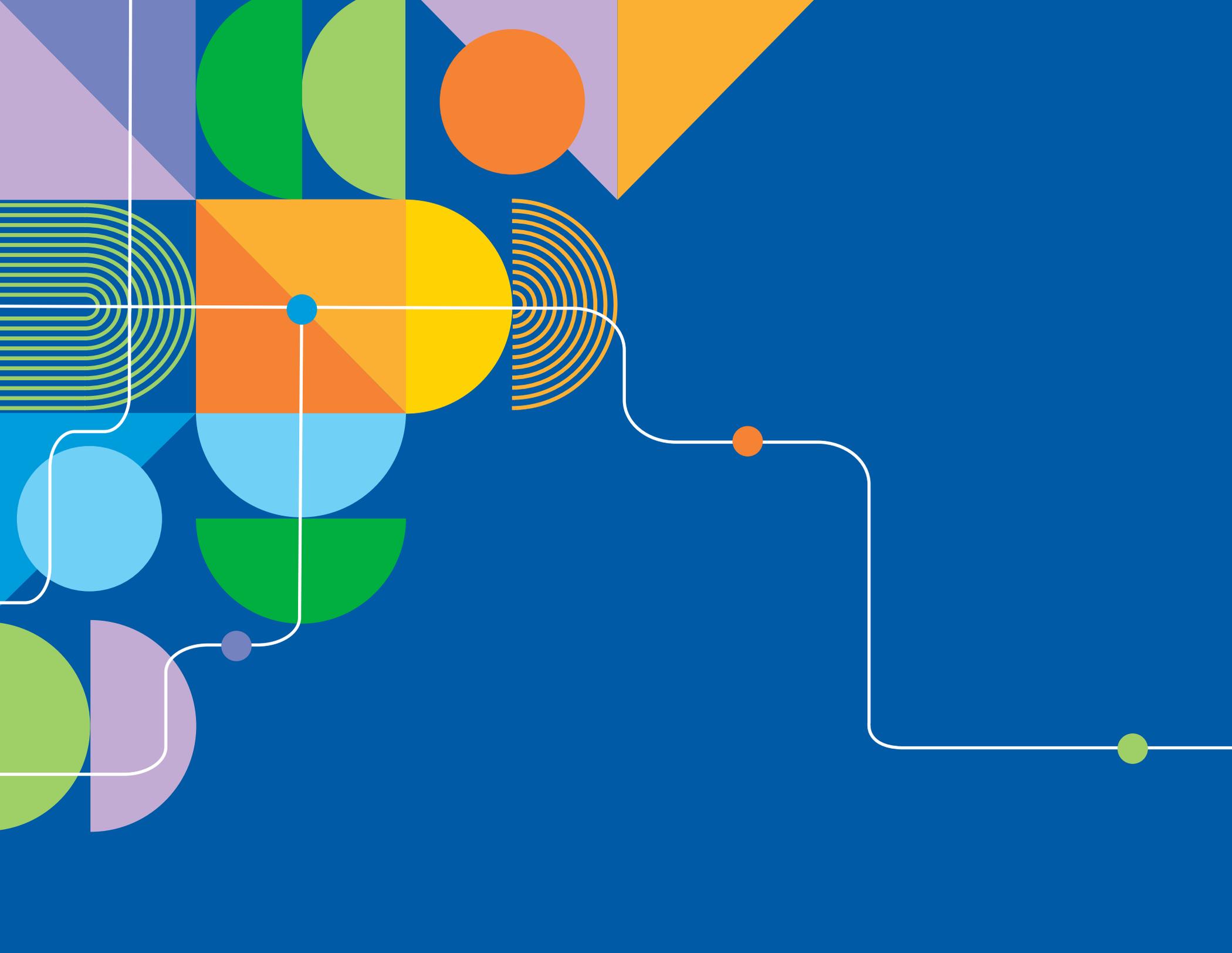


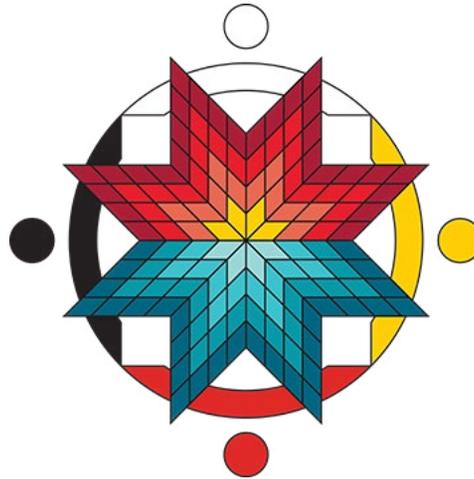


A ROADMAP TO THE FUTURE

STRATEGY 2026

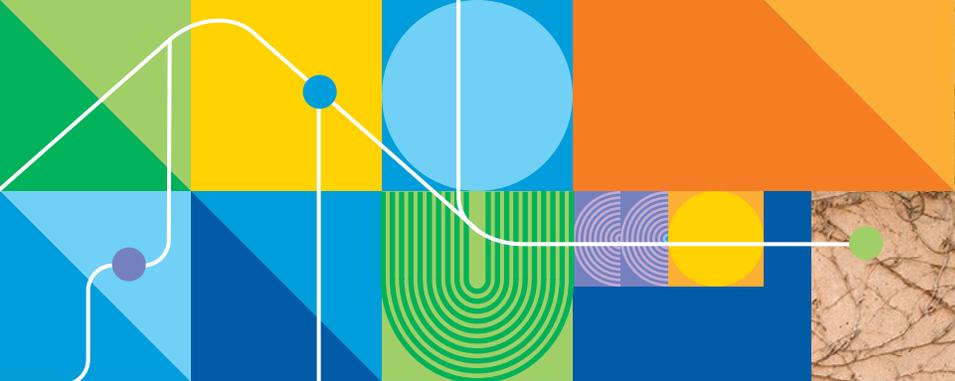






