



2023-24

ANNUAL REPORT



Georgian | Centre for Teaching
and Learning

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DEAN
Mark Ihnat

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DEAN'S WELCOME



As we bid farewell to the 2023-24 academic year, I invite you to join me in reflecting upon the remarkable journey of learning and growth that has shaped our institution.

The Centre for Teaching and Learning (CTL) has been at the heart of this transformative experience, and I am thrilled to share with you our collective achievements, advancements and contributions.

Our dedicated faculty members have been the driving force behind our success. Their unwavering passion and commitment to innovative teaching practices have enriched the student learning environment here at Georgian College. As Dean, I am continually inspired by their hard work and community engagement.

Whether you're a student or a fellow faculty member or administrator, I encourage you to explore our annual report and discover more about the impactful work happening within CTL. Reach out to us—we'd love to connect and discuss how you can be part of our exciting journey!

Sincerely,

Mark Ihnat

Mark Ihnat
Dean, Centre for Teaching and Learning

THE CTL STORY

The Centre for Teaching and Learning (CTL) facilitates academic professional growth development, emphasizing the quality of the student learning experience.

Our focus is professional development that improves student learning through enhanced, evidence-based teaching and learning practices, systems and support. We intentionally frame and scaffold excellent teaching practices, and our interconnected team of faculty, staff and administrators goes above and beyond to support Georgian's teaching and learning community.

Our dedicated CTL team, representing a diverse range of experience and expertise in assessment, course design and development, multimedia and educational technology, extended and virtual reality, and teaching in traditional and multi-modal environments, is here to support you.



We strive to meet our faculty where they are, inviting our colleagues to collaborate and engage in learning and development that promotes growth, expansion and fluidity in teaching practice.



We offer a variety of professional development opportunities, including asynchronous learning, synchronous workshops, intensive courses, and one-to-one consultations.



We support the development of inclusive and anti-racist practices, Indigenization, and strategies for equity, diversity, inclusion and belonging. We also facilitate connections to the United Nations Sustainable Development Goals through changemaking and social innovation.



We align with the college's strategic and academic priorities and encourage meaningful connections to faculty competence, innovation, and teaching excellence.

The following report captures CTL initiatives, activities, events, consultations, awards and data collection from Sep. 1, 2023, through Aug. 31, 2024 - the 2023-24 academic year.

OUR VISION, PRIORITIES AND STRATEGIC GOALS



Mandate

Develop and facilitate professional development opportunities that focus on creating and implementing high-quality student learning; experiences; implementing evidence-based practices that emphasize intentionality and enquiry; implementing research into higher education and; enhancing teaching and learning practices throughout the college.



Vision

To inspire excellence by igniting curiosity, connecting communities, and supporting bravery at the leading edge of teaching and learning.



Core priorities

1. Promote professional teaching practices at the postsecondary level through workshops, mentoring, learning pathways, communities of practice and open dialogue opportunities concentrating on teaching strategies and technology integration.
2. Develop and create instructional resources for teaching and learning.
3. Implement a model for new full-time and part-time faculty orientation and development.
4. Support the development of skills in all academic areas to encourage the implementation of informed curriculum delivery decisions.
5. Provide support and facilitate continuous improvement in college curriculum.
6. Facilitate skill development for the effective use of technology for teaching and learning.
7. Create, embed and support technological resources to enhance teaching and learning practices.



CTL strategic goals

- Contribute to a dynamic, engaging, teaching and learning ecosystem, grounded in evidence-based practice that paves the path to faculty and student success.
- Advocate for and support faculty on their professional learning journey to ensure quality course, curriculum and assessment design and delivery, aligned with the academic plan.
- Advance the navigation and integration of educational, immersive and adaptive technologies to support flexible, personalized and engaging learning experiences.

Learn more about
The Centre for
Teaching and
Learning.



