



## COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

### CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES– FOLLOW-UP (18 MONTH) REPORT

#### GEORGIAN COLLEGE

**DATE SINCE LAST UPDATE TO OCQAS:** March 8, 2021

**DATE OF PREPARATION OF REPORT:** September 9, 2022

**REPORT PREPARED BY:** Sara Barnes, Academic Quality Lead



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.

**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.

* What has been identified as needing to be done? (stipulation)	What deliverables are associated with addressing the stipulation?	What tasks are associated with addressing the deliverable?	Who is responsible for the specific deliverable/ task?	When is the completion deadline of the specific deliverable/ task?	What is the current status of each specific deliverable/ task? (include a completion percentage)
<b>RECOMMENDATION #1</b> (Requirements 1.4, 2.1, 2.3, 3.3 ,4.2, 5.1, 5.5, 5.8 and 6.2) The panel recommends that the college actively work on the stated affirmations in the Self Study to address, improve and resolve items identified ensuring completion over the next 18 months and to include updates in the follow up report.					
<b>Affirmation #1 (Requirement 1.4)</b>					
The College affirms to continue work on the program assessment process and is on track to embed Program curriculum review into the webform and fully optimize the mid-year follow up and year end close part of the process. Additionally, investigation is underway into how the process can be used to incorporate a tracking system for monitoring the implementation of action items.	New Annual Program Assessment (APA) process - A modified program assessment process that can be used consistently year after year, that gathers data that can be used for meaningful program decisions including curriculum quality review and renewal, enrolment planning, and program suspension	Prioritize the program assessment process as part of the 2022 Academic Plan	Vice President, Academic (VPA) Associate Vice President, Academic (AVPA) Dean, Academic Quality Director, Institutional Research (IR)	Winter 2022	<b>Complete</b> During the last CQAAP, the college was actively working toward its goal of re-building the Annual Program Assessment (APA) process, as per this affirmation. In the spring and summer of 2020, conversations between the Office of Academic Quality and Institutional Research continued regarding the inclusion of a curricular review in the APA process. In the spring of 2021 some initial stakeholder data was gathered, including a survey of coordinators and six focus groups to determine needs of the academic areas. Additionally, a decision was made to look for metrics to feed into the process that did not rely on Ministerial release of data.  Due to continual disruptions of the ongoing pandemic and the need to prioritize other projects, the work on the APA was again put off. As such, In the winter of 2022, the college made the decision to re-work this process in alignment with the new Strategic and Academic Plans, and has prioritized Program Assessment accordingly. The new approach and progress are outlined below.
		Create the Program Assessment Refresh Committee	VPA AVPA Dean, Academic Quality Director, IR	May 2022	<b>Complete</b> • A consultative approach to re-working the APA began Spring of 2022 with the establishment of the Program Assessment Refresh Committee. The committee is chaired by the Dean, Business and Dean, Computer Studies and Visual Arts, and is comprised of Associate Vice President, Digital innovation; Director, Institutional Research; Dean, Centre for Teaching and Learning; Academic Quality Leads; and dean and faculty representatives.



		<p>Establish scope and priorities regarding the new Annual Program Assessment (APA) process</p>	<p>Chairs, Program Assessment Committee</p>	<p>May 2022</p>	<p><b>Complete</b>            The committee established scope and priorities regarding Annual Program Assessment (APA) by the end of May 2022, with the goal to recommend the new process to senior leadership by Fall of 2022. Feedback gathered prior to the establishment of this new committee was presented and discussed. As a result, priorities identified as part of the first meetings were as follows:</p> <ol style="list-style-type: none"> <li>1. Ensuring the APA is seen as a continuous quality improvement process that feeds into other program quality processes such as Program Renewal, Standard Updates, or other necessary program changes.</li> <li>2. Ensuring that the process combines quantitative and qualitative data to inform both curricular and non-curricular changes.</li> <li>3. Establishing sources of metrics that are not dependent upon external stakeholders and timelines.</li> <li>4. Ensuring integration of a formal, annual curricular review embedded as part of the process.</li> <li>5. Identifying the department that should oversee the process.</li> </ol>
		<p>Establish process, data sources, and timelines</p>	<p>Chairs, Program Assessment Committee</p>	<p>June 2022</p>	<p><b>75% Complete</b>            Further consultation between project leads, Institutional Research, and the Office of Academic Quality occurred throughout June of 2022, to gather information with respect to the new program assessment process. The following items were determined by the end of the June 29 meeting:</p> <ul style="list-style-type: none"> <li>• Institutional Research will be able to assemble quantitative reports that can be distributed to the Office of Academic Quality by end of April each year.</li> <li>• The OAQ will be the point of contact. They will distribute the reports to each program area at the same time each year to ensure sufficient time for program areas to complete the process in a meaningful way – ideally, the first week of May each year.</li> <li>• The OAQ will be responsible for program outreach, supporting the qualitative process, and tracking of changes that result from the assessment.</li> <li>• IR will provide support regarding reporting.</li> <li>• Data sources will be used that are not dependent on external bodies. However, metrics that are delayed (e.g., KPIs), can be reported on and distributed to academic areas at a later date.</li> <li>• Part-time delivered programs are part of the scope and are to be included in the APA process. Students from those programs will have the opportunity to provide feedback as part of the process.</li> <li>• Currently, the APA process is housed in a web-form, which isn't the easiest to use or track progress within. Institutional Research is exploring options to develop a more functional, flexible system that can also include the curricular review components of the assessment.</li> </ul>



