ANNUAL REPORT
2003 • 2004

opportunity

quality

expertise

The Postsecondary Education Quality Assessment Board

Assuring international standards in new degree programs

The Postsecondary Education Quality Assessment Board assesses all applications for ministerial consent referred by the Minister of Training Colleges and Universities under the *Post-Secondary Education Choice and Excellence Act, 2000*, and makes recommendations on them to the Minister.

The *Act* enables all organizations not empowered to offer degree programs by an Ontario statute to apply to offer programs by ministerial consent. The board establishes and implements internationally recognized standards for the review of programs. In fulfilling its mandate, the board helps expand the roster of good quality degree programs for Ontarians coping with an increasingly complex, information-driven economy and culture. It serves as an Ontario source of information and reflection about international academic quality assurance standards and activities.

The quality of the programs and the academic success of the students who take them are critical foundation stones for Ontario's future.

COMMITMENT TO QUALITY

The excellence Ontario expects... and deserves

- Implement nationally and internationally recognized degree-level standards
- Establish clear benchmarks for assessing programs and organizations
- Seek the advice of highly-qualified experts on programs and organizations
- Evaluate applicants against high standards and their own commitments
- Require applicants to evaluate their own programs
- Include samples of individual student work in program assessments

COMMITMENT TO TRANSPARENCY

Independence, transparency and accountability

- Publish the board's standards, benchmarks and procedures
- Make applications available on the board's web site
- Seek the advice of independent, highly qualified experts
- Protect the interests of students
- Publish recommendations to the Minister and the Minister's decision on them
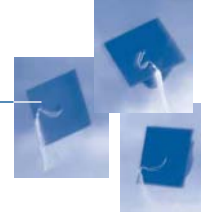
In just three years, the Postsecondary Education Quality Assessment Board has accomplished a great deal – and stood consistently for quality at a time of great change in Ontario's postsecondary education system.

The volume of work alone has been considerable: our team has prepared three major handbooks and submission guidelines; revised its degree-level standards in the light of its experience and stakeholder advice; and made recommendations on 119 applications to offer degree programs, four applications to use the word "university" in a title and three ministerial requests for advice on policy and other issues.

In the past year, the board considered applications for both undergraduate and graduate programs referred by the Minister for review and recommendation from Ontario public colleges, the University of Ontario Institute of Technology (which requires ministerial consent to offer degree programs until the degree-conferring section in its statute is proclaimed), current consent holders seeking renewed consent, private degree-granting organizations and out-of-province public institutions.

The board is acutely aware that its mandate to take into account "educational standards in Ontario and in other jurisdictions" when formulating its criteria means we must watch what is happening elsewhere very closely – and draw appropriate conclusions. After all, we are constantly reminded that, in the context of an increasingly globalized economy and society, it's no longer possible for any jurisdiction to set standards on its own. The standards that matter are those that enable graduates of our programs to compete effectively with people in the same fields or disciplines in other jurisdictions.

With this in mind, the board reviewed and revised its degree-level standards to ensure their currency, consistency with internationally recognized standards and appropriateness to Ontario. Since the articulation of standards is our core business, the board intends to continue stakeholder consultations in the coming year.

In February 2004, an informal meeting inspired by the board and co-hosted by Alberta, British Columbia and Ontario's ministries was held in Toronto to discuss issues arising from the operations of their quality assurance agencies. Participation was open to government officials and agency members from other provinces.

The meeting was informative and useful, and resulted in a greater shared understanding of issues relating to quality assurance and the functions of the provincial agencies. This gathering also marked the creation of an inter-provincial working group whose mandate included identifying the underlying principles in the standards and procedures of the three provincial agencies, developing a proposal for a pan-Canadian approach to quality assurance, establishing a national quality assurance communications network, and identifying a plan for further meetings or collaborations among the three agencies.

Of course, quality assurance starts with quality people – and we have been blessed with tremendous talent on the board and in our secretariat.

On that score, Christine Weston completed her term on the board following two years of service. On behalf of her colleagues, I would like to thank her for her significant contribution to board deliberations. As a college student who had previously completed a university degree, she brought a rich student experience to bear on her work.

I also want to express my gratitude on behalf of the board for the extraordinarily high quality of work done by the secretariat, notably in the past year by Don Baker, Virginia Hatchette, and Terry Miosi.

Thanks to their hard work, thorough research, sound judgment — and their tremendous commitment to quality in education — we are succeeding in our goal of expanding postsecondary education opportunities for Ontario students.

DALE E. PATTERSON
Chair

2003-04 was a successful and eventful year for the Postsecondary Education Quality Assessment Board. We set ambitious goals – and achieved them. It is with great enthusiasm that I share some of the highlights from the past year with you.

I had expected that the board's workload in its third year would diminish, as we had satisfied the original and abundant demand for our services in our first two years. However, while the number of applications forwarded to the board for review and recommendation decreased, the workload they entailed increased. In previous years, much of our work concerned college degrees in applied fields of study and did not involve formal organization reviews. The applications we considered in 2003-04 were more varied, requiring the secretariat to seek policy clarifications from the board, coordinate formal organizational reviews and engage in lengthier consultations with applicants.

In addition to this work, we continued our efforts to set high standards, and – for the benefit of Ontario graduates – to coordinate these standards with our counterparts in other jurisdictions.

Perhaps the most important initiative in the past year was the completion and publication of fresh degree-level standards. Ontario's original standards were borrowed (with permission) from the standards of the Quality Assurance Agency of the United Kingdom. During the past year, the secretariat prepared a revised version of its degree-level standards for the board's consideration. The new version reflects the board's experience, advice from the board's program quality assessors and applicants, lessons drawn from the continued elaboration of such standards in other jurisdictions and efforts to customize the standards to circumstances in Ontario.

The original standards were oriented to "theoretical" studies. As part of its revision, the board adopted descriptions of degree categories that distinguish between applied and professional fields of study at both undergraduate and graduate levels. The board regards the articulation of standards as ongoing work and intends to consult further with university and college stakeholders in 2004-05 with a view to not only improve its standards, but to also promote discussion of academic standards.

In addition, the secretariat prepared a number of new policies and revised existing policies for the board's consideration and approval. These included the following approved changes:

- *Credit transfer and credential recognition;*
- *Progression/graduation policy requirements;*
- *Prior learning assessment;*
- *Adoption of the requirement for institutional and board program reviewers to examine samples of student work;*
- *Faculty qualifications;*
- *Minimum proportion of a program an applicant must offer;*
- *Definition of a mature student;*
- *Nomenclature issues arising from applications;*
- *Policy requirements for dispute resolution; and,*
- *Deadlines for stages in the application process.*

One of our major accomplishments in the past year was co-hosting an inter-provincial meeting on quality assurance agencies and issues with similar agencies in Alberta and British Columbia. The discussions at this meeting were productive and identified a number of issues requiring ongoing review.

