Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).
Please complete the table below to report on progress made in the past 18 Months against the implementation plan.
Once the unit completes their section of the form, please return a signed copy to quqap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
Bachelor of Arts (General) *Bachelor of Arts Honours (Arts Minor)* *Bachelor of Arts Honours (Science Minor)* *Bachelor of Science Honours (Arts Minor)* *Bachelor of Science Honours (Science Minor)* *Bachelor of Science (General)* *Bachelor of Science Honours (Major)* *Bachelor of Science Honours (Specialization)* *Bachelor of Applied Science (Major)* *Bachelor of Applied Science (Internship)* *Options:* *Electrical Engineering Option* *Materials Option* *Mechanical Option* *Computing Option*

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1. Academic Unit Report

1.1 Recommendation 1: That, within the next 18 months, the Faculty of Arts and Science work with the academic unit to address the deficiencies of the learning spaces (undergraduate laboratories and graduate offices) in Stirling Hall by, e.g., regular custodial maintenance, necessary repairs throughout, upgrading of lighting throughout, replacement of graduate student office furniture, etc., to ensure that these spaces are conducive to learning.

Proposed follow-up:	Work closely with central services to ensure: - critical repairs are pushed forward - accessibility improvements continue - sustained focus on custodial maintenance standards.
Responsibility for leading follow-up:	Department Head and Department Manager
Timeline for addressing recommendation:	December 2025
What is the current status of the follow-up? **Include a completion percentage:**	In process >75%
Please provide a brief description of the current, completed or planned work:	• Completed a full building space audit with the Joint Health and Safety Committee. The report was reviewed and discussed by the Safety Committee list all deficiencies in order of importance/need, and submit to the Department Manager. • Multiple work orders (within Departmental care) were requested and executed to address issues in this recommendation and beyond. • Additional work was done within the department (e.g., emergency shut-off for Shop was addressed in 2024).
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The older building requires maintenance which has the Department Manager sending approximately 5 requests a week for attendance to building deficiencies. Unfortunately, due to lack of personnel, many of these requests require multiple follow-ups at the department level – which we do not have resources to execute regularly.

1.2 Recommendation 2: That, within the next 18 months, the academic unit introduce equity, diversity, inclusion and Indigenization objectives into their Program Learning Outcomes to ensure that the revised Queen's Degree Level Expectations are being met in the programs in time for the next cyclical program review.

Proposed follow-up:	Curriculum review involving the three departmental curriculum committees and EDIIF committee. Consult relevant stakeholders on proposed changes to program-level learning outcomes (PLLOs). Make changes to the PLLOs.
Responsibility for leading follow-up:	Department Head, Undergraduate and Graduate Chairs, working with Centre for Teaching and Learning and Human Rights and Equity Office.
Timeline for addressing recommendation:	Consultation complete, changes made by April 2024. Implementation September 2025.
What is the current status of the follow-up? **Include a completion percentage:**	In process 50%
Please provide a brief description of the current, completed or planned work:	I-EDIAA in the department is now facilitated through the I-EDIAA coordinator who has the task of meeting with student groups and departmental committees. They have already met with the graduate student I-EDIAA rep and have scheduled meetings with the undergraduate student representative. The Departmental I-EDIAA coordinator, undergraduate and graduate chairs (or their delegates) worked together to propose updates to the PLLOs. Suggestions were made, however, the need to subsequently update CLOs to support the PLLOs was evident. This observation has extended the timeframe to complete the task. CLOs that can be quickly updated in the graduate program include PHYS 803 (Scientific Communication) and PHYS/CHEM 904 (Professional Development). The Department Head will reach out to the instructors of these courses. In addition, there are initiatives for and led by students that have an I-EDIAA element. Three that come to mind are: Colloquium, where the committee works hard to bring in visitors who have an I-EDIAA component to their work; Gender Minorities in Physics (GEMINI-P); the Mental Health Support group.
If the recommendation has not been fully addressed within the proposed timeline, please provide a	A draft of the new PLLOS are available, however, additional reviews need to occur before implementation. September 2026 for potential changes to PHYS 803 and PHYS/CHEM904. September 2027 for wider implementation.

rationale as well as a plan for moving forward:	

1.3 Recommendation 3: That, within the next 2 years, the University work through the relevant channels to streamline the academic integrity investigating and reporting procedure to minimize instructor workload, and to implement a centralized pan-university Academic Integrity Departures database for recording student academic integrity infractions to ensure that information about academic integrity departure cases is available across Departments and Faculties.

