



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des  
collèges de l'Ontario

## COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

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

**FANSHAWE COLLEGE**

**DATE SINCE LAST UPDATE TO OCQAS:** November 9, 2018

**DATE OF PREPARATION OF REPORT:** March 5, 2020

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This report provides an update on the quality assurance activities that Fanshawe College is implementing to address the identified gaps (affirmations, recommendations and other) since the College's last submitted report to the Ontario College Quality Assurance Service (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.*

Commitment to continuous improvement and the highest standards of quality for programming are at the core of the culture and the quality assurance (QA) processes at Fanshawe College (as noted in commendation R1.1). Fanshawe ensures that it offers programs of the highest quality in order to meet two central values of the College: our students are successful, and our graduates meet labour market needs. While the details of plans resulting from the 2018 CQAAP audit are listed here below, the College is working to expand on the affirmations and recommendations in three significant areas:

- **Quality Assurance process reviews:** As noted below in R1.4, in addition to reviewing the tools used to determine program health and whether to suspend or cancel, the College is undertaking a thorough review of both the program development process (Stage Gate) and the program review process. The College is following QA procedures by gathering feedback from stakeholders and conducting an environmental scan to determine gaps in QA processes, specifically whether they align with the goals of the College and the new Strategic Mandate Agreement (SMA 3), and whether they meet students' and faculty members' needs. These two reviews will be completed by September 2020 and, going forward, will be completed on a five-year schedule. [[E1](#), [E2](#), [E3](#), [E4](#), [E5](#), [E6](#), [E7](#), [E8](#), [E9](#)]
- **Job Skills for the Future and the Signature Innovative Learning Experience (SILEx):** Fanshawe College launched an Innovation Village initiative in 2018 that encompasses both a physical space renovation and curricular change focused on the commitment to provide every student with a signature, experiential learning opportunity and job skills for the future. The job skills for the future align with the Essential Employability Skills with some updated terminology for the contemporary labour market; seven skills were selected as a focus, based on research, community focus groups, and faculty discussions. During Fall 2019, over 130 curriculum development workshops were delivered by the Centre for Academic Excellence (CAE). Program faculty identified at least three of the seven selected skills to be prioritized in the curriculum. While these skills are largely encompassed within the Essential Employability Skills, the goal of this initiative is to underscore those that are especially important for their program and, most importantly, discuss assessment and ways to ensure students are able to articulate the skills when entering the job market. In addition, programs identified a Signature Innovative Learning Experience, a rich experiential learning opportunity that every student in the program would participate in. These



curriculum changes are made with the goal of students gaining the technical and human skills required for a changing field of work. The project will continue with additional curriculum development support and research specific to outcomes of the project. [\[E10\]](#), [\[E11\]](#), [\[E12\]](#), [\[E13\]](#)

- **Quality Assurance for Apprenticeship and eLearning:** As part of the College's new apprenticeship strategy, CAE conducted a review of the QA process for apprenticeship programs. The review involved focus groups with faculty and community stakeholders as well as an environmental scan of best practices. In Spring 2020, a new QA process will be piloted for apprenticeship programs that will meet QA requirements as well as the needs of apprentice faculty and employers. [\[E14\]](#)

QA for online learning is being addressed as part of the College's eLearning strategy. The eLearning strategy will include cross-enterprise implementation of the Quality Matters framework for online learning, refinement of training for faculty that incorporates findings from the Reaching through the Screen research project [\[E15\]](#), and establishment of support plans for faculty, staff, and administrators with respect to online learning. An eLearning Technology Policy is also being developed, and the larger strategy document will be completed Spring 2020.



## RECOMMENDATIONS

**Recommendation: R1.6** Through site visit discussions the panel learned that some program documents reside with program, chair or school files, while others reside with Centre for Academic Excellence (CAE) and others with FIRST. The panel recommends that the College explore the consolidation of all program documents in one place, perhaps through an expansion of your FIRST depository.