The meeting spawned two important reports. The first mapped the academic and organizational standards of the Alberta, B.C. and Ontario agencies against one another, with a view to enhancing mutual recognition. The second focused on the conditions necessary for the promotion of mutual recognition of degree credentials on a pan-Canadian level. It was submitted to the Advisory Committee of Deputy Ministers of Education that reports to the Council of Ministers of Education, Canada. Plans are being considered for a follow-up meeting to be held sometime in the next year or two.

During the year, I attended the annual conference of the Council of Higher Education Accreditation, the umbrella organization for most of the accrediting bodies recognized by the Department of Education in the United States. Our participation in CHEA has been productive. CHEA has been promoting the examination of student work as a required component in both internal and external accrediting reviews, on the grounds that what students know and can do is a critical test of program success. The board has now included the assessment of student work as one of its requirements.

Some U.S. accrediting bodies now require institutions to have a published statement on transfer credits that they will accept. Such information is crucial for students looking for ways to build on their prior educational achievements, and our board has approved a recommendation to adopt a similar policy.

I also became a member of the Board of Directors of the International Network of Quality Assurance Agencies for Higher Education, whose members include 110 agencies in 59 countries. This organization holds a conference every second year on a broad range of topics, a workshop in the intervening years on a particular topic and publishes a journal, *Quality in Higher Education*, three times a year. Our board operates in conformity with INQAAHEs *"Principles of Good Practice."*

It was a busy and productive year — and our accomplishments were made possible thanks to the hard work of my colleagues at the secretariat and the support of our outstanding board. For me, it's exciting to be part of a team that continues to raise the bar in setting high standards, operating with transparency and enhancing Ontario's international reputation for quality in post-secondary education.

DONALD N. BAKER
Executive Director

Raising our national and international profile

In a world where Ontario graduates need and deserve to cross borders every day, educational standards must be truly international. That is why the board closely monitors evolving academic standards and quality assurance practices in other jurisdictions – and works to raise Ontario's international profile in postsecondary education quality assurance. We participate in various influential organizations. These include:

- **THE INTERNATIONAL NETWORK OF QUALITY ASSURANCE AGENCIES FOR HIGHER EDUCATION (INQAAHE)**, *the major global network of organizations involved in quality assurance and one of several vehicles contributing to development of principles that should be reflected in codes of practice in quality assurance.*
- **THE COUNCIL OF HIGHER EDUCATION ACCREDITATION (CHEA)**, *the umbrella organization for most of the accrediting bodies recognized by the Department of Education in the United States.*

During 2003-04, the board contributed towards raising Ontario's national and international profile in quality assurance for higher education through its participation in an interprovincial working group and by proposing to host the 2007 INQAAHE conference, both discussed below.

INTERPROVINCIAL WORKING GROUP

In 2003, at the initiative of the board and secretariat, Kevin Costante, the Deputy Minister of Training, Colleges and Universities, proposed to his counterparts in Alberta and British Columbia that it would be useful for the three provinces with quality assurance agencies for higher education to compare notes. The aim was to bring together government officials and members of the agency boards for an informal discussion of issues of common concern, with a view to identifying best practices and how each province is currently addressing issues. Alberta and British Columbia agreed and an interprovincial workshop co-hosted by the three provinces was held in Toronto from February 8 to 10, 2004.

Officials and agency members from the three provinces attended the meeting, as did representatives of Quebec, New Brunswick, Newfoundland and Labrador, the Council of Ministers of Education, Canada (CMEC), the Canadian Information Centre for International Credentials (CICIC) and the federal Department of Human Resources and Skills Development.

The topics discussed at the meeting included:

- *The origin and current circumstances of the quality assurance agencies and policies in British Columbia, Alberta and Ontario and issues arising from the operations of these agencies;*
- *The importance of degree-level standards as they relate to the assessment of academic quality;*
- *The importance of assessing student work in program evaluations as a means of determining whether learning outcome goals are being met;*
- *Alberta's extended experience of dealing with private degree providers;*
- *Alberta's transfer system and credential recognition;*
- *Problems related to regulating or assessing distance education activities;*
- *The implications of NAFTA for the work of the agencies;*
- *The identification and handling of "degree mills"; and,*
- *The identification and handling of "religious colleges" or "religious programs."*

Featured speakers included Richard Lewis, president of INQAAHE, who addressed global trends and issues in quality assurance and Judith Eaton, president of CHEA, who addressed quality assurance trends and issues in the U.S. including international accreditation.

Among issues raised in the discussions were the following:

- *The importance of quality assurance in the growing international trade in higher education (credibility for incoming foreign students, credibility for exporting programs);*
- *The lack of a pan-Canadian forum for the discussion of quality assurance in higher education along the lines found in most countries today;*
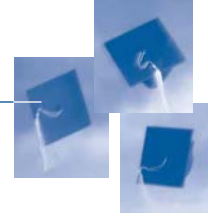
- *The lack of a Canadian network to engage with the regional and international networks in quality assurance being formed around the world; and,*
- *The lack of a pan-Canadian accreditation system, resulting in the Association of Universities and Colleges of Canada (AUCC), an advocacy group, not an accrediting body, becoming a proxy for accreditation in the policies adopted by public universities, and complications for provincial policies bearing on credential recognition and credit transfer.*

The principal outcome of the meeting was a decision by the three co-hosting ministries to form an interprovincial working group to follow up on issues and specifically accomplish the following:

- *Explore the potential for mutual recognition among the quality assessment boards and identify areas of consensus and difference;*
- *Propose principles for a pan-Canadian approach to mutual recognition in quality assurance activities, potential options for implementation and next steps for consultation for consideration by the Association of Canadian Deputy Ministers of Education (ACDME) and by CMEC;*
- *Develop a report to outline the ways Canada can engage internationally in discussions of quality assurance;*
- *Propose a plan for further meetings of government officials and quality assurance agency members, including an annual meeting and more specialized meetings, with participation by agency members and government officials, as appropriate; and,*
- *Explore the possibility of developing a listserv on quality assurance and accreditation that would be open to government officials and agency members in other provincial and territorial jurisdictions.*

Donald Baker (Ontario), Marilyn Patton (Alberta), and Deborah Hull (British Columbia) led the interprovincial working group with the support of members of their ministries. The group began working immediately after the workshop and completed a report comparing the standards and procedures of the three provincial agencies. It also completed a report entitled *Inter-provincial Cooperation Respecting a Pan-Canadian Quality Assurance Scheme for Canadian Post-secondary Education* and submitted it to ACDME in early July, 2004.