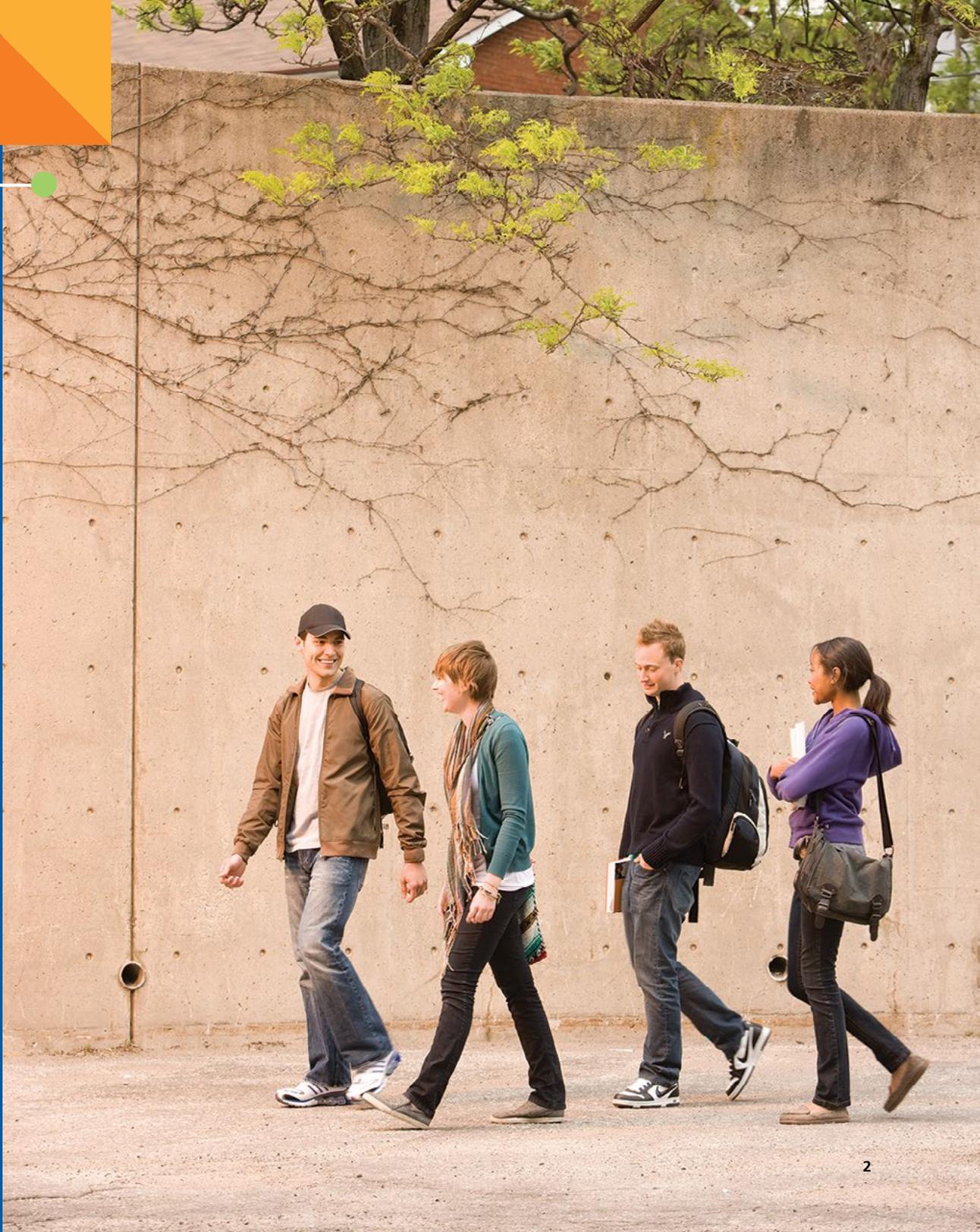
George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work, and live in the community with each other.