**Affirmation: R1.6** The panel also affirms that the Fanshawe Innovation Research Scholarship Teaching (FIRST) repository needs to be more comprehensive in the amount of information that it archives for members of the Fanshawe community within the three categories of APQASAs, PAC minutes, and Program Review Reports and One-Year Program Review Reports.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. FIRST Repository with New File Structure to Consolidate all Program Documents	a. Develop a comprehensive file structure in FIRST that includes relevant subfolders; for example, Accreditation, Documentation (Approvals, etc.), Program Advisory Committee (PAC) Minutes, Program Excellence Self -Assessment (PRESS) annual review report, and Five-Year Program Review Reports. <a href="#">[E16]</a>	October 2019	100% complete	CAE, Library and Media Services
	b. Test new file structure with program staff to learn whether it meets needs.	November 2019	100% complete	CAE, Library and Media Services, program staff
	c. Migrate previous documents from old file structure to new.	December 2019	100% complete	CAE, Library and Media Services
	d. Collect all program documents currently stored in schools and departments and archive in FIRST.	December 2020	30% complete	CAE, Library and Media Services



2. College-Wide Process for Archiving Program Documents in FIRST	a. Develop College-wide process for archiving all new program documents. [E17]	December 2019	100% complete	CAE, Library and Media Services
	b. Request approval for new process from Academic Leadership Team (ALT).	January 2020	100% complete	ALT, CAE
	c. Communicate new archiving process to all schools and departments across the College.	February 2020	100% complete	CAE
	d. Develop and execute annual audit process to ensure all program documents are being stored in FIRST.	December 2020	0% complete	CAE

**Recommendation: R3.3** The panel recommends that the College develop and implement a PAC Orientation process (Manual?).

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. PAC Materials	a. Review all PAC materials to ensure currency. <ul style="list-style-type: none"> <li>The Program Advisory Committee Member Guide [E18] and Meeting Template Package were prepared in 2017. The Meeting Template Package was attached to the Terms of Reference TOR27: Program Advisory Committee [E19] when it was revised in December 2017.</li> <li>The FIRST Repository was designated as the place to store and archive PAC meeting minutes.</li> </ul>	August 2019	100% complete	Senior Vice President Academic (SVPA), Centre for Academic Excellence (CAE)
2. PAC Orientation Documentation	a. Share the PAC Member Guide and Meeting Template Package [E20], including welcome letter, meeting agenda template, and meeting minute template, and the FIRST Repository requirements with Deans, Associate Deans, Program Managers, and Program Coordinators via e-mail and at meetings of various	December 2019	100% complete	SVPA, CAE



	bodies (e.g., Academic Services Leadership Team, Senior Leadership Council, Academic Leadership Team).			
	b. Follow up with Deans, Associate Deans, Program Managers, and Program Coordinators about the resources noted above during program development, program review, and curriculum modification.	Ongoing	N/A	SVPA, CAE

**Recommendation: R5.7** The panel recommends that the schedule for the formal review of Academic policies be reviewed to ensure that it addresses all outdated policies and is current.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Revision of Schedule for Academic Policy Review	a. Obtain College Council's approval of a revised schedule for the formal review of academic policies. <a href="#">[E21]</a> ; <a href="#">[E22]</a>	September 2019	100% complete	Academic Quality and Strategic Integration (AQSI), College Council
	b. Create a Student Services Policy Group Handbook, outlining the roles and responsibilities of this group in the policy review process and instituting the five-year review schedule. These tasks will bring academic policies where the policy sponsor comes from the Student Services area of the College into alignment with those policies under the purview of the Academics area. <a href="#">[E23]</a>	April 2019	100% complete	AQSI