Note: the update in the table below is provided by the Vice-Provost, Teaching and Learning, in his role as chair of the Senate Cyclical Program Review Committee.

Proposed follow-up:	Responsibility for academic integrity procedures lies with the Provost's Office. The chair of the Senate Cyclical Program Review Committee (SCPRC) will inform the Provost of this recommendation by April 2024.
Responsibility for leading follow-up:	The chair of the Senate Cyclical Program Review Committee (SCPRC)
Timeline for addressing recommendation:	April 2024
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The chair of SCPRC informed the Provost of this recommendation. Responsibility for academic integrity procedures rests with the Provost's Office, specifically within the Vice-Provost, Teaching and Learning portfolio. The University did not create a standalone pan-university database of academic integrity departures. The objective the reviewers identified, that information about prior findings be available across departments and faculties, is now met through the revised Academic Integrity Procedures approved by SCADP in September 2025. This revision assigns the cross-faculty check for prior findings to Faculty AI Administrators and brings it forward to the finding stage, so that where a student's home faculty differs from the course faculty, the two administrators coordinate to confirm whether prior findings exist (Sections 3.3.2.1 and 5.1). Each faculty and school maintains its records through a designated AI Administrator (Section 1.6.1), with standardized categorization, retention, and release (Section 1.7) and annual reporting to the Academic Integrity Subcommittee and Senate (Section 1.8). This is

	directly relevant to programs that span Arts and Science and Smith Engineering, as is the case here. In parallel, the Special Advisor to the Vice-Provost, Teaching and Learning, on Academic Integrity is examining instructor workload, including whether an expedited pathway for lower-level potential departures could reduce administrative effort while preserving procedural fairness. This work is at an early, exploratory stage, and any proposed change would proceed through SCADP.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	A centralized pan university departures database was not implemented and is not planned at this time. Building and maintaining one would require central staff capacity to hold records and to respond to instructor and Faculty inquiries, capacity that does not currently exist. The revised procedures achieve the reviewers' underlying goal, cross faculty visibility of prior findings, by assigning that coordination to faculty AI Administrators, and the Academic Integrity Subcommittee's annual reporting gives Senate university-wide oversight of volumes and outcomes. The Provost's Office, through the Vice-Provost, Teaching and Learning portfolio, will keep the question of a shared record system under review as caseloads, staffing levels and technology options evolve.

1.4 Recommendation 4: That, within the next 6 months, the Faculty of Arts and Science work with the academic unit to reduce delays of financial payments and reimbursements to both undergraduate and graduate students; an acceptable payment processing time is approximately 2 weeks. This includes hiring temporary staff in a timely manner to replace financial administrative staff who are on long-term leaves, e.g., maternity. In addition, the academic unit should restore cash advances or develop an acceptable alternative.

Proposed follow-up:	Faculty of Arts and Science to provide additional interim support to help with backlog and ensure that sustainable support is in place. Department to develop a plan to communicate effectively with students around timesheet deadlines and importance of maintaining valid student visas. SCPRC to request that the Vice-Provost and Dean (SGPSA) discuss with the Vice-Principal (Finance and Administration) the negative impact on graduate students caused by lack of travel advances.
Responsibility for leading follow-up:	Faculty Office, Arts and Science, and Department Manager. Department Manager Vice-Provost and Dean, SGSPA
Timeline for addressing recommendation:	September 2024. December 2024.