PROPOSAL TO HOST 2007 INQAAHE CONFERENCE

As indicated in last year's annual report, we continue to assemble a formal proposal to host the 2007 INQAAHE conference in Toronto. To that end, we are approaching other Canadian ministries and organizations about serving as co-hosts or as hosts of particular aspects of the function. As the selection process may include bids from several countries, there is no guarantee that INQAAHE will accept the proposal, but the advantages for Ontario and other Canadian partners of hosting the meeting are clear:

- *Raising Canada's international profile by providing an opportunity for Canadians to inform the world of their quality assurance standards and procedures for higher education,*
- *Providing an opportunity for many more Canadians to attend such a meeting than would be able to if it were held in another country and learn first hand about quality assurance activities and issues in other countries; and,*
- *Underlining the commitment of the parties involved (the government of Ontario, university and college associations and other provincial governments) to high-quality public services, including higher education programs and operations.*
- *Significantly enhancing the profile of Ontario in the international quality assurance community.*

In the years ahead, the board will continue to seek ways to:
- *Serve as a window for government on academic quality assessment in other jurisdictions;*
- *Raise awareness and demonstrate Ontario's commitment to quality in postsecondary education; and*
- *Help establish an international profile for Ontario in the rapidly growing field of quality assurance.*

Transparency and fairness: our guiding principles

The board's guiding principles include that its decisions and processes are expeditious and transparent, and that applicants know from the outset the standards and benchmarks to be used in assessing their applications. The board is committed to transparency and fairness and reviews its performance annually with a view to continuous improvement.

To evaluate its work, the secretariat distributed a survey to the board's clients in early 2004. We asked both applicants who had their submissions reviewed by the board and potential applicants to evaluate the quality of our work in three important functional areas: communications, information and quality assessment panels.

COMMUNICATIONS

Clients and potential applicants were very satisfied with the services the staff provided. On a scale of one to five, average client satisfaction levels ranged from 4.4 to 5.0 in evaluating interactions with staff, knowledge of whom to contact and the number of contacts required to develop and process submissions.

As in the previous year, a very large majority of respondents (77 per cent) indicated that no improvements in communications were required. Respondents who indicated that improvements could be made suggested improving one aspect of board–applicant communication: having up-to-date information.

INFORMATION

This aspect of the survey focused primarily on the documents available to guide both public and private institutions through the submission process: the board's Handbooks for Applicants and Submission Guidelines. Again, satisfaction levels were generally high, ranging from 3.1 to 4.7 on a scale of one to five. Ranking highest was overall satisfaction with having questions answered, followed by the clarity of communications.

Respondents identified the clarity of the handbooks, submission guidelines, and the board's procedures as areas that could be improved. This was the case last year and the board undertook the task to clarify a number of its criteria and procedures. We were pleased that satisfaction with the provision of information was greater this year, and we will continue to improve the transparency and clarity of our requirements. One of our highest priorities is ensuring that all information related to the application process is clear, comprehensive and comprehensible.

QUALITY ASSESSMENT PANELS

Applicants who had undergone the board's review process were asked to evaluate the board's quality assessors for fairness and competence. In total, 58 quality assessment panels were rated. All were judged to be fair and competent, with 100% of respondents either "agreeing" or "strongly agreeing" that assessors reflected these essential qualities.
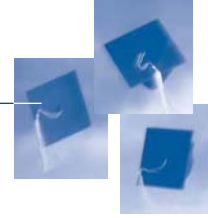
COMPLETED APPLICATIONS SINCE COMMENCEMENT OF BOARD

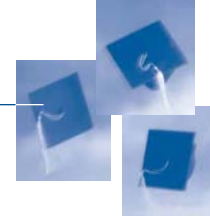| CONSENT GRANTED Application Under the Act	Degree/Name Change	Organization Type	Board Recommendation	Ministerial Decision
Algonquin College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Business (E-Business Supply Chain Management)	CAAT*	🟢	✅
To offer a degree program	Bachelor of Applied Arts (Interior Design)	CAAT	🔵	❌
To offer a degree program	Bachelor of Applied Arts (Interior Design) (resubmission)	CAAT	🟢	✅
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	🟢	✅
Cambrian College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Arts (American Sign Language - English Interpreter)	CAAT	🔵	❌
To offer a degree program	Bachelor of Applied Technology (Technological Education)	CAAT	🔵	❌
To offer a degree program	Bachelor of Applied Technology (Science and Technology Education)	CAAT	🟢	❌
Canadore College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Business (Hospitality Administration)	CAAT	🔵	❌
Centennial College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Information Sciences (Computer and Communication Networking)	CAAT	🟢	✅
To offer a degree program	Bachelor of Applied Business (Integrated Accounting and Information Technology Management)	CAAT	🟢	✅
To offer a degree program	Bachelor of Applied Environmental Studies (Integrated Environmental Management)	CAAT	🔵	❌
To offer a degree program	Bachelor of Applied Information Sciences (Software Systems - Design, Development and Management)	CAAT	🟢	✅
Conestoga College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Technology (Integrated Telecommunication and Computer Technologies)	CAAT	🟢	✅
To offer a degree program	Bachelor of Applied Technology (Integrated Advanced Manufacturing Technologies)	CAAT	🟢	✅
To offer a degree program	Bachelor of Applied Technology (Architecture - Project and Facility Management)	CAAT	🟢	✅
To offer a degree program	Bachelor of Applied Technology (Advanced Manufacturing Technologies - Wood and Composite Product)	CAAT	🟢	✅
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	🟢	✅

🟢 = Board recommended consent   ✅ = Consent granted   🔵 = Board recommended denial   ❌ = Consent denied