**Recommendation: R6.1** From discussions during the site visit the panel heard that the ratio of faculty to be evaluated per chair and/or program manager seemed to vary from school to school or location, which may have an impact on some school's ability to conduct evaluations in accordance with policy. The panel questioned if there are adequate resources in place in certain schools, and recommends that the College reviews its ability to do the evaluations as per the policy.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Updated Faculty Competencies	a. Develop updated faculty competencies that reflect current College goals and best practices and enhance the evaluation process for administration (in consultation with faculty and administration). <a href="#">[E24]</a>	November 2019	100% complete	Organizational Development & Learning (OD&L), faculty, academic leaders
	b. Communicate updated competencies to faculty and administration across the College and begin use in faculty evaluations.	September 2020	60% complete	OD&L, academic leaders
2. Renewed Faculty Evaluation Process	a. Develop a streamlined faculty evaluation process that meets faculty and College needs while being economical in its use of time (in consultation with faculty and administration).	May 2020	50% complete	OD&L, faculty, academic leaders
	b. Form a Faculty Advisory Committee and meet regularly to review and provide feedback on the new process.	April 2020	0% complete	OD&L, faculty
	c. Communicate new process to faculty and academic administration across the College and begin implementation.	September 2020	0% complete	OD&L, academic leaders
3. College Review of Resources for	a. Form a working group to review the resources available for faculty evaluations and to recommend improvements.	March 2020	30% complete	Academic Leadership Team (ALT), faculty, academic leaders





Faculty Evaluations	b. Implement working group recommendations where feasible.	December 2020	0% complete	ALT, faculty, academic leaders
4. Cross-Enterprise HR System	a. Implement a new, cross-enterprise HR system with better tools to schedule and complete performance reviews.	December 2022	20% complete	Human Resources, faculty, academic leaders

**Recommendation: R6.5** The panel recommends that steps be taken to ensure that annual performance reviews, with the setting of goals and the identification of professional development be conducted for all Student Support Services staff and that the equity of access to professional development activities between the Student Support Services group and faculty (or the perceptions of same) is examined.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Review of Professional Development Opportunities for Student Services Departments	a. Implement the new Fanshawe Learns online registration and training delivery system for staff and faculty that facilitates awareness of professional development opportunities for staff. [E25]	May 2019	100% complete	OD&L
	b. Review the current state of professional development opportunities for staff in Student Services [E26]; ensure future opportunities are communicated effectively and that application processes are equitable and transparent.	September 2020	80% complete	Student Services Administration, Organizational Development and Learning (OD&L)
	c. Implement digital badges on staff LinkedIn profiles for training completed as an incentive to enroll.	December 2020	10% complete	OD&L
2. Review of Annual Goal-Setting	a. Review the Student Services staff evaluation and goal-setting processes. [E27, E28, E29]	June 2020	0% complete	Student Services Administration



Processes for Student Services Staff	b. Communicate processes, and any updates as result of the review, to Student Services managers to ensure guidelines are met.	September 2020	0% complete	OD&L, faculty
3. Cross-Enterprise HR System	a. Implement new, cross-enterprise HR system with better tools to schedule and complete performance reviews.	December 2022	20% complete	Human Resources, faculty, academic leaders

## AFFIRMATIONS

<b>Affirmation: R1.2</b> It is noted and affirmed that the Annual Program Quality Assurance Self-Assessment needs refinement to ensure consistency in the implementation of the process.				
Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Revised Program Excellence Self-Assessment (PRESS)	a. Revise the former self-evaluation tool to create the Program Excellence Self-Assessment (PRESS). The new tool and process, designed to facilitate discussion amongst program teams, connects each program to its previous formal review, builds on its strengths, and assesses its alignment with the strategic goals of the College and the outcomes associated with SMA 3.	September 2019	100% complete	Senior Vice President Academic (SVPA), Academic Quality and Strategic Integration (AQSI)
	b. Implement the PRESS tool and process, and communicate the revisions to College stakeholders. <a href="#">[E30; E31]</a>	September 2019	100% complete	SVPA, AQSI
	c. Ensure all programs complete the PRESS annually, using the dedicated SharePoint site. <a href="#">[E32; E33]</a>	April 2020 (and ongoing)	100% complete	SVPA, AQSI, Schools/Departments