CTL 2022-24 STRATEGY MAP

	Quality course design and development	Faculty development	Flexible delivery pathways	LMS optimization	Educational and emerging
Areas of focus and key themes	- Pedagogy and andragogy - Learning outcomes alignment - Indigenization lens - EDI&B and inclusive practices - Universal design for learning - Assessment and evaluation - Changemaking advocacy	- Faculty competency framework - Community and peer networks - Instructional skills - Academic integrity - Reflective practice - Scholarship of teaching and learning - Onboarding support	- Pathway programs for flexible modes of delivery - Digital production support - Learning space design - Quality standards - Responsive pathways	- LMS effective practices - LMS faculty development - LMS faculty support - LMS upgrades - Analytics, reporting and data insights	- Research and advise on educational technologies - Critical technology inquiry and selection - Support faculty development - Support the exploration and adoption of emerging technologies
Priority initiatives: 2022-24	Leverage internal partnerships to identify course-level improvement opportunities (e.g., OAQ). Create course-level quality review checklists for UDL and AODA. Provide tools and empower faculty to adopt reflective practice to revise pedagogy. Partner to support EDI&B and Indigenization-informed design. Encourage more integration of authentic and alternate assessments. Promote faculty involvement in Changemaking opportunities.	Launch Faculty Competency Model and align faculty onboarding and PD/PL offerings. Strengthen faculty peer networks through communities of practice. Partner with Institutional Research and Research & Innovation to build Scholarship of T&L strategies. Partner with academic portfolios for targeted faculty development initiatives. Advocate and promote evidence informed educational, professional and personal development.	Partner with academic areas to identify pathways learning needs. Continue to offer and improve pathway programs for flexible modes of delivery. Evaluate GC Flex training and GC Flex comfort levels of faculty. Participate in provincial communities of practice and share findings. Continue to explore and advocate for innovative digital and in-person learning spaces. Sponsor evidence-informed, learner-centered modalities.	Work with stakeholders to establish a shared vision for Blackboard Ultra. Partner with academic areas to roll-out Blackboard Ultra and Analytics. Engage faculty and other college stakeholders in conversations about LMS best practices. Continue to collect feedback from faculty, students and staff. Partner with the VPA to gather and share BB analytics insights.	Continue to research and advise on teaching technologies. Review, acquire and pilot educational technology solutions. Partner with stakeholders, e.g., eCampus Ontario, to promote effective practices. Partner with academic areas to pilot and expand the adoption of immersive technologies. Establish VR/XR Labs. Pilot an adaptive platform and evaluate its effectiveness. Promote Georgian as a thought leader in emerging technologies.

CTL team development and support:
 Increase professional development and learning opportunities and establish digital innovation sandbox opportunities.

STRATEGIC PLAN ALIGNMENT HIGHLIGHTS

CTL supports and offerings are aligned with the Strategic Plan and the following work was undertaken during the 2023-24 academic year to ensure the college is meeting its strategic objectives.

Learn more about
Georgian College's
Strategic Plan.



ACCELERATED SUCCESS, EXTRAORDINARY EXPERIENCES

Work done by the extended reality (XR) team ensured increased immersive learning in the curriculum and supported robust faculty focused XR professional development.



FLEXIBLE TECHNOLOGY-ENABLED LEARNING

The CTL instructional design team overhauled their Pathways program, launching a new Course Design Base Camp and a new Hybrid Horizon offering.



INNOVATIVE COLLABORATION

To ensure our faculty are supported, we continue to offer workshops, 1:1 consultation, communities of practice, book clubs, drop-in sessions, learning circles and much more. We also launched a brand-new set of self-directed courses focusing on accessibility, copyright, OERs, Universal Design for Learning and the culturally attuned teaching toolkit. All our offerings and work are aligned with the Georgian Faculty Competency Framework and integrate skills and mindsets associated with changemaking and social innovation.



STRONG FOUNDATIONS

The CTL continued to work closely with the Centre for Equity, Diversity, Inclusion & Belonging (EDI&B) and the Indigenous Strategies office to ensure that our faculty community was focused on EDI&B and Indigenous perspectives regarding curriculum development and their corresponding teaching practices.

ACADEMIC PLAN ALIGNMENT 2023-24

CTL supports and offerings are aligned with the Academic Plan and the following work was undertaken during the 2023-24 academic year to ensure the college is meeting its academic objectives.

Offered highly flexible, research-based, Quality Matters inspired multi-modality training pathways to

117

faculty, resulting in 66 new engaging flex, hybrid and online courses.

- Continued to support and promote critical **educational technologies**, including technology like H5P, Screenpal and PollEverywhere, to ensure high degrees of interactivity and engagement in traditional and non-traditional course modalities.
- Enabled various **artificial intelligence tools** within our LMS, Blackboard Ultra, allowing faculty to leverage the power of AI to build assessments, rubrics, module descriptions, and discussion boards.
- Expanded the **Building Thinking Classrooms** initiative.

