

Guidelines for Academic Program Review

Degree Programs



INTRODUCTION

GEORGE BROWN COLLEGE IS COMMITTED TO CONTINUOUS QUALITY IMPROVEMENT and ongoing academic self-assessment and evaluation. The annual and comprehensive academic program review/self-study processes and reports provide academic leaders with critical information about a program's strengths, challenges, overall quality and need for future resources.

Academic program review provides a mechanism for change. By facilitating a structured, scheduled opportunity to examine a program, a thorough strategy for improvement can be developed. Program review provides a uniform, overarching mechanism for the assessment and evaluation of the educational processes of an academic program and complements existing accreditation procedures. A dynamic and evolving process, program review plays a defining role in the College's commitment to 'making excellence in teaching and learning the distinguishing hallmark of a George Brown College education a reality.

The following provides guidelines for the review of **Degree Level** programs. (For program review guidelines for a Apprenticeship and Ontario College Certificate, Diploma, Advanced Diploma and Graduate Certificate level programs, please see the document entitled "Program Review Guidelines – Diploma and Certificate," which is also posted on *Insite*.)

BACKGROUND

The opportunity for Ontario Colleges to offer baccalaureate degrees is relatively new. More information is available on the Postsecondary Education Quality Assessment Board web site: www.PEQAB.ca

Under the *Postsecondary Education Choice and Excellence Act, 2000*, Ontario Colleges are able to offer baccalaureate degrees in applied areas of study. As per the requirements of the Act, the Minister of Training, Colleges and Universities, appointed an arms-length agency--the Postsecondary Education Quality Assessment Board (PEQAB)--to be responsible for:

- Reviewing all applications made under the Act for ministerial consent;
- Creating expert quality assessment panels and committees;
- Undertaking research to assist in the Board's work;
- Providing recommendations to the Minister;
- Addressing any other matter referred to it by the Minister.¹

In the fall of 2002, the Board released its criteria and procedures for program quality assessments and organizational reviews for Ontario colleges as well as Public and Private applicants. At the time, the Minister agreed to a "pilot project" of up to 24 applied degree programs from Ontario colleges. When the Board found that there were more than 24 applications which met its criteria, the Minister agreed to refer 52 applications, received under the terms of a pilot project, to the Board for review. Upon completion of the reviews, the Board recommended that 35 of the 52 programs be granted Ministerial consent.

When an applicant (college, private, public) receives consent to offer a degree in Ontario, that consent is for a specified time. From 2002 to 2008, Ontario colleges were granted 5 year consents to offer the degrees. The timeframe was expanded to 7 years once it was realized that there was no time to conduct a program review in the initial 5 year consent period.

Ministerial Consent Renewal

In order to submit an application for the renewal of the Consent, all consent holders must complete a self study and formal program review of the degree program. The material that follows is meant to outline the program review/self-study process. According to PEQAB,² the program review/self-study must include the following:

¹ *PEQAB Handbook for Ontario Colleges, 2010*, p.3. Available at: <http://www.peqab.ca/Publications/HNDBKCAAT2010.pdf>.
Office of Academic Excellence (Last Updated: February 2011)

9. PROGRAM EVALUATION STANDARD

The quality of the proposed program is assured by procedures for periodic evaluation that meet the requirements outlined below.

Benchmarks:

1. The college has a formal, institutionally approved policy and procedure for the periodic review of programs that embody the following characteristics:

- a) program reviews at regular intervals, normally not exceeding five to seven years. The first such evaluation should occur before a request for renewal of ministerial consent;
- b) criteria for program reviews that include:
 - i) assessment of the continuing consistency of the program with the college's mission, educational goals and long-range plan;
 - ii) assessment of the learning outcome achievements of students/graduates by comparison with:
 - i. the program's stated learning outcome goals and standards;
 - ii. the degree level standard;
 - iii. the opinions of employers and students/graduates; and
 - iv. the standards of any related regulatory, accrediting or professional association.;
- c) where appropriate, assessment of
 - (i) graduate employment rates,
 - (ii) graduate satisfaction level,
 - (iii) employer satisfaction level,
 - (iv) student satisfaction level,
 - (v) graduation rate,
 - (vi) the default rate on the Ontario Student Assistance Program or other student loan plan and
 - (vii) student retention rates;
- d) assessment of the continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice;
- e) assessment of the continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards;
- f) assessment of the continuing appropriateness of admission requirements (i.e., achievement level, subject preparation) for the program's educational goals and standards;
- g) assessment of the continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards;
- h) assessment of the continuing adequacy of the methods used for evaluating student progress and achievement;
- i) assessment of the efficient and effective utilization and adequacy of existing human, physical, technological and financial resources;
- j) indicators of faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization; and
- k) assessment of individual student work in the terminal stage of the program that reflects exemplary, average and minimally acceptable performance and demonstrates that the degree level standard has been achieved.

2. The program review procedure includes:

a) A Self-Study

A study undertaken, with student input, by faculty members and administrators of the program based on evidence relating to program performance against the criteria stated above, including strengths and weaknesses, desired improvements and future directions.

b) A Program Evaluation Committee

A committee struck by the senior administration to evaluate the program based on

- i) the self-study; and

- ii) a site visit during which members of the committee normally meet with faculty members, students, graduates, employers and administrators to gather information.

