

CQAAP Update

Lindi Prendi

In the last issue of this newsletter, we introduced the College Quality Assurance Audit Process (CQAAP), the programs included in this year’s audit and the work involved in preparing the audit self-study. We have some exciting updates for this issue.

The virtual site-visit was held on June 15 to 17, 2021. The CQAAP Audit Panel met with students, graduates, faculty, coordinators, Program Advisory Committee (PAC) members, Board of Governors (BOG), Senior Operations Group (SOG), Centre for Academic Excellence (CAE), Accountability Office, chairs and academic managers, Student Support Service Providers, and Service Departments. The six programs selected for this audit were:

1. B904 – Sport and Recreation Management – OCAD
2. H915 – Dental Assisting (levels I and II) – OCC
3. T954 – Plumbing Techniques – OCC
4. B803 and K813 (Fast Track) – Protection, Security and Investigation – OCD
5. T805 – Woodworking Technician – OCD
6. B018 and M018 – Data Analytics – OCGC

The Audit Panel was impressed with the participation and high level of engagement from all stakeholders. They felt that the schedule met audit requirements and the site-visit was comprehensive and well organized. The Panel commended us in our quality assurance efforts.

Audit results were presented on the Final Audit Report prepared by the CQAAP Audit

Panel. The panel confirmed that we have demonstrated commitment to quality assurance through our continuous improvement mindset, significant support from the CAE, a systems approach to the documentation and monitoring of program action plans, data driven decision-making, and collaboration between all stakeholders.

The results of the audit were glowing. We Met all 6 standards and 32 requirements that provide the framework for assessing the extent to which our quality assurance mechanisms meet the established standards. The College received *Mature Effort* as the overall audit decision. This is the highest level a college can receive in a quality audit.

Standard	Result	<input type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Audit Decision: (select one)

Mature Effort
 Organized Effort
 Formal Effort

These results would not have been possible without the dedication and commitment of our passionate and skilled faculty, support staff, students and graduates, industry representatives, and the guidance and support from our College leadership.



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CAE Purpose and Values

In September, the CAE team met in Oxley for a retreat day that included calming scenery, delicious food, fun and productive team-building exercises, and thoughtful reflection on what the team sees as the CAE’s purpose and the values that inform the team’s culture. We asked ourselves “What role does the CAE play at the College and what values can we uphold to commit to our purpose?” The results of this reflection were significant. We are excited to introduce our purpose and values.



News from the QA Front

Sandra Blais & Crystal Kotow

Here are the latest quality assurance updates from the CAE:

Cyclical Reviews

2021/2022 Academic Year

As cyclical reviews remain a key component of our quality assurance process at the College, we are excited about welcoming the new group of programs that are entering their review process in the 2021/2022 academic year. There are currently 20 programs that will be participating in the process this academic year, with three programs entering into their first review cycle and the remainder having completed at least one review previous to this.

The Cyclical Review Launch meeting was held on August 31 and provided program teams an overview of the process. This meeting will be followed up with individual program orientation meetings as they maneuver through each phase of the review process. As always, the CAE staff has committed to providing support and guidance to all program teams both with the completing the cyclical reviews as well as implementing any required program changes that arise as a result of the review. *We look forward to working with you this year and beyond.*

Quality Assurance via the Action Item Database

Since January 2021, stakeholders across the College have been using the Action Item Database with great success. Moving forward, we will provide updates on the important and exciting ways the database is being used to further program and curriculum quality assurance.

Program Standards

The Ministry of Colleges and Universities directs updates to program standards. Currently, program standards for Electronics Engineering Technician and Technologies, and Pharmacy Technician have entered the initial stages of the review process.

Program Charts

The program chart is a tool that allows us to review and validate proposed changes to programs to ensure revisions remain within the scope of a program's delivery information and, where applicable, accreditation criteria. Two of the most recent features of program charts include identifying experiential learning courses in a program and identifying delivery mode for online and hybrid courses.

Over 40 program charts were revised this cycle.

Reminder: Program chart changes are *due the beginning of January 2022*, so now is the time to begin discussing proposed program revisions with your Chair. Please contact Crystal Kotow with any questions related to program charts.

Course Outlines

CAE curriculum coordinators were busy validating and implementing requests for updates to Fall courses through the summer. Big thanks to faculty for using the new [Course Outline Change Request Form](#) to submit revisions (located on the CAE Intranet).

An impressive 89 course outline change requests were submitted, validated, and implemented in PeopleSoft for the Fall 2021 semester.

Reminder: the deadline for submitting edits to existing outlines or new outlines created as part of new program chart changes for the Winter 2022 term is **November 19, 2021**. Please note that courses running in the Winter term that have already run in the Fall term cannot be changed.