* Colleges of Applied Arts and Technology
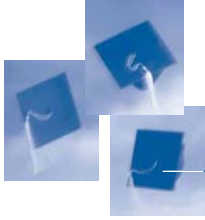
CONSENT GRANTED Application Under the Act	Degree/Name Change	Organization Type	Board Recommendation	Ministerial Decision
Confederation College of Applied Arts and Technology				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ recommended consent	✔ granted
Confederation College of Applied Arts and Technology - Negahneewin				
To offer a degree program	Bachelor of Applied Human Services *(Indigenous Leadership and Community Development)*	CAAT	✔ recommended consent	✔ granted
Fanshawe College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Environmental Studies *(Integrated Design Technologies)*	CAAT	✔ recommended consent	✔ granted
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Bachelor of Applied Technology *(Biotechnology)*	CAAT	✖ recommended denial	✖ denied
George Brown College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Business *(Finance)*	CAAT	✔ recommended consent	✔ granted
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Bachelor of Applied Technology *(Construction and Environmental Law)*	CAAT	✔ recommended consent	✔ granted
Georgian College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Human Services *(Police Studies)*	CAAT	✔ recommended consent	✔ granted
Use of the term "university"	Name change to Institute of University and Advanced Studies at Georgian College	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Bachelor of Applied Business *(Automotive Management)*	CAAT	✔ recommended consent	✔ granted
Humber College Institute of Technology and Advanced Learning				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ recommended consent	✔ granted
Humber College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Technology *(Industrial Design)*	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Bachelor of Applied Business *(Manufacturing Management)*	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Bachelor of Applied Business *(Electronic Business)*	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Bachelor of Applied Arts *(Paralegal Studies)*	CAAT	✔ recommended consent	✔ granted
La Cité collégiale d'arts appliqués et de technologie				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ recommended consent	✔ granted
To offer a degree program	Baccalauréat en technologie appliquée *(Biotechnologie)*	CAAT	✔ recommended consent	✔ granted

= Board recommended consent   = Consent granted   = Board recommended denial   X = Consent denied

CONSENT GRANTED Application Under the Act	Degree/Name Change	Organization Type	Board Recommendation	Ministerial Decision
Lambton College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Technology *(Instrumentation and Control)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Environmental Health and Safety)*	CAAT	✔ (green cap)	✔
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ (green cap)	✔
Loyalist College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Arts *(Human Services Management)*	CAAT	✘ (blue cap)	✘
To offer a degree program	Bachelor of Applied Arts *(Human Services Management) (resubmit)*	CAAT	✔ (green cap)	✔
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ (green cap)	✔
Mohawk College of Applied Arts and Technology				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Process Automation)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Technology Management)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Internet Systems)*	CAAT	✔ (green cap)	✔
Niagara College of Applied Arts and Technology and Algonquin College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Technology *(Photonics)*	CAAT	✔ (green cap)	✔
Niagara College of Applied Arts and Technology				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ (green cap)	✔
Niagara College of Applied Arts and Technology and George Brown College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Business *(Hospitality Operations Management)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Business *(Hospitality Operations Management) (resubmission)*	CAAT	✘ (blue cap)	✘
Northern College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Engineering Technology *(Welding)*	CAAT	✘ (blue cap)	✘
Seneca College of Applied Arts and Technology				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Business *(Financial Services Management)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Software Development)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Integrated Environmental Site Remediation)*	CAAT	✔ (green cap)	✔
To offer a degree program	Bachelor of Applied Technology *(Aviation)*	CAAT	✔ (green cap)	✔

(green cap) = Board recommended consent   ✔ = Consent granted   (blue cap) = Board recommended denial   ✘ = Consent denied

CONSENT GRANTED Application Under the Act	Degree/Name Change	Organization Type	Board Recommendation	Ministerial Decision
Sheridan College Institute of Technology and Advanced Learning				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	recommended consent	consent granted
Sheridan College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Arts *(Illustration)*	CAAT	recommended denial	consent denied
To offer a degree program	Bachelor of Applied Arts *(Illustration) (resubmission)*	CAAT	recommended consent	consent granted
To offer a degree program	Bachelor of Applied Arts *(Animation)*	CAAT	recommended consent	consent granted
To offer a degree program	Bachelor of Applied Information Sciences *(Information Systems Security)*	CAAT	recommended consent	consent granted
To offer a degree program	Bachelor of Applied Health Sciences *(Athletic Therapy)*	CAAT	recommended denial	consent denied
To offer a degree program	Bachelor of Applied Health Sciences *(Athletic Therapy) (resubmission)*	CAAT	recommended consent	consent granted
Sir Sandford Fleming College of Applied Arts and Technology				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	recommended consent	consent granted
To offer a degree program	Bachelor of Applied Environmental Science *(Risk Management)*	CAAT	recommended consent	consent granted
St. Clair College of Applied Arts and Technology				
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	recommended consent	consent granted
To offer a degree program	Bachelor of Applied Technology *(Industrial Management)*	CAAT	recommended consent	consent granted
St. Lawrence College of Applied Arts and Technology				
To offer a degree program	Bachelor of Applied Arts *(Behavioural Sciences)*	CAAT	recommended denial	consent denied
To offer a degree program	Bachelor of Applied Human Services *(Behavioural Psychology) (resubmission)*	CAAT	recommended consent	consent granted
To grant a degree	Honorary Bachelor of Applied Studies	CAAT	recommended consent	consent granted
To offer a degree program	Bachelor of Applied Technology *(Microelectronics)*	CAAT	recommended consent	consent granted
Canadian School of Management				
To offer a degree program	Bachelor of Health Services Administration	Private	application withdrawn	application withdrawn
To offer a degree program	Bachelor of Management	Private	application withdrawn	application withdrawn
To offer a degree program	Master of Business Administration	Private	application withdrawn	application withdrawn
Trinity Western University				
To offer a part of a degree program	Three courses and an internship	Private	recommended consent	consent granted
Tyndale College				
To offer a degree program	Bachelor of Arts *(Human Services)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts Honours *(Religious Studies)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts *(Philosophy)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts *(English)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts *(Business Administration)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts *(Psychology)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts *(History)*	Private	recommended consent	consent granted
To offer a degree program	Bachelor of Arts *(Religious Studies)*	Private	recommended consent	consent granted

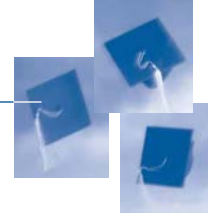= Board recommended consent   = Consent granted   = Board recommended denial   = Consent denied   = Application withdrawn   = Application withdrawn