Learn more about
Georgian College's
Academic Plan.



2023-24 FOCUS ON EVENTS

Focus on Academic
Integrity

Focus on Ed Tech

Focus on Engagement

Focus on
Maajiishkaadaa

Focus on Teaching

Focus on Ultra

Focus on Universal
Design for Learning



Building on the strong success of CTL’s flagship event, the Focus on Teaching Conference, six additional Focus On days were offered this past academic year.

7
Focus On
events

740+
attendees

Covering essential topics like Blackboard Ultra, academic integrity, ed tech, Indigenization, engagement, and universal design for learning, these events were an opportunity for faculty to connect, share ideas and expand their teaching and learning toolkits.

We had the enormous privilege to hear from keynote speakers Dominic Gore, Dr. Nidhi Sachdeva, and Mirko Chardin, as well as many of our own talented Georgian faculty and staff during workshops, showcases and information sessions.

This year, we extended invitations externally to colleagues at other colleges, and since we are a military connected college, many military personnel also attended. Overall attendance at all events was over 740.

View highlight
reels of these
events on our
YouTube channel.



MODALITY TRAINING PATHWAYS 2023-24



Faculty completed
6,500+
hours of
Pathway PD

FlexCDP and OCDP were retired in the winter of 2024 and replaced by Course Design Base Camp (CDBC). This new program aims to streamline the course design process for faculty teaching across all modalities and enhance community and collaboration opportunities within pathways training.

The CDBC pilot was highly successful, and the fully launched program is gaining momentum. Faculty members continue to benefit from the work completed through the pathways, reporting a deeper understanding of course design and renewed confidence in all aspects of their teaching practice.

The pathways programs continued seeing great success over the 2023-24 academic year. Building on the 155 courses developed through the pathways in the 2022-23 academic year, an additional

66

courses were developed through the pathways in the 2023-24 academic year.

FlexCDP	F23 and W24	20 courses developed
OCDP	F23 and W24	26 courses developed
CDBC	S24	12 courses developed
Total	F23 to S24	66 courses developed

Lear more about
our Delivery
Modalities
(Pathways).



SUMMARY OF CTL OFFERINGS 2023-24

CTL offers a wide variety of professional development opportunities to faculty, whether they're part-time, partial load, or full-time.

Our offerings support faculty wherever they are on their teaching journey, from new hires directly from industry, to teaching veterans who have decades of experience and everything in between.

Workshops and drop-in support

- Ed tech – Microsoft Teams, H5P, Turnitin, Screenpal, and much more!
- GC Flex
- CTL Connects with Faculty Development
- Instructional Design Drop-in Time
- Blackboard
- Assessment hackathon
- Classroom climate cultivation
- Creating a trauma-informed syllabus
- Trauma-informed practice
- Enhancing faculty productivity with AI
- Humanizing your syllabus
- Microlectures with interactive video
- Reflection assignment design
- Teaching @ Georgian
- Teaching and learning in an AI world

Modality pathways

- Dual sync
- FlexCDP
 - > Replaced with CDBC+F Summer 24
- FlexConnect
- FlexLink
- HybridLink
- OCDP
 - > Replaced with CDBC+O Summer 24
- OnlineLink
- Transitioning to Hybrid Teaching
 - > Replaced with Hybrid Horizons Summer 24

Faculty learning communities

- Colonized classrooms
- Skoden
- Teaching Squares
- Unravelling faculty burnout
- Inclusive teaching

Workshop series

- Keys to Teaching and Learning
- Course Design Sprint
- Instructional Skills Workshop
- Digital Literacy
- Knowledge Bundles

Communities of practice

- Tech Stewardship at Georgian College

Focus On days

- Focus on Academic Integrity
- Focus on Ed Tech
- Focus on Engagement
- Focus on Maajiishkaadaa
- Focus on Teaching
- Focus on Ultra
- Focus on Universal Design for Learning

WORKSHOPS FEEDBACK 2023-24

In our CTL workshops, communities of practice and faculty learning communities, we saw 483 registrations.