					<ul style="list-style-type: none"> <li>• Early discussion around process also included parameters by which programs undergoing Renewal will not be required to complete the APA process. Program teams in the midst of the renewal process, receive the assessment data, but are not required to complete the APA process. Program Renewal covers the same elements as APA, but receives a more robust report, and involves a deeper, more rigorous process.</li> </ul> <p>Discussions between the committee chairs, Acting Vice President, Academic, and the Director of Institutional Research continued through the summer regarding stakeholder feedback, potential data sources, and the direction of the new process. Results of those discussions are to be brought to the September committee meeting, for further discussion, and to finalize the new process.</p>
		Finalize full process for recommendation to Senior Leadership	Chairs, Program Assessment Committee	September 2022	<b>0% Complete</b>
		Approval of new process by Senior Leadership Team	Vice President, Academic AVPA	November 2022	<b>0% Complete</b>
	Revised Annual Program Assessment Policy	Update the APA policy based on changes to the Program Assessment process.	Office of Academic Quality	December 2022	<b>0% Complete</b> Policy-AC-008: Program Assessment will be updated to reflect the new process upon its approval by the Senior Leadership Team.
	Resources to support the new Program Assessment process	Develop program assessment guidelines and support	Director, Institutional Research (IR) Dean, Academic Quality	Winter 2023	<b>20% Complete</b> Institutional Research (IR) and the Office of Academic Quality (OAQ) have been discussing existing documentation and necessary training to better support the Annual Program Assessment process since 2019. IR already distributes documentation to support faculty teams in interpreting Assessment reports, and the Office of Academic Quality has been advocating for a process to support each program team during the Assessment timeframe, which will result in better tracking of action items that result.  All of this pre-work will be included in the more extensive development of training and resources to occur once the new process is approved. This development is planned for late fall 2022 through winter of 2023, with the goal of finalizing resources and training in alignment with implementation of the new process expected Spring 2023.
	Implementation of the new Program Assessment Process	Launch and measure ongoing effectiveness of new APA process	Dean, Academic Quality Director, IR	Spring 2023	<b>0% Complete</b>



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<b>Affirmation #2 (Requirement 1.4)</b>					
<p>The College is committed to ensuring that its quality assurance system is applied to programs of study that are only delivered on a part-time basis. For example, KPIs are not gathered for Part-time students, so until the Curriculum Quality Review was implemented in the spring of 2019, no formal Program Assessment data was obtained on RNCC or other programs delivered part-time. Additionally, some difficulties in tracking process completion with part-time delivered programs have been evident. Recently a program coordinator positions was created to ensure continuity within all part-time delivered nursing programs. Steps like this, combined with the use of the Office Academic Quality will ensure that part-time delivered programs will be better monitored and consistently receive the same quality assurance reviews and supports as all credit programs.</p>	<p>Inclusion of part-time delivered credit programs in the same quality assurance processes as full-time delivered credit programs.</p>	<p>Review Academic Policies to ensure scope includes both full and part-time delivered credit programs.</p>	<p>Vice President Academic (VPA) Dean, Academic Quality</p>	<p>Spring 2021</p>	<p><b>Complete</b> <a href="#">Academic Polices</a> have been reviewed and are inclusive of part-time credit programs/courses: AC-001: Academic Quality assurance, AC-003 New Program Development, AC-004: Program Renewal policies, and AC-008: Program Assessment.</p>
		<p>Add Part-time delivered credit programs to the formal Five-year Renewal process.</p>	<p>Office of Academic Quality</p>	<p>Spring 2021</p>	<p><b>Complete</b> Part-time delivered credit programs were added to the program renewal schedule in the Spring of 2021.</p>
		<p>Administer Ontario College Student Experience Survey (formally KPIs) to students in Part-time credit programs.</p>	<p>Director, Institutional Research (IR) Deans of the Academic Areas</p>	<p>Winter 2021</p>	<p><b>Complete</b> In 2021, the college sector along with other priority provincial committees and groups developed a new instrument, the online Ontario College Student Experience Survey (OCSES), which continues to evolve. As such, we have been able to include part-time-delivered and non-MTCU funded programs.</p>
		<p>Add Part-time delivered credit programs to the Annual Program Assessment process.</p>	<p>Director, IR</p>	<p>Spring 2023</p>	<p><b>50% Complete</b> Refer to Affirmation #1 above. Part-time delivered programs (and their students) are to be included in the new process. Deliverable will be achieved upon completion of the new Annual Program Assessment Process.</p>