CONSENT GRANTED Application Under the Act	Degree/Name Change	Organization Type	Board Recommendation	Ministerial Decision
Brescia College				
Use of the term "university"	Name change to Brescia University College	Public	Board recommended consent	Consent granted
Kings College				
Use of the term "university"	Name change to King's University College at the University of Western Ontario	Public	Board recommended consent	Consent granted
The Michener Institute for Applied Health Sciences				
To offer a degree program	Bachelor of Health Sciences *(Medical Laboratory Science)*	Public	Board recommended denial	Consent denied
University of Abertay				
To offer a degree program	Master of Science *(Computer Games Technology)*	Public	Board recommended denial	Consent denied
University of Ontario Institute of Technology				
To offer a degree program	Bachelor of Health Sciences in Medical Laboratory Science	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Engineering *(Energy Systems Engineering)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Physics)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Radiation Science - Health Physics)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Radiation Physics)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Chemistry)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Engineering and Management *(Manufacturing Engineering and Management)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Engineering and Management *(Mechanical Engineering and Management)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Engineering *(Mechanical Engineering)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Engineering *(Manufacturing Engineering)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Commerce	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Arts *(Integrated Justice Studies)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Biological Science)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Nursing)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Science *(Physical Science)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Education	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Engineering *(Nuclear Engineering)*	Public	Board recommended consent	Consent granted
To offer a degree program	Bachelor of Applied Science *(Nuclear Power)*	Public	Board recommended consent	Consent granted

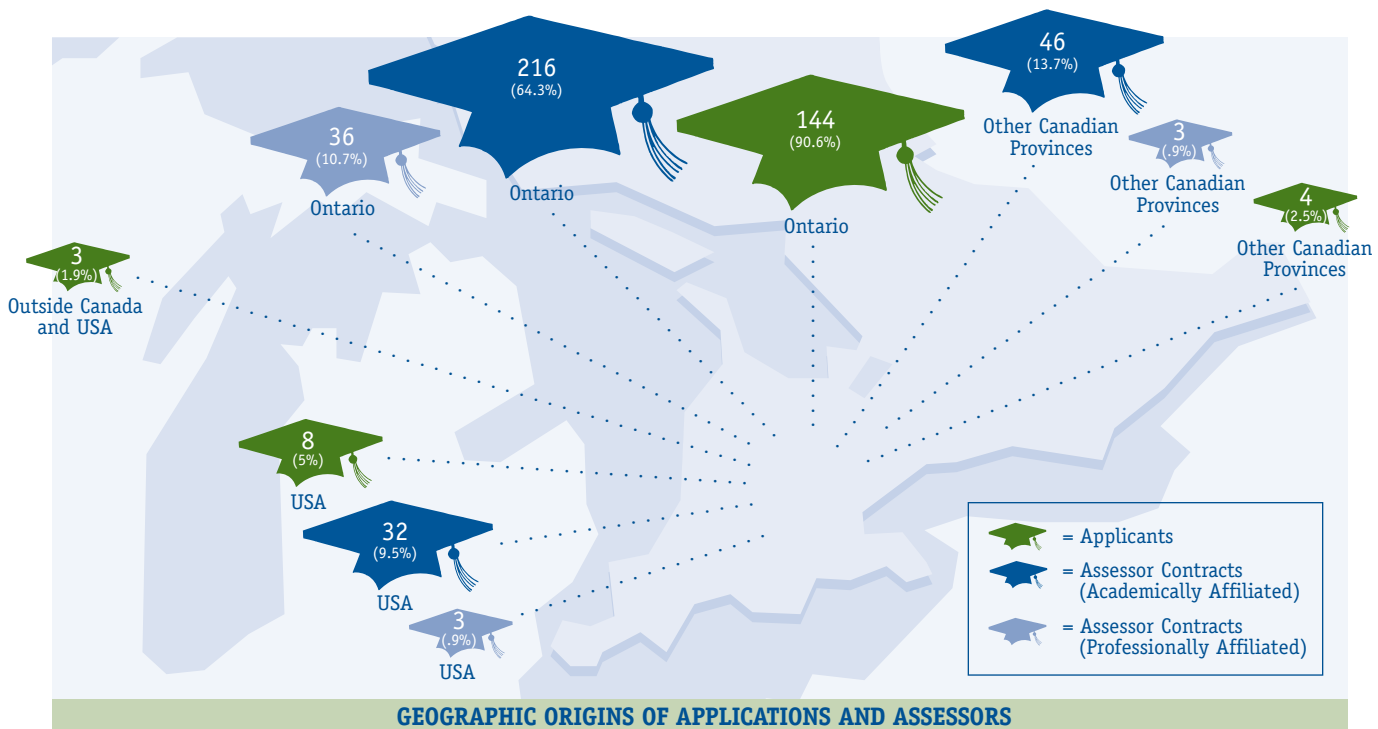= Board recommended consent   = Consent granted   = Board recommended denial   = Consent denied

opportunity (continued)

APPLICATIONS UNDER REVIEW AS OF AUGUST 2004

Application Under the Act	Submission	Organization Type
Conestoga College Institute of Technology and Advanced Learning		
To offer a degree program	Bachelor of Applied Health Sciences *(Health Informatics Management)*	CAAT
Fanshawe College of Applied Arts and Technology		
To offer a degree program	Bachelor of Applied Business *(Public Institution Management)*	CAAT
George Brown College of Applied Arts and Technology		
To offer a degree program	Bachelor of Applied Technology *(Construction Science and Management)*	CAAT
Humber College Institute of Technology and Advanced Learning		
To offer a degree program	Bachelor of Applied Arts *(Interior Design)*	CAAT
To offer a degree program	Bachelor of Applied Information Sciences *(Software Systems)*	CAAT
To offer a degree program	Bachelor of Applied Arts *(Creative Advertising)*	CAAT
To offer a degree program	Bachelor of Music *(Contemporary Music)*	CAAT
To offer a degree program	Bachelor of Applied Business *(Tourism Management)*	CAAT
Adler School of Professional Psychology		
To offer a degree program	Consent for teach-out	Private
Baker College of Port Huron		
To offer a degree program	Bachelor of Business Administration	Private
Canadian College of Naturopathic Medicine		
To offer a degree program	Bachelor of Naturopathic Medicine	Private
Canadian Memorial Chiropractic College		
To offer a degree program	Doctor of Chiropractic	Private
Canadian Theological Seminary		
To offer a degree program	Master of Arts *(Leadership and Ministry)*	Private
Central Michigan University		
To offer a degree program	Master of Arts *(Education)*	Public
Charles Sturt University		
To offer a degree program	Bachelor of Primary Education Studies	Public
D'Youville College		
To offer a degree program	Baccalaureate in Education *(Childhood Education)*	Private
Institute for Christian Studies		
To offer a degree program	Doctor of Philosophy	Private
To offer a degree program	Master of Philosophy	Private
International Academy of Design and Technology		
To offer a degree program	Bachelor of Arts *(Interior Design)*	Private
Niagara University		
To offer a degree program	Bachelor of Professional Studies	Private
To offer a degree program	Master of Science *(Educational Administration and Supervision)*	Private
RCC College of Technology		
To offer a degree program	Bachelor of Technology *(Computer Information Systems)*	Private
To offer a degree program	Bachelor of Technology *(Electronics Engineering Technology)*	Private
Trinity Western University		
To offer a degree program	Doctor of Ministry	Private
Mount Saint Vincent University		
To offer a degree program	Master of Education *(Literacy Education)*	Public
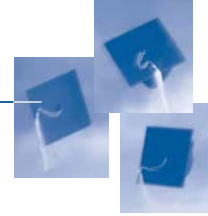
APPLICATIONS UNDER REVIEW AS OF AUGUST 2004 *(continued)*