We continually evaluate the effectiveness of our workshops to help ensure we’re meeting the needs of Georgian faculty. The feedback is generally positive and encouraging. This feedback underscores the impact of our efforts in shaping the Innovative Georgian Faculty Competency Framework.

Workshops rating



Workshops between Sep. 2023 and Aug. 2024

95.70%
of our workshops received a rating of Good or Excellent.

93.85%
of respondents strongly agreed that the resources and/or tools demonstrated in sessions could be used to improve their teaching.

94.96%
of respondents indicated that they strongly agree that workshop content was explained in a way that they could apply to their teaching practice.



Faculty feedback highlights

“The whole process is great for faculty to grow their skills. The workshop format works for both novice and experienced faculty. The facilitators ... made the environment supportive and engaged.”

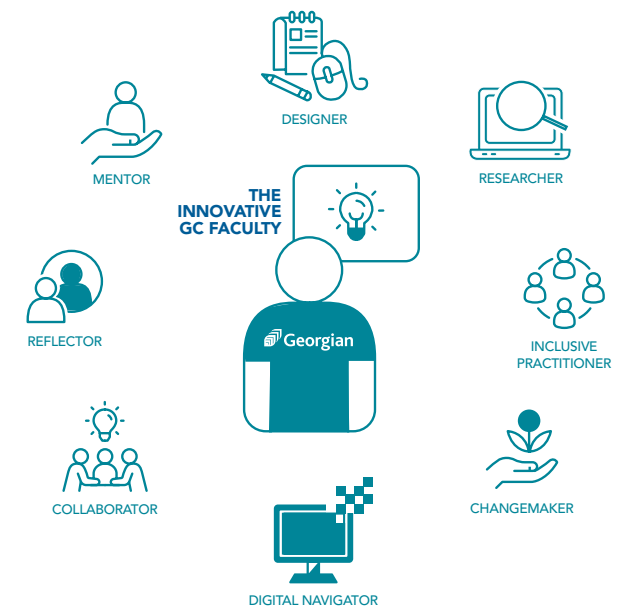
“The facilitator was amazing! She was very helpful and explained multiple ways to do different things within Teams! I’m very happy I did the workshop and glad that I can share this knowledge with the teachers!”

“I found being in person very helpful, and the small group discussions allowed for peer learning. I enjoyed the structured yet informal learning environment. And I was happy to come away from the training with a tangible product.”

“The facilitators were outstanding! The practical work and presentations and the demonstrations of various tech helped me immensely.”

“I found many of the aspects very useful. Practical suggestions (and a variety of suggestions) were so helpful. You were able to pick and envision what would work with your comfort level, students and topics.”

FACULTY COMPETENCIES 2023-24



The Faculty Competency Framework now serves as the foundation for creating a range of faculty development initiatives, such as workshops, webinars, online modules, peer observation, mentoring and coaching.

Notably, in 2023-24, the framework was piloted with faculty through the Brave Teaching Journeys community of practice, and mapping for badging was also initiated through Credly.

This mapping aligns all faculty roles with the new competencies, preparing for full-scale badging and celebrating the diverse experiences faculty bring to their roles.

In 2023-24, the Faculty Competency Framework was significantly improved based on community feedback. In 2023, initial tagging of CTL workshops and activities began, setting the stage for future learning opportunities and resources.

8
competencies

25
badges

Learn more
about our Faculty
Competency
Framework.



2023-24 THE YEAR IN NUMBERS

ED TECH AND BLACKBOARD WORKSHOPS & DROP-INS

Blackboard and other educational technology tools have become an integral part of the teaching and learning experience that students have come to expect. Georgian faculty are eager to take advantage of these tools to boost

engagement, streamline marking and increase accessibility. The faculty ed tech and Blackboard teams in CTL saw attendance of over 290 in workshops to support faculty with how-to's, best practices, activity design and more.



290+
attended ed tech
and Blackboard
workshops

Screenpal

176
faculty created 2,712
videos under our CTL
Team plan

Poll Everywhere

2,800
activities created and
over 100,000 responses
received

Akindi

689
teachers created
9,666 assessments

Turnitin

used in
3,408
classes

H5P

115,862
content views

Ally and ReadSpeaker are two important integrations in Blackboard that help to create accessible course content and allow students to interact with their courses in a format that works for them.

With Ally, students downloaded alternative formats for course content
128,525 times.

