Academic Plan Divisional Retreat

Participant’s Guide

# Welcome!

Welcome to Academic Divisional retreat at which we will launch our new Academic Plan.

We’re glad you’re here.

Today is about making connections to the Academic Plan, collaborating with colleagues, and beginning to formulate a plan for moving forward with the priorities identified in it.

**Outcomes**

By the end of this Academic Division retreat, faculty and staff members will:

1. Interpret the Academic Plan, including all six (6) priorities, in relation to their own program/discipline/department; and
2. Have begun development of a program- or discipline-specific plan to work toward meeting the priorities of the Academic Plan in this academic year.

Agenda

8:15 – 8:45 a.m. Coffee & Registration (D1 129)

8:45 – 9:30 a.m. Q & A with Laurel

Note: Teams will have time to decide who will attend each concurrent

session.

9:35 – 10:20 a.m. Concurrent Session #1

1. Flexible Delivery (D1 111)
2. Communities of Practice (D1 112)
3. Educational Pathways & Student Mobility (D1 114)
4. Applied Research (D1 120)

10:20 – 10:35 a.m. Break

10:35 – 11:20 a.m. Concurrent Session #2

1. Working with International Students (D1 111)
2. Revised Program Review & Curriculum Renewal Processes (D1 112)
3. Interdisciplinary Program Opportunities (D1 114)
4. Faculty PD (D1 120)

11:25 a.m. – 12:10 p.m. Concurrent Session #3

1. Thoughtfully Integrating Technology into Teaching Practice (D1 111)
2. The Relevance & Importance of Indigenous Education (D1 112)
3. Authentic Assessment (D1 114)
4. *Applied Research* (D1 120)

12:10 – 1:00 p.m. Lunch (provided)

1:00 – 1:45 p.m. Concurrent Session #4

1. E-Portfolios (D1 111)
2. Integrated Planning – Program (D1 112)
3. *Authentic Assessment* (D1 114)
4. *Faculty PD* (D1 120)

1:50 – 3:45 Large Group Debrief & Moving Forward

Note: Italics indicate a repeated concurrent session.

Please see pages 4 – 7 for descriptions of concurrent sessions and facilitator names.

Preparing for the Day

# What should I do to prepare?

As you prepare for the day, we suggest you complete a few things:

* Watch Laurel’s video presentation;
* Review the Academic Plan, specifically the 6 priorities;
* Review the agenda for the day;
* Review the session descriptions (see pages 4 – 6); and
* Talk with your team about which sessions you’d like to attend.

# What should I bring with me?

You will need

* the Participant’s Guide (electronic or paper, if you’d prefer); and
* to BYOD (bring your own device)

# Should I register for my sessions ahead of time?

No, you don’t need to register for your sessions ahead of time. We recommend you look at the session selection and pick the ones you’re interested in attending and try splitting your team up to attend sessions that align with different priorities of the Academic Plan to ensure they’re all covered.

# What time should I be there?

Coffee starts at 8:15 a.m. and the first session start at 8:45 a.m.

# Are coffee and tea provided?

Yes, coffee and tea will be provided.

# Is lunch provided?

Yes, lunch is provided.

# Who can I ask for more information?

You can contact the Learning Design and Support Team at LDSTeam@flemingcollege.ca.

**Concurrent Sessions**

*Flexible Delivery*

*Priority: Learning Design*
Room D1 111
9:35 – 10:20 a.m.
Facilitators: Terry Greene & Jennifer Ramsdale

The options for delivery of programs and courses are wide and varied, so it is important to thoughtfully analyze the needs of your students in order to deliver courses and programs in the best format for them. In this session we’ll explore flexible delivery options, share Fleming examples, and help you get started thinking about which flexible delivery options might be best for your program and students.
 *Communities of Practice*

*Priority: Teaching Excellence*
Room D1 112
9:35 – 10:20 a.m.
Facilitators: Jodie Boudreau & Mary Overholt

Sometimes known as professional learning communities, communities of practice are opportunities to engage in learning and development with peers who share the same interest and want to help each other improve. In this session we’ll explore definitions, share Fleming examples, and help you get started building your own communities of practice with colleagues and/or students.

 *Educational Pathways & Student Mobility*

*Priority: Pathways*
Room D1 114
9:35 – 10:20 a.m.
Facilitators: David Baker & Sue Kloosterman

The mandate for Student Mobility from the Ministry of Training, Colleges and Universities is to “improve student pathways and mobility, support student success, and make Ontario a post-secondary education destination of choice.” Meeting this goal requires a collaborative effort from across the college and across the province. In this session we will discuss Fleming’s current approach, opportunities for growth, and how you and your area can get involved.

*Applied Research*

*Priority: Applied Research*
Room D1 120
9:35 – 10:20 a.m. & 11:25 a.m. – 12:10 p.m.
Facilitator: Mary Lou McLean

Applied Research can provide benefits to students, faculty, and the college as a whole. Come prepared to discuss perceived barriers to conducting research within the college setting; how the successful model used at our Centre for Alternative Wastewater Treatment can be broadened to other areas, and how the Office of Applied Research can support you in your research efforts. Interested in getting started? Other topics of discussion may include research ethics, funding sources, and proposal development.

*Working with International Students*

*Priority: Student Success*
Room D1 111
10:35 – 11:20 a.m.
Facilitators: Amanda Gray, Jennifer Olauson, and Raymond Yip Choy

Fleming’s international student population is on the rise, providing both exciting opportunities and unique challenges for our faculty, staff, and students. Come prepared to discuss the impacts, both positive and negative, that this growing group is having, or might have, on your program or department.