Application Under the Act	Submission	Organization Type
SUNY Potsdam		
To offer a degree program	Masters of Science in Teaching	Public
University of Ontario Institute of Technology		
To offer a degree program	Bachelor of Engineering and Management *(Automotive Engineering and Management)*	Public
To offer a degree program	Program revisions: Bachelor of Science in Nursing	Public
To offer a degree program	Bachelor of Science *(Mathematics)*	Public
To offer a degree program	Bachelor of Education *(Concurrent)*	Public
To offer a degree program	Bachelor of Engineering and Management *(Electrical Engineering and Management)*	Public
To offer a degree program	Bachelor of Engineering *(Electrical Engineering)*	Public
To offer a degree program	Program changes: BSc *(Biology - Life Science stream)*	Public
To offer a degree program	Bachelor of Commerce *(2+2 Curriculum Plan)*	Public
To offer a degree program	Bachelor of Engineering *(Automotive Engineering)*	Public
To offer a degree program	Master of Information Technology Security	Public
To offer a degree program	Program change: delivery mode of several programs	Public
To offer a degree program	Bachelor of Arts *(Social Policy)*	Public
To offer a degree program	Bachelor of Commerce - bridge program	Public
To offer a degree program	Bachelor of Science *(Computing Science)*	Public
To offer a degree program	Bachelor of Science and Management *(Radiation Science)*	Public
To offer a degree program	Bachelor of Information Technology	Public
To offer a degree program	Program revisions: Bachelor of Arts *(Criminology and Justice)*	Public
Vrije University		
To offer a degree program	Doctor of Philosophy	Public

46 (13.7%) Other Canadian Provinces

216 (64.3%) Ontario

36 (10.7%) Ontario

144 (90.6%) Ontario

3 (.9%) Other Canadian Provinces

4 (2.5%) Other Canadian Provinces

3 (1.9%) Outside Canada and USA

8 (5%) USA

32 (9.5%) USA

3 (.9%) USA

= Applicants
= Assessor Contracts (Academically Affiliated)
= Assessor Contracts (Professionally Affiliated)

GEOGRAPHIC ORIGINS OF APPLICATIONS AND ASSESSORS
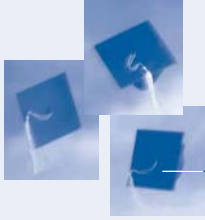
expertise

The board is grateful for the advice provided by the following experts:

Affleck, James Neil, *BFA*
Ageloff, Scott, *MArch*
Alfred, Richard, *PhD*
Anderson, Dale, *MASc*
Andonian, Greg, *PhD*
Anglin, James, *PhD*
ApSimon, John, *PhD*
Ashby, Gil, *MFA*
Auster, Henry, *PhD*
Baird, Leonard, *PhD*
Bao, Xiaoyi, *PhD*
Barbeau, Ed, *PhD*
Barber, H. Douglas, *PhD*
Bauer, Michael, *PhD*
Beck, Stanley, *LLM*
Begun, James, *PhD*
Berczi, Andrew, *PhD*
Berezin, Alexander, *PhD*
Bobechko, Janet, *LLB*
Boctor, Stal, *PhD*
Bond, Richard, *RN, PhD*
Bonham, David, *PhD*
Bryson, Susan, *PhD*
Byer, Phillip H., *PhD*
Byrne, Niall, *PhD*
Campbell, Heather, *PhD*
Carney, Michael, *PhD*
Cawsey, Tupper, *PhD*
Chaplin, Robin, *PhD*
Chin, Peter, *PhD*
Clarke, Colleen, *MEd*
Clement, Ray, *PhD*
Connelly, Michael, *PhD*
Cook, Beverlie, *MBA*
Cooper, Paul, *PhD*
Courtland, Mary Clare, *PhD*
Cox, Michael, *PhD*
Cragg, Wesley, *DPhil*
Craig, Wendy, *PhD*
Cruickshank, John, *MEd*
Culbreth, C. Thomas, *PhD*
Davey, Ken, *PhD*
Demont, Richard, *PhD*
Deyglio, Victor, *MA, MDiv*
D'Iorio, Marie, *PhD*
Dixon, Brian, *PhD*
Dixon, Peter, *MB*
Djilali, Ned, *PhD*
Dost, Sadik, *PhD*
Douglas, Peter, *PhD*
DuBois, David, *PhD*
Duentsch, Ivo, *PhD*
Duffy, Dennis, *PhD*
Eckler, Jim, *BSc*
Ellis, Desmond, *PhD*
Empey, Bill, *PhD*
Fallis, George, *PhD*
Farrell, Gordon, *MBA*
Ferrara, Ronald J., *EdD*
Fixsen, Dean L., *PhD*
Fleming, Keith, *PhD*
French, Susan, *RN, PhD*
Friedland, Martin, *PhD, LLD*
Garneau, François-Xavier, *PhD*
Gartner, John, *BASc, PEng*