ReadSpeaker was used
85,889 times
by students looking to listen to content, rather than read it.



XR INTEGRATION AND EXPLORATION DATA

As of the 2023-24 academic calendar, XR is integrated in curricula in the following programs:

Integrated into curricula:

- Architectural Technology
- Business
- English for Academic Purposes
- Indigenous Studies
- Interactive Media Design-Web
- Interior Design
- Liberal Arts, Tourism
- Veterinary Technician
- Virtual Reality Educator micro-credential
- VDMA: 3DGraphics and Immersive Environments

We’re exploring XR in over 20 other programs.

Other departments/areas using VR/AR:

These departments have their own VR headsets:

- People and Culture
- Mental Health and Well-being
- Centre for Social Innovation

Events

We hosted a total of 68 XR events both at Georgian campuses and externally, with a total of 2,892 participants.



SOCIAL MEDIA DATA

The Centre for Teaching and Learning has expanded our social media and online presence significantly.



Weekly and semester emails

30,014 total opens (weekly emails)
1,985 total opens (semester emails)

CTL YouTube

15,633 views
375 hours watched
17 new videos created and uploaded

Instagram

43 new posts
380 accounts reached (new account)

X (Twitter)

1,600+ followers

LinkedIn

100+ page views (new account)

Knowledge Base articles

462 total searches
93.29% success rate

Fresh Forward videos

817 views
60 hours watched
14 new videos created and uploaded



Podcast

During the winter 2024 semester, the Time for Teaching podcast was rebooted, running 12 episodes with a total of 239 downloads (and counting!).

CTL-STUDENT IMPACT HIGHLIGHTS

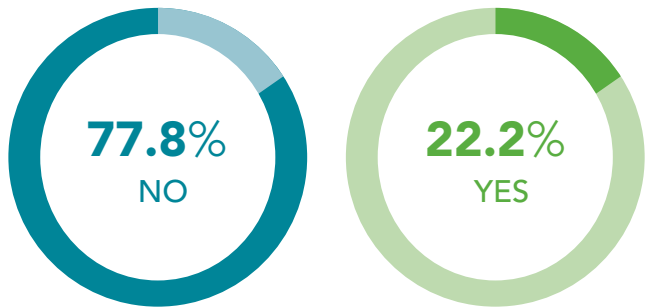


IMPACT OF CTL COURSE DEVELOPMENT PATHWAYS

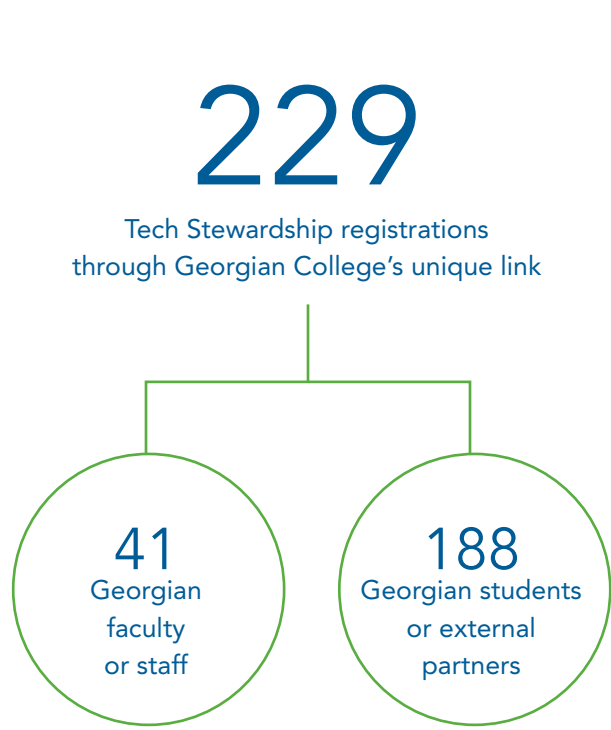


VR FOR BUSINESS - SURVEY RESULTS

Prior to this event, had you ever experienced virtual, mixed, or augmented reality (XR) before?



IMPACT OF TECH STEWARDSHIP PRACTICE

A light blue rectangular box containing a large blue double quote icon at the top left. Below it is a quote in black text, followed by the name and title of the speaker in a smaller font.

“We are using the TSPP to support and enhance the project management course in the Civil Engineering Technician/Technology program. Students can complete the program to replace their final assignment in the course.”