	d. Ensure that PRESS results are monitored by academic leaders by reporting response rates and themes to the SVPA and Deans.	May 2020 (and ongoing)	0% complete	Centre for Academic Excellence (CAE), AQSI, SVPA, Deans
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**Affirmation: R1.4** It is noted and affirmed that the College is engaged in ongoing revision of the Balanced Score Card that will focus on the strategic goals of an exceptional student experience, enrolment management, and optimizing resources, and the development of the “Program Health Tool” to provide evidence based matrix for program suspension or cancellation.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Renewed Program Excellence Model	a. Develop and implement a new site delivery process to build on commendation 4.1 with respect to the Cross Campus Collaboration Initiative and to ensure quality and consistency for programs across all delivery sites. <a href="#">[E1]</a>	October 2019	100% complete	CAE
	b. Conduct a meta review of the program review process to support continuous improvement in meeting quality assurance goals; this includes focus groups with Centre for Academic Excellence (CAE), Deans, Associate Deans, and Coordinators, as well as an environmental scan of other colleges’ best practices <a href="#">[E2, E3, E4, E5]</a> .	April 2020	100% complete	CAE, Schools/Departments
	c. Implement changes to program review process based on meta review recommendations <a href="#">[E5]</a> .	September 2020	0% complete	CAE, Schools/Departments
	d. Review the College’s Stage Gate program development process; this includes external training	May 2020	90% complete	CAE, Schools/Departments



	for the “pure” Stage Gate process, focus groups with Deans, Associate Deans, Facilities Management, Reputation & Brand Management, Library and Media Services, and CAE, as well as an environmental scan of other colleges’ best practices. [E6]			
	e. Implement changes to the Stage Gate program development process based on the review recommendations.	September 2020	0% complete	CAE, Schools/Departments
2. Decision Balance Tool	a. Create the Decision Balance Tool to provide an evidence-based matrix for program suspension or cancellation and to support the renewed Program Excellence Model. [E7]	June 2019	100% complete	Academic Quality & Strategic Integration (AQSI), Schools/Departments
	b. Use the Decision Balance Tool annually to determine program suspension or cancellation.	September 2019 (and ongoing)	100% complete	AQSI, Academic Leadership Team (ALT)
	c. Implement the use of a Planned Improvement Strategies Form to provide strategies for improving program metrics. [E8]	October 2019	100% complete	AQSI, Schools/Departments
3. Program Health Tool	a. Revise the previous Balanced Scorecard, rebranding it as the Program Health Tool that focuses on the strategic goals of providing an exceptional student experience, managing enrolment, and optimizing resources. [E9]	July 2018	100% complete	Academic Quality & Strategic Integration (AQSI), Schools/Departments



**Affirmation: R1.6** The panel also affirms that the Fanshawe Innovation Research Scholarship Teaching (FIRST) repository needs to be more comprehensive in the amount of information that it archives for members of the Fanshawe community within the three categories of APQASAs, PAC minutes, and Program Review Reports and One-Year Program Review Reports.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
Refer to Recommendation R1.6.				

**Affirmation: R2.3** The panel affirms the ongoing development of College awareness of, and support for PLAR. In particular the workshops by Red River College PLAR practitioners in the fall, and the pilot project by 30 professors who will include a PLAR statement in their video introduction to their courses.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Red River College Prior Learning Assessment and Recognition (PLAR) Workshops (two full-day workshops)	a. Book Red River College workshops and invite participants from Schools and Office of the Registrar. <a href="#">[E34]</a>	September 2018	100% complete	Centre for Academic Excellence (CAE)
	b. Attend Red River College workshops. <a href="#">[E35]</a>	October 2018	100% complete	Faculty, Academic Leaders, Office of the Registrar
	c. Follow up on Red River College workshops (i.e., forward workshop slides, and Fanshawe’s Learner Guide template and Quick Reference Guide to workshop participants). <a href="#">[E36, E37, E38]</a>	October 2018	100% complete	CAE
2. PLAR Learner Guide – Pilot	a. Provide training and support for PLAR pilot participants. <a href="#">[E39]</a>	August 2018	100% complete	CAE