Experiential Learning

Enhancing experiential learning is the focus of one of the College's affirmations from the CQAAP quality assurance audit self-study. Since our experiential learning report in the last newsletter, the second phase of the experiential learning project has begun. This phase involves an in-depth review of the experiential learning courses from programs undergoing cyclical review in the 2021/2022 academic year. In addition to recommendat-

ions from the five stages of the cyclical review process, programs will also receive detailed feedback on their experiential learning courses with the aim of further enhancing their design based on College policy, Ministry standards, and experiential and work-integrated learning best practices.



Academic Integrity News

Pat Papadeas & Randy Semeniuk

The importance of academic integrity is championed by academic leadership, starting with the Office of the President. The [Centre for Academic Excellence](#) works collaboratively with the Office of the Vice President, Academic, academic administrators, faculty, curriculum developers, student services and other staff, and student leaders, to develop strategies around a culture of academic integrity. The Academic Integrity Administrator and Academic Integrity Coordinator at the [Centre for Academic Excellence](#) oversee various aspects of these strategies. The College's Academic Integrity Committee, comprised of stakeholders across all departments, is a recommending body for addressing emerging issues and continuous improvement of processes.



St. Clair College is a member of the International Center for Academic Integrity (ACAI).

The Academic Integrity Administrator oversees College compliance in dealing with academic misconduct under the Student Code of Rights and Responsibilities.

The Code was recently updated in the following areas:

- The addition of the two offences: Academic Dishonesty (providing dishonest information to an instructor or other College official and Contract Cheating (submission of work done by a third party).
- Automatic Academic Integrity Workshops for all first instances of academic misconduct.
- The shortening of timelines to provide for timely and fair hearing for all parties.

Professional Development & CEDP Updates

Antoinette Bertucci

The Fall semester has begun, and the CAE is planning different ways to provide teaching and learning support and resources for faculty in their efforts to offer quality learning experience for our students. The CAE will host a wide variety of PD sessions this year covering aspects of Blackboard, Academic Integrity, Program Curriculum & Course Outline Development, Quality Assurance, Teaching & Learning Strategies, Technology, Assessment Strategies, Teaching & Assessing Essential Employability Skills, Experiential Learning, and more. These topics will certainly cover many areas of interest, but we always welcome feedback and new ideas from faculty. Visit the [CAE website](#) to see the October PD calendar.

Additionally, if you're interested in facilitating a PD session, feel free to contact the CAE at cae@stclaircollege.ca, or visit us in room 272.



2023 CEDP Cohort – Welcome!

We had a great start to CEDP Phase I in August that included 31 new full-time faculty who make up the 2023 St. Clair College CEDP cohort.

Upon completion of Phase I, CEDP participants will take part in various in-between phase activities including T&L Reads, mentorship, scholarship discussions, and teaching circles. Wishing all the best to the new full-time faculty as they embark on their post-secondary teaching in these quickly evolving times of post-secondary education. St. Clair College students are lucky to have you and will greatly benefit from your hard work, participation, and engagement in the CEDP program. Thank you & good luck!

Faculty R&R 2021 Recap

Neil Pettit

Although it was a challenging year, there is no denying that faculty thrived in the “new normal” of pandemic remote teaching. We flexed our teaching muscles to provide applicable learning experiences for our students while learning new ways to engage with our learners. We likely implemented teaching practices that we thought were impossible pre-pandemic. This shift to a “new normal” led many faculty to test innovative teaching practices that involved countless hours of careful lesson planning and curriculum considerations—it is safe to say that faculty needed to recharge!

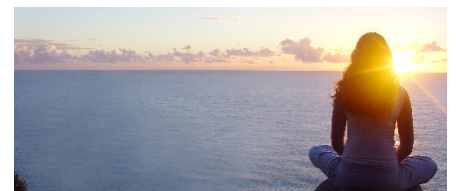
That is why the 2021 Faculty R&R was so important. With the theme of Recognize & Revitalize, the Faculty R&R was a chance to recognize our efforts in teaching the past academic year as well as revitalize our mind, body, and spirit.

The Faculty R&R kicked off with the Innovative Teaching Panel, where attendees got insights on some innovative practices that colleagues were adopting in the classroom. April Pawluck, Instructor in Hospitality Management, was able to increase student engagement and performance through her innovative “level-up actions.” This gave students the option of improving already submitted assignments.

Tony Mao, Professor in International Business, changed his mindset thanks to pandemic teaching. Rather than viewing himself as the “sage on the stage,” he began to see himself as “coach to win.” Through reduction of uncertainty and addressing the unpredictable, he fostered an environment where students took ownership of their learning. This would make them a more attractive candidate for that dream job in the future. In other words, winning!

Jill Pleli, Instructor in Hospitality Management, spoke of her embrace of the virtual median in showcasing student skills normally taught in labs. Jill gave great examples of activities that you would think would only work in the physical classroom, yet she was able to adapt the exercises and learning thrived in the online space.