Mary Spencer, Professor and Coordinator, Civil Engineering Technician and Technology

This demonstrates impact on faculty (teaching practice) and students who are impacted by faculty who worked through the course, as well as students who were provided access to the course through CTL initiatives.

CTL'S COMMITMENT TO INDIGENIZATION



On the purpose of education, the late Murray Sinclair once reflected:

“We can’t lose sight of the other aspect of education that’s important, which is developing those changemakers who are going to influence who we are as people and as a nation.”

Sinclair’s words remind us that education must extend beyond preparing students for the workforce; it must also foster individuals who will contribute to building a more just society and advancing reconciliation.

We have worked to achieve this by increasing the inclusion of reconciliation and Indigenization-related content in faculty development sessions, as well as in the asynchronous materials made available to faculty.



TRUTH AND RECONCILIATION TRAIL

In September 2023, the Truth and Reconciliation Trail at Georgian College’s Orillia Campus launched an immersive experience to engage visitors with Indigenous history, culture, and Truth and Reconciliation.

Developed by Indigenous Services and the college’s staff and faculty through the Truth and Reconciliation Trail Working Group, the initiative was further supported by the CTL. This collaboration resulted in interactive trail markers and a video highlighting the trail’s

beauty and the significance of Truth and Reconciliation. Faculty Developer Emma Greenfield worked with Indigenous Services to enrich the marker content, making it more informative and action-oriented.

The augmented trail markers provide deep insights into localized Indigenous history, cultures, and the ongoing work of reconciliation, fostering a more meaningful and informative experience for in-person and virtual visitors.

Watch the Truth and Reconciliation Trail video.



Learn more about Truth and Reconciliation Trail markers.



As we deepen our partnership with Indigenous Services, we encourage you to participate in a range of upcoming offerings.

CTL'S EDI&B CONNECTION

CTL has embarked on an exciting journey in 2023-24 to champion equity, diversity, inclusion and belonging (EDI&B). Here are some of the standout highlights:

PARTNERSHIPS

The CTL has had the honor of collaborating with various esteemed colleagues at Georgian College. These partnerships have not only amplified faculty achievements but also ensured that diverse voices are celebrated and heard. Our impactful 'Focus On...' events, in particular, have seen us working closely with changemakers, accessibility staff and our colleagues in Indigenous Services.

PROGRAM OFFERINGS AND DIVERSITY

Our commitment to EDI&B is reflected in our diverse program offerings, such as Brave Teaching Journeys, Inclusive Teaching Strategies, and Trauma-informed Practices. These programs have been pivotal in recognizing and promoting the significance of EDI&B in teaching and learning.

ALIGNMENT WITH INSTITUTIONAL GOALS

The CTL draws direct connections between its growth and Georgian's strategic and academic plans, as well as faculty competencies. This alignment underscores our dedication to supporting institutional goals while fostering an inclusive educational environment.

INCLUSIVITY AND EQUITY

Inclusivity and equity are at the heart of CTL's mission. We're committed to addressing the varied experiences of both full-time and part-time faculty. One of our notable initiatives was the pilot for paid professional development for faculty who are not full-time— a Big Idea funded initiative that is making a significant difference.

CTL TEAM 2023-24

ROLES AND RESPONSIBILITIES



Mark Ihnat
Dean

In his role as the Dean, with the help of a tremendous team, Mark advances resources, opportunities and support related to faculty development and professional learning.

That includes supporting our faculty when it comes to learning technologies and our LMS, promoting the development and

review of our pathways focusing on building out courses in multiple modalities (e.g., hybrid, flex, dual synchronous), promoting a host of full-time and part-time faculty professional development opportunities and being an avid cheerleader for our ground-breaking virtual reality (VR) and augmented reality (AR) projects.

Digital Learning and LMS Administrator

Primary point of contact for the system administration, functionality and services of the Learning Management System (LMS) - Blackboard Ultra.



Colleen terHaar

Digital Learning and LMS Technologists

Provide support to faculty by overseeing the teaching and learning and educational and pedagogical elements as it relates to the Learning Management System (LMS), Blackboard Ultra and related LMS educational technologies/ platforms – including analytics and accessibility tools.



