COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT for:
Follow-up (18-month)

HUMBER COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: June 6, 2017

DATE OF PREPARATION OF REPORT: May 21, 2019

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on behalf of the Office of the Senior Vice-President Academic

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Introduction

This report aims to provide updated information regarding the quality assurance activities that the college is implementing to address the identified gaps (affirmations, recommendations and other) since the college's last submitted report to the OCQAS.

CONTINUOUS IMPROVEMENT PLAN

1. **Provide the continuous improvement plan (action/ implementation plan) and results to date.**

* *The college must provide (at the very least) the affirmations made by the college and the recommendations made by the audit panel at the time of the last audit. These stipulations (affirmations and recommendations) should be listed, verbatim as they appear in the audit report.*

The continuous improvement plan is the report that follows.
Thank you for the opportunity to report on Humber's progress over the last 18 months.

As sound professional practice, and in response to the report, Humber's ongoing QA processes have been strengthened to ensure that PLOs are more transparently identified as the drivers for our academic activities. These QA processes are key components of our program lifecycle management process which will continue to allow us to identify and address opportunities for improvement on an ongoing basis. With the completion of the comprehensive program mapping process, Humber now has sufficient capacity to formally incorporate the map analysis into the Annual Program Quality Assessment (APQA), and will also use this exercise to assess impacts of proposed curriculum changes. This work has been (and remains) actively supported by our Academic Leaders and Program Teams, and by subject matter experts in Program Planning, Development and Renewal (PPDR) and the Centre for Teaching and Learning (CTL). The opportunity to review maps at the program team and program cluster levels also allows for identification of common themes; best practices to share and suggestions to resolve challenges. By moving between the course and program levels, professors and other program staff have the opportunity to view their contributions through a program-oriented lens. This is also an opportunity to convey the importance of the role that individual professors play in the designing of program level instruction beyond the boundaries of their particular course(s).

In spring 2018, PPDR worked with Academic Leaders and Program Teams to develop service agreements for the implementation of any changes that were identified as a result of the program map review exercise. Service agreements are now included as part of the annual program review exercise that also takes into account any relevant standards changes, conditions of consent renewals, or other externally mandated changes at the PLO level. This helps to ensure the effective prioritization of curriculum review, program development, and program review activities – coordinated through PPDR. The commitment and role of PPDR is not only to facilitate but also to provide an assurance of implementation through the provision of ongoing support.

STIPULATION: Recommendation 1

Ensure that consistent curriculum mapping for all programs of study are completed using the vocational learning outcomes as the developmental foundation. (*Standard 2- Requirement 2.2*)

As identified in the self-study, Humber College recognized that curriculum mapping is not applied consistently across all programs and as such has developed a common template for use throughout the college. Vocational Learning Outcomes are what drives; courses, work placements, and admission requirements for programs of study. It is imperative then that curriculum mapping be accurate and in place for all programs of study at the college.

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Develop a consistent program map with PLOs as the driver to address sequencing, levelling, progression, and scaffolding of curriculum. The map is informed by pedagogical and andragogical theories and in-field experiences of those most closely associated with the program.	a. Assess professional development requirements and resolve gaps where required	January 15, 2018	100%	PPDR in collaboration with Academic Leaders and Program Teams, supported by the Centre for Teaching and Learning *See Note 1*
	b. Assess and support financial/time requirements	January 30, 2018	100%	
	c. Create/provide resources for Academic Leaders and Program Teams as required	April 30, 2018	100%	
	d. Establish deployment and submission schedule	April 30, 2018	100%	
	e. Track submissions and follow up as required	July 15, 2018	100%	
2. Achieve universal adoption of a consistent course outline across Humber.	a. Include mapping in existing practice of Annual Program Quality Assessment (APQA)	June 30, 2018	100%	PPDR in collaboration with Academic Leaders and Program Teams

Note 1: between September 2017 and March 2019, 534 workshops were offered including, but not limited to: Writing Measurable Learning Outcomes, Building Course Outlines; Aligning Assessment and Outcomes; Outcomes Based Learning; the 4 A's of Lesson Planning; Creating a Positive Classroom Climate and Engaging Students in Active learning strategies. Training groups of faculty in the Course Outline Software Supporting Instructional Design (COSSID) has been ongoing since November 2018. An implementation plan has been put in place to ensure all program faculty are fully trained and using the tool by the end of the 2021/2022 academic year.