A majority of the members must be senior academic peers (both scholars and administrators) with relevant expertise from both outside the college and internal to the college but outside the program, and free of any conflict of interest.

c) The Report of the Committee

The overarching purpose of the Program Evaluation Committee report is to assess program quality and recommend any changes needed to strengthen that quality. The report must be addressed to the senior administration and shared with the academic council, governing board, faculty members and students in the program, together with a plan of action responding to the recommendations in the report.

3. The implementation of the policy and procedures for the periodic review of programs:

- a) is aligned with the Board's requirements for such evaluations; and
- b) achieves its intended aim of continuous improvement of the program(s).

PURPOSE

The purpose of program review at George Brown College is to

- identify and confirm program strengths;
- provide direction to faculty and administrators for continuous quality improvement;
- support sound decision making and planning;
- promote accountability for program quality;
- respond to the changing needs of students, business, industry and community partners;
- review (and, if necessary, revise) Program Outcomes for consistency with the Ontario Qualifications Framework and with relevant professional standards;
- promote alignment with the College's commitment to diversity and internationalization;
- ensure congruence with the College's Mission, Core Values and Academic Strategy;
- assist in preparation for external program credential and audit reviews;
- recognize and shine a light on exemplary programs in order to celebrate faculty and program success;
- provide a voice for program stakeholders and,
- improve student, graduate and employer satisfaction and success.

KEY PRINCIPLES

1. Each program will participate in a comprehensive review every five to seven years;
2. Program review is comprehensive and ensures curriculum alignment to Program/Vocational Outcomes, Essential Employability Skills, Breadth Requirements and Degree Level Standards;
3. Program review uses an inclusive and collaborative process reaching out to multiple stakeholders including faculty, students, graduates, administrators, employers, program advisory committees, and support staff and external experts where appropriate;
4. Program review employs a comprehensive methodology that is well communicated to and understood by all stakeholders; with an identified accountability framework for implementation;
5. Program review integrates external and internal accreditation/certification processes.

TYPES OF PROGRAM REVIEW

Annual Program Reviews

Academic managers (Chairs, Associate Deans, Directors) are responsible for conducting an annual review of the programs in their portfolios in order that stakeholders are engaged in continuous quality assurance. This review is designed to ensure the program is responding to the needs of industry and students in order that it remains relevant and up-to-date. The following are sources of information that will assist with this process:

- Student Feedback Questionnaires (SFQs)
- KPI student satisfaction surveys
- KPI graduate and employer surveys
- KPI graduation rates
- Course outlines
- MTCU Program Standards/Program Outcomes
- Program Advisory Committee meetings

Further to these sources, specific questions that should be addressed as part of the annual review process can be found in the Appendix to these Guidelines. Academic Chair / Directors will work with program staff to ensure the annual review questions are completed/updated and sent to their Deans by June 15th. Academic Chairs / Directors and Deans will then ensure that any new recommendations are added to the program review recommendations spreadsheet, which is updated annually and forwarded to the OAE by June 30th.

Comprehensive Program Reviews

Because the comprehensive program review process for a degree level program is completed prior to an application for consent renewal, the process has **four** stages.

Stage 1: Self-Study / Program Review (Timeframe: 6 to 12 months)

The first stage is called a “self-study” or program review and is an internally-focused process that has 4 phases. The first phase, the self-study, should begin approximately 2.5 years before the consent expires. The self-study requires that a program review team be struck that meets 3 or 4 times during the program review period to help guide the internal, self-study process to ensure all elements of the program review are completed. Program Review Teams (PRT) will have the following representation:

- Program faculty (2 -3 members)
- A George Brown faculty member from outside the Faculty (who is familiar with the operation of the program under review)
- A liberal studies faculty member
- A member of the Program Advisory Committee (PAC)
- A current fourth year student, and
- A graduate (if available)

The curriculum of the program and the way in which the program aligns with the degree level standard as set out by PEQAB will be a primary objective of the Program Review Team (PRT). The PRT will be chaired by a program faculty member and will be supported by the Office of Academic Excellence (OAE). The self-study or program review will be instrumental in providing guidance and input for the Program Review Report. In addition to the PRT, electronic surveys will be created and distributed in order that current students, faculty and program advisory committee members be given the opportunity to provide feedback about the program. If deemed necessary, additional graduate data may be gathered via electronic surveys.

Program Review Report Template & Data Sources

Program Review Guidelines – Degree Programs

The program review process recognizes that there are core components and requirements from external credentialing agencies that will be mandatory for every program being reviewed; concomitantly, the process aims to highlight the uniqueness and special circumstances of each program. The following format may therefore be tailored to meet individual program characteristics and program review goals.