	Full-time faculty coordinator for all part-time delivered nursing programs	Post and hire coordinator	Dean, Health, Wellness and Science	Spring 2020 and ongoing	<p><b>Complete</b></p> <p>Since the audit, there have been significant changes in leadership in Health, Wellness and Science, specifically with the Dean and a number of Associate Deans. The following have been done to ensure quality measures are in place with regard to nursing programs that are delivered part time, including clarification of the coordinator role:</p> <ul style="list-style-type: none"> <li>• A Program Coordinator is currently assigned 24 hours per week to support students and quality in the Part-time delivered Practical Nursing Program, as well the Practical Nursing refresher course.</li> <li>• A full-time coordinator is assigned to the Mental Health – Interprofessional Practice graduate certificate which includes both a full and part-time delivery.</li> <li>• Both Practical Nursing and Mental Health – Interprofessional Practice undergo program assessment and renewal, so QA is occurring routinely. Practical Nursing also goes through an external accreditation process.</li> <li>• As per Affirmation #1 above, the college is working on ensuring part-time student feedback is captured through the revamp of the annual program assessment process (see Affirmation #1 above).</li> <li>• The Registered Nurse - Critical Care Nursing program, which was the part-time delivered program selected in our 2020 audit, is currently suspended due to the difficulty of securing placements, a barrier to students to be able to complete the program.</li> </ul>
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<b>Affirmation #3 (Requirement 2.1)</b>					
The Office of Academic Quality identifies the need to offer more face-to face workshops and support for program teams working on learning outcomes and mapping. Currently, the OAQ offers numerous drop-in session, and has extensive online resources, but more community outreach in a formal workshop setting would help to further build capacity in this area across the College	Formalized training opportunities for faculty.	Reinstitute weekly Office of Academic Quality (OAQ) drop ins	Dean, Academic Quality	Spring 2022	<b>Complete</b> Remote work between 2020-2022 made need for face-to-face opportunities less of a priority for the OAQ. However, weekly OAQ curriculum drop-in hours are now scheduled to commence the week of September 12.
		Re-commit to attending monthly coordinator meetings facilitated by the Centre for Teaching and Learning (CTL)	Dean, Academic Quality		<b>Complete</b> As part of returning to campus, the OAQ reached out to the Centre for Teaching and Learning to get back on the agenda for Coordinator Meetings where we present updates and/training about new processes and curricular tools. The first meeting is booked for October.
		Consult with faculty to determine resource and support needs	Dean, Academic Quality	Fall 2022	<b>50% Complete</b> The OAQ has committed to surveying faculty re their curricular support needs Fall of 22, when staff have returned to the campuses. The hope is to work with Institutional Research to develop and distribute the tool; however, as a starting point, the OAQ has temporarily developed a short questionnaire to be distributed via email upon the completion of any process faculty undertake with our office.
	New or revised print/online resources	Conduct a departmental needs assessment to prioritize resources for development	Dean, Academic Quality	Spring 2022	<b>Complete</b> OAQ faculty reviewed current website resources and prioritized a list for revision, new development, and conversion to workshop. They are as follows: <ul style="list-style-type: none"> <li>• Revise current documentation and video re Learning Outcomes</li> <li>• Revise the Detailed Curriculum Map to include requisite mapping</li> <li>• Develop template for mapping credentials to OQF</li> <li>• Develop training resource for onboarding new seconded curriculum advisors.</li> <li>• Develop training resources for program renewal teams</li> <li>• Develop a resource to support faculty with definitions around experiential learning and ways to embed in the curriculum.</li> <li>• Develop a workshop around effectively embedding Institutional Priorities onto curriculum</li> </ul>



		Conduct a faculty needs assessment to prioritize resources for development	Dean, Academic Quality	Fall 2022	<p><b>0% Complete</b></p> <p>As above, the OAQ has committed to surveying faculty re their curricular support needs (including print/online resources) Fall of 22, when staff have returned to the campuses.</p>
		Develop resources	Dean, Academic Quality	Summer 2022	<p><b>75% Complete</b></p> <p>The following were developed:</p> <ul style="list-style-type: none"> <li>• template for mapping credentials to OQF</li> <li>• training resource for onboarding new seconded curriculum advisors</li> <li>• PowerPoint for kick off meetings for program renewal teams</li> </ul> <p>The following resource revisions are still in process</p> <ul style="list-style-type: none"> <li>• Revised documentation and video re Learning Outcomes</li> <li>• Revised the Detailed Curriculum Map to include requisite mapping</li> </ul> <p>The following have not begun</p> <ul style="list-style-type: none"> <li>• resource to support faculty with definitions around experiential learning and ways to embed in the curriculum.</li> <li>• workshop to support faculty with embedding Institutional Priorities into curriculum</li> </ul>
		Post and adopt new resources	Dean, Academic Quality	Fall 2022	<p><b>75% Complete</b></p> <p>The website is reviewed annually by the Academic Quality Leads during the fall semester. The completed resources are currently in use, and will be posted after the Add/Drop period Fall 2022.</p> <p>Remaining resources will be posted upon completion, and will be rolled out in conjunction with their relevant QA processes.</p>





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<b>Affirmation #4 (Requirement 2.3)</b>					
Georgian has identified a need for a more detailed academic policy around Prior Learning Assessment and Recognition (PLAR) and more resources dedicated to ensuring a holistic approach to the process. A new policy and supporting resources are currently in development with the expected implementation college-wide by spring of 2021	Updated PLAR policy	Review, update and review PLAR policy	Vice President, Academic (VPA) Dean, Academic Quality	Spring 2021	<b>Complete and ongoing</b> Policy AC-009: Prior Learning Assessment and Recognition was developed and approved in April of 2021, with a one-year review date of April 22. Georgian has since undergone a process to review its approach to Credit for Prior Learning, which includes PLAR, and involves the integration of a new transfer system. As part of this roll out, Georgian is reviewing its overall approach to PLAR. The policy will be updated fall of 2022 to align with the implementation (see below).
	Implementation of new Credit for Prior Learning system	Determine a vision and strategy to enhance learning recognition	VPA Associate Vice President, Digital Innovation (AVPADI)	Fall 2021	<b>Complete</b> Under the Digital Innovation Strategy, Georgian's BOG approved a significant investment in staff and technology to create an "unrivaled" credit transfer and PLAR experience for students. Embedded in the Strategic Plan and Academic Plan, the college has committed to building a more seamless, transparent, timely and accessible process that promotes and supports student mobility. This project involves more than digitizing our existing processes as it offers us the opportunity to review and enhance our practice and build a stronger culture around Learning Recognition Management. The college has confirmed multi-year financial investment for staff and technology resources.
		Select a system to manage all credit for prior learning activity at the college.	AVPADI	Fall 2021	<b>Complete</b> AcademyOne software was selected as the system to manage all Credit for Prior Learning activity for students and applicants at Georgian. Phase one for managing Credit Transfer rolled out summer of 2022. Phase two, PLAR will launch Spring 2023.
	New process for PLAR	Create an academic committee to develop a more holistic approach to PLAR.	VPA	Winter 2022	<b>Complete</b> Upon the college's commitment to the new credit for prior learning system, an academic committee was struck to examine transfer and PLAR needs from a faculty and student/PLAR candidate perspective. The Credit for Prior Learning - Academic Core Committee Committee has met weekly since January to determine the best approach to supporting students and faculty in pathways work, this includes oversight structure, optimal timelines for processing PLAR, as well as necessary resources. The committee consists of representation from The Office of Academic Quality, the Centre for Teaching and Learning, the Office of the Registrar, and the Office of the Vice President, Academic.