	b. Develop PLAR Learner Guides (with link to welcome video with generic PLAR information). <a href="#">[E40]</a>	August 2018	100% complete	Pilot Participants
	c. Upload PLAR Learner Guides to COMMS. <a href="#">[E41]</a>	August 2018	100% complete	Pilot Participants
3. Welcome Video with PLAR Statement – Pilot	a. Create welcome video template that includes PLAR statement. <a href="#">[E42]</a>	June 2018	100% complete	CAE
	b. Record welcome video with PLAR statement. <a href="#">[E43]</a>	August 2018	100% complete	Pilot Participants
4. Fanshawe PLAR Workshops	a. Develop and deliver PLAR workshops. <a href="#">[E44, E45]</a>	NA (ongoing)	NA (ongoing)	CAE
	b. Participate in PLAR workshops. <a href="#">[E46, E47]</a>	NA (ongoing)	NA (ongoing)	Faculty and Staff from Schools/Campuses
5. PLAR Learner Guides – College	a. Communicate availability of PLAR Learner Guides College-wide. <a href="#">[E48]</a>	October 2018	100%	CAE
	b. Complete and upload PLAR Learner Guides to COMMS (currently 327 Learner Guides on COMMS). <a href="#">[E41, E49, E50]</a>	NA (ongoing)	NA (ongoing)	Faculty
	c. Track use of PLAR Learner Guides. <a href="#">[E51]</a>	NA (ongoing)	NA (ongoing)	Advising Centre (Office of the Registrar)
6. ONCAT PLAR Best Practices Study	a. Collect and analyze data, and complete PLAR best practices study. <a href="#">[E52]</a>	December 2018	100% complete	CAE
	b. Disseminate PLAR best practices study findings. <a href="#">[E53, E54, E55]</a>	NA (ongoing)	NA (ongoing)	CAE
7. PLAR Policy Revision	a. Consult College-wide as part of PLAR Policy revision. <a href="#">[E56, E57, E58, E59]</a>	May 2018	100%	Pathways Working Group (PWG)
	b. Revise PLAR policy based on stakeholder input.	August 2018	100%	PWG, Senior Vice President – Academic (SVPA)



	c. Upload revised PLAR policy to website and communicate changes. [E48, E60]	August 2018	100%	SVPA
8. Pathways Working Group – PLAR Agenda	a. Add PLAR as standing agenda item to Pathways Working Group agenda. [E61]	October 2017	100%	PWG
9. Enhanced PLAR Tracking and Reporting System	a. Formalize current PLAR tracking and reporting system (i.e., inquiries, applications), and include School response rates/times. [E51]	September 2018	100%	Advising Centre (Office of the Registrar)
	b. Monitor PLAR reports to follow up on issues and inform decision making.	Ongoing	NA (ongoing)	Advising Centre (Office of the Registrar)
10. PLAR Content on Mature Learner webpage	a. Add customized PLAR content to Mature Learner webpage. [E62]	August 2019	100%	PWG
11. PLAR Communications Plan	a. Review current PLAR initiatives and past communications.	March 2020	0%	CAE
	b. Develop formal PLAR Communications Plan with strategies for specific audiences.	April 2020	0%	CAE



**Affirmation: R4.3** The panel affirms the College’s plan to revise policy A131 to add clear requirements for prompt and constructive feedback on student performance, to make the necessary revisions to Section 3.3., as well as the additional planned revisions to the Evaluations policy to better align it with the recently-revised Policy A113: Programs and Courses and the changes that have been made to the course outline and course plan as a result of the adoption of the Course Outline Mapping and Management System (COMMS).