Introductory Material (Title Page, Table of Contents, Acknowledgements, Appendices Listing)

Executive Summary

- Program Background and History
- Brief Overview of:
 - The Students
 - The Faculty
 - The Learning Environment
 - The Curriculum
 - The Graduates

Introduction

- Program Review Purpose
- Internal Process for Accountability Post-Review

Methodology

- Survey Tools and Development
- Timeline of Program Review / Self-Study

Program Overview

- Program Alignment to GBC's Mission
- Student Demographics (including average HS grades at entry)
- Admissions, Enrolment, Retention
- Pathways to Degree
- Competition and Marketing Overview (review of print and web materials for accuracy)
- Overall KPI data summary (capstone student, graduate, employer – last 3 years)
- Program Recommendation Figure (% of grads and current students who would recommend the program)
- Program Advisory Committee Overview (number of times PAC meets; overall themes)
- Financial - Program Costs (Tuition vs. Competitors) & Contribution Margins
- Program Overview Strengths, Challenges, Opportunities, Recommendations

The Learning Environment

- Faculty Credentials and Scholarly Activity (from CVs, program currency & faculty surveys)
- Dual Professionalism (from faculty surveys and program currency)
- Applied Research and Innovation Activities (from faculty surveys and program currency)
- Faculty to Student Ratio (from Chair)
- Teaching / Learning Styles (from program review surveys)
- Student Feedback Questionnaires – Quality of Instruction (from SFQs)
- Evaluation / Feedback (from faculty and student program review surveys)
 - Summative Feedback
 - Formative Feedback
- Communication – (from faculty program review surveys)
- Student Supports – Academic and Financial (from KPIs)
- Student Services (from KPIs)
- Facilities (from KPIs)
- Library and Computer Access (from library assessment and program staff)
- Computer and Equipment Investments (from Chair)
- The Learning Environment Strengths, Challenges, Opportunities & Recommendations

The Curriculum

- Ongoing Curriculum Renewal (from program currency and program history)

Program Review Guidelines – Degree Programs

- Curriculum – Student, Faculty, PAC and Graduate Feedback from program review surveys and KPIs
- Student Academic Achievement (including courses with low and high marks) – from special tabulation that examines average GPA and course grades for last 5 years
- Co-op Work Term (including student, PAC and faculty feedback) – interview and data from co-op office
- Curriculum changes made in the last 3 years, why were they made, and how successful have they been? – from faculty and program staff
- Curriculum Mapping (Mapping to program outcomes) – special tabulation conducted from course outlines by curriculum specialists in Office of Academic Excellence
- Bridging pathway mapping– from program staff
- Alignment to PEQAB Degree Standard (from program faculty)
- Workload and Assessment Analysis – from analysis conducted from course outlines by curriculum specialists
- Essential Employability Skills and Liberal Studies Electives – analysis by program reviewer and program staff
- Course Outline Audit Analysis – completed by curriculum specialists
- Curriculum Strengths, Challenges, Opportunities & Recommendations

Student Success

- Graduation Rate (comparison to College average) – KPIs when available
- Graduate Satisfaction Analysis (compared to College average) - KPIs
- Graduate Employment (Related vs. Unrelated; Listing of job titles and employers; Further study, average salary) – KPI graduate outcomes report
- Employment Trends and Future Prospects (PAC and faculty feedback on program review surveys and program currency)
- Graduates Pursuing Further Study – from program staff
- OSAP Default Rate – from Institutional Research
- Student Success Strengths, Challenges, Opportunities & Recommendations

Recommendations

Stage 2: External Program Evaluation Committee (EPEC) (Timeframe: 2 to 3 months)

Once the program review has been approved by the administrative team, the report is sent to an External Program Evaluation Committee, which is made up of two academic peers from outside the College (both scholars and administrators) and one academic peer from George Brown College.³ Once the program review is complete, an electronic copy of the report will be sent to the EPEC who will review the report over the course of one month and then come to the College for a site visit to meet with various program stakeholders (graduates, current students, faculty, administrators, PAC members, etc.). Within one month of the site visit, using the draft template provided by the College, the EPEC will write a report that will provide feedback on the program review recommendations and, if necessary, make additional recommendations to improve program quality. When the EPEC report is received, recommendations from this report along with recommendations from the review will be added into the program review action plan (a template of the action plan will be included in the CD that accompanies the final program review report). This action plan will serve as the program's response to the EPEC report because it will clearly delineate the actions required, responsibility, needed resources, costs, next steps and progress made on the recommendations.

Stage 3: PEQAB Assessment Report (1 to 2 months)

In addition to the program review / self-study report, PEQAB requires that an assessment report be submitted with any consent renewal. The assessment report (see <http://www.peqab.ca/Publications/GuidelinesCAATRenewal2010.pdf>) requires that the submission for consent renewal include an report against the Board's standards. In its 2010 Handbook, PEQAB states the requirements of this report:

³ Please note that costs for external reviewers (including travel and compensation) are covered by the program undergoing review.

The report should be brief. It is not meant to repeat the self study. The report is not expected to be more than 50 pages (although this will vary depending on the commitments made during the last review, and special challenges or developments over the period of consent).

This section should include at least the following:

Executive Summary

Include a brief executive summary to summarize the report highlights and any changes and developments in the program since the last Board review.

Report on Commitments

List any commitments made during the last Board review, and report on how these were addressed. Include commitments made in the submission (e.g., to deliver a particular curriculum, to set a particular admission standard) and also those made during the Board's review. Address significant changes made to the program during consent.