		Formalize a pathways department (including PLAR) in the academic staffing structure.	VPA	Summer 2022	<p><b>80% Complete</b> As part of their recommendations, the Credit for Prior Learning – Academic Core Committee recommended a new structure and positions to guide the approach to pathways at the institution, including PLAR.</p> <p>In the summer of 2022, the college created the Director, Academic Partnerships and Pathways, who, in addition to the institution’s partnerships, will be responsible for the academic side of Credit Transfer, Prior Learning Recognition and Assessment, and Articulation. To follow is the hiring of academic Pathways staff who will lead development and training, and support faculty in the new process. Staffing has already been added within the Office of the Registrar to support students and the process from the systems perspective.</p>
		Establish guiding principles for PLAR	VPA	Summer 2022	<p><b>50% Complete</b> The Credit for Prior Learning – Academic Core Committee (which now includes the new Director, Academic Partnerships and Pathways) met with an external consultant to discuss priorities with regard to Georgian’s new approach to PLAR. Recommendations are being drafted with plans for further meeting to finalize in September of 2022.</p>
		Formalize a new process to facilitate PLAR	VPA	Winter 2023	<p><b>0% Complete</b> Based on guiding principles and the new Credit for Prior Learning system, a new process will be created.</p>
		Develop resources to support faculty and PLAR candidates	VPA	Summer 2023	<p><b>20% Complete</b> The college is planning to hire academic pathways staff to lead PLAR development and training, and to support faculty in the new process. Two faculty have already been given part-time secondments to begin the process of resource development, with a plan to move to a full-time secondment by summer of 2023.</p>



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<b>Affirmation #5 (Requirement 2.3)</b>					
Georgian identifies the need to ensure that all faculty are consistently mapping assessment to course learning outcomes. The college has taken steps to ensure that the evaluation policy outlines the requirement that all assignment briefs and tests, as well as syllabi indicate to students the course learning outcomes that are being assessed. This is occurring but more communication and support are required to ensure a consistent practice college-wide. The recent purchase of syllabus software will further support our efforts in this regard, and aid faculty in ensuring all assessments are mapped to CLOs on the syllabi. This will benefit both faculty and students in ensuring transparency of the outcome being measured in both evaluation and lesson planning.	Implementation of a syllabi creation and management system (SYL), which includes assessment mapping to course learning outcomes in all course syllabi.	Integrate Course Learning Outcomes (CLO) mapping in template for new syllabi software.	Dean, Academic Quality	Spring 2021	<b>Complete</b> SYL template includes a mandatory "Evaluation" field which includes mapping of set assessments to the relevant course learning outcomes.
		Test SYL software	Dean, Academic Quality	Spring 2022	<b>Complete</b> Mapping element works as expected.
		Run a pilot for the new SYL software.	Dean, Academic Quality	Fall 2022	<b>0% complete</b> Delays due to Covid-19 on both vendor and Georgian sides. A pilot was started and then aborted fall of 2021. A new pilot is planned for Fall 2022 with a small number of faculty to prepare and run live syllabi for their courses in Winter 2023.
		Conduct college-wide faculty training on SYL	Dean, Academic Quality	Spring 2023	<b>0% Complete</b> College-wide training is planned for Spring 2023 to coincide with the non-contact period for the majority of full-time faculty. Faculty will be able to prepare syllabi which will be live for the fall semester.
		Implementation of SYL	Dean, Academic Quality	Spring 2023	<b>0% Complete</b> Full implementation is anticipated Fall 2023.
	New Syllabus Policy	Create and implement syllabus policy	Dean, Academic Quality	Spring 2023	<b>75% complete</b> As outlined above, the move toward implementation of SYL is in process with re-adjusted timelines due to the Covid-19 pandemic. Delays on the vendor side and conflicts with other systems implementations at the college have prevented earlier implementation.  A draft policy has been created in alignment with AC-006: Evaluation of Student Learning, with the goal that it will enter the formal review and approval process Fall of 2022. Its implementation will align with the roll out for the new SYL software, spring 2023.



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<b>Affirmation #6 (Requirement 3.3)</b>					
Georgian will benefit from a systemized approach to communication and record keeping for Program Advisory Committees (PACs). Board Effect software is currently being piloted by eight PACs with plans for full implementation by September 2020	BoardEffect (BE) will be fully implemented as Board management software for all Program Advisory Committees.	Update the PAC policy and procedure to reflect the level of detail required to both meet Board Bylaws and ensure data entered into BE is consistent, ensuring accurate and meaningful reports.	Vice President Academic (VPA)	Fall 2021	<b>Complete</b> PAC policy and procedure (AC-010: Program Advisory Committees) was updated and approved 01/21 and is housed on the <a href="#">college's policy page</a> on the public website.
		Develop resources to support PAC Assistants and Deans to create consistency in working with PACs, and ensure Bylaws are being followed.	VPA	Fall 2021	<b>Complete</b> Resources developed and approved 08/21 including the following: <ul style="list-style-type: none"> <li>• Agenda Template</li> <li>• Minutes Template</li> <li>• PAC Recruitment Brochure</li> <li>• PAC Member Guidelines</li> <li>• PAC Guidelines (comprehensive - includes all information, definitions, FAQ, important dates etc.)</li> </ul> Documents are housed on the VPA SharePoint site and available to all faculty and staff.
		Train all PAC assistants and Deans on using BE	VPA	Spring 2020	<b>Completed and ongoing</b> Initial training started in November 2019 and has been ongoing including planned and "just in time" since then, with most recent training session occurring in December 2021.
		Set up all PAC meetings in BoardEffect	VPA	Fall 2021	<b>Completed.</b> All PAC meetings have been set up in BoardEffect since December of 2021.
		House membership records in Board Effect	VPA	Fall 2021	<b>Complete</b> Member information is now accurate, and meeting information and communication with PAC members is consistently archived within BoardEffect.



