelph in 2011.



## **ROBERT (SQUEE) GORDON**

(23-Nov-2009 to 22-Nov-2018) has spent more than 45 years in public education, including seven as president of Dawson College in Montreal and 25 as president of Humber College Institute of Technology and Advanced Learning in Toronto. He holds an honours BA in history, a master's degree in modern British history, a master's degree in educational administration, a master's degree

in public administration, a doctorate in educational administration, and several honorary doctorates. Dr. Gordon has a long history of service to numerous boards and committees, including chair of the Ontario Technology Fund, president of the Association of Canadian Community Colleges, president of League for Innovation in the Community College, member of the Premier's Council of Ontario, chair of the Committee of Presidents of Ontario, president and chair of the board of Canada Basketball, president and chair of the board of the Corporation of Bishop University, leader-in-residence of the Council for Emerging Leaders of the Conference Board of Canada, chair of the board of Waste Diversion Ontario, graduate faculty member of the University of Toronto and Central Michigan University, member of Ontario Heritage Trust, member of the Private Sector Advisory Board of the Network of Centres of Excellence Canada, and member of the Expert Panel on STEM skills at the Council of Canadian Academies. Dr. Gordon is also a recipient of the Order of Ontario.

# MEMBERS OF THE BOARD



## ALEXANDRE LAURIN

(18-Sept-2012 to 16-Sept-2017) is the director of research for the C.D. Howe Institute. From 1999 to 2008, Mr. Laurin worked for the Parliamentary Information and Research Service, where he provided reports, analysis, and policy advice to members of the House of Commons and the Senate, and to parliamentary committees on a

non-partisan and confidential basis. Mr. Laurin has authored numerous research studies published by the C.D. Howe Institute and other organizations, and he frequently contributes to public policy debates through seminars, conferences, and media appearances. He holds an MA in economics (1998) from Queen's University and a BSc in economics (1997) from Université du Québec à Montréal.



## ROB DEVITT

(25-Nov-2013 to 24 Nov-2019), has a bachelor's degree from Queens University and a master's degree from the University of Ottawa, and is a Certified Health Executive. Mr. Devitt recently retired as president and chief executive officer of the Toronto East General Hospital, a teaching hospital serving communities in southeast

Toronto. He has been appointed to assist a number of other hospitals in Ontario, including serving as a supervisor and peer reviewer. In 2009, Mr. Devitt was appointed to serve as interim CEO of eHealth Ontario to turn around the struggling organization. Prior to joining TEGH, he was the president and CEO of the Peterborough Regional Health Centre, where he led the integration and merger of two separate hospitals, and was also successful in securing government approval for the development of a new replacement hospital in Peterborough. Mr. Devitt is active as a preceptor for master's students in administration. He is currently a senior fellow with the Institute of Health Policy, Management and Evaluation at the University of Toronto.



## CATHERINE CHANDLER-CRICHLOW

(23-Aug-2016 to 23-Aug-2019) is the President & Chief Human Capital Officer of 3C Workforce Solutions. Dr. Chandler-Crichlow was the inaugural Executive Director of the Centre of Excellence in Financial Services Education, and has worked as an Associate Vice President

Education and Training at TD Bank Financial Group. Dr. Chandler-Crichlow held senior advisory roles with a number of international agencies such as the Toronto International Leadership Centre for Financial Sector Supervision, a financial sector development initiative funded by the Government of Canada, the World Bank, and the International Monetary Fund (IMF). She has also completed capacity building assignments with organizations such as the World Bank, The Central Bank of Trinidad and Tobago, and the Securities and Exchange Commission of Malaysia. In the education sector, she held the position of Director – Corporate Programs, Rotman School of Management, University of Toronto.



## PATRICIA LANG

(23-Aug-2016 to 23-Aug-2019) holds a Bachelor of Nursing from the University of New Brunswick and a Masters of Arts from Central Michigan University. She received an honorary doctorate from the University of New Brunswick and was appointed an Honorary Captain for the Royal Canadian Navy (2009-2015).

After, 40 years as a community college educator at 5 colleges in Quebec and Ontario, she retired as the President of Confederation College in 2011. She has extensive public board experience, most recently on the Cancer Care Ontario Board and the ORNGE Board. She has received numerous awards including Influential Woman of the Year Award for Northwestern Ontario, a Lifetime Achievement Award from the Ministry of Advanced Education and Skills Development and a Distinguished Service Award from the Association of Canadian Community Colleges. Patricia is a member of the Order of Canada.

## PEQAB SECRETARIAT

The Secretariat consists of a small group of ministry employees whose purpose is to provide administrative support to the Board. Its activities include:

- developing academic and institutional review procedures and quality assurance standards
- managing applications for consent
- recruiting expert reviewers for selection by the Board
- communicating with stakeholders and prospective applicants including faculty and senior administration of universities and other postsecondary education institutions
- conducting preliminary quality analyses for bachelor's, master's, and doctoral degree programs liaising with government officials, academic appraisers, regulators, and other quality assurance agencies
- leading research, development, and implementation of complex policy projects pertaining to higher-education quality assurance, degree granting, and degree learning outcomes.

As of March 31, 2017, the members of the Secretariat staff are:

<b>Chief Executive Officer</b>	<b>James Brown, PhD</b>
<b>Senior Policy Advisor</b>	<b>Janna Lüttmann, MPPA</b>
<b>Senior Policy Advisor</b>	<b>Joel Buenting, PhD</b>
<b>Senior Policy Advisor</b>	<b>Mary Catharine Lennon, PhD</b>
<b>Research Policy Analyst</b>	<b>Jason Yeung, BHS</b>
<b>Administrative Coordinator</b>	<b>Rosaria Cioffi, CSC</b>

## BOARD MEMBER EXPENDITURES

Per Diem and Services	\$14,543
Travel	\$4,527
<b>TOTAL</b>	<b>\$19,071</b>