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STIPULATION: Recommendation 2

Continue the development and implementation of a system (e.g. COSSID) to ensure the alignment of VLOs-CLOs as per requirement 2.2 as well as provide for consistent course outlines as per requirement 4.1. (*Standard 2- Requirement 2.2; Standard 4- Requirement 4.1*).

During the self-study and the site visit it was noted by the audit team that aligning the VLOs and CLOs is an area that Humber needs to address and that the most current approved course outline templates need to be readily available for all faculty to ensure consistency within the program. It was identified by Humber that the COSSID system is going to be relied upon heavily to meet these needs.

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Complete the development of COSSID (Course Outline System Supporting Instructional Design) as a system to support the program mapping process and maintenance of Humber's universally adopted course outline template and process.	a. Complete technical development of the COSSID system	March 31, 2019	100%	Director of the Centre for Teaching and Learning (CTL) (professional development and implementation support) and Academic Leaders – Senior Deans (universal adoption)
	b. Through instructional design discussions among faculty teams, use COSSID as a vehicle for professors to demonstrate and ensure consistent alignment of VLOs to CLOs	July 31, 2021	33%	
	c. Equip professors with a PDF course outline template for courses not yet in COSSID	March 31, 2019	100%	PPDR disseminates
	d. Achieve universal adoption of a consistent course outline across the College	June 30, 2019	45%	Director of the Centre for Teaching and Learning (CTL) (professional development and implementation support) and Academic Leaders – Senior Deans (universal adoption)

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STIPULATION: Recommendation 3				
Complete the curriculum mapping project for all programs within the college and use that mapping to provide sound basis for curriculum development, the design of teaching and learning activities, and assessment of student learning. (*Standard 2- Requirement 2.3*) Without a consistent cross-college system of curriculum mapping fully in place, it was not evident to the audit team that vocational learning outcomes were being consistently evaluated and were the foundation for the curriculum in all College programs.				
DELIVERABLES	**TASKS**	**COMPLETION DEADLINES**	**CURRENT STATUS (%)**	**RESPONSIBLE**
1. Establish administrative infrastructure to support a consistent, cross-college systematic review of VLOs as curricular foundation through curriculum mapping and other cyclical opportunities.	a. Include program mapping as part of the Annual Program Quality Assessment (APQA) exercise	June 30, 2018	100%	Academic Leaders in collaboration with PPDR. *See note 1.*
	b. Introduce service agreements drawn up between PPDR and the Faculties to identify upcoming or in-process revisions (from map analysis; provincial standards changes; program reviews etc.)	June 18, 2018	100%	
	c. PPDR to receive all updated APQA reports	September 2, 2019	0%	PPDR, Academic Leaders
	d. Complete analysis of reports to identify cross-college themes	November 15, 2019	0%	PPDR
	e. Release the results of the analysis	November 30, 2019	0%	PPDR

Note 1: Academic Leaders (Senior Deans/Associate Deans/Program Coordinators) are responsible for leading the program mapping exercise on an annual basis, and as required as the maps relate to curriculum changes. PPDR will continue to facilitate program mapping with these teams on an ongoing basis as part of the curriculum review process, follow up to action items stemming from an analysis of the map, changes to program standards, curricular changes, etc. The 2019 annual review of maps is incorporated as part of APQA process, described in Affirmation 1.

STIPULATION: Recommendation 4

Ensure college wide implementation of the HR Management System creating increased consistency in methods of hiring, orientation, and evaluation practices as well as creating a centralized repository of CVs that are updated annually and reflect ongoing professional development activities. (*Standard 6- Requirement 6.1*)

Requirement 6.1 speaks specifically to teaching staff and through review of the self-study and the site visit, it was noted that part time faculty comprise a great number of teaching positions within the college. There is a policy stipulating that all teaching staff possess the appropriate combination of experience and credential but the college did acknowledge that the application of this policy across the college needs to be more consistent especially as related to part time faculty.

The audit team also heard that there is inconsistency in how part time faculty are evaluated as compared to those with a full time position. For part time faculty decentralized evaluations takes place at the school level and there is not a consistent format or expectation of what this entails.