		Conduct login training for all PAC members to access PAC materials.	VPA	Fall 2021	<b>Complete</b> Training for all members began December of 2021, and has continued since.
		Store all meeting documentation, including agendas and minutes, in BE for archival purposes.	VPA	Fall 2021	<p><b>Complete</b> All PAC meetings are created as “events” within the platform. Additionally, all meeting documentation (agenda, previous minutes and meeting resource documents) are attached to each event as a “meeting book.”</p> <p>The BoardEffect top level administrator is the Executive Assistant to the VPA, thus centralized within the Office of the VPA and not housed in the academic areas. All academic areas have access to their PAC workroom to create their event, monitor their membership, chairs, and post meeting documentation.</p> <p>The Executive Assistant to the VPA tracks compliance.</p>
					<p><b>Update</b> After two years of BoardEffect use, it has been determined that it will be used as a tool for membership management and document storage. Members will not be required to log in to access the appointments or documents. The requirement to do this was creating a barrier to full member participation and the overall intent of the PAC meetings, which is to engage the membership in discussion. Therefore, this requirement was discontinued, though all other functionality has been successfully implemented and maintained.</p>



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<b>Affirmation #7 (Requirement 4.2)</b>					
Engaging all faculty consistently in teaching and learning development due to limited time, resources or geographical location is an ongoing challenge. In aid of this, CTL is piloting the use of How2 series, which offers a variety of courses that develop teaching and learning practice and access to support in an online environment.	A decision about whether to invest in the How2 series as a long-term tool to support consistency in teaching and learning development at Georgian.	Conduct a pilot with How2	Dean, Centre for Teaching and Learning (CTL)	Winter 2021	<p><b>Complete</b></p> <p>With the onset of the pandemic, the Centre for Teaching and Learning (CTL) significantly changed its focus and expedited on-line learning training and supports for faculty through increased virtual sessions with faculty developers.</p> <p>How2 continues to be promoted and the content shared. CTL has continually maintained relationships with How2coaches, and currently has 559 active users. Unfortunately, due to budget cuts, CTL was unable to send any faculty through the instructional coaching qualification program. The goal is still to train two faculty members (22/23) to lead/roll out a more comprehensive Teaching HOW2 initiative.</p>
		Establish a community of practice for faculty interested in How2	Dean, CTL	Fall 2022	<p><b>50% Complete</b></p> <p>Starting Fall 2022 there will be a community of practice offering synchronous online teaching to specifically support new faculty (part-time), as well as any other interested faculty, with teaching and learning practice with the How2s.</p>
		Determine whether or not to invest in How2 on an ongoing basis	Dean, CTL	Fall 2023	<p><b>0% Complete</b></p> <p>At this time, the college is still committed the project, having extended the contract for one more year. CTL will revisit after this year to see if it is worth the continual investment.</p>



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<b>Affirmation #8 (Requirement 4.2)</b>					
CTL is committed to continual quality improvement and as such is conducting its first needs review in five years.	Formal five-year needs-assessment process	Develop and distribute needs review survey.	Dean, CTL	Spring 2022	<b>Complete</b> Due to the pandemic, the needs review was delayed until the Spring of 2022. In May the Centre for Teaching and Learning sent the survey via email to all Georgian College faculty, with over 130 respondents providing feedback.  In addition to the needs-review, CTL is launching workshop surveys this fall to capture ongoing faculty data related to its offerings (see Affirmation #9 below).
		Analyze results of needs review survey.	Dean, CTL	Summer 2022	<b>50% Complete</b> CTL is currently reviewing the data from its Needs Review, and will determine next steps this fall.
		Create and implement improvement plans based on needs review.	Dean, CTL	Fall 2022/Winter 2023	<b>25% Complete</b> Work began in the spring to align CTLs values with the new Strategic and Academic Plans. This work will provide a framework for the improvement plans implemented as a result of the needs review conducted this summer.



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<b>Affirmation #9 (Requirement 4.2)</b>					
CTL recognizes the need for standardized feedback and a central repository for the results. CTL is also working with Institutional Research (IR) on an automated system that solicits feedback via email from faculty once they have completed a session.	Feedback for all CTL sessions, workshops, and communities of practice to support continuous quality improvement of offerings.	Develop a standardized survey tool.	Dean, Centre for Teaching and Learning (CTL)	Summer 2022	<b>50% Complete</b> The Centre for Teaching and Learning are currently investigating a data analytics tool to use for soliciting immediate feedback for all of its sessions. As this work is progressing, CTL is conducting the process using Microsoft forms as a temporary solution.
		Pilot feedback survey	Dean, CTL	Summer 2022	<b>Complete</b> CTL began piloting its survey tool for all of its sessions running in the summer of 2022 with plans for full implementation during Fall 2022. A standardized feedback form was developed by CTL and distributed via Microsoft forms. The forms are held in Microsoft Excel.
		Implement standardized surveying as part of all CTL sessions.	Dean, CTL	Fall 2022	<b>0% Complete</b> CTL will implement the standardized survey for all of its sessions during fall startup. Work continues on adopting a better tool, as outlined above.