Assessment Against Board Standards

Include a thorough, frank and accurate analysis of the program against the Board's standards and benchmarks. Identify the data that contributed to the analysis (which must be available to the assessors should they wish to review it), the strengths and weaknesses of the program and the actions that will be undertaken to address any weaknesses or areas for improvement.

Include 10 sections, one corresponding to each of the Board's standards:

- Honours Baccalaureate/Bachelor Degree in an Applied Area of Study
- Admissions, Promotion and Graduation
- Program Content
- Program Delivery
- Capacity to Deliver
- Credential Recognition
- Regulation and Accreditation
- Program Evaluation
- Academic Freedom and Integrity
- Student Protection

Stage 4: PEQAB Assessment Panel Visit (Anytime during the year prior to consent renewal expiration date)

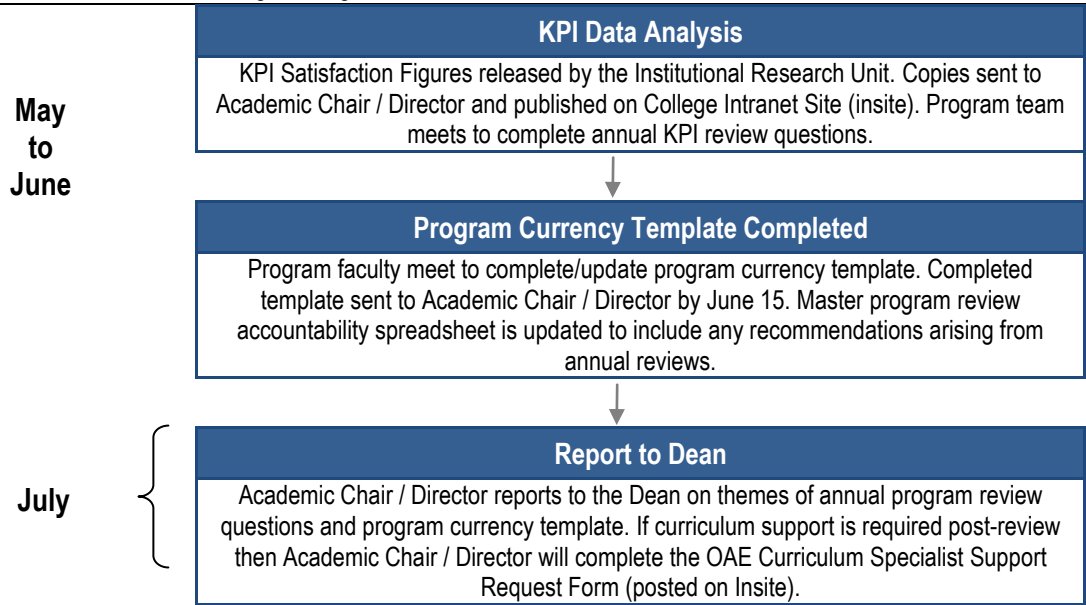
The external review will be conducted by the Postsecondary Education Quality Assessment Board (PEQAB). Sometime during the year prior to the consent expiration date, PEQAB will appoint an external assessment panel to determine whether or not the degree should be granted consent based on the consent renewal package submitted by the College and a subsequent site visit.