The college also acknowledged that it is important to develop mechanisms that apply a consistent, quality assurance process for full-time, non-probationary faculty that goes beyond the current review of KPIs and SFQs.

During the site visit the audit panel heard that the college's self-study had been compromised due to the retirement of a key person in PPDR and also heard that other vacancies are current or imminent in other areas of the college. For this reason the audit team recommends that the college include succession planning as an initiative within the human resource management system.

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. A redesigned recruitment process: A redesigned recruitment process that ensures consistency in practices, addresses diversity and equity concerns, facilitates easy data management and	**a.** Development: The redesigned recruitment process facilitates: complement management; easy requisition development; standardized offer process; candidate profile management; e-offer and candidate e-signature and shortened hire process.	June 30, 2019	100%	The Human Resources and Organizational Effectiveness Department is responsible for the implementation and management of the HRMS under the leadership of

informed decision-making, responds in a timely manner to talent imperatives and delivers an exceptional candidate experience.	**b.** Testing	June 30, 2019	85%	the VP Human Resources and Organizational Effectiveness.
2. A comprehensive and differentiated orientation process: A comprehensive and differentiated orientation process that profiles Humber positively and prepares the new hire for the first day of work.	**a.** Development: The orientation process has been fully redesigned and automated within the new HRMS. Nine (9) new orientation/onboarding processes have been developed that are specific to each employee type and which address the differentiated orientation experience for each employee group. The new orientation system features onboarding train stops that include: life at Humber; Benefits; Policies and Collective Agreements; Cool Perks; Mandatory Training; Activities for Day 1, week 1 and month 1.	June 30, 2019	100%	The Human Resources and Organizational Effectiveness Department is responsible for the implementation and management of the HRMS under the leadership of the VP Human Resources and Organizational Effectiveness.
	b. Testing	June 30, 2019	85%	
3. A flexible and multi-faceted evaluation process: A flexible and multi-faceted evaluation process that is scalable and supportive of the various employee groupings.	**a.** Development: The new HRMS has the ability to facilitate flexible and multi-faceted performance evaluations for all employee types. The evaluation process will include functionality with the ability to: conduct multi-rater assessments, cascade goals through goal management; facilitate a linkage between competency, performance and development through the establishment of competency modelling and competency profile development; flexibility in goal setting and KPI development and succession management as a corollary to performance and development.	June 30, 2020	40%	
	b. Testing	June 30, 2020	0%	

4. Succession planning in PPDR	PPDR has reconfigured to a Faculty-based model that provides support services via Program Consultant Liaisons. Program Consultant Liaisons will be better positioned to understand the full suite of departmental responsibilities rather than being specialized (e.g. review or development). 3 of 6 liaisons have been appointed thus far.	September 1, 2022	50%		Dean, Program Planning, Development and Renewal

STIPULATION: Recommendation 5				
Establish mechanisms for college oversight of department- and program-specific academic policies regarding matters such as grades required for progression, GPA requirements for graduation and continuance, etc. Although there is often good reason for program-specific variance in these matters, the college still needs to govern this variance by stipulating parameters for these types of department- and program- specific policies and the conditions which must be met for variance to be allowed. (*Standard 5- Requirement 5.7*)				
DELIVERABLES	**TASKS**	**COMPLETION DEADLINES**	**CURRENT STATUS (%)**	**RESPONSIBLE**
1. Identify disparities between program-specific regulations and academic regulations	a. Review existing program-specific regulations to identify variances and align with academic regulations	April 15, 2019	100%	Associate Vice President, Academic in conjunction with Academic Framework Co-Chair (Registrar)
	b. Establish a policy and process for requesting and monitoring program-level variances (exceptions)	May 1, 2019	100%	
	c. Develop a plan for updating existing resources which reference program-specific regulations and communicate the changes to all relevant stakeholders (i.e. professors, students)	April 30, 2019	100%	
2. Align program-specific regulations with College academic regulations, and update handbooks (180+ credit programs)	a. Implement the plan for updating existing resources	June 30, 2020	50%	
3. Develop mechanisms to allow consideration of program-level variances	a. Define mechanisms for assuring ongoing review, alignment, monitoring and compliance	May 31, 2019	75%	