What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	We continued to have difficulty with staffing during the financial crisis, and continue to have unfilled positions. At the department level, we are processing financial requests in a timely manner and since this review, the structure of our financial assistance and processes have been restructured (e.g., electronic reimbursement system (ERS) is now available to all students, staff, and faculty members). The academic unit does not have the ability to provide cash advances within the current policy, however, Strategic Procurement Services has expanded the Credit Card Program to include a "Prepaid Travel Card". This card is available for individuals or groups and is intended for infrequent travelers on Queen's sanctioned business. It allows expenses such as vehicle rentals, train tickets, airfare, hotel accommodations and meals to be purchased. This program will decrease the financial burden on staff and students who require travel.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.5 Recommendation 5: That, within the next 6 months, the academic unit prioritize adherence to health and safety regulations throughout the building, e.g., the installation of the chemical shower on the 5th floor that was requested by the Program Associate, and replacement of damaged floor tiles in the labs and offices.

Proposed follow-up:	Departmental safety committee to meet regularly with mandate to ensure that the building is equipped and operated safely. Joint Health and Safety Committee inspection of building.
Responsibility for leading follow-up:	Departmental safety committee.
Timeline for addressing recommendation:	Regular safety committee meetings to take place on an ongoing basis. JHSC inspection Fall 2023.

What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	• Ideally, we would prefer to have a safety shower on each floor, but this is not a requirement as chemical preparation is not permitted on the 5th floor. Chemical preparation should be occurring in the basement lab next to a safety shower and/or room 260 where there is access to a shower, fumehood, and eyewash station (hallway). To reduce deviations from protocols, acids and bases were moved to room 260 and an Environmental Health and Safety representative was requested for an audit and additional recommendations. • The Joint Health and Safety Committee Audit was performed in Spring (May 12 and June 17, 2024) and a shower was not requested. • The department requested replacement of floor tiles with Facilities as soon as the locations were identified, however, Facilities indicated the tiles did not need to be replaced and the department will continue to monitor building functionality.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.6 Recommendation 6a: That the academic unit consider explicitly including computational skills in the undergraduate Physics program learning outcomes and that it work with the School of Computing to offer a 3.0 credit specialized computing course for Physics students.

Proposed follow-up:	Determine whether existing 100-level Computing courses meet Physics students' requirements. Address whether students with demonstrable computing proficiency can be exempted from a first-year course requirement. Develop robust, organized physics computing curriculum as part of planned revisions to the BScH Physics Major program.
Responsibility for leading follow-up:	Physics and Astronomy Curriculum Committee
Timeline for addressing recommendation:	Exploratory work by end summer 2024. Proposals put forward to department Fall Term 2024.

	Wider revisions implemented by Fall 2027.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The department recognizes that computer skills are of high importance. Python is introduced in many first-year courses and is being further incorporated into additional courses throughout the program. PHYS 213 (Computational Methods in Physics) and ENPH 213 (Computational Engineering Physics) are central to the program and prepare our students for summer jobs and computer literacy including preparation for PHYS/ENPH 479 and PHYS 879 (High Performance Computational Physics). After this recommendation was made, FAS directed departments that degree program credit requirements were to be reduced to allow for modular degree options. As we are in the process of meeting our PLLOs with less credit hours, we are not able to add additional courses to the syllabus at this time.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	It is not possible to implement additional credits to the program at this time. However, updating computational skills in the undergraduate Physics program within current courses can be reviewed for feasibility.

1.7 Recommendation 6b: That the academic unit be proactive about fostering positive and caring interactions within the diverse undergraduate student community. This would include interactions between students and teaching assistants.

Proposed follow-up:	Enact proposals of Student Support Committee in this area (e.g. additional training in EDII, gatherings between community members). Implement departmental policy re: faculty members' responses to students requiring additional support. Review this issue annually at student feedback sessions. Ensure TAs are completing mandated training in equity, teaching and supervision. Identify/provide training for TAs on building inclusive community.
Responsibility for leading follow-up:	Department Head, Graduate & Undergraduate Chairs and Departmental Student Council Chair.