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Policy A131 Revision	Begin the policy revisions: a. Identify areas for improvement in the current policy. b. Research similar student evaluations policies at other Ontario CAATs. c. Focus on clear requirements for prompt and constructive feedback on student performance. d. Ensure the new language aligns with Policy A113 and the course outline and course plan requirements of COMMS. [E63]	September 2020	30% complete	Centre for Academic Excellence (CAE), Academic Quality and Strategic Integration (AQSI)
	e. Create a series of recommendations for the Academic Policy Review Working Group (APWRG) based on research and CQAAP’s affirmed areas of revision.	January 2021	0% complete	CAE, AQSI
	f. Add Policy A131 to the APRWG agenda, including other stakeholders (Ombuds, Manager, Academic Integrity) in the review process as appropriate. [E22, slide 4]	April 2021	0% complete	CAE, AQSI, APRWG
	g. Obtain College Council approval for the revised Academic policy. [E22, slide 4]	September 2021	0% complete	AQSI, College Council





**Affirmation: R6.4** The panel affirms the College's development of a comprehensive Indigenous Strategy which will provide guidance in Indigenous education, research, student experiences, employment outcomes, and community engagement.

Deliverables	Tasks	Completion Deadlines	Current Status (%)	Responsible
1. Indigenous Action Plan	a. Develop an Indigenous Action Plan to empower and engage indigenous youth around post-secondary studies, promote success in educational and career paths, and connect local indigenous communities to post-secondary and industry resources. <a href="#">[E64]</a>	January 2019	100% complete	Institute of Indigenous Learning, faculty, administration
	b. Submit Indigenous Action Plan to Board of Governors for approval. <a href="#">[E65]</a>	January 2019	100% complete	Institute of Indigenous Learning
	c. Implement Indigenous Action Plan.	December 2030	25% complete	Institute of Indigenous Learning, faculty, administration



## COMMENTS

### 2. Provide additional comments (if applicable).

#### **Academic Organization at Fanshawe College**

In December of 2018, the Senior Vice President Academic re-aligned faculties to balance the portfolios in terms of the size of budget, number of students, number of faculty members, and program alignment where possible. One of the goals was to cluster most of the programming at Fanshawe's Downtown Campus under one faculty team to ensure optimal coordination of resources. These changes supported synergies across programs and provided better outcomes for students. It also enhanced operational capacity allowing faculties to be bolder and more agile.

As part of this change, a new area of Academic Quality and Strategic Integration (AQSI) was created to serve as the umbrella under which the Centre for Academic Excellence would report. Underscoring the College's focus on a culture of quality, the new unit includes the new roles of Dean; Academic Quality Associate; and Manager, Academic Support and Scheduling, each of which contributes to the renewed program review and program development processes.

#### **Definition of Terms**

*Academic Leaders:* Refers to Deans, Associate Deans, and Program Managers within each School

*Academic Policy Working Group:* Group appointed by the Senior Vice President, Academic to develop and review academic policies

*ALT:* Academic Leadership Team consisting of the Senior Vice President, Academic; Deans; Senior Manager, International; Director, Centre for Academic Excellence; and Director of Innovation Village

*AQSI:* Academic Quality and Strategic Integration, reporting to the Senior Vice President, Academic, led by a Dean, and encompassing the Centre for Academic Excellence and Scheduling



*ASLT*: Academic Services Leadership Team consisting of the Senior Vice President, Academic; Deans; Associate Deans; Program Managers; Operations Managers; Director, Centre for Academic Excellence; Senior Manager, Organizational Development & Learning; and Registrar

*CAE*: Centre for Academic Excellence, reporting to the Dean AQSI, led by a Director, and including eight full-time faculty curriculum consultants, Pathways Coordinator, Program Review Coordinator, Assistant to the Director, Administrative Support for Program Review, and two instructional designers

*College Council*: As per Terms of Reference:

<https://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/tor01.pdf>

*Departments*: Non-academic organizational unit within the College

*OD&L*: Organizational Development and Learning, a department that reports to human resources and holds responsibility for faculty and staff training across the College

*Pathways Working Group*: Representative group of Deans, Program Managers, and Coordinators from across the College that advise on pathways strategy

*Schools*: Academic teams; for example the School of Public Safety

*SLC*: Senior Leadership Council consisting of the President, Vice Presidents, Deans, Senior Managers, and Directors

*Student Services Administration*: Managers reporting to the Vice President, Student Services