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STIPULATION: Affirmation 1

Program Action Plans

Previously inconsistencies in the follow up to program review action plans were noted. As a result, these plans are now attached to the Annual Program Quality Assessments. In addition, PPDR holds annual meetings with Senior Deans/Associate Deans to follow up on the action plan items and reports progress to the SVPA. The action plans are also included in the self-studies of subsequent program reviews. (*Standard 1- Requirement 1.5*)

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Recalibrating the Annual Program Quality Assessment (APQA) process with respect to the documentation, process, and mechanisms for ongoing program enhancement.	a. Re-vamping of the submission requirements: For this pilot year, reports will include up to date action items for all programs, timelines, and the opportunity to provide metrics. This data will inform an electronic tool for tracking	March 31, 2019	100%	PPDR in consultation with Academic Division leadership. Including the support of Marketing, Communications and the Centre for Teaching and Learning. *See Note 1*
	b. Consultation with Academic Leadership within program clusters; communicating changes to stakeholders	March 31, 2019	100%	
	c. Rolling out the pilot for 2018/2019	April 30, 2019	100%	
	d. Receive and analyzing the completed reports on a department/program cluster basis	September 1, 2019	0%	
2. Dedicate resources to implement and support the renewed APQA process.	a. Dedicating PPDR resources on a permanent basis to work with Academic Leaders and Program Teams on the coordination, management, and monitoring of subsequent projects	April 30, 2019	100%	
	b. Prioritization of program action plans across the institution, based on requirements and available resources. PPDR will work with Academic Leaders to develop program renewal plans based on program strengths and alignment deficiencies as they relate to assessment, CLOs and PLOs.	November 30, 2019	0%	

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	Prioritization will be based on factors such as student impact, program horizons to 2022, availability of particular resources, etc.			
3. Implementing the program lifecycle module in HQ, with takeup: The tool is intended to replicate many of the features of the successful HQ Transfer module, which is a dynamic inventory of articulation agreements and Memoranda of Understandings. The program lifecycle management module will provide a user-friendly dashboard with utility beyond this function, as it will present an ongoing, up-to-date inventory of continuous improvement plans for Humber's postsecondary programs, by program cluster. Inherent in the tool's design is a base assumption that all program action items will have metrics associated to determine the efficacy of the action against the planned goal, as opposed to simply reporting whether or not the activity it is complete and on time. Until a technological solution is implemented, Humber will continue to use locally developed tools and workflows.	**a.** Scope the project and secure a vendor	March 31, 2020	20%	PPDR in consultation with Academic Division leadership. Including the support of Marketing, Communications and the Centre for Teaching and Learning. *See Note 1*
	b. Establish a development plan with budget and timelines	May 31, 2020	15%	
	c. Monitor and manage the project to completion	June 30, 2021	0%	
	d. Launch the live tool and make it available to all Faculties to work with for annual program reflections in the 2020/2021 May/June cycle.	April 30, 2021	0%	

Note 1: In consultation with Academic Division leadership, PPDR is responsible for these deliverables and for ownership and maintenance of the APQA report and, in future, the electronic tool. Support will be sought from Marketing and Communications regarding the communications plan for the rollout, and the Centre for Teaching and Learning as a resource for faculty development for contemplating metrics to associate with action items.

STIPULATION: Affirmation 2

R1.3 Graduate and Employer Data

Currently, program reviews lack robust graduate and employer input. Although KPI Graduate and Employer Satisfaction reports are available for all programs, the response rates are so low that the data can only be considered anecdotal. Graduates are invited to the external assessment of a program, but again, there may be only two or three graduates who participate. In order to strengthen graduate and employer feedback, the Office of Advancement and External Affairs (OAEA) has initiated a number of alumni engagement strategies to solicit better stakeholder data. PPDR will continue working with OAEA to identify areas of synergy in order to access authentic feedback from alumni. (*Standard 1- Requirement 1.3*)

DELIVERABLES	TASKS		COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Contemplate and pilot new methods to strengthen graduate feedback.	a.	Develop centralized and systemized mechanisms to support the effective utilization of graduate and employer feedback	December 31, 2019	30%	PPDR and the Office of the Associate Vice President, Academic. *See Note 1*
	b.	Monitor the success of this approach and adjust as required	July 31, 2021	0%	

Note 1: PPDR is working to profile the importance of alumni engagement in program reviews in its publication, Gratitude. As well, Humber was the first College in Ontario to invite alumni to serve as external assessors as part of PEQAB degree reviews (spring 2019). Strengthened Program Advisory Committees and learnings from the forthcoming Symposium: Student Voices in Quality Assurance (November 2019) – co-hosted by Humber and Centennial Colleges, will inform future directions. The Office of the Associate Vice President Academic is responsible for designing and overseeing the administrative infrastructure that will capture the broader and more varied ways in which Humber engages with industry, and employers.

