

Item:	Registrar and CEO Report
Public Interest Rationale:	This report assures the public that the College is operating efficiently and supports Council in discharging its oversight responsibilities. It promotes transparency and accountability by detailing activities undertaken over the first quarter (January to March 2024), aligning actions with strategic priorities, and in support of effective governance.
Submitted By:	Linda Lacroix, Registrar and CEO

Introduction

I am delighted to share my first Registrar and CEO report under the new Strategic Plan. Since my last report in March, the College has continued to work diligently to enhance our capabilities and build a foundation in support of implementing the new plan.

Building on the implementation timelines that were provided in my last report, further work has been done with managers and team leaders to concentrate efforts to align work objectives with the strategic goals throughout the organization. College leadership is also undergoing training on how to influence organizational change through change management and change protocols.

To strengthen the College's accountability for achieving the strategic goals, College leadership is at the initial stages of developing Key Performance Indicators (KPIs) for each goal in the strategic plan. More information will be provided in my future reports.

Progress of Strategic Activities

Below is a summary of the College-wide activities that support the progress of the Strategic Plan, organized around each goal.

1. Accountable and agile processes to certify educators to teach in Ontario classrooms.

Work in this area will emphasize:

- Efficiencies with staff and technology for certifying internationally educated teachers.
- Certification and accreditation processes that target needs for Indigenous language, French, and Technological Education teachers.

Enhancements to the Application Portal

Continued efforts have been made to enhance the user experience with the application portal with ongoing improvements that include setting up a document status page for each applicant within 10 business days of receiving their application. Staff are also at the beginning stages of building a new online application system that will improve client



experience with a more intuitive and user-friendly interface, produce various reports, and support overall service quality.

Improvements to the Certification Process

To meet the new legislated timelines for Ontario teacher candidates, staff have developed audit processes to confirm that the application and all supporting documents are compliant and complete to the satisfaction of the Registrar, before the application process begins. Continuing in this work, revisions to the evaluation worksheets are being made to find efficiencies in the credential assessment process. These revisions are in addition to previous policy changes that reduced barriers for internationally educated teachers.

As part of our commitment to continuous improvement, the changes identified in the application processes and protocols are also part of specific communications and technical refinements, such as the updates of the Registration Guides and the continuing automation of documentation uploads.

Mathematics Proficiency Test

The College is working with the Ministry of Education to update the reinstatement dates in the regulation as the Math Proficiency Test (MPT) will be reinstated as a requirement for certification with the Ontario College of Teachers. The College is also coordinating its implementation efforts with other education partners, namely the Education Quality and Accountability Office (EQAO), which will be responsible for developing the test and will coordinate administration. Staff will also work with the Faculties of Education to relay changes to application processes and coordinate communications. Information will be communicated to applicants as it becomes available.

Indigenous Engagement

The College continues to engage with interested and affected partners to discuss ways to increase the number of Indigenous language speakers available to teach in the province. These engagements are a critical step in the certification of qualified educators to teach in Ontario classrooms with specialized expertise as Indigenous language speakers.

Staff are also meeting regularly with [Indigenous Institutes](#) engaged in their own approval processes to become degree-granting institutions interested in offering Indigenous language and/or Indigenous teacher education programs. To streamline parallel processes wherever they exist, College staff are available to discuss the accreditation application process and its connection to licensure. Positive feedback from organizations such as First Nations Technical Institute (FNTI) points to the assistance that the application template and the Accreditation Resource Guide have provided in the preliminary planning for the design of the programs they intend to offer.



2. Teachers who are informed of, and held accountable to, professional standards.

Work in this area will emphasize:

- Engaging Ontario Certified Teachers in supporting the capacity of the profession to meet the needs of education in Ontario.
- Refreshing professional advisories to support professionalism.

Professional Standards Review

Professional standards for the teaching profession in Ontario currently comprise two sets of standards. These include the Ethical Standards (Care, Trust, Integrity and Respect) and the Standards of Practice (Commitment to Students and Student Learning, Professional Knowledge, Professional Practice, Leadership in Learning Communities, and Ongoing Professional Learning) which collectively underpin professional practice for Ontario Certified Teachers. The standards were originally approved by Council in 2000 and were last reviewed in 2006.