Thomas Forget, Professor in Electromechanical Engineering – Robotics, made full use of Microsoft Teams and Open Broadcast Software to give a truly unique and personal experience to his students. From virtual demos to open mic nights, the barriers to learning were knocked down while sharing his love for music.



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Rosemary Wagner, Professor in Nursing, was tasked with teaching classes of over 100 students in the online environment. No easy feat in the best of times! Rosie was able to embrace the concept of flipped teaching and combined both synchronous and

asynchronous teaching methods. By utilizing lecture recordings and discussion groups, she felt students were more engaged than pre-pandemic teaching!

Throughout the Innovative Teaching Panel, many colleagues expressed their gratitude at the great ideas discussed by the panel as well as included their own innovative teaching practices. It was certainly a great learning experience for all! Following the Innovative Teaching Panel, we had sessions that included movement and dance, exercises to help off-set the long periods of sitting in front of the computer, recognizing our passions and gifts, and information on open educational resources.

The R&R was concluded by a closing keynote by Windsor's own Chantal Valée, among the best coaches in Canadian basketball. She gave a very fitting keynote on daring to turn around in the tunnel. A great keynote on the importance of taking time for ourselves and loved ones. There was no better way to close the day than be reminded of the importance of work-life balance.

THANK YOU!

The CAE wishes to thank the R&R planning team, and all presenters and attendees who made the 2021 Faculty R&R a success!

EES #8: Show respect for the diverse opinions, values, belief systems and contributions of others

Linda Hill

Of the 11 Essential Employability Skills mandated by the Minister's Binding Policy Directive, [The Framework for Programs of Instruction](#), the CAE coordinators get the most requests for support concerning EES#8. As professors, we all know what respect is, and we can all describe how it feels to be respected. Our challenge is integrating this soft skill into our lessons.

We need to make respect observable to assess it and offer the kind of feedback that cultivates this transferable skill. One place to begin is examining workplace Human Resource policies from organizations or companies where your students might find employment. You could also discuss how disrespect in the workplace might create a hostile work environment. The [Ontario Health and Safety Act](#) and the [Ontario Human Rights Code](#) discuss hostile work environments. Discussions of workplace scenarios that prompt perspective-taking instead of side-taking can go a long way towards reducing polarization. While most of our general education courses teach and assess this essential skill in a generic sense, it's clear that EES#8 needs to be woven into our vocational courses as well. We are required to ensure that our students can reliably demonstrate these skills before they graduate ([The Framework for Programs of Instruction](#)). Program teams will need to collaborate to determine where this essential skill fits each semester of the program. Look for courses with assessment strategies that lend themselves to the evaluation of respectful behaviours.

Assessment strategies that potentially make respect observable include debates, case studies or scenario-based questions, discussion boards, essays, group presentations, peer review in projects, poster presentations, problem-solving questions that mirror workplace scenarios, reflective self-assessments, role-play assignments, simulations, and lab work. Rubrics for assessing respect can be found at [RCampus Rubric Search Engine](#) by entering the term respect (thanks to Domenico Rossi for finding this valuable resource!).

Below is a non-exhaustive list of behaviours related to EES#8. These are written as Embedded Knowledge and Skills (EKS) statements that could be incorporated into your course outlines.

- Collaborate to create a group contract that includes the articulation of respectful behaviours.
- Document examples where group members disagreed with one another respectfully.

- Work constructively to resolve differences that emerge between group members respectfully.
- Document examples where group members addressed concerns raised by fellow students or group members.
- Describe how an "xxx" professional can show respect for an uninformed customer or client.
- Maintain the workspace, tools and equipment shared with others.
- Listen to and respectfully acknowledge the opinions, values and perspectives of others.
- Employ active listening skills to avoid talking over or interrupting others.
- Distinguish between empathy and sympathy.
- Employ strategies to avoid polarization of opinions and values ([De Wit, Van Der Linden, Brick, 2019](#)).
- Respectfully offer and respond to constructive feedback.
- Distinguish between respectful and disrespectful body language, facial expressions and tone ([Whitmore, 2016](#)).
- Incorporate gender-neutral pronouns into presentations and written submissions.
- Discuss how respect for familial and cultural traditions is demonstrated ([Unifrog, n.d.](#)).
- Describe your own cultural beliefs and behaviours in order to recognize how they may impact others.
- Discuss issues related to a complex topic from multiple perspectives.
- Examine the impact of stereotypes on self and others.

Watch for more EES tips in upcoming newsletters!



CAE Team (L to R): Randy Semeniuk, Crystal Kotow, Marcy Andrade, Linda Hill, Antoinette Bertucci, Kathy Hansen, Lindi Prendi, Pat Papadeas (not pictured: Laura Lucier and Sandra Blais).

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Watch for our next issue, to be released Winter 2022