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STIPULATION: Affirmation 3

Alignment VLOs-CLOs

Humber has identified the alignment of VLOs to CLOs as an area of continuous improvement. The COSSID system will assist by informing professors of which program learning outcomes relate to their specific courses. COSSID incorporates PLOs into the course outline development and revision process to create an understanding of how a course fits within the larger program context. This will enable students and professors to make connections across the program curriculum. COSSID will additionally prompt professors to critically think about how CLOs help achieve and support program learning outcomes. Through COSSID, the CLOs will also directly link to assessments.

A critical path will appear on each course outline linking learning topics, activities, readings, outcomes and assessments. This will illustrate for students a clear learning path through the course. The use of COSSID will support the formalization of a consistent process across the College. (*Standard 2- Requirement 2.2*)

UPDATE: A schedule of the COSSID roll out has been established and begins this fall. Programs from all Schools are represented as part of Phase I.

DELIVERABLES

Integrating the COSSID system as a tool that supports instructional design based on the concept of constructive alignment, is the key deliverable.
Please see Recommendation 1 and Recommendation 3 for a full explanation.

STIPULATION: Affirmation 4

Mapping

At present, curriculum mapping is not applied consistently in all programs. Humber is undertaking a curriculum mapping project with the goal of developing a common template for use throughout the College. These maps will guide curriculum changes, assist in program review processes, create an articulated program overview and inform the development and revision of program standards or descriptions. It is intended that during the review process, programs will consistently map their courses to the Program Learning Outcomes. PPDR is engaging programs in a deeper analysis of learning outcomes during the program review process. (*Standard 2- Requirement 2.2*)

UPDATE: Deeper analysis at the front end, during program development, and through annual program reviews, is occurring. In addition to providing an inventory and gap analysis, the curriculum mapping project will include a needs analysis (professional development, support, financial and time commitments), prior to rollout.

DELIVERABLES

Developing a program map with PLOs as the driver, and having it universally adopted across Humber, are the key deliverables.

Please see Recommendation 1 for a full explanation.

STIPULATION: Affirmation 5				
PLAR				
As noted in Section 2.3, Humber's PLAR process formally acknowledges that learning does not only take place in a classroom environment, but that individuals learn and develop skills in informal ways. With the renewed provincial emphasis on creating and supporting pathways for students, the College recognizes the need for improvements to its PLAR processes. Recently a Pathways Task Force was established to ensure students have access to pathways and transfer opportunities, including PLAR, while reducing barriers for student mobility. In addition to the efforts of the Pathways Task Force, Humber uses a Co-Curricular Record to assist students in the articulation of essential skills learned as an extension of their academic experience. The College is developing a PLAR process that will incorporate both curricular and co-curricular learning opportunities. (*Standard 2- Requirement 2.3*)				

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Establish a PLAR Working Group	a. Conversion of Task Force to PLAR Working Group with representation from the Registrar's Office, Faculties, PPDR and Community Outreach and Workforce Development. The Working Group is accountable to the Academic Framework Committee.	March 31, 2019	100%	Chairs of the PLAR working group will be accountable to the Academic Framework Committee, which is chaired by the Office of the Vice President Academic and the Associate Vice-President, Strategic Enrolment Management and Registrar
2. Align to CAPLA standards and best-practices	a. Review of CAPLA standards and practices to Humber's current state completed: Phase I of recommended changes have been implemented resulting in changes to Humber's academic regulations and operational processes.	March 31, 2019	100%	
	b. Review of CAPLA standards and practices to Humber's current state completed: Phase II recommendations are currently being considered.	December 31, 2019	50%	
3. Increase access and ease for PLAR applicants	a. Participation of staff and professors in CAPLA professional development sessions and conferences.	June 30, 2019	100% (18/19)	