PROGRAM REVIEW SCHEDULE

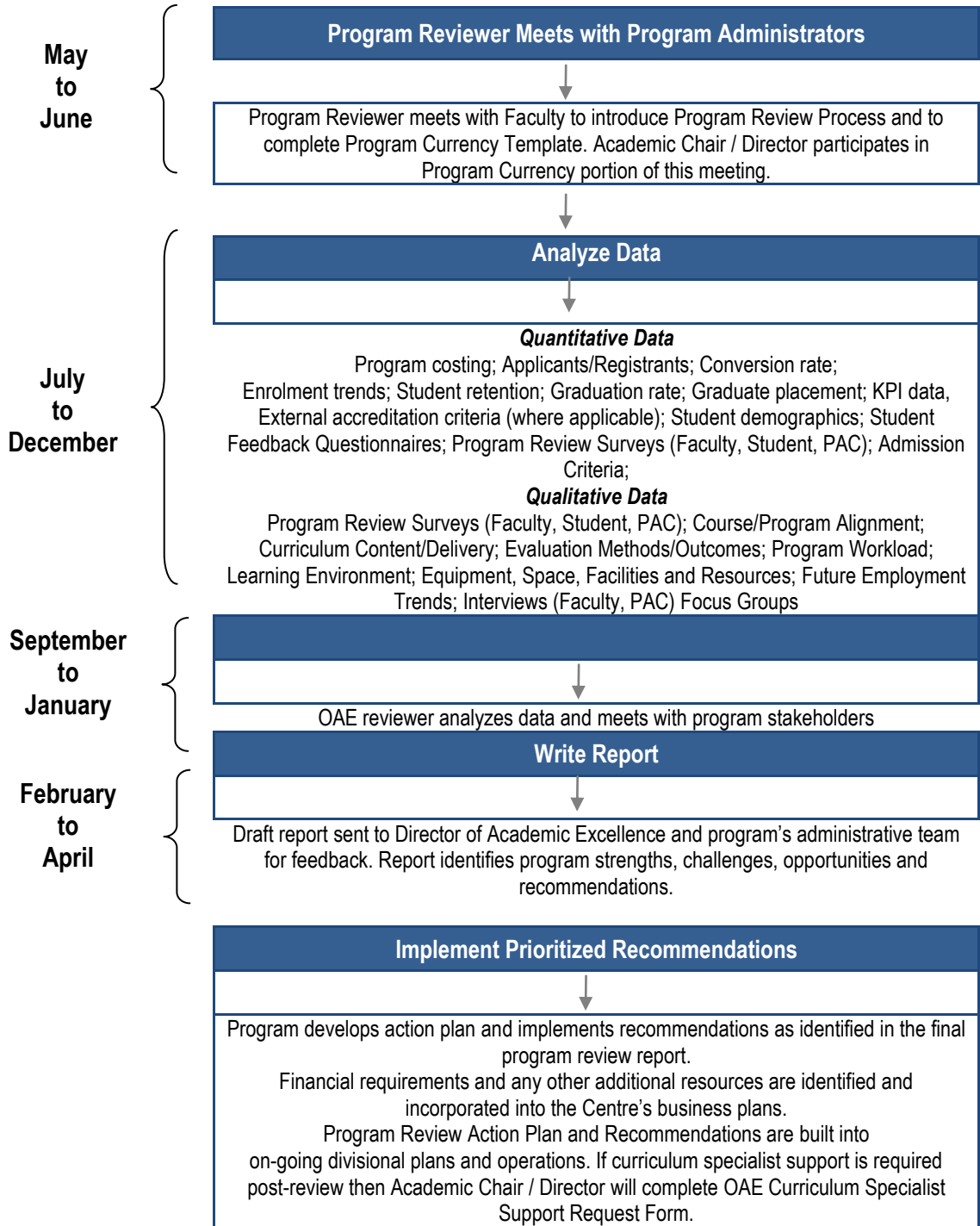
A schedule of program reviews shall be published by the Office of Academic Excellence (see "3-Year Program Review Plan" posted on *Insite*), following a consultation process with the Academic Management Committee (AMC). Schedules will typically be published three years in advance with flexibility for modifications based upon emerging needs and stakeholder input. The 3-Year Plan will be updated annually every February and posted as a separate document on *Insite*.

PROGRAM REVIEW CYCLE

Annual Program Review Process



Comprehensive Program Review Process⁴



⁴ Note that this timeframe may change depending on the consent renewal expiration date. This is an example only.

ROLES AND RESPONSIBILITIES

Consultation with all stakeholders throughout the program review process has been identified as crucial to a successful outcome. Program review provides an opportunity for a program to learn more about itself via the engagement of its stakeholders. As such, all people involved in the process need to understand and carry out their respective responsibilities completely and in a timely manner. This section outlines the specific duties of the various stakeholders involved.

College's Board of Governors (BOG): Body responsible for ensuring that all programs are of quality and deliver current and relevant content using the best pedagogical practices. The **Academic and Student Affairs Committee (ASA)** of BOG will receive a report annually from the Vice President, Academic Excellence on the status of the program reviews and any pertinent overarching themes emerging from them.

Vice President, Academic: Program review processes rest under the authority of the Vice President, Academic. Ensures that the recommendations are addressed.

Program Academic Chair/Director:

Annual Review:
Completes annual program review process in consultation with program staff and Dean.

Comprehensive Review:
Liaises between program reviewer and program faculty when required.

Ensures that feedback on the draft program review is given to the program reviewer by mid-May so that the final report can be prepared.

Ensures faculty receive program review report post-review, and in consultation with faculty develops an action plan.

Presents findings of the program review report to Program Advisory Committee.

Assists faculty with advancing the recommendations of the review.

Completes by mid-June the program review accountability spreadsheet and then sends it to the Dean for review and approval.

Arranges for curriculum specialist support post-review by completing the OAE Curriculum Specialist Support Request Form.

Submits appropriate Program Planning & Review Committee (PPRC) Documents if major changes to the program are required (i.e. name change or change to delivery method). Presents to PPRC.

Dean:

Annual Review:
Reviews annual program review report.

Comprehensive Review:
Ensures the Application for the Renewal for Consent and any Accreditation processes are completed.

Makes final selection for members of Program Review Team.

Meets with program reviewer to determine scope and priorities of review. Ensures that feedback on the draft program review is given to the program reviewer by mid-May so that the final report can be prepared.

Acts as project sponsor if issues arise during program review.

Approves by June 30 the program review accountability spreadsheet and then sends the completed and approved spreadsheet back to the OAE.

Reports in September at the AMC meeting on the themes and status of the program review recommendations.

Program Faculty (and Other Staff):

Annual Review:

Completes annual program review report and submits to Academic Chair / Director.

Comprehensive Review:

Gathers together names of possible participants for Program Review Team and forwards them to the Dean for selection.

Updates course outlines in preparation for review and submits copy of the course outlines to the program reviewer by September 1st of the program review year.

Meets with program reviewer and curriculum specialists during and post-review as required.

Attends program review information sessions and workshops.

Completes online program review survey and/or meets in person with the program reviewer.

Post-review, advances the recommendations and meets with curriculum specialist as required.

