Cyclical Program Review Final Assessment Report and Implementation Plan for the Academic Programs Offe red by the Department of Mining 1 ﹘ • ' ﹘ Ž Ž › ' ﹘ •

Programs Reviewed: BScE; MASc; MEng; PhD
BTech Mining Engineering Technology
Graduate Diploma in Community Relations for the
Extractive Industries

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation, internal responses and assessment of the above programs. This report identifies the significant strengths of the program s, and opportunities for program improvement. It sets out and prioritizes the recommendations that have been selected for implementation.

An imp lementation plan is attached that identifies:
- x who will be responsible for acting on and monitoring progress on the recommendations,
- x any resource or governance implications resulting from the recommendations, and
- x timelines for implementation of the recommendations.

Summary of Review
1) The department's self-study was reviewed by the Dean, Faculty of Engineering and Applied Science, Vice-Provost and Dean, School of Graduate Studies and Vice-Provost (Teaching and Learning). It was approved on 2 March 2018.
2) The review team visit took place on 9th – 10th April 2018. The review team members were:
   i. Dr. Ferri Hassami, Department of Mining and Materials Engineering, McGill University
   ii. Dr. Malcolm Scoble, Norman B. Keevil Institute of Mining Engineering , University of British Colum bia
   iii. Dr. Brian Surgenor, Department of Mechanical and Materials Engineering , Queen's University

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ii. Faculty
iii. Librarian
iv. Staff
v. Department Head
vi. Dean and Associate Deans, Faculty of Engineering and Applied Science

       vii.   Vice-Provost and Dean and Associate Dean, School of Graduate Studies

      viii.   Deputy Provost

4) The review team reported on 13 May

Recommendations	Proposed Follow -up	Responsibility for Leading Follow -up	Resource or Governance Implications	Timeline for Addressing Recommendation
This includes: 1) targeting 35 to 40 students in 2nd year, 2) increasing presence in 1st year (see recommendation #1 above), 3) updating and revitalizing the curriculum.	the Centre for Teaching and Learning. In order to introduce mining to first -year students, continue to supervise APSC 100 projects and teach part of APSC 151			year. Mentoring first -year students ongoing
3. Reviewers recommend that the unit increase postgraduate enrolment, targeting 50 students by: 1) hiring new faculty which will therefore increase postgraduate course offerings. Faculty should talk about their research in undergraduate lectures. 2) Encourage cross appointments with GEO/CHEM/ECE/MECH to increase applicant pool. 3)	In order to increase the research profile of the department continue cross-appointments with new faculty hires. In conjunction with the Dean's Office, explore opportunities to increase linkages with industry and the private sector.			

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
Acknowledg e that students reluctant to enroll in mining, would rather stay in their home department.				

Recommendations	Proposed Follow -up	Responsibility for Leading Follow - up	Resource or Governance Implications	Timeline for Addressing Recommendation
6. Reviewers recommend that the unit continue to work on the "Towards a Strategic Plan" initiative. Although all faculty support change, it is a worthwhile target to consider a new undergraduate curriculum in 2020/2021 (with a submission due Oct 2019).	Finalize "Towards a Strategic Plan" initiative	Department Head	Human resources provided by department	By October 2018

7. Reviewers recommend
that the unit take actions to
maintain a high female/male

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
(i.e. social performance management in the extractive industries) by: 1) reducing tuitio n per course, 2) improving on line content to that seen with BTech, and 3) making elements available to the undergraduates (social responsibility, community relations).	Improve the content of the graduate diploma by implementing best practices from the			