Timeline for addressing recommendation:	Beginning 2023-2024: annual review thereafter.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%

Please provide a brief description of the current, completed or planned work:	• During the 2023-2024 Academic year, the committee was renamed "Trainee Support Committee" to be more inclusive.
	  ○ 2024: A building-wide emergency menstruation equity program was released (funded through the McDonald Institute and run by volunteers). Learn more about "Need One? Take One!" here: https://www.queensu.ca/physics/building-wide-emergency-menstruation-products
	  ○ A policy for the "Communication of Awards" was created to clarify and encourage individuals to promote and acknowledge their community members.
	  ○ During 2024-2025 The Trainee Support Committee was discontinued, however the educational tutoring/drop-in sessions continued along with several other initiatives such as regular LUV-A-K9 therapy dog visits.
	• The Department does not have a specific policy for students requiring support, however, it does engage with professionals at the "CARE Support Services" program and follows the "Supporting Students in Distress" guidance document provided by Student Affairs.
	• Annual undergraduate student feedback sessions remain available and a valuable resource for our growth.
	• Teaching Assistants are made aware of mandatory training requirements through their contracts as well as during orientation.
	• The department also offers limited funding to the Department Student Council and Graduate Physics Society (Graduate students) for events to build a strong community.

If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	This recommendation will never be 'complete', it will have annual reviews and adjustments as necessary.

1.8 Recommendation 6c: That the academic unit be proactive about clarifying the ways in which learning structures and assessment structures are formed to handle students belonging to two different programs (Physics and Engineering Physics) in a single course, e.g., the Physics students see on the onQ system the grade distribution for Physics students only (likewise for the Engineering Physics students), which can lead to tensions between the two student cohorts.

Proposed follow-up:	Continue discussion begun at strategic retreat on managing differences in attitudes and expectations from students in the two cohorts.
Responsibility for leading follow-up:	Department Head, Undergraduate Chair.
Timeline for addressing recommendation:	Ongoing, informing changes such as the revisions to BScH Physics Major by Fall 2027.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The department reviewed this concern and would like to note that students in co-listed PHYS and ENPH courses have access to the same OnQ page and are marked with the same rubric. TAs are not able to determine if a student is enrolled in the ENPH or PHYS course. Students who share the same onQ page can access the class average (including all students, regardless of program enrollment), only when the option is enabled.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.9 Recommendation 6d: That the Faculty of Arts and Science work with the Faculty of Engineering and Applied Science to ensure that a proportion of the higher tuition of the Engineering Physics students go directly to modernizing the upper year laboratory equipment.

Proposed follow-up:	Continue targeted fundraising for laboratory equipment. Convene discussions with the Faculties of Engineering & Applied Science and Arts and Science on funding model for Engineering Science programs, including Engineering Physics.

Responsibility for leading follow-up:	Department Head
Timeline for addressing recommendation:	New equipment in place by end Fall term 2023. Fall term 2023.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The Department Head meets quarterly with Advancement regarding the needs of the Physics Department. We have had increased donations to the Steer Family Fund which supports new equipment for the undergraduate labs. In 2025, we received an entire set of oscilloscopes (~$20,000) to upgrade the laboratories.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The budget issues surrounding the Engineering Science Programs (Physics, Geological Science, and Math) are an ongoing concern in both the Faculty of Arts and Science and Smith Engineering. The Department Head of Physics continues to press the case that monies that flow from Smith Engineering to support students in the Engineering Science programs should be directed to the Engineering Science Departments that teach these programs. Ultimately, these are decisions made at the level of the Deans and Provost.

1.10 Recommendation 6e: That the academic unit regularly encourage instructors to be mindful of balancing the amount of material covered in a course and the efficacy of the learning process. Students reported concerns about such an imbalance in some upper-year courses.

Proposed follow-up:	Review upper-year courses alongside the full review of the BScH Physics Major and Minor, and BASc Engineering Physics Major. Consider discontinuing specialization plans to direct more faculty resources to upper-year course offerings.
Responsibility for leading follow-up:	Undergraduate curriculum committees
Timeline for addressing recommendation:	Exploratory work by end summer 2024. Proposals put forward to department Fall Term 2024. Wider revisions implemented by Fall 2027.