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<b>Affirmation #10 (Requirement 5.1)</b>					
Georgian recognizes the need for a more consistent and automated approach to communication of policies. The purchase and implementation of syllabi software will support consistency in policy dissemination and applications. Additionally, the college is committed to standardizing program and student handbooks, which also can act as an up-to-date and consistent connection for staff and students to Academic Policies	A central external location for the posting of all Academic Policies	Create a Policy Page on the external College Website	Vice President, Academic (VPA) Director, Information Technology	Spring 2021	<b>Complete</b> The college determined that all policies needed to be made publicly available, and in a centralized location. As such, a page on the external site was created.
		Migrate all Academic Policies to the external webpage.	VPA	Spring 2021	<b>Complete</b> As of spring 2021, all <a href="#">Academic Policies</a> were migrated from SharePoint to the external web and can now be accessed publicly. Academic Policies are managed by the Office of the Associate Vice President, Academic (AVPA), to ensure version control; employees, students, and other stakeholders now have access to one source of truth with regard to academic policies.
	New Syllabus software	Embed links to institutional policies and regulations within the template.	Dean, Academic Quality	Spring 2023	<b>75% Complete</b> The Syllabus (SYL) software template (discussed in more detail as part of Affirmation #5), has been built to integrate links to the current web pages for Academic Policies, Academic Regulations, and other Institutional policies. This will ensure that students are referred to most recently approved institutional policies, and that faculty are not expected to manually update links on a semester by semester basis.  Links are already in the template, and the template has been tested and works as expected. Full implementation of SYL is anticipated to be Spring of 2023.
	A new system to manage institutional policies, program specific policies, and student program manuals	Investigate the viability of establishing a process and template to ensure consistency in the development and distribution of student handbooks.	VPA	Fall 2022	<b>0% complete</b> The college has not yet committed to standardizing handbooks, but is investigating the option as part of the implementation of a new document management system (refer to Recommendation #2 on p. 27 for complete details).



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<b>Affirmation #11 (Requirements 5.5 and 2.3)</b>					
(5.5) A more robust Academic Policy governing Prior Learning Assessment and Recognition (PLAR) and Credit Transfer would be beneficial to the larger college community. Both policies are currently in process.	New Prior Learning Assessment and Recognition policy	Create and approve new policy.	Vice President, Academic (VPA) Dean, Academic Quality	Spring 2021	<b>Complete</b> The new policy, AC-009: Prior Learning Assessment and Recognition, was drafted and approved in the Spring of 2021. It will be updated with the implementation of Georgian's new Credit for Prior Learning system. Please refer to Affirmation #4 re PLAR, as well as new Credit for Prior Learning system.
	New Credit Transfer Policy	Create and approve of new Credit Transfer Policy	VPA Dean, Academic Quality	Fall 2022	<b>80% Complete</b> A Credit for Prior Learning policy was drafted completed spring of 2022. Approvals are scheduled to occur Fall 2022 as the new Credit for Prior Learning system launches.



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<b>Affirmation #12 (Requirement 5.8)</b>					
Georgian recognizes a gap in the maintenance of Articulation Agreements. It is currently in the process of updating all agreements, with an estimated time for completion by fall 2020	Up to date, accessible records of all articulation agreements, and a central location on which to house them.	Review, revise, approve, and post articulation agreements to the external website.	Registrar Vice President, Academic (VPA)	Fall 2020	<b>Complete</b> All articulation agreements have been updated and are posted to the <a href="#">external site</a> .
		Implement AcademyOne – credit for Prior Learning software used to manage Credit Transfer, PLAR, and Articulation agreements (refer to Affirmation #4 for complete detail.)	Associate Vice President, Digital Innovation	Fall 2024	<b>0% completion</b> Articulation agreement management is part of phase three of AcademyOne implementation (see affirmation #4 above for more detail). Expected rollout is Fall 2024.



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<b>Affirmation #13 (6.1)</b>					
Georgian recognizes the need for clearer guidelines and more consistency with regard to faculty appraisals. A review of the faculty appraisal policies and processes is currently in process, with plans for implementation fall of 2020	A new faculty appraisal process.	Add faculty appraisals to the balanced score card of all academic administrators.	Vice President, Academic (VPA) Vice President, Human Resources (HR)	Spring 2021	<b>Complete</b> Faculty appraisals have been added to the balanced score card of all academic administrators.
		Establish a working group to oversee development of new process	VPA Vice President, HR	Winter 2021	<b>Complete</b> The Dean, Academic Quality has been assigned the responsibility of Chairing the working group.
		Embed Faculty appraisals in the Academic Plan.	VPA Dean, Academic Quality	Spring 2022	<b>Complete</b> The working group have embedded faculty appraisals into the new Academic Plan as a continual academic quality assurance process.
		Consult with college stakeholders	VPA Vice President, HR Dean, Centre for Teaching and Learning (CTL)	March 2022 for policy completion	<b>50% Complete</b> Consultations have been occurring regarding key elements of faculty appraisal. As part of the consultation process, the Dean, Academic Quality has been collaborating with the Dean, CTL regarding CTL's new faculty competencies framework (see above), which will become part of the appraisal process. This framework will enable faculty to drive the process, identifying areas of strength, and opportunities for mentorship and development.
		Update faculty performance development policy	Vice President, HR	Winter 2023	<b>0% Complete</b> The policy will be modified as the new process is formalized. The plan is for the policy to be approved at College Council for Winter of 2023.
	Implementation of the new faculty appraisal process.	Create resources to support Deans and Associate Deans with regard to faculty appraisals.	VPA Vice President, HR	Spring 2023	<b>0% Complete</b> Resources for new Deans and Associate Deans with regard to faculty appraisal will be developed upon completion of the new process and policy.
		Update tracking of faculty appraisals.	VPA Vice President, HR	Spring 2023	<b>0% Complete</b> Tracking system is still to be determined, but will be ready for spring implementation.