Liam Squires



Faith Visentin

Faculty Developers

Aim to foster a culture of teaching excellence, advance new initiatives in teaching and learning and support individual faculty members’ goals for professional development.



Melanie Doyle
Faculty Developer:
Trauma-informed
pedagogy/UDL



Kelly Fox
Faculty Developer



Emma Greenfield
Faculty Developer: *E-kinoozhiwed*;
Indigenization, reconciliation,
social justice education



Tracy Mitchell-Ashley
Faculty Developer:
Competency Framework;
Changemaking pedagogy



Iain Robertson
Faculty Developer:
Faculty Competencies/
UDL



Samantha Sullivan Sauer
Faculty Developer: Academic
Integrity, Program Coordinator
Support/STEM

Instructional Design Technologists

Provide technical support for pedagogical approaches using technologies, suites of technologies or emerging technological solutions to enhance all course delivery modalities with a focus on classroom engagement, assessment creation and much more.



Karina Meija



Ashley Priest



Bert Slessor

Instructional Designers

Provide expertise and leadership in assisting faculty to develop curriculum and course content for all course delivery modalities and collaborates with faculty, providing recommendations and feedback related to course deployment and implementation



Amy Goruk



Kim Reid



Anthony Tilotta

Multimedia Specialist

Provides multimedia production support and training to faculty and the CTL including the design and production of videos, podcasts, interactive digital learning tools, AI generated content and communication materials.



Aneesh Abdulkader

XR Manager

Responsible for developing and executing an immersive technology strategy, researching and recommending appropriate XR investments for the college, seeking funding and partnerships to support the XR expansion, leading projects and committees and oversight for XR asset management.



Rob Theriault

Office Support

Supports organizing and scheduling workshops and events for faculty throughout the academic year. Manages faculty registrations for Pathways, handles general inquiries, oversees purchasing needs, and ensures that workshop surveys are up-to-date.



Fatima Wilson

XR Support and Development Specialist

Supports the use of XR technologies (virtual, mixed and augmented reality) on site and remotely, designs and deploys XR assets and environments and collaborates with various academic areas, faculty and instructional designers to help deliver Georgian’s immersive learning XR experience. Also leads projects and committees and oversight for XR asset management.



Victor Skierski

CTL AWARDS AND RECOGNITIONS

BOARD OF GOVERNORS TEAM AWARDS

The Indigenous Language VR Worlds Team was recognized for their work in creating contextual Indigenous language learning in virtual reality.



TEACHING EXCELLENCE AWARD



Tracy Mitchell-Ashley was nominated by her peers for a Teaching Excellence Award, which recognizes innovative and creative teaching approaches of educators at Georgian College.

GRANTS AND FUNDING

Samantha Sullivan Sauer was part of two teams that received funding for special projects:

- \$25,000 from the FSL Digital by Design OER & Ancillary Resources Project (eCampusOntario) to write Organic and Biochemistry Supplement to Enhanced Introductory College Chemistry – Simple Book Publishing (pressbooks.pub).
- \$10,000 from the OACETT Fletcher Foundation: Enhancing Educational Experience Grant to supply equipment and training for faculty to implement Building Thinking Classrooms to support math and problem solving with students.



MAJOR CONFERENCES



The team has actively engaged in several conferences throughout the year, highlighting their innovative work. These efforts underscore the team’s dedication to driving positive change and innovation in education.

- Mark Ihnat shared his “Ultra For All: Humanizing the Journey for Administrators and Faculty” presentation at the **2023 Anthology Academic Innovation Summit**.
- At the **International Social Innovation Research Conference (ISIRC)**, Tracy Mitchell-Ashley presented the “Growing a Region of Changemakers” project, highlighting impactful initiatives aimed at regional development.
- Tracy also shared the team’s experience at the **Changemaker Education Research Forum**, presenting the “Manifesting as Changemaker Model,” which was officially launched at the Research, Innovation, Scholarship and Entrepreneurship (RISE) series.
- Rob Theriault represented the team at the **Meta Educators Community Summit** in Menlo, California, further expanding their influence and collaboration within the educational community.

Thank you for taking the time to read our annual report. Now we want to hear from you. Please share your thoughts on how we can make our next annual report even better. Email us at: ctl@georgiancollege.ca

We promise to look at any suggestions that come our way and take action to implement the recommendations and ideas that we value so greatly.

So, what would you like to see?



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