What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	During the 2023-2024 and 2024-2025 year, the curriculum committees spent a significant amount of time reviewing our programing to allow students to take advantage of options in the new modular degree program (Refer to Section 1.17 Supplemental Information). This review included student workload throughout courses. If students express concerns about a course having too much work though feedback sessions or otherwise, the Department Head can speak with the instructor of the course and make suggestions. This highlights the importance of our feedback sessions, good relationships between students with our undergraduate program assistant, and continuous review and improvement.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	This action item will never be complete, as continuous monitoring is required. However, we will place greater emphasis on this area as we continue to monitor the impact of the transition to modular degree programs, ensuring that students are adequately prepared to succeed in these new pathways.

1.11 Recommendation 7a: That the academic unit ensure that both Masters' and PhD supervisory committees are formed within the first year of the student's degree.

Proposed follow-up:	Explore possibilities for implementing this recommendation, including reducing the size of supervisory committees and creation of a graduate student database.
Responsibility for leading follow-up:	Graduate Chair, Graduate Steering Committee, Graduate Physics Society.
Timeline for addressing recommendation:	Exploration by end of 2024-2025 academic year. Implementation to begin Fall term 2025.
What is the current status of the follow-up? **Include a completion percentage:**	In process >75%
Please provide a brief description of the current, completed or planned work:	Information regarding the make-up of Supervisory Committees and meeting dates is contained in an excel spreadsheet maintained by the Graduate Assistant. The Graduate Assistant will support supervisors and students in obtaining and maintaining compliance with SGSPA regulations. At the time of writing, the

	department does not have a full staffing complement which may temporarily decrease our ability to add these additional supports. The Supervisory Committee size has been updated, please refer to Section 1.12 (Recommendation 7b) for more details.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	Although we strive to ensure graduate students' supervisory committees are formed within the first year of the student's degree, we will need to monitor for years to ensure we have met our goal.

1.12 Recommendation 7b: That the academic unit enforce annual mandatory meetings with the supervisory committee to assess the student's progress in all graduate programs.

Proposed follow-up:	Explore possibilities for implementing this recommendation, including reducing the size of supervisory committees and creation of a graduate student database.
Responsibility for leading follow-up:	Graduate Chair, Graduate Steering Committee, Graduate Physics Society.
Timeline for addressing recommendation:	Exploration by end of 2024-2025 academic year. Implementation to begin Fall term 2025.
What is the current status of the follow-up? **Include a completion percentage:**	In process >75%
Please provide a brief description of the current, completed or planned work:	The department further explored why meetings were not occurring in a timely manner and how to increase compliance and reduce barriers. Due to large student enrolments and limited supervision opportunities, the department has reduced the size of the Supervisory Committees (SCs) to three faculty members: the supervisor and two members in the same field as the student. We hope this modification will also address the increase of administrative duties which have been assigned to Faculty members and ensure appropriate support for our students. Information regarding the make-up of SCs and meeting dates is contained in an excel spreadsheet maintained by the Graduate Assistant. This additional level of oversight will support our students and supervisors with meeting their deadlines. At the time of writing, the department does not have a full staffing complement which may temporarily decrease our ability to add these additional supports. It is our understanding that SGSPA is developing a database to track Annual Reports. We note that SGSPA requires annual reports but not supervisory committee meetings. The GSC in Physics will consider moving to a model in which the report is required (as per SGSPA policy) but that meetings are held only when

	the student, supervisory, or graduate chair request a meeting or in cases where the student is approaching the end of their funding eligibility window.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	We look forward to participating in SGSPA's database as an additional support to our students and supervisors. We also encourage that database to contain supervisory committee meeting reports.

1.13 Recommendation 7c: That the academic unit consider degree and program learning outcomes as they contemplate alternative definitions of the core course requirements in order to better serve the diversity of research disciplines.