 *Revised Program Review & Curriculum Renewal Processes*

*Priority: Quality Assurance*
Room D1 112
10:35 – 11:20 a.m.
Facilitator: Trudy Heffernan

There have been recent changes to the processes for both Program Review and Curriculum Renewal, both of which feed into the new College Accreditation process. Come prepared to ask questions about the revised processes, provide feedback on pilot tools for these processes, and engage in discussion about how these revised processes and College Accreditation may impact your daily work.

*Interdisciplinary Program Opportunities*

*Priority: Learning Design*
Room D1 114
10:35 – 11:20 a.m.
Facilitators: Terry Greene, Mary Overholt & Brian Bates

Interdisciplinary program opportunities are those that cross traditional school boundaries to create authentic learning opportunities for students and prepare graduates for jobs in dynamic work environments where employees are expected to feel comfortable in a variety of roles. In this session we’ll explore definitions of interdisciplinary and integrated learning opportunities, share Fleming examples, help you get started thinking about how this might benefit your students, and make connections with colleagues.

*Faculty Professional Development*

*Priority: Teaching Excellence*
Room D1 120
10:35 – 11:20 a.m. & 1:00 – 1:45 p.m.

Facilitator: Jennifer Ramsdale

A comprehensive Faculty Development program has been defined as one that reflects the teacher’s role as mentor, learning designer, and subject-matter expert. In this session we will explore how we can renew Fleming’s Faculty Development program to be flexible and engaging for faculty at all stages of their career (new and experienced, full-time and contract), and what methods of recognition and evaluation will allow us to evaluate and improve the program as we implement change.

*Thoughtfully Integrating Technology into Teaching Practice*

*Priority: Teaching Excellence*

Room D1 111
11:25 a.m. – 12:10 p.m.
Facilitators: Terry Greene & Alana Callan

The options for integrating technology into your teaching practice are almost limitless, and require careful consideration before embarking on them. Are you interested in using (new) technology/ies with your students? What would that look like, and why is it a priority in this Academic Plan? Come prepared to participate in a lively discussion about integrating technology into teaching practice.

*The Relevance & Importance of Indigenous Education*

*Priority: Student Success*
Room D1 112
11:25 a.m. – 12:10 p.m.
Facilitators: Cristine Rego & Tasha Beeds

As the fastest rising population in Canada, First Nations, Metis, and Inuit people are playing, and will continue to play, significant roles in the social, political, and economical realms of our shared lands. Join two of Fleming's Indigenous faculty members in a discussion of the relevance and importance of including culturally safe education practices and Indigenous education to students, staff, and faculty at the College.

*Authentic Assessment*

*Priority: Learning Design*
Room D1 114
11:25 a.m. – 12:10 p.m. & 1:00 – 1:45 p.m.
Facilitators: Jodie Boudreau & Mary Overholt

Authentic assessment is an approach to assessment where students apply knowledge, skills, and attitudes to tackle real world tasks.  In this session, we’ll explore definitions of authentic assessment and review key components. You’ll have opportunities to share and collect resources and examples of authentic assessment from colleagues and make connections to your own teaching practice.

 *E-Portfolios*

*Priority: Learning Design*
Room D1 111
1:00 – 1:45 p.m.
Facilitator: Alana Callan

Portfolio learning is really about learning how to learn and how to engage in reflective practice. E-portfolios have been identified as one of the ways in which our students and faculty members will be able to demonstrate their learning and give them a tool with which they can document their commitment to lifelong learning. Come prepared to discuss the benefits, opportunities, and challenges presented by using e-portfolios with our students, and in our own professional learning.

*Integrated Planning - Program*

*Priority: Quality Assurance*
Room D1 120
1:00 – 1:45 p.m.
Facilitators: Brian Bates & Sue Kloosterman

Integrated Planning is a process whereby all planning and budget activities throughout every level of the College are effectively linked and developed in a coordinated fashion, driven by the College's vision, mission, and academic priorities. By adopting Integrated Planning, Fleming will be able to implement a holistic and multi-year process that analyzes programs and informs resource allocation on the basis of criteria that is applied to all programs. IP will also help the College make informed decisions about how to shape its program portfolio so that it is well aligned with market demand and with the College's strategic priorities. In this session we will discuss how Integrated Planning impacts specific programs, and its connection to Program Review.

Session 1 -

# Outcomes

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# What is important for me to remember about this session?

# What questions do I still have?

# How does this topic relate to the Academic Plan and to my team?

Session 2 -

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Session 3 -

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# What is important for me to remember about this session?

# What questions do I still have?

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Session 4 -

# Outcomes

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# What is important for me to remember about this session?

# What questions do I still have?

# How does this topic relate to the Academic Plan and to my team?

Team Debrief

In your teams, share the information you have collected throughout the day. Debrief your sessions and how they relate to all 6 priorities and discuss how they align with program/department.

Use this template (or make your own!) to collect your ideas. You’ll be asked to share some of these ideas during the large group debrief.

# Questions to get you started:

1. How can we apply what we learned today to our team/department’s goals this academic year?
2. In which areas/priorities are we stronger? In which areas/priorities are we lacking?
3. How will we measure your progress?

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| --- | --- | --- | --- |
| **Academic Priority** | **What we learned in sessions** | **How it aligns with our team** | **Potential action items** |
| Student Success |  |  |  |
| Pathways |  |  |  |
| Learning Design |  |  |  |
| Applied Research |  |  |  |
| Teaching Excellence |  |  |  |
| Quality Assurance |  |  |  |