Work is underway to review and update the standards so that they reflect current requirements for the teaching profession. This review will directly impact the refresh of the professional advisories. To support this work College staff has completed a preliminary jurisdictional scan, engaged in dialogue with other regulators who have completed similar reviews, and introduced a scheduling design to support timely completion of the work. Internal consultation began in Q2 and external consultation is planned to start in Q3.

3. Efficient and proportionate responses to alleged and actual misconduct, incompetence, and incapacity.

Work in this area will emphasize:

- Enhanced analytics of data to assess risk.
- Ongoing legislative and regulatory refinements that bring efficiencies and are within the public interest.
- Internal processes that result in efficiencies and enhance procedural fairness.

Discipline and Fitness to Practise Hearings FAQs

Staff have completed a project of drafting FAQs and a corresponding glossary to support self-represented members in Discipline and Fitness to Practise Hearings. These resources will help self-represented members understand the process, their rights, and what to expect while providing clarity on common questions. The content is currently undergoing internal review and will be made available on the College website once completed.

Prescribed Professional Learning Requirements

Investigation, Discipline and Fitness to Practise Committees can impose terms, conditions, or limitations (TCLs). College staff have been working with various stakeholders

(federations, universities, third parties and private providers) to seek out course providers and ensure that members who are subject to such TCLs are able to complete them. The College has compiled a list of 13 such providers, three of which offer courses in French. Additional course providers are continuing to be vetted and added. Providing a more varied list of providers promotes fairness and transparency which support members in the prompt and successful completion of their TCLs' requirements.

4. A clear and independent role in the education system.

Work in this area will emphasize:

- The College's mandate as a framework for interactions with stakeholders.
- The College's branding as Ontario's teaching regulator.

Focus on Teaching Survey 2024

The 2023 [Focus on Teaching Survey](#) was the first effort to collect information from all members of the College, to support important decisions about the future of the teaching profession. For 2024, the College is seeking to increase the total number of responses and develop questions strategically to meet the survey's goals.

In Q1, the College focused on laying the groundwork for this year's survey, which included a request for a proposal to recruit a research partner for this project. I am pleased to announce that after a rigorous process, Forum Research and TCI Management Consultants have been selected to develop and distribute the survey, and also analyze the results.

The goals for this year include:

1. Gain a better understanding of teacher supply, retention, and workforce mobility.
2. Learn about demographic representation and inclusion of the profession.
3. Link demographic and geographic location data.
4. Replace the Transition to Teaching survey trend data (Transition to Teaching was a study of early career teachers published by the College annually from 2002 to 2022.).

There may be additional goals identified as we proceed through the consultation process.

The College has convened an internal working group comprised of members from all departments to bring organizational attention to a survey of this magnitude. The College will also engage a wide range of groups for consultation on this project to inform survey development. The survey is scheduled to be distributed to members this fall.

It is important to note that all data will be anonymized and aggregated. At no point will the College or any other organization, including federations, employers, and the provincial government have access to that information. Once research and analysis are completed, the survey responses will be disposed of.



Strategic Enablers

The Strategic Plan has three enablers which are the values and behaviors that support the implementation of the goals. Below is work that has been undertaken to support a regulatory model that strives to be free from barriers to truth and reconciliation, equity, diversity, inclusion, and access.

Staff provided a professional learning session for teachers at a remote Indigenous community school as an effort to support reciprocal learning toward addressing barriers to reconciliation. This has begun evolving into a source for ongoing learning and relationship building through the formation of a professional learning community with a small cross-functional team, with representatives from three College departments. This platform builds mutual awareness and understanding, ultimately informing College practice.

Additionally, a staff member attended the Matawa Education conference in Thunder Bay in March to connect with community members and bring back learning to College staff. Matawa First Nations Management represents nine First Nations communities in Treaty 9 and Robinson-Superior territories. A visit to the community occurred in May and continued partnership and shared learning will expand from there. This work highlights the College as a learning organization building sustainable relationships with individuals and communities.