Proposed follow-up:	Update the core course requirements. Revise program-level learning outcomes to reflect the recently updated Degree Level Expectations.
Responsibility for leading follow-up:	Graduate Chair, Graduate Steering Committee, consulting with Centre for Teaching and Learning.
Timeline for addressing recommendation:	By end Fall term 2024.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The Department has broadened the list of fundamental core courses for PhD students to include Quantum Nanophotonics in the list of Quantum courses and Nonlinear Optics in the list of electrodynamics courses. The Department has also established a new course in Fundamental Astrophysics. Please refer to Section 1.2 (Recommendation 2) for further details regarding PLLO updates.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.14 Recommendation 7d: That the academic unit offer the core courses regularly, e.g., at least once every two years.

Proposed follow-up:	Coordinate a plan to offer core courses at least every two years. Conduct longer-term planning to anticipate the needs of research groups.
Responsibility for leading follow-up:	Department Head, Graduate Chair.
Timeline for addressing recommendation:	By end of 2024-2025 academic year.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The GSC works closely with the Head each year to decide on the list of course offerings based on what would be beneficial to students. Graduate students and supervisors are asked to indicate their preferences, and these preferences are conveyed to the Head. The decision of what courses to offer depends on demand, teaching capacity, and is consistent with minimum size of courses dictated by FAS.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.15 Recommendation 7e: That the academic unit re-evaluate the graduate funding levels, in light of the recent dramatic increase in cost of living in Kingston

Proposed follow-up:	Minimum guaranteed funding level to be increased.
Responsibility for leading follow-up:	Department
Timeline for addressing recommendation:	April 2023

What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The Department is committed to providing stipend packages that allow students to maintain a reasonable living standard in Kingston and stipend packages were increased in the most recent years. Faculty members are well aware of the high cost of living in Kingston. We note that funding levels in Physics are relatively high compared to other departments. Unfortunately, there are funding challenges (e.g., reduced funding for TA positions, NSERC constraints, etc.) that are beyond our control.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.16 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

- Updating the CLOs and PLLOs will be reflective of course updates and be beneficial for the instructors and students of the courses.
- We hope the restructured supervisory committees will be beneficial and reduce barriers to timely meetings and reports. Ongoing monitoring will be required to ensure this occurs.

1.17 Supplemental Information Provided by the Department

1.17.1 PHYS Curriculum Changes (October 2024)

1. **Course changes:**
    a. Rename PHYS 317 to PHYS 417.
    b. Rename PHYS 432 to PHYS 332.
    c. Rename PHYS 345 to PHYS 445.
2. **Honours Physics Major Changes:**
    a. Cut PHYS 317 as a required course.
    b. Cut PHYS 432, add PHYS 332 as a required course.
    c. Cut PHYS 345, add PHYS 445 as a required course.
    d. Add PHYS 321 as a required course.
    e. Require 3 credit hours of 4xx in the 4th year (down from 6 hours).
3. **Physics Specialization Changes:**
    a. Cut PHYS 317 as a required course.
    b. Cut PHYS 432, add PHYS 332 as a required course.
    c. Cut PHYS 345, add PHYS 445 as a required course.
    d. Cut all required fourth year courses except 590.

e. Add requirement, 3 credit hours from PHYS 417 or 453 or 479.
f. Require 9 credit hours of 4xx in the 4th year (up from 6 hours).

4. **Astrophysics Specialization Changes:**
    a. Cut PHYS 317 as a required course.
    b. Cut PHYS 432, add PHYS 332 as a required course.
    c. Cut PHYS 345, add PHYS 445 as a required course.
    d. Cut all required fourth year courses except 590.
    e. Rename PHYS 315 to PHYS 415.
    f. Cut PHYS 315 as a required course.
    g. Add requirement, 6 credit hours from PHYS 414 or 415 or 435 or 453 or 490.
5. Rename specialization "**Astrophysics & Astroparticle Specialization**" **Mathematical Physics Specialization Changes:**
    a. Cut PHYS 432, add PHYS 332 as a required course.
    b. Cut PHYS 345, add PHYS 445 as a required course.
6. **Course prereq and coreq changes:**

-Change: 345 as prerequisite -> 345/445 as corequisite.