Gerson, Lloyd, *PhD*
Gibbs, Robert, *PhD*
Gillespie, Brian, *EdD*
Gillis, Angela, *RN, PhD*
Goertz, Christine, *DC, PhD*
Gotlieb, Leo, *PhD*
Grayson, Paul, *PhD*
Haig-Brown, Celia, *PhD*
Hansen, Ronald E., *PhD*
Harrison, David, *PhD*
Hastings, Ross, *PhD*
Haughey, Margaret, *PhD*
Hefford, Mary, *PhD*
Hendley, Brian P., *PhD*
Hill, Stephen, *PhD*
Hoyt, Robert, *PhD*
Hrymak, Andrew, *PhD*
Humphries, David, *PhD*
Hunsberger, Margaret, *PhD*
Innerd, Wilfred, *PhD*
Irving, Richard, *PhD*
Janzen, Terry, *PhD*
Jensen, Knud, *PhD*
Jiang, Jin, *PhD*
Johnson, James, *PhD*
Johnston, Laurie, *PhD*
Justice, Lorraine, *PhD*
Kanary, Lucy, *PhD, PEng*
Kandlikar, Satish, *PhD*
Kao, Raymond, *MBA, MA*
Karlen, Mark, *PhD*
Katz, Rachelle, *MA*
Keeble, Ronald, *MES*
Knight, John, *PhD*
Kohler, Dave, *MBA*
Kolodny, Harvey, *DBA*
Kosnik, Clare, *PhD*
Kudsia, Chandra, *PhD*
Lancelotte, Michael, *MEd*
Landau, Tammy, *PhD*
Landsberger, Sheldon, *PhD*
Larmer, Robert, *PhD*
Li, Xianguo, *PhD*
Link, Edward J., *BASc*
Lougheed, William, *BSBA, HRP, CHA*
MacDonald, Hugh, *MA*
Macdonald, John, *EdD*
MacDonald, Suzanne, *PhD*
March, Ray, *PhD, DSc*
McCrone, Kathleen, *PhD*
McKitrick, Sarah, *MEd*
McPherson, Barry, *PhD*
Meagher, John, *PhD, PhD, PhD*
Messler, Robert, *PhD*
Miller, Michael, *BArch*
Mock, Dennis, *PhD*
Moffatt, Ken, *PhD*
Montgomerie, Thomas Craig, *PhD*
Moorthy, Sridhar, *PhD*
Morrison, David, *MASc, MBA*
Murphy, Stephen, *PhD*
Murray, David, *PhD*
Newkirk, Ross, *PhD*
Nielson, Norma, *PhD*
Noone, Timothy, *PhD*

North, Tom, *PhD*
Northwood, Derek O., *PhD*
Nossal, Kim, *PhD*
Olyan, Sidney, *PhD*
Orpwood, Graham, *PhD*
Painter, Robert, *PhD*
Parker, Jim, *PhD*
Parker, Stuart Hamilton, *MA*
Pascal, Charles, *PhD*
Patterson, Dan, *MA, MEd*
Pearson, Allen T., *PhD*
Peltier, W.R., *PhD*
Perkins, Nathan, *PhD*
Prince, Robert, *PhD*
Pyke, Sandra, *PhD*
Raider, Alfred, *LLM*
Rajhans, Gyans, *MASc*
Read, Arthur, *PhD*
Reiner, Richard, *PhD*
Renihan, Patrick, *PhD*
Revelas, Damon A., *PhD*
Roff, John, *PhD*
Rowe, Patricia, *PhD*
Rudd, Denis, *EdD, CHA, FMP*
Saipe, Alan, *PhD*
Salustri, Filippo A., *PhD*
Schaeffer, Jonathan, *PhD*
Serin, Ralph, *PhD*
Settee, Priscilla, *PhD*
Shubert, Adrian, *PhD*
Sims, William Riley, *PhD*
Skogstad, Grace, *PhD*
Slocombe, Donald Scott, *PhD*
Smith, Donna, *MBA*
Smith, Janice, *BA*
Smith, Laverne, *PhD*
Smyth, William, *PhD*
Stewart, Carole, *PhD*
Sullivan, Terrance, *PhD*
Szabados, Barna, *PhD*
Taylor, Marty, *PhD*
Thomson, Vince, *PhD*
Tsoukalas, Lefteri, *PhD*
Turner, Frank, *DSW*
Turtle, John, *PhD*
Tyrell, Gregory, *PhD*
Vandal, N. Jill, *MBA*
Vann, Carolyn, *PhD*
Verciglio, Paul, *BSBA*
Waldron, Mark, *PhD*
Walmsley, Martin, *PhD*
White, William L., *PhD*
Whitla, William John, *DPhil*
Wible, Becky, *MFA*
Wilamowski, Bogdan, *PhD*
Wilson, Margaret, *DEd*
Woolcott, Donna, *PhD*
Wysk, Richard, *PhD*
Yee, Derek, *PhD, CGA, CFA*
Zahavich, Alex, *PhD*
Zemans, Frederick, *LLB*
Zeytinoglu, Mehmet, *PhD*
Zuker, Marvin, *LLB, ME*

DALE PATTERSON *(Term: April 25, 2001-April 24, 2006), a business and community leader, is Chair of the board. A graduate of York University, Dale is the Executive Vice President of the Canadian Medical Discoveries Fund, Executive Director of the Association of Labour Sponsored Investment Funds, President of Bio-Finance Canada and is the founding Chair of the Biotechnology Council of Ontario. He is the past Chair of the Board of Governors of Ryerson University and served as Co-Chair of the Council of Ontario Universities Board Chairs. He also serves on the Board of Directors of several organizations, including the Biotechnology Human Resources Council and the Canadian Venture Capital Association.*

MAUREEN J. MORTON *(Term: June 1, 2002-June 1, 2007) is a business law lawyer specializing in Technology Law since 1991, and Vice Chair of the board. Maureen practiced with Fasken Martineau DuMoulin LLP until 1994 when she joined Lerner & Associates, LLP, where she practiced until her appointment as Vice President, Legal Affairs for Autodata Solutions Company in February, 2000.*

MARIETTE CARRIER-FRASER *(Term: July 1, 2001-June 30, 2007) is a former educator and Assistant Deputy Minister in the Ontario Ministry of Education and Training. In 1997, she received a Distinguished Educator Award from the Ontario Institute for Studies in Education from the University of Toronto. She has been a member of the Board of Governors of Laurentian University in Sudbury since 1998 and sits as a member of the Board of Directors of the new Northern Ontario Medical School. She also serves as a member and chair of several community organizations and provincial committees.*

ASHOK DALVI *(Term: June 1, 2003-June 1, 2005), Ph.D. (Metallurgy and Materials Sc., McMaster), is a member of the Canadian Institute of Mining, Metallurgy and Petroleum, and is a registered Professional Engineer in the Province of Ontario. He is Director of Process Engineering and Strategic Studies at Inco Limited, a major base metal company based in Canada. He has worked internationally in the fields of process R & D, project management and strategic studies.*

MAXIM JEAN-LOUIS *(Term: June 1, 2003-June 1, 2005) is President and Chief Executive Officer of Contact North/Contact Nord, Northern Ontario's Distance Education & Training Network. He is the Secretary/Treasurer of the Board of Directors of the Ontario Research and Innovation Optical Network (ORION) and a member of the Ontario Management Board Chair's Advisory Council on e-Government.*