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4. Within this affirmation, re-assess if co-curricular learning opportunities should be incorporated into PLAR	a. Conversion of PLAR application from paper-based to online.	April 30, 2020	100%	
	b. Following the formalization of Humber's Institutional Learning Outcomes (ILOs) it was determined that Humber's co-curricular activities were best related to the ILOs as an articulation of essential skills learned rather than the PLAR process.	January 31, 2018	100%	

STIPULATION: Affirmation 6

Admission Requirements and Titling for Graduate Certificates

PPDR recently recommended to the senior administration that any new Humber Graduate Certificates would not impose barriers to applicants who hold diplomas or advanced diplomas. In the past, some of Humber's graduate certificate programs had an admission requirement of a bachelor's degree in cases where this was not an industry or accreditation requirement. However, this practice is being phased out to ensure consistency with the OQF requirements. In Fall 2016, some of Humber's promotional materials used "Post-graduate Certificate" titling rather than "Graduate Certificate". In consultation with the Curriculum Change working group and the Marketing department, updates to those materials are underway. (*Standard 3- Requirements 3.1, 3.2*)

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Programs are promoted in a manner consistent with the nomenclature standard	a. Review marketing materials to ensure consistency with the nomenclature standard	September 30, 2018	100%	Registrar's Office, Faculties and Marketing
	b. Inventory and review of the Humber website to ensure consistency with nomenclature standard	September 30, 2018	100%	
	c. Inventory and review the Humber calendar to ensure consistency with nomenclature standard	March 31, 2019	100%	
2. Ensure admission requirements are appropriate to ensuring students' optimal academic success, within the boundaries of the Ontario Qualifications Framework (OQF).	a. Admission requirements including additional requirements are reviewed annually by the Registrar's Office and the Senior Dean and/or Associate Dean of the Faculty.	February 28, 2019	100%	*See note 1*

Note 1: Registrar's Office, Faculties and Marketing, depending on the origin of the content, are responsible for accurately portraying the appropriate credential title. Admission requirements are reviewed on an annual basis and are established based on a number of criteria:
1) Appropriate academic background to ensure student's optimal success,
2) Competitiveness of the applicant pool for limited enrolment programs,
3) Licensing and/or accreditation requirements at both entry and graduation points.

STIPULATION: Affirmation 7 & 8

Affirmation 7: Improvement in Monitoring of PAC Involvement

Through program review, compliance against Humber's Program Advisory Committee Policy is monitored. The process has shown inconsistencies in adhering to this policy with some programs having stronger PACs than others. By identifying these inconsistencies through the review process, the SVPA Office is working on ensuring every program has an effective and engaged PAC.

Industry engagement and partnerships take place at the level of the academic schools as well as the college-level. Given Humber's size and complexity, and given the fact that it has hundreds of industry partners involved at multiple levels within the organization, ensuring consistent support and relationship building can be a challenge. The College has identified the need to better coordinate customer relationship management and is working on implementing appropriate tools and processes for this. (*Standard 3- Requirement 3.3*)

Affirmation 8: Program Advisory Committees (PAC)

The program review process has revealed some inconsistent application of the PAC Policy and some uneven reporting of PAC activities and recommendations. The College is continuing to look at ways to improve mechanisms for the PACs to inform its ongoing improvement of quality. Strengthening Humber's connections and links with community partners has been identified as one of the goals for the 2016 – 2021 Academic Plan (Goal 14, p. 10). Relevant strategies include reviewing and updating procedures for the functioning of PACs and tracking, archiving and monitoring processes for PAC membership, meeting minutes and recommendations. (*Standard 3- Requirement 3.3*)

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. A centralized approach to the management of Program Advisory Committees.	a. Update the Program Advisory Committee policy	April 30, 2019	100%	Associate Vice President, Academic
	b. Centralize the administration of PAC engagement. This is being monitored through the office of the Associate Vice President, Academic – to ensure that tracking of PAC activities, archiving PAC minutes and monitoring PAC membership is consistent across the college. • Process for ensuring/verify PAC's respecting policy • Centralized tracking	December 31, 2019	75%	

STIPULATION: Affirmation 9

Consistent Course Outlines

A critical assessment of Standard 4 has identified the need to have the most current approved course outline templates readily available for all professors to ensure consistency. The full implementation of COSSID will address this need. All assessments will be linked to specific CLOs and VLOs with a corresponding critical path. Regardless of the differing faculty or delivery modes these elements will remain consistent. The software will provide guidance and tips on using best practices in instructional design and universal design methodologies to promote consistency.