Program Review Team:

Comprehensive Review:

Meets 3-4 times throughout the program review to guide the self-study/program review process.

External Program Evaluation Committee:

Comprehensive Review:

Consists of at least 2 external academic peers with relevant expertise and free of any conflict of interest.⁵

One of the members will be appointed by the Dean to be chair of the External Program Evaluation Committee. The chair will be responsible for writing the report.

Reviews program review and conducts one day site visit wherein they will meet with administration, faculty, students, graduates, PAC members. The site visit will also involve a tour of the program facilities and any support areas such as the library.

Using a template developed by the OAE, the EPEC will submit their report within one month of the site visit to the Dean. The Dean will forward it to the Academic Chair / Director. The full reviewers' report is confidential to the Dean and program.

⁵ Academic peers may be peers from similar programs outside the College or representatives from relevant accrediting associations and related industries.

Program Reviewer:

Comprehensive Review:

Liaises between program faculty and other program and College stakeholders.

In consultation with program administrators, develops online program review surveys for faculty, current students, and PAC. Analyses and reports on findings.

Ensures other data sets are gathered by the OAE researcher and Institutional Research Unit and analyses data and reports on the findings.

Conducts student focus group if necessary.

Completes course outline audit.

Researches, analyses and compares competitor program curricula

Analyses and reports on KPI data (student, employer, graduates) and overall Student Feedback Questionnaire results.

Arranges for curriculum specialist support during review and coordinates class visits and completion of curriculum mapping

Facilitates workshops with program faculty related to the review, including, but not limited to, the completion of the program currency template and program curriculum mapping.

Assists program staff with the updating of program outcomes and submits revised outcomes to CVS.

Attends PAC meeting(s) to inform members of the review process and to introduce the survey. The program reviewer may also report to the PAC post-review if requested to do so by the Academic Chair / Director.

Writes the program review report and has a draft ready for review by April 30.

Prepares and presents overview of program review findings to faculty.

Modified Comprehensive Program Review:

Provides guidance to program faculty in completing the review template when necessary.

Facilitates 3 workshops (one each in Spring, Autumn and Winter) during the academic year to assist programs that are completing the modified comprehensive program review process to provide them with any guidance or issues they might encounter.

Curriculum Specialist:

Comprehensive Review:

Conducts workshops with program reviewer and program faculty related to curriculum mapping, assessment methods, etc.

Conducts class visits as required and writes report on the student experience.

Supports the program review with the course outline audit reports when necessary.

Assists program faculty in advancing recommendations related to curriculum when requested to do so by the Academic Chair / Director.

Director, Office of Academic Excellence:

Comprehensive Program Reviews:

Assists with the process and ensures that all proper documentation is completed. Responsible for any communication with the Ministry or the PEQAB.

Reports to the Vice President Academic annually on the program review process and the status of program reviews. Ensures that the accountability spread sheets are completed.

Liaises between Academic Chairs and Directors, Deans and Program Reviewers and Curriculum Specialists.

In consultation with program administrators and AMC, creates the 3-year plan for program review completion (for comprehensive and modified comprehensive program reviews).

Maintains program review documents including a list of programs that have been reviewed, the master accountability spreadsheet, and program review reports (both hard copy and soft copy).

Presents on program review process and themes to various committees including AMC, ASA, Academic Chairs and Directors, etc.

Assigns program reviewers and curriculum specialists to particular programs.

Ensures all timelines are met for the program review process and communicates with stakeholders as required.

ACCOUNTABILITY

Improvement in programs will only be realized through the dedicated and systematic implementation of the recommendations that result from the annual and comprehensive reviews.

Accountability - During Process

Implementing change as a result of the comprehensive review does not have to wait until the completion of the review. The program administration and faculty will get feedback on an on-going basis as the program is being reviewed via ongoing meetings and correspondence. Where possible, the program may wish to begin implementation while the review is in process.