Regulatory Updates

Fair Registration Practices

You will recall from my last report, the Office of the Fairness Commissioner (OFC) is an arm's length agency of the Ontario government that is responsible for ensuring that Ontarians with professional credentials from foreign countries have fair access to regulated professions and trades in Ontario. Below are updates on the regulatory work related to the OFC.

Under fair access legislation, regulators are required to submit the Fair Registration Practices (FRP) report to the OFC each calendar year. This report reflects the College's registration practices ensuring they are transparent, objective, impartial, and fair for those who want to practice as a member of the teaching profession in Ontario.

In November 2023, the OFC implemented the second iteration of its Risk-informed Compliance Framework (RICF). Under this framework, the OFC assesses each regulator's operations against five risk factors that may impede the regulator's ability to apply fair registration practices for the licensure of domestic and internationally trained applicants.

In undertaking a risk analysis for the College, the OFC examined the College's 2022 Fair Registration Practices Report, along with the supplementary 2023 Risk-informed Compliance Framework questionnaire. The OFC commended the College for its implementation of several impactful initiatives over the past year aimed at improving registration outcomes for applicants seeking entry into the teaching profession.



Based on this assessment, the OFC has classified the College as a low-risk regulator for the period spanning April 1, 2024, to March 31, 2026, on the condition that the College continues to:

1. Pursue its current efforts to streamline its registration practices and to reduce its application inventory.
2. Participate with other stakeholders in implementing a multi-faceted approach for addressing labour shortages, and to engage in proactive consultation on licensure and employment barriers for internationally educated and other equity-seeking applicants to the profession.

The College will continue to regularly report to the OFC on the efforts noted above.

College Landscape

Governance

The implementation of the new Strategic Plan identified an opportunity to assess the current reporting documents, including the Council agenda, briefing note template, and Registrar's Report format. To assist Council in fulfilling its oversight mandate and achieve effective governance and strategic adherence, these documents have been updated to ensure Council receives concise information that supports desired outcomes.

In addition to the updates reflected in this report, additional changes will be made in future Registrar's Reports. For example, the quarterly operational statistical data included in Appendix A will be replaced with a focused Council dashboard that provides KPIs for each of the program areas. Dashboards with KPIs are an effective governance reporting tool that provide meaningful measurement and support results-oriented outcomes. Staff are working on assessing the different types of data that are currently being collected and monitored by the College to assess appropriate indicators for the KPIs.

Staff are also working to develop a streamlined reporting framework that will facilitate the regular sharing of essential program area information. Updates on this framework will be provided in my next report. More information on the changes to the Registrar's Report can be found in Appendix B.

IT Security Program Development

In 2023, the College introduced an Information Technology security program to reinforce the College's existing IT security. This program focuses on four pillars of security: prevention, detection, response, and recovery. In addition to secure management of hardware, software, and networking, the program focuses on leadership and organizational culture. This program is divided into two phases; phase one was completed in Q1. This included a series of security awareness training modules that focused on social engineering, phishing tactics, malware, email practices, the use of portable drives in the workplace, and access control. All College staff have successfully completed phase one of this program. Phase two



of this program will include additional anti-phishing measures, Artificial Intelligence and focus on more advanced security measures.

Accessibility for Ontarians for Disabilities Act (AODA) Compliance

Pursuant to AODA requirements, all content on the College's website is required to be made accessible to individuals with disabilities. The College continues to work on increasing AODA compliance by providing Additional Qualifications in PDFs to meet accessibility guidelines.

Conclusion

In summary, much of the work reflected in this report sets the foundation for the success of the strategic objectives as we progress through the remaining part of 2024 and beyond. I trust that this information in its new format, along with the identified and planned initiatives will continue to support you in your governance, strategic, and oversight roles.