Through this system, course outlines will still need to be approved by the corresponding Associate Dean and any curriculum changes will still be subject to the Curriculum Change Policy and Procedure. This system will facilitate the central storage of all course outlines ensuring one consistent source of curriculum documents for the purposes of oversight and quality improvement processes. (*Standard 4- Requirement 4.1*)

DELIVERABLES

One key output of the COSSID instructional design tool is the production of consistent course outlines.

Please see Recommendation 2 for a full explanation.

STIPULATION: Affirmation 10

Pathway Agreements

While a new transfer option website has been developed that communicates to students and other stakeholders Humber's transfer options for inbound, outbound, and between programs, there is room for improvement. For example, the development of consistent practices regarding the currency and application of pathway policies is an area for growth. In recognition of this need several actions have been taken:

- A Pathways Committee is working to establish general guidelines for pathways. This committee is endeavoring to improve consistency and adherence to a shared purpose for pathways that are attractive and beneficial for students while maintaining the integrity of credentials.
- The Manager of Student Transfer Services within the RO manages existing block transfers and facilitates the implementation and communication of newly created block transfers. A team of student mobility advisors support students in their pursuit of credit transfer.
- The Credit Transfer Consultant within PPDR supports academic schools with articulation agreements. The development of a workflow process defines the key steps in the development of inbound and outbound articulation agreements. The implementation of this workflow is currently in process to improve consistency and communication of agreements. (*Standard 5-Requirement 5.4*)

DELIVERABLES	TASKS	COMPLETION DEADLINES	CURRENT STATUS (%)	RESPONSIBLE
1. Establish best practices to support the ongoing review and implementation of pathway agreements.	a. Develop and launch the Humber HQ database (transfer module) to house existing pathway agreements. The database allows for the following: • Ability to publish pathway agreements to Humber's public website • Ability to flag agreements that are nearing expiration for review and possible renewal • Ability to log new pathways in development and log correspondence for future reference • Future HQ database development includes increased reporting functionality including pathway reports by location, region, institution and type of agreement (inbound/outbound)	October 31, 2018	100%	Co-leads are the Registrar and Dean of Program Planning, Development & Renewal

	b. Pathways Handbook- documents best practices and related procedures for developing pathways for inbound/outbound or between programs.	December 31, 2018	100%	
	c. Transfer credit guide- documents best practices for professors and students regarding transfer credit. Seeks to provide transparency to the evaluation of transfer credits.	December 31, 2018	100%	
2. Catalogue documentation regarding pathways and review on a consistent basis to ensure pathway agreements remain valid and viable	a. Transfer Credit Website- include additional resources for Humber students and professors and links to Humber's course outline database so that students can review the course before applying for transfer credits.	January 31, 2019	100%	
3. Clearly define roles and responsibilities to facilitate appropriate management of new and existing pathway agreements and to facilitate the implementation of agreements for inbound and outbound students	a. Transfer Research- review historical trends related to student mobility, conduct ONCAT sponsored research related to professors perceptions regarding pathway students.	January 31, 2019	100%	

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STIPULATION: Affirmation 11

Consistent implementation of Policies

Another area for improvement is the need to more intentionally monitor the consistent application of some policies that support student success and academic integrity. Currently the program review process monitors adherence to policies regarding academic misconduct, academic appeals, graduation requirements, and admission requirements. During the review process, programs are required to disclose any issues concerning student misconduct and how they were handled.

PPDR recognizes a need for the College to be more overt in its monitoring of data concerning, in particular, pathways and interventions for non-academic voluntary/involuntary withdrawal. It will work with internal stakeholders and relevant committees to strengthen Humber's position in this area. As well, through policy work, it will formalize a process for linking School-based guidelines to College policies, in order to ensure consistent alignment. (*Standard 5- Requirement 5.6*)

DELIVERABLES

Internal governance over academic regulations is a priority for Humber and is being addressed.
Please see Recommendation 5 for a full explanation.