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<b>RECOMMENDATION #2 (Requirement 1.3)</b>					
The panel recommends that the college establish a clear process and expectation to ensure student survey feedback is regularly and consistently included in the data gathering to inform program quality measures across all programs and courses consistently.	A new student survey process to gather key student feedback with regard to courses.	Consult with college stakeholders	Vice President, Academic (VPA) Vice President, Human Resources (HR) Director, Institutional Research (IR)	Spring 2021	<b>Complete</b> Through consultation in the spring of 2021, the college determined it would move forward with student feedback surveys distributed to every student in every course. Previously, only a percentage of courses were evaluated through the student feedback survey process. Consultation confirmed that the refreshed survey and process will continue to measure student satisfaction with the learning and support that they experience in their courses, but that it could also be used institutionally to establish benchmarks and make continuous quality improvements at the program level.
		Develop new student feedback survey tool	Director, IR	Fall 2021	<b>Complete</b> New survey tool was developed in house by Institutional Research in the fall of 2021 for implementation in the winter semester.
		Operationalize new process	VPA Director, IR	Winter 2022	<b>Complete</b> All course surveying began in the Winter 2022 term and is now being used for formative purposes.
		Development of a new policy to govern the process	Associate Vice President, Academic (AVPA)	Fall 2022	<b>50% complete</b> The Course Feedback Survey Policy has been drafted and was presented to the Academic Policy Review Committee (APRC) on Monday, May 16, 2022. Some additional consultations and revisions were requested. It will return for approval early September 2022.
	A process that ensures data gathered from the student feedback is tied to annual program assessment, and serves to inform program quality.	Connect student feedback survey data to annual program assessment	Director, IR Dean, Academic Quality	Winter 2023	<b>20% Complete</b> Discussion are in place regarding the use of the feedback surveys for college metrics as part of the new Annual Program Assessment process. Only a few questions in the survey are relevant to program and course curricular quality; however, work is being done to add questions that will help to gather student input into those areas.



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<b>RECOMMENDATION #3 (Requirement 4.3)</b>					
The panel recommends that the college enhance its oversight of student learning evaluation. To ensure that feedback is prompt and constructive and to ensure processes are in place that is consistent and faculty are trained and evaluated on the ability to conduct effective assessment.	Development of faculty competency model	Establish evaluation of student learning as a key competency	Dean, Centre for Teaching and Learning (CTL)	Fall 2022	<b>50% complete</b> CTL is piloting the Faculty Competencies Framework this fall. This framework will merge with a newly developed faculty performance review process. Faculty and administrators will prepare for reviews based on increasing their teaching and learning competencies, which includes building effective assessment.
	Increased training in authentic assessment for all faculty	Offer CTL workshops and training to support assessment design and development	Dean, CTL	Ongoing	<b>Complete</b> CTL continues to offer workshops and training on building effective assessments. For example, there has been significant focus on STEM assessments and faculty who are tied to STEM courses – helping them rethink their assessments and ensuring their assessments are effective and impactful.
		Develop a new non-full-time (NFT) onboarding process to support new faculty hires with parameters around assessment	Dean, CTL	January 2022	<b>Complete</b> The Centre for Teaching and Learning completely revamped its NFT “onboarding” process in January 2022. This includes a new coaching stream and a new NFT Community of Practice, meant to create a stronger NFT community and create a degree of consistency amongst NFTs.
	Enhanced oversight of student learning evaluation by academic deans.	Embed faculty appraisals in the Academic Plan	Vice President, Academic (VPA) Dean, Academic Quality Dean, CTL	Spring 2022	<b>Complete</b> Faculty appraisals are currently being embedded in the Academic Plan. As part of this, the college has committed to moving forward with a plan for full-time faculty appraisals in combination with CTL, finalizing their Faculty Competencies Framework (see above), which will be part of the appraisal process. As part of this process, academic deans and associate deans will include discussion, feedback and support around the assessment of student learning.
		Build evaluation of student learning into the faculty appraisal process	Dean, Academic Quality Dean, CTL	Spring 2022	<b>0% Complete</b> Once the framework is complete, administrators and faculty will use the competencies as part of the appraisal process.



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<b>RECOMMENDATION #4 (Requirement 5.2)</b>					
The panel recommends that the college continue with its recently implemented framework for policy review and revision and to provide evidence on the success of the approach taken. Furthermore the panel recommends the college establish clear policies on how department specific policies are undertaken when in place.	A new system to manage institutional policies, program specific policies, and student program manuals	Select a document management system	Vice President, Academic (VPA)	Winter 2023	<b>25% Complete</b> The college is investing in a document management system for institutional policies and specific program policies, with the possible inclusion of student program handbooks. A request for proposals is currently being drafted, after which the college will review applicants and select a vendor.
		Develop a process and appropriate workflows for the new system.	VPA	Winter 2023	<b>0% Complete</b> Once a system is selected, the college will formalize a process that works within the existing policy framework, and make modifications where necessary. Included in the process will be the establishment of appropriate workflows to allow broader college oversight, as well as communication protocols. The process, structure etc. is still to be determined.
		Create, approve and implement a policy specific to departmental policy development and approval	VPA	Spring 2023	<b>0% Complete</b> A new academic policy dedicated to department policy development and approvals will be created in alignment with the college's current framework and policy development policy, as well as with the implementation of the new system.
		Implement new system	VPA	Spring 2023	<b>0% Complete</b> March 1 is the estimated launch date.