Linda Lacroix, OCT
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics
- Appendix B – Table of Concordance: Changes to the Registrar's Report

Appendix A – Q1 Statistics

Membership Services

In Q1 of 2024, 15,254 clients were assisted using various communication channels:

Phone calls	14,513
E-mails	5,764
Callback feature	213
Escalated outbound calls	66
Reception	92
Social Media	44
Outreach sessions	91

Certification outcomes, new members for the first quarter of 2024:

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	January 1 – March 31, 2024
Certificate of Qualification and Registration	English	859
	French	80
Multi-Session Transitional Certificate of Qualification and Registration	English	43
	French	52
Transitional Certificate of Qualification and Registration	English	1,911
	French	77
TOTAL		3,022

AVERAGE CERTIFICATION TIMELINE BY APPLICANT TYPE			
Applicant Type	January 2024	February 2024	March 2024
Ontario	0 days	0 days	0 days
Labour Mobility	15 days	10 days	10 days
International	107 days	99 days	66 days

The average certification timeline represents the number of calendar days from the date the College receives all required documents to the satisfaction of the Registrar to the date the certification decision was issued. For the first quarter of 2024, the average certification timeline for labour mobility applicants remained consistent and within the legislated timeline of 30 business days outlined in the *Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA)*.

Sixty-day Registration of Internationally Educated Teachers

The 60-day timeline for internationally educated teachers is in early implementation. It began on January 2, 2024. To date, we have received approximately 25 IET files that have been considered complete and to the satisfaction of the Registrar under the new application process. In those cases, all evaluations were completed within 60 business days as outlined in the Fair Registration Practices Regulation 271/09. In addition, we continue to process applications received prior to January 2, 2024 under the previous application process. The changes made leading up to the 60-day timeline (for example, policy changes, staffing, process efficiencies, etc.) have resulted in reducing timelines for internationally educated teachers, and across all evaluation processes.

For the first quarter of 2024, the total number of Transitional Certificates issued has increased by 89 percent over the last quarter of 2023. The new Transitional Certificate of Qualification issuance was largely responsible for this increase with a total of 2068 issued in the first quarter.

Member Statistics

Status	Mar. 31, 2024	Mar. 31, 2023
Cancelled	265	265
Cancelled - Resigned	3,152	3,190
Expired	21,460	21,495
Good Standing	232,096	233,012
Revoked	492	476
Suspended	12	17
Suspended - Interim	88	90
Inactive/Non-Practising	251,286	245,228
Total	508,851	503,773