STIPULATION: Affirmation 12

HR Management

Humber is developing a new HR Management System that will address some existing shortcomings. In Standard 6.1, the Faculty Academic/Professional Credential Policy is highlighted as a mechanism to ensure that teaching staff possess the appropriate combination of experience and credentials. This policy has been applied to full-time faculty. An area for improvement is to more consistently apply this policy to all teaching staff in the College, regardless of status.

Creating increased consistency in methods of hiring, orientation, and evaluation practices as well as creating a centralized repository of CVs that are updated annually and reflect ongoing professional development activities, are two goals for improvement that will be facilitated by the implementation of Humber's new HR Management system.
In the case of full-time faculty, there is variation regarding their performance reviews and professional development plans beyond the probationary period. It is important to develop mechanisms that apply a consistent, quality assurance process for full-time, non-probationary faculty that goes beyond the current review of KPIs and SFQs.

In the case of part-time faculty, Humber intends to improve the consistency of our methods for engaging them in dialogue regarding the ways in which their course(s) align with the larger curriculum. In addition to strengthening their participation in the program review process, The CTL, HRS and academic schools are working together to design an onboarding matrix for new part-time faculty. Roles and responsibilities are being mapped out, and plans are being developed for training and supports. Ultimately, Humber will establish a method to document each part-time faculty member's on-the-job performance as part of the centralized HR system. (*Standard 6- Requirement 6.1*)

DELIVERABLES

Please see **Recommendation 4** for a full explanation.

Ontario College Quality Assurance Service
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COMMENTS
Provide additional comments (if applicable).

COMMENDATIONS UPDATES

1. **Humber College has developed a comprehensive Risk Management Framework. Risk Management is a strategy at the heart of the planning and decision making at the college. The annual process of updating both the organizations Strategic and Operational Risk Registers has continued on a consistent basis with new or changed risks and actions plans being addressed. New risk registers are developed and approved annually.**
The overarching approach to integrated risk management continues to align with the IRM Framework and is led through the Legal and Risk Management team of the college under the authority of the AVP Legal and Risk Management. The college is currently in the midst of conducting a complete refresh of both registers in light of the new strategic plan. The updated strategic risk register is in the midst of being finalized by EAC and Executive Team and all high/extreme risks will have action plans developed.   The status of these plans will be reviewed minimally twice per year. In year risks are also evaluated and addressed as appropriate. The Audit and Finance Committee and Full Board will receive an annual status report on the Strategic Risk Register as in the past. The operational risk registers for each department and faculty will be refreshed beginning in the November timeframe to coincide with annual integrated business and budget planning processes.

2. **The college has demonstrated that the Strategic Plan is the nucleus to guide and inform other plans of the college such as the Business Plan, Academic Plan and Operational Plans. The college is committed to evidence based decision making and plans are adopted with a 5 year outlook.**
Humber launched its new 2018-2023 in Fall 2018. For more information please visit: https://humber.ca/strategic-plan/

3. **The college has demonstrated a commitment to the professional development of all college staff and has created numerous learning opportunities through their Centre of Teaching and Learning as well as providing funding to support external activities and conferences to enrich the professional teaching of their faculty. Their faculty have 5 year action plans for professional development which is highly organized, mapped onto a calendar and has faculty buy in.**
The Centre for Teaching and Learning offers opportunities to participate in workshops, certificates, communities of practice, and SoTL research. Additionally the CTL supports individual and groups of faculty with online resources, podcasts, webinars, customized offerings and 1:1 coaching and consultations. The professional learning, digital learning and SoTL research teams work together to support the faculty and institutional needs. Specifically 28 NEXT*cast* podcast*s*, a podcast series about teaching and learning, were produced and disseminated on a range of topics including reflective practice, multimodal texts as teaching tools, teaching with games, improving student feedback, inclusive design, entrepreneurship and sustainability. 441 faculty and staff attend June 2018 Showcase PD Conference; the Part time Teachers Conference (PTTC) had 155 participants; March 2019 PTTC had 147 participants. 160 faculty have completed at least one of four certificates (Culturally Inclusive Educator, Inclusive Curricular Design, Teaching Effectiveness or Teaching in A Digital World). 43 faculty have completed the Teaching Excellence Program and 45 are in process, due to complete in June 2019.