DAVID LEYTON-BROWN *(Term: July 1, 2001-June 30, 2007) is Executive Director of the Ontario Council on Graduate Studies, where he is involved in appraising the quality of post-graduate programs for the Province and Council. Previously, he held the positions of Dean, Faculty of Graduate Studies at York University and President of the Northeastern Association of Graduate Schools.*

SEAN MAXWELL *(Term: July 1, 2001 to June 30, 2004), Hons. BA, University of Toronto, J.D., University of Toronto, is an associate lawyer at Osler, Hoskin & Harcourt LLP in Toronto, specializing in pension and benefits law.*

IAN MUGRIDGE *(Term: July 1, 2001 to June 30, 2007) is an Adjunct Professor in the Centre for Distance Education at Athabasca University. He is a former Principal of the British Columbia Open University, Vice President of the British Columbia Open Learning Agency, has served as assistant Vice President, Academic, at Simon Fraser University and was also the Director of Programs at the Commonwealth of Learning.*

WILLIAM ROBSON *(Term: July 1, 2001-June 30, 2005) is Senior Vice President and Director of Research at the C.D. Howe Institute. He taught public finance at the University of Toronto from 2000 to 2003. Before joining the CD Howe Institute in 1988, Bill held positions as an economist with CIBC Wood Gundy and the Federal Department of Energy, Mines and Resources. He is President of the Canadian Ditchley Foundation and serves as a director and adviser to several public affairs-oriented organizations.*

MICHAEL SKOLNIK *(Term: July 1, 2001-June 30, 2005) is a Professor of Higher Education and the William G. Davis Chair in Community College Leadership at the Ontario Institute for Studies in Education at the University of Toronto. His most recent publications are D. L. Floyd, M. L. Skolnik, and K. P. Walker (Eds.), The Community College Baccalaureate: Emerging Trends and Policy Issues (Stylus Publishing, LLC, 2004); and G. A. Jones, P. L. McCarney, and M. L. Skolnik (Eds.), Creating Knowledge, Strengthening Nations: The Changing Role of Higher Education (University of Toronto Press, 2004).*
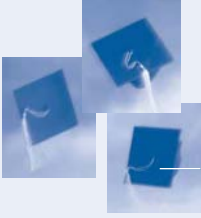
BOARD MEMBERS' EXPENDITURES	
Per Diems and Services	$ 45,525.00
Travel	13,736.06
Total	**$59,261.06**
APPLICATION FEE REVIEW	
2003-2004	$165,581.36

DONALD N. BAKER, *Ph.D., Executive Director, has held strategic positions at three levels of education – President of Mount Royal College in Alberta, Vice-President: Academic at Wilfrid Laurier University and as a Trustee on the Waterloo County Board of Education. He holds a B.A. (Hons.) in history and international studies from the University of British Columbia and an A.M. and Ph.D. in history from Stanford University. A published scholar, he has held full-time faculty appointments at Wilfrid Laurier University, the University of Waterloo, Stanford University and Michigan State University. Among his prior sector roles, he served as chair of the Council of Presidents of Public Colleges of Alberta, as coordinator of a national conference of the Association of Canadian Community Colleges, as a member of the task force that drafted a distance education strategy for the Council of Ontario Universities and as author of a report on the transfer of academic credit among Ontario universities whose recommendations were implemented. Internationally, he has served as a quality assessor for programs, institutions and quality assurance for the Canadian Bureau for International Education. He is a member of the Board of Directors of the International Network of Quality Assurance Agencies for Higher Education (INQAAHE).*

ANNA CHENG, *Administrative Coordinator, joined the secretariat after serving as Administrative Assistant to the Assistant Deputy Minister of the Post-secondary Education Division in the Ministry of Training, Colleges and Universities. Anna joined the government service in 1992 and has worked at the Ontario Council on University Affairs, for the Advisory Panel on Future Directions for Post-secondary Education. Her main responsibilities are within the administrative and financial areas. Prior to that, Anna was project assistant at the International Division of the Association of Canadian Community Colleges.*

ANN DEAN, *M.A., Senior Policy Advisor, joined the secretariat on a secondment from Humber College of Applied Arts and Technology where she has worked for almost 18 years. For the past 14 years, she worked in the college Planning and Development Unit. Her responsibilities included managing projects pertaining to the development of many new college programs and institutional initiatives, as well as meeting the human resource development and training needs of local, national and international public and private sector clients. She received an M.A. from the Ontario Institute for Studies in Education in 1983. Ms. Dean's secondment ended in June 2003.*

SUZANNE GORDON, *D.Jur., Senior Policy Advisor, earned her Doctor of Jurisprudence from Osgoode Hall Law School, York University. Prior to that, she completed graduate studies in international and European law at the Universite de Montpellier (France). She has taught at both the Schulich School of Business and Osgoode Hall Law School and has published a workbook to assist in developing legal research skills and analysis. At York University, she also served as coordinator of the Canadian Centre for German and European Studies. She has been on secondment during the year.*

VIRGINIA HATCHETTE, *Ph.D., Senior Policy Advisor, earned her Ph.D. in psychology from York University. Prior to joining the secretariat, she was the Research Analyst and Communications Coordinator for the Faculty of Graduate Studies at York University, where she researched issues of quality in graduate education. Prior to taking the position at York University, she was an Assistant Professor of Psychology at St. Mary's University in Halifax, Nova Scotia.*

TERRY MIOSI, *Ph.D., Senior Policy Advisor, joined the secretariat after 14 years as Manager and Deputy Superintendent of the Private Vocational Schools Unit of the Ministry of Training, Colleges and Universities. He received a Ph.D. from the University of Toronto in 1976 in Ancient Near Eastern studies, after which he taught in the Religious Studies and Ancient Near Eastern Studies Departments of U of T and was Director of the General and Professional Studies programs of U of T's School of Continuing Studies. Before coming to the ministry, he divided his time between the position of Director of Shaw College in Toronto and administrative and field work in Egypt with the Society for the Study of Egyptian Antiquities and the Akhenaton Temple Project.*

JULIANA TRICHILO, *Hon.B.A., Summer Policy Intern, graduated with Distinction from the University of Toronto in June 2003 with an English specialist and Political Science major. She has since begun a Master of Arts in Political Studies at Queen's University. Some of her work has been published in Federalism-E Journal, Institute of Intergovernmental Relations, Queen's University, and Perceptions, Undergraduate English Student Union, University of Toronto.*

PEQAB