Standards of Practice and Accreditation

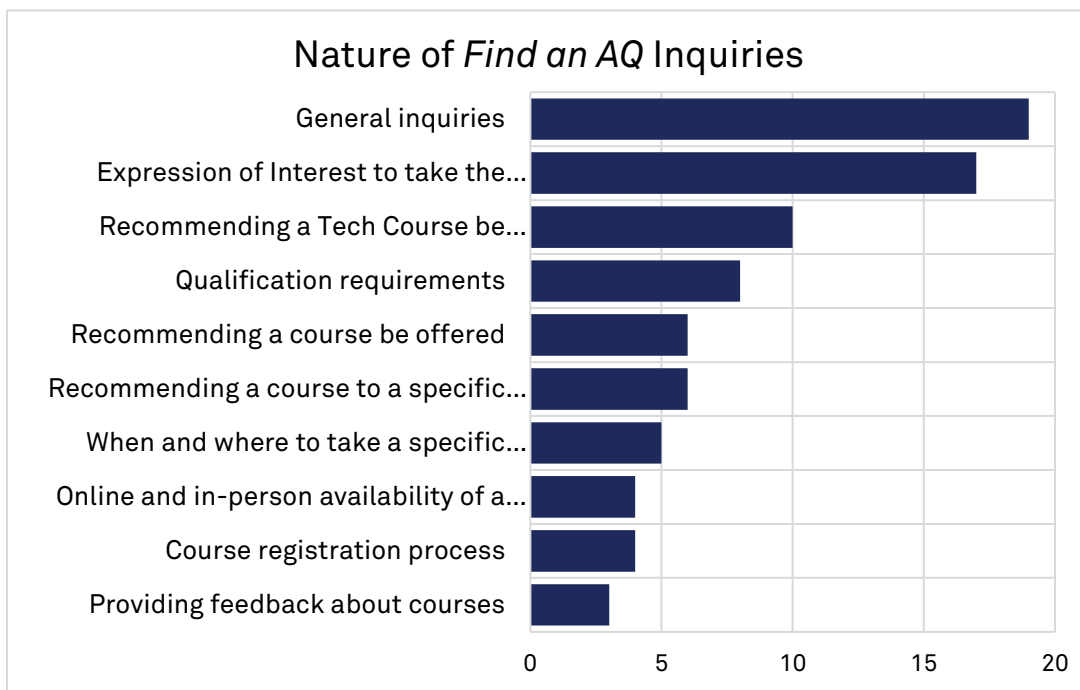
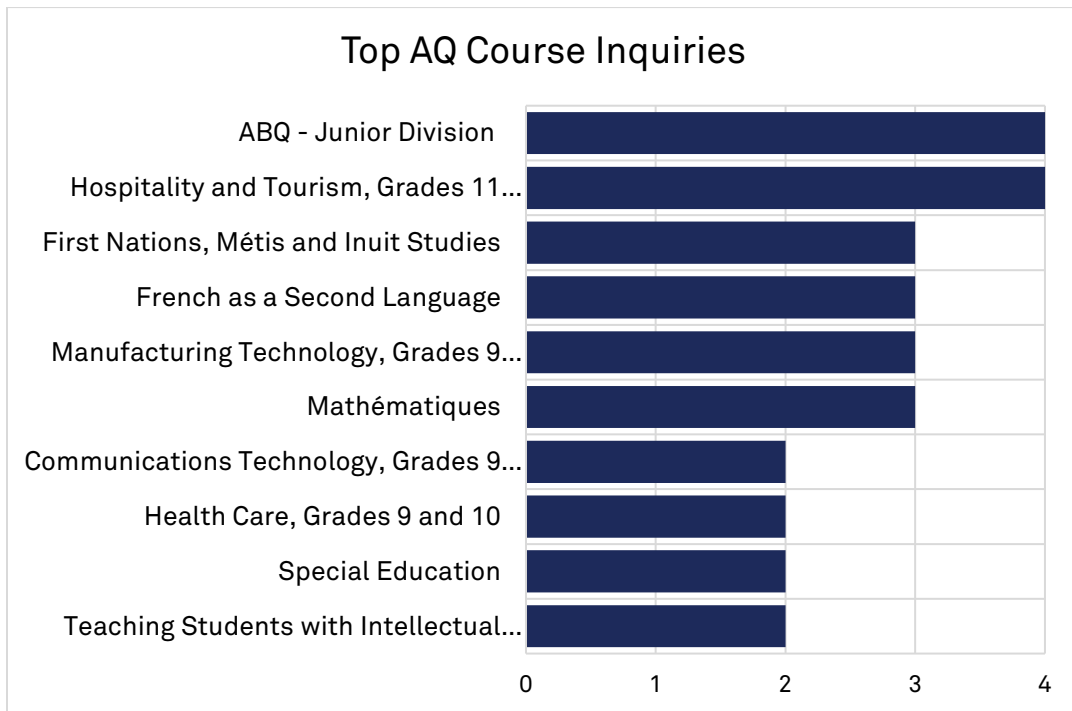
In-Service Teacher Education

Description	January 1 – March 31, 2024 (Q1 - 2024)
Additional Qualification Courses Submitted for Accreditation	94
Courses Accredited	70
Governance Models Reviewed	8
Draft Guidelines Posted to Website	58 (29 EN, 29 FR)

Final Guidelines Posted to Website	34 (17 EN, 17 FR)
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Find an Additional Qualification (AQ) Feedback Analysis

January 1 – March 31, 2024: Total Inquiries Received: 82 (64 English, 18 French)



Pre-Service Teacher Education

Decisions Pertaining to Pre-service Program Accreditation

Accreditation Decisions (Q1)		
Accreditation Renewals	No Conditions	Wilfrid Laurier University (April 2024)
Removal of Conditions	Université de l'Ontario français (April 2024) – removal of conditions regarding Requirement 8 and 15. No conditions remain.	
Extension Requests	University of Windsor (February 2024) - extension granted to the general accreditation period from May 31, 2024 to September 20, 2024.	