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<b>RECOMMENDATION #5 (Requirement 5.8)</b>					
The panel recommends that the college establish and communicate clear policies and processes around how third-party arrangements are reviewed, evaluated, and ensures meeting all requirements set forth by the college.	A Quality Assurance (QA) framework for Public Private Partnerships (PPP), that aligns with current Georgian QA processes.	Draft a framework in consultation with main stakeholders: Office of Academic Quality, Office of the Registrar, International Language Academy of Canada (ILAC)	Vice President, Academic Quality	Spring 2021	<p><b>Complete</b> Quality assurance protocol and framework were developed by the Office of the Vice President, Academic and implemented in April of 2021. Research was conducted, including consultation with Academic Quality, the Office of the Registrar and ILAC to produce the following:</p> <ul style="list-style-type: none"> <li>• Schedule B Quality Assurance Framework for Public Private Partnerships</li> <li>• Georgian ILAC Quality Assurance Protocol</li> </ul> <p>Because Georgian currently only has one PPP, materials were developed with this partner, but can be used should Georgian partner with other institutions.</p>
	Documentation to support the framework and for the monitoring of PPP QA, including templates for site visits, faculty PD and self-assessment, classroom observation, and student feedback; course content checklists.	Draft and post documentation related to PPP quality assurance.	Associate Vice President, Academic (AVPA)	Spring 2021	<p><b>Complete</b> Documents were developed to support the framework and were finalized in April of 2021. They include the following:</p> <ul style="list-style-type: none"> <li>• Faculty Self-assessment template</li> <li>• Faculty Professional Development Summary Report template</li> <li>• Classroom Observation Worksheet</li> <li>• Course Portfolio Checklist</li> <li>• PPP Site visit report Template</li> <li>• Program Satisfaction Discussion with Students template</li> <li>• Site Visit Assessment template</li> </ul> <p>All documentation is housed on Georgian's ILAC Partnership Teams site.</p>
	Evidence of execution of first year PPP QA process.	Implement QA processes and document results to support continuous improvement of programs delivered by our private partner, ILAC.	AVPA	Spring 2021 - ongoing	<p><b>Complete and ongoing</b> First QA review at ILAC occurred fall 2021 led by the Dean, Business (now the AVPA), and has continued each semester since under the leadership of Manager, Partnerships (now Director, Academic Partnerships and Pathways). Evidence has been gathered and assessed, site visits conducted, and all PPP QA documentation has been completed and is stored on the Georgian's ILAC Partnership Teams site.</p> <p>Tracking documentation exists within the Academic Partnerships Office, and the next reviews are scheduled for Fall 22. Additionally, in June of 2022, the college created and filled the "Academic Partnerships Officer, a new support staff position reporting to the new Director, Academic Partnerships and Pathways, who is responsible for liaising with our private partners, and managing the QA processes.</p>





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<b>RECOMMENDATION #6 (Requirement 6.1)</b>					
The panel recommends that the college establishes clear and consistent recruitment and on-boarding of non-full-time faculty processes and procedures. Furthermore, that there is an established, clear and consistent on boarding of faculty across program areas.	New recruitment and onboarding processes for non-full-time faculty (NFT)	Survey academic managers to collate the different approaches to hiring non-full-time faculty (NFTs)	Vice President, Academic (VPA)	Fall 2021	<p><b>Complete</b></p> <p>A survey was conducted in the fall of 2021 to determine how academic managers are approaching the hiring of NFTs, and have found the following:</p> <ul style="list-style-type: none"> <li>• Time is a constraint in completing reference and credential checks</li> <li>• Program areas are reactive in their approach to hiring NFT faculty.</li> <li>• The college does not have a pre-vetted pool that program areas can tap into should they need faculty</li> </ul> <p>The survey also resulted in the collection of some best practices to be used as the college works toward a stronger process of onboarding.</p>
		Create a new HR position to support the hiring of NFTs	Vice President, Human Resources (HR)	Winter 2022	<p><b>Complete</b></p> <p>A new role in HR has been created to support the program areas with the following:</p> <ul style="list-style-type: none"> <li>• Completing reference checks and validating credentials</li> <li>• Supporting the build of a pool of vetted NFTs who program areas can tap into for their hiring needs</li> <li>• Collaborating with the program area managers to forecast their needs based on program enrolment growth</li> </ul>
		Develop new processes	VPA Vice President, HR	Fall 2022	<p><b>0% Complete</b></p> <p>Based on analysis of survey results mentioned above, the college will develop new recruitment and onboarding processes that will be used consistently across all academic areas.</p>
		Train staff to support implementation of new processes	VPA Vice President, HR	Spring 2023	<p><b>0% Complete</b></p> <p>Upon formalizing the new processes, Human Resources will develop the necessary training and resources to support implementation across all academic areas.</p>
		Continue to mandate Centre for Teaching and Learning onboarding sessions for all new non-full-time (NFT) faculty hires	Dean, Centre for Teaching and Learning (CTL)	January 2022	<p><b>Complete</b></p> <p>As mentioned above as part of Recommendation #3, the Centre for Teaching and Learning completely revamped its NFT “onboarding” process in January 2022. This includes a new coaching stream and a new NFT Community of Practice, meant to create a stronger NFT community and create a degree of consistency amongst NFTs.</p>

Add (copy and paste from above) additional tables as required to complete the exercise.

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

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