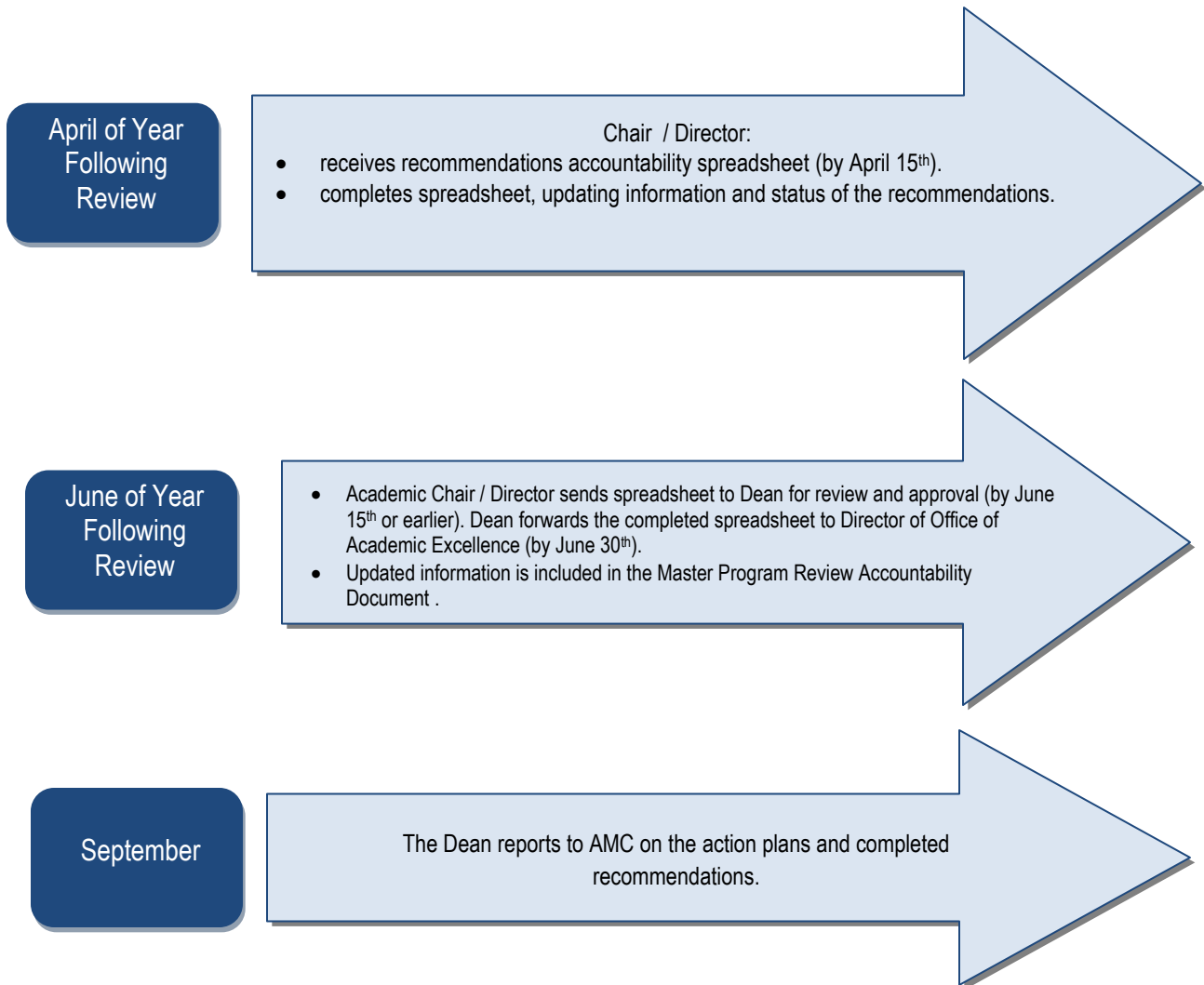
Accountability – After Review

Once the Academic Chair / Director and Dean receive a draft of the final report by they will begin developing an action plan arising from the Strengths, Challenges, Opportunities and Recommendations (SCOR) found in the final report.

In April of the following year, the Academic Chair / Director will complete the accountability spreadsheet and send it to the Dean for review and approval. The Dean will then send a copy of the accountability spreadsheet to the Director, Office of Academic Excellence. In the September AMC meeting, all Deans will report on the progress of their implementation plans to the Vice-President, Academic Excellence. Recommendations requiring additional resources (financial, human, etc.) will be included in Centre business plans until all recommendations have been addressed. Annually, in September, the OAE will extract recommendations from the Master Plan spreadsheet related to services (staff development, counseling, career centre, financial supports) and facilities (library, classroom space, etc.) and send the recommendations to the appropriate managers for their

review. However, it is ultimately the responsibility of the Program Academic Chair / Director to follow-up with these areas with respect to the status of their particular recommendations.

The following schedule has been determined for the accountability process for Program Review:



This process will be completed every year until the work is completed.

APPENDIX

Annual Program Review Questions

(To be completed by annually program faculty and submitted to Academic Chair / Director. By June 15th, any recommendations arising from the annual review report will be incorporated into the Program Review Accountability Spreadsheet and forwarded to the Dean for approval.)

Department, Program

George Brown College

Completed by:

(List all of the names of the individuals who participated in the annual review.)

PART A - Program Currency Update

Supporting George Brown College Faculty in Maintaining their Status as “Dual Professionals”

The Academic Strategy 2005-2008 identified a number of key indicators of its strategic priority, “To Make Excellence in Teaching and Learning the Distinguishing Hallmark of a GBC Education.” Among them was the determination to “Recruit and develop teaching staff, both full and part-time, who are “dual professionals,” i.e. highly skilled teachers and recognized experts in their sector.”⁶

Here are some questions that may assist you in looking at the overall currency needs of your Program or Department, as well as Program Planning and Program Review. They should also be helpful in facilitating discussions with your faculty colleagues around performance review, SWFs and ongoing Professional Development needs or opportunities.

Program or Department Currency

Do up-to-date program standards and outcomes for your Program presently exist?

How would you describe the present state of currency of your program in the light of present industry standards?

Trends

What trends do you see emerging in your Program field? What impact do you anticipate they will have on:

Your specific program or department?

New course or program development?

Recruitment of new full- or part-time faculty?

Innovation within the Department

In what ways do you encourage innovation and the generation of new ideas within your department or program?