Investigations and Professional Conduct

Intake

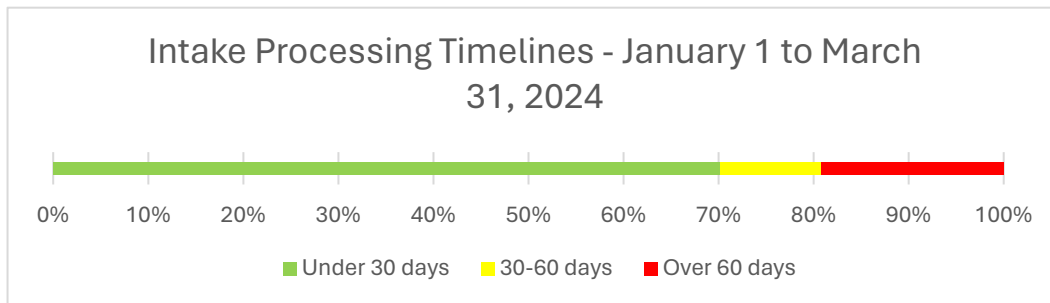
Description	Jan 1 – Mar 31, 2024	Jan 1 – Mar 31, 2023
Origin of Concerns for New Intake files		
Member of the public	144	144
Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) ⁽¹⁾	1	0
Member of the College	22	17
Registrar (including employer notifications)	130	129
Minister of Education	0	0
Total New Intake files	296	290
Resolved at Intake ⁽²⁾	154	73
Employer notifications resolved at Intake	10	15
Transferred to Investigations Unit ⁽²⁾	201	175
Active Intake files	177	122
Therapy and Counselling Funding Program		
New applications	0	1
Applications approved	0	1
Applications denied	0	0
Applications being processed at end of reporting period	3	0

Between **January 1 and March 31, 2024**, Intake received approximately 200 telephone calls and email inquiries. While service standards state that calls and emails should be answered

on the same day as they are received whenever possible, accumulated volume in the Intake Unit has led to challenges in meeting that standard.

In addition to addressing concerns by telephone and email, Intake completed the processing of 355 formal expressions of concern and employer notifications from January 1 to March 31, 2024. Timelines for Intake processing these files are as follows:

- Files completed in under 30 days – 249.
- Files completed in 30 to 60 days – 38.
- Files completed in over 60 days – 68.



Investigations ¹

Disposition of Cases	Jan 1-Mar 31, 2024	Jan 1-Mar 31, 2023
Referred to Discipline Committee under subsection 26(5)(a)	8	9
Referred to Discipline Committee under subsection 26(9) - Direct Referral	8	-
Referred to Fitness to Practise Committee under subsection 26(5)(a)	-	2
Admonishment in person under subsection 26(5)(c)	4	10
Written admonishment under subsection 26(5)(d)	7	5
Caution in person under 26(5)(c)	5	2
Written caution under subsection 26(5)(d)	8	6
Advice under subsection 26(5)(d)	8	6
Reminder under subsection 26(5)(d)	4	5
Not referred following an investigation and no further action taken under subsection 26(5)(b)	21	12
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous,	8	9

¹ The number of dispositions does not match the number of files considered because there may be more than one disposition per file. As well, some of the seized panel matters may not be final dispositions.

vexatious, abuse of process, manifestly without substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)		
Undertaking to Resign under subsection 26(5)(b)	2	3
Undertaking - Medical	1	-
TPA Undertaking under subsection 26(5)(d)	-	1
Complaint resolution under subsection 26(5)(d)	25	14
Coursework	1	-
Total	110	83

Additional Investigation Information

In Q1 of 2024, Investigation Committee three-member panels held five regular meetings in which they considered 77 files. In addition, six seized Investigation Committee three-member panels reconvened to consider seven matters, primarily to conclude matters which had been deferred after ordering members to submit to medical examinations. By comparison, in Q1 of 2023, Investigation Committee three-member panels had five regular and four seized panel meetings, in which they considered 69 matters.