Applied to: PHYS 444, 480, 483, 490

-Change: 432 as corequisite -> 432/332 as corequisite

Applied to: PHYS 460, 479

-Change: 317 as prerequisite -> 317/417 as corequisite

Applied to: PHYS 414

-Change: 315 as prerequisite -> removed

Applied to: PHYS 435

2. Decanal Response – Faculty of Arts and Science

2.1 Include any general comments on the Progress Report:

The department has made excellent progress with all recommendations. In addition to addressing concerns about maintenance and facilities, administrative expediency, the department continues to engage meaningfully with recommendations regarding the integration of I-EDIAA principles and priorities in the curriculum, as well as the establishment of community supports for equity-seeking groups. The department's initiatives have foregrounded community engagement and student feedback for inclusion and equity initiatives; these are commendable. The department has been resourceful in the procurement of new equipment (ie. advancement gifts funding equipment, stemming from recommendation #6d on precuring new equipment in the undergraduate labs). Supports for timely completion and fulsome support of graduate students are being ensured through careful support structures, rotation of courses, and funding levels, etc.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

Recommendation #1 is focused on ensuring maintenance and accessibility of facilities, and this has been only partially completed, for valid reasons. The unit has completed a space audit with the Joint Health and Safety Committee, and has acted on many of the recommendations. There are still concerns about the inefficiencies around the submission of work orders for the same work, etc. Work on this front will be ongoing.

Recommendation #2 is significant in its focus on integrating I-EDIAA principles and priorities into CLOs and PLLOs. Through significant consultation with the departmental community members, and with the CTL and HREO, the unit is still in the process of updating and approving learning outcomes in individual courses to reflect these priorities. The Faculty Office will continue to support this work. In the supplementary document outlining alignments of DLEs and PLOs, language emphasizing accessibility, inclusion, and diversity is woven meaningfully into outcomes in ways that emphasize the reality of working professionally in ethical and inclusive ways.

2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

The department identifies a desire to see funds flow more directly from Engineering to FAS programs supporting Engineering Science students. Issues of Inter-Faculty Cross-Teaching continue to be discussed at the University, and processes refined. However, the note around budgetary concerns regarding funding in cross-faculty teaching arrangements suggests the policy should be clarified; that is, that the calculation of revenue distribution uses the tuition and grant rate set for the student's degree program by the Home Faculty, irrespective of the Teaching Faculty's own tuition and grant weight structure.

The University recently created a new MOU framework what will improve cross-teaching arrangements. The Faculty of Arts and Science and Smith Engineering are partnering to pilot the new framework around the Physics Engineering program. The pilot starts in 2026 and it is expected to improve the resources available to this program.

3. Decanal Response – Queen's Smith Engineering

3.1 Include any general comments on the Progress Report:

The department has done a diligent job at addressing the various recommendations and has shown excellent progress in most of the items. They have introduced an I-EDIAA coordinator to facilitate interactions between student groups and departmental committees, and they have been enacting proposals of the student support committee, such as additional training in I-EDIAA and gatherings between community members. They have been also following up on items that are beyond their control, such as working on space and facilities in coordination with the Joint Health and Safety Committee. The department has also done a commendable job in reviewing the various curriculum elements and programming. The ENPH curriculum committee is encouraged to continue to engage with the QSE Curriculum Committee as part of the Continual improvement process.

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

The PLLOs are in the process of being revised according to Recommendation 2. We recommend that Smith Engineering should be advised on the PLLOs of the Engineering Physics B.A.Sc. The PLLOs must align with the Graduate Attributes (GAs) required by the Canadian Engineering Accreditation Board. While most of the GAs are addressed in the proposed PLLOs, some of the language may be problematic. For example, the wording "Formulate a definition for design in engineering" does not fully address the GA4 "Design" definition of the CEAB. GAs such as Teamwork, economics and project management are not addressed in the current draft

Recommendation 6 deals with adherence to health and safety regulations. Whereas the wording of this recommendation is mostly focused on physical space, we would like to recommend that the issue of adequate technical personnel should also be addressed, as being integral in ensuring a safe environment in the laboratories that is conducive to learning.