Skills/Competencies

What new skills/competencies do you anticipate needing to add in the near future to the collective expertise of the faculty in your program?

in relation to teaching and learning?

in relation to developing curricula and teaching on-line?

⁶ An Academic Strategy for George Brown “The Toronto City College” 2005-2008, Nov 8, 2004, p.8.

in relation the professional field-related expertise?

Are your faculty using the information technology, data bases, etc. available in the Library?

Has your program developed an up-to-date list of the relevant resources available in the Library

Assessing Strengths and Gaps in Your Program

When was your program last reviewed?

What were the key strengths that were identified?

What gaps presently exist? What strategies are in place for identifying and filling gaps in your faculty's collective field-related expertise, so that people aren't hired at the last minute to teach undeveloped courses?

What gaps exist among your full- or part-time faculty in the domain of teaching and learning skills?

Evidence

What would you accept as indicators of currency of faculty in your program?

Please reflect on what strategies or leveraging of resources would be needed to meet the goals of your program.

External Accreditation

If your program has recently undergone an external accreditation process, were any gaps identified at that time, and have they been filled?

Program Curriculum

Has your curriculum been reviewed against Program Standards recently?

What is your process for curriculum review within your program?

Have you recently reviewed your textbooks and on-line resources to check for currency?

Diversity and Internationalization

How is your program meeting the needs of our diverse student body?

Engagement with Industry

How do faculty in your program stay current with the needs of employers?

Do you have an up-to-date Program Advisory Committee in each program area? How do faculty in your program interact with your Program Advisory Committees?

PD Days

What type of Professional Development opportunities do you think would be helpful to fill any identified gaps in your program?

Field

What options exist for faculty in your program area to return to the field periodically to update their skills and knowledge?

PART B – Annual KPI Analysis

Key Performance Indicators

The College is committed to regular and ongoing continuous quality improvement; therefore as part of this annual review, the following questions should be addressed:

1. Are there any upward or downward trends in the scores from the last 3 years?
2. In what questions are the KPI scores the strongest?
 - a) What factors contribute to this?
 - b) What will your program continue to do to ensure that the higher KPI scores remain high?
 - c) How can your program harness this strength in addressing the lower KPI scores?
3. What KPI scores are the lowest?
 - a) What could your program do to effect change in these scores?
 - b) What changes would you, as faculty members, like to make in your classes to help address one of the low KPI scores?

PART C - Development Opportunities

To be completed by each member of the faculty team and submitted to the Academic Chair / Director with annual report.

The following is a list of some activities that have been shown to enhance professional currency.

In Column 1: Please check off all the activities in which you have participated in the last 3 years.

In Column 2: Please choose the 5 activities you think would be most beneficial for you and the program as a whole.

Activity	Column 1 Already participated in	Column 2 Would consider
Membership in a professional association	<input type="checkbox"/>	<input type="checkbox"/>
Using PD days to interact with industry	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer consulting	<input type="checkbox"/>	<input type="checkbox"/>
Serving on Community Boards	<input type="checkbox"/>	<input type="checkbox"/>
Research partnerships with industry	<input type="checkbox"/>	<input type="checkbox"/>
Writing/publishing articles, books and/or updating text books	<input type="checkbox"/>	<input type="checkbox"/>
Taking a con-ed course	<input type="checkbox"/>	<input type="checkbox"/>
Sitting in on each others' classrooms (The Learning Squares Model)	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining a current CV annually	<input type="checkbox"/>	<input type="checkbox"/>
Creating a professional currency update which not only outlines what faculty do to become better teachers, but includes ways they maintain currency in the field of study, discipline, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Getting certified and keeping professional certification constantly updated	<input type="checkbox"/>	<input type="checkbox"/>
Partnerships with Industry that allow worker exchange.	<input type="checkbox"/>	<input type="checkbox"/>
Applying for sabbatical opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Attending a professional conference	<input type="checkbox"/>	<input type="checkbox"/>
Presenting a paper at a conference	<input type="checkbox"/>	<input type="checkbox"/>
Preparing a yearly Personal Development Plan	<input type="checkbox"/>	<input type="checkbox"/>
Embarking on a degree program	<input type="checkbox"/>	<input type="checkbox"/>
Taking advantage of professional development opportunities to update teaching/learning skills	<input type="checkbox"/>	<input type="checkbox"/>
Developing a distance learning module or course	<input type="checkbox"/>	<input type="checkbox"/>
Learning to use BlackBoard	<input type="checkbox"/>	<input type="checkbox"/>
Taking WIDS or other training to develop skills in outcomes-based learning	<input type="checkbox"/>	<input type="checkbox"/>
Serving on a Program Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>
Taking a course on Information Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Learning about how to introduce awareness of environmental sustainability into your courses	<input type="checkbox"/>	<input type="checkbox"/>
Introducing curriculum related to diversity into your courses	<input type="checkbox"/>	<input type="checkbox"/>
Exploring alternatives for flexible delivery of the courses in your program	<input type="checkbox"/>	<input type="checkbox"/>
Creating opportunities for your faculty to learn from one another	<input type="checkbox"/>	<input type="checkbox"/>
Using web-based social networking tools (facebook, twitter, etc.) to consult with colleagues world-wide and stay abreast of trends	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in e-marketing online	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in webinars	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>