Single-member panels of the Investigation Committee adopted 25 Complaint Resolution (CR) agreements between members and the College. Panels for the same period in 2023 adopted a total of 14 CR agreements (i.e., 79% increase in Q1 of 2024). Complaints assessed for CR more than doubled in Q1 of 2024 (i.e., 143% increase, from 47 complaints assessed in Q1 of 2023 to 114 complaints assessed in Q1 of 2024). CR allows the College to resolve suitable complaints more expeditiously. The PC Unit is experiencing historical highs in terms of CR case numbers, with 25 of 110 IC dispositions during the reporting period being reached through CR (23%). The PC Unit will hold additional or lengthier (full day instead of half-day) single member IC CR panels as necessary to ensure that matters continue to be resolved in a timely fashion.

Overall, the Investigation Committee referred 16 matters to the Discipline Committee. Of those referrals, eight were direct referrals to the Discipline Committee because the members had been convicted of criminal offences. The referral rate to the Discipline Committee was 14.5 per cent, which is comparable to the Q1 of 2023 referral rate.² The Investigation Committee referred one matter to the Fitness to Practise Committee. The referral rate to the Fitness to Practise Committee was negligible. The Investigation Committee typically refers only the most serious matters to the Discipline or Fitness to Practise Committees so that the limited resources of these committees can be used to address matters that raise issues of protection of students and governing the profession in the public interest.

² The referral rate is calculated on the basis of the total number of Investigation Committee dispositions.

Policy, Governance, and Tribunals

Hearings Schedule

For up-to-date information regarding upcoming Discipline hearing dates, please refer to the College website's hearing schedule: <https://www.oct.ca/public/complaints-and-discipline/hearing-schedule>. Fitness to Practise hearing dates are not displayed on the College website because they are presumptively closed to the public.

Discipline Committee Dispositions

The following is a summary of the dispositions from the 8 concluded discipline hearings in Q1 of 2024 (i.e., from January 1, 2024 to March 31, 2024). Where a disposition included multiple sanctions (e.g., (1) reprimand; (2) terms, conditions or limitations; and (3) suspension) only the most severe sanction (i.e., suspension in the previous example) is recorded below.

Disposition of Cases – Discipline Committee	January 1-March 31, 2024 (Q1)
Revocation	2
Suspension	3
Reprimand	1
Resigned – Cancelled	1
Terms, Conditions or Limitations	0
Withdrawal of Notice of Hearing	1
Not Guilty	0
Reinstatements denied	0
Reinstatements granted	0
TOTAL	8

Fitness to Practise Committee Dispositions

In addition to the above dispositions, the Fitness to Practise Committee concluded one hearing in Q1 which resulted in Notice of Hearing Withdrawn in Exchange for an Undertaking -Cancelled-Resigned.

Cumulative Volume of Open Hearings Files

The cumulative number of open hearings files at the end of Q1 (i.e., as of March 31, 2024) for the Discipline and Fitness to Practise Committees is summarized below:

2024	2023	2022	2021	2020
72	88	132	241	300

Key data relating to the volume and nature of the work of the Discipline and Fitness to Practise Committees:

- There were 72 open hearings files at the end of Q1 of 2024. This represents a 62% decrease from the average cumulative volume of open hearings files at the end of Q1 from the previous four years (190.3 open hearings).
- 9 hearings were concluded in Q1 of 2024. A matter is considered to be concluded after the hearing has ended, and the panel has issued its Decision and Reasons. This represents a 67% decrease from the average number of concluded matters in Q1 of the previous four years (27.5).
- 28 panel days were spent holding hearings, deliberation sessions, or pre-hearing conferences in Q1 of 2024. The amount of time spent conducting the work of the Discipline and Fitness to Practise Committees was 21% lower than the average during Q1 of the previous four years (35.5 days).
- 17 days were spent conducting contested Discipline and Fitness to Practise proceedings (i.e., hearings and/or motions) in Q1 of 2024. This represents a 44% increase in the number of contested proceeding days compared to the average during the previous four years (11.8 days).
- 7 uncontested proceedings were heard in Q1 of 2024. This represents a 67% decrease compared to the average during Q1 in the previous four years (21 uncontested proceedings).
- 0 pre-hearing conferences were held in Q1 of 2024.