Recommendation 7d suggests that a proportion of the higher tuition fee paid by students in the ENPH program be directed towards modernizing lab facilities and equipment. This is not within the direct control of the department, but should be considered as a part of the discussions between the Deans and Provost on the budget model and distribution of funds within the Faculty of Arts and Science.

Recommendation 6e has been addressed, but continuous effort and oversight is needed to ensure that the workload remains manageable, through approaches like avoiding scheduling conflicts, overlapping assessments etc and continuous communication with the curriculum committees and instructors.

3.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

Transparency on how funds flow from QSE to FAS programs supporting Engineering Science students is important to address the considerations mentioned in recommendation 7d. There are ongoing institution-wide discussions on the importance of clarifying the inter-Faculty Cross-Teaching arrangements. However, irrespective of the formula used to determine the amount of funds that are directed to cross-faculty teaching, the most pertinent aspect in the present context is the distribution of the funds received from QSE within the departments of the teaching faculty, so that the students can benefit directly from the funds that are transferred.

The FAS and QSE will be participating in a pilot to create an MOU governing the cross-faculty teaching arrangements for the ENPH program. The pilot is expected to bring some clarity on the expectations and academic requirements and the corresponding resources needed to meet these expectations.

4. Decanal Response – School of Graduate Studies and Postdoctoral Affairs

4.1 Include any general comments on the Progress Report:

PEPA has made significant progress on its recommendations to date. In particular, I would like to highlight their concerted efforts regarding I-EDIAA, notably the introduction of a coordinator role and the ongoing initiative to integrate I-EDIAA principles into learning outcomes across all levels. As this topic is further explored in relation to continuous improvement and course learning outcomes (CLOs), the Centre for Teaching and Learning (CTL) may provide valuable support in effectively incorporating I-EDIAA (recommendation 2).

Besides, the department has successfully leveraged support from Advancement to secure funding for new equipment that enhances teaching and learning. The emphasis on increasing student feedback, referenced across multiple recommendations, is especially encouraging. Establishing strong, consistent channels of communication between students and faculty will foster continuous feedback, strengthen community and belonging, and ultimately enhance teaching and learning over the long term.
I also appreciate that many of these recommendations will require ongoing monitoring and review to sustain continuous improvement.

4.2 Comment on any recommendations that have not been addressed within the proposed timeline:

The full implementation of certain recommendations is constrained by factors beyond the department's control, including decisions related to Facilities, proposed building improvements, work order efficiencies, and the allocation of funds between Faculties.

Continued monitoring and advocacy for these needs are encouraged to ensure a safe and supportive learning environment.

As for supporting graduate students, the SGSPA is pleased to support the program's efforts to enhance student progress and reduce time to completion. This includes promoting strategies such as mandatory supervisory meetings and encouraging the establishment of committees within the first year of a student's degree.

4.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

Regarding recommendation 4, please note that in the absence of offering cash advances prior to travel, the "Prepaid Travel Card" remains the sole viable solution to address graduate students' cash flow challenges.

Concerning recommendation 7e, beyond increasing the guaranteed minimum funding, the SGSPA is actively collaborating with the Provost and the Faculties to strengthen and enhance overall funding packages.

Authorizations

	February 13, 2026
Signature of Unit Head	*Date*
Bill Nelson, PhD	*April 14, 2026*
Signature of Interim Dean, Faculty of Arts and Science	*Date*
	May 4, 2026
Signature of Dean, Queen's Smith Engineering	*Date*
	June 16, 2026
Signature of Vice Provost and Dean, SGSPA	*Date*
	July 21, 2026
Signature of Vice-Provost, Teaching and Learning	*Date*

October 20, 2026

Date of Review and Approval by the Senate Cyclical Program Review Committee