Registration Appeals

Between January 1 and March 31, 2024, panels of the Registration Appeals Committee met four times and heard four cases. The following table shows the appeals received and decisions rendered in Q1 of 2024 and for the same period in 2023:

Registration Appeals	2024 (Q1)	2023 (Q1)
Appeals received	11	4
Decisions rendered	11	2

Communications

Social Media

The College's overall social media presence continued to grow across all platforms (i.e., X (formerly Twitter), Facebook, LinkedIn and YouTube). From Q4 2023 to Q1 2024, our total number of followers increased by 2.2% (1,354).



From Q4 2023 to Q1 2024 there was a 14.6% increase in inquiries, growing from 96 to 110.

College Newsletters

Your College and You, which is sent to members and applicants monthly, and *The Standard* is the College's quarterly outreach to the public. Both newsletters consistently achieve open rates that meet or exceed the industry benchmark. On average, emails in the education sector have a 23% open rate.

Your College and You (monthly distribution)

In Q1, 2024, YCAY recorded a 59% open rate for English and a 66% open rate for the French versions. This represents a small decrease for English by 6% and a very small 1% increase for French editions compared to Q4 2023. These variances are to be expected from quarter-to-quarter.

The most popular stories of each month for YCAY Q1 include:

English

- January: Don't forget to pay your 2024 membership fee
- February: Reminder to pay your 2024 membership fee
- March: March meeting of College Council

French

- Janvier: N'oubliez pas de payer votre cotisation pour 2024
- Février: N'oubliez pas de payer votre cotisation pour 2024
- Mars: Réunion de mars de notre conseil

The Standard (quarterly distribution)

In Q1, 2024 *The Standard* achieved open rates of 44% for the English version and 53% for the French. This shows a minor decrease in open rates from the Q4, 2023 September issue, where the open rate was 48% for English and 55% for French. These minor decreases are negligible and are to be expected with email from quarter-to-quarter.

Appendix B – Table of Concordance: Changes to the Registrar's Report

Below is a table that summarizes the current and future changes to the Registrar’s Report (RR). To remain agile and to ensure that this report provides transparent, accountable and the necessary information for Council to fulfill its mandate, amendments to the plan noted below may be required. More information will be provided as new documents are developed and implemented.

Previous Registrar’s Report	Revised Document	Rationale/ Comment
Reporting on quarterly operational data and narrative	Will be removed from RR and included in an Annual Operational Report	Program areas will be asked to share relevant operational activities/projects that will be reported annually in a separate report. This will maintain public transparency of the information currently provided, enhance staff productivity, and streamline operations. It will also ensure the quarterly RR remains focused on demonstrating work that aligns with the progress of the strategic activities and Council’s governance role.
Quarterly Statistics	Quarterly Dashboard visual chart, minimal narrative	Individual metrics will be identified and included in a quarterly dashboard, which will include explanatory notes. This will ensure accountability and transparency while supporting Council in its governance role.
Quarterly Statistics	Annual Report	<p>In addition to the quarterly dashboard which will have more focused metrics, staff are exploring the use of the Annual Report as the preferred reporting tool. As data shared in the RR can also be found in the Annual Report that is published by the College, there is an intent to avoid duplication but also consider the usefulness of when the data is provided.</p> <p>This will include consultation with system partner “users” to ensure continued transparency of data and may result in additional reporting mechanisms for specific data, where needed.</p>
NEW	Regulatory Activity	Highlights regulatory work initiated by the College and/or initiatives launched by education partners,



		including the Government of Ontario. Includes any ongoing regulatory updates as needed.
NEW	College Landscape	Provides updates on any operational work that is relevant to be highlighted in that quarter.