| | |
|--------------------------|----|
| Letters | 3 |
| Introduction | 9 |
| Mission, Vision, Mandate | 15 |
| Environmental Scan | 19 |
| Strategy 2026 | 29 |
| Appendix | 47 |

Table of Contents



A Letter from the Chair

Ontario has such tremendous potential. Our province is a beacon of ambition and possibilities for people from around the world. At a time of change and difficulty for so many, George Brown College represents a place of new beginnings, growth, and hope.

More than ever, the role George Brown plays within Ontario society is critical. Our downtown location places us within a hub of new energy and opportunities. Our influence extends far beyond the city of Toronto and the province of Ontario. With learners from more than 130 countries, we are as diverse as the city we call home.

In my role as a lifelong civil servant, I learned the importance of good governance. Broader public sector organizations in Ontario provide service to our province and its people—while helping to shape a better tomorrow. George Brown is poised to help lead within that context: working to advance the quality of life and standard of living for our province, while being a shining example of what a next-generation post-secondary school could be.

I am excited about the future of our province, our city, and our college. Our new strategic plan is ambitious—just like our employees, students, and community. For everyone within the George Brown family, lean into this exciting new direction. For everyone who may not know us yet, come to George Brown, and be part of what a 21st century learning experience can truly be.



Kevin Costante
Chair, Board of Governors

“
At a time of change and difficulty for so many, George Brown College represents a place of new beginnings, growth, and hope.”



“
**The Strategic Plan
belongs to everyone
in our community.
It belongs to you
as a basis for
our partnership
and engagement.**”



A Letter from the President

Our vision is to be a college renowned for its inclusion, excellence, relevance, impact, and leadership.

I am pleased to share Strategy 2026, entitled “George Brown College—A Roadmap to the Future.” It is an ambitious roadmap to guide our future direction. We are a college distinguished by our global reach, focus on students’ success, alumni and community involvement, and employee engagement. We accomplish this through inclusive, quality, and innovative teaching and learning; excellent research and creative activities; and economic and social development initiatives. We prepare students to be active citizens and successful professionals.

Since its inception in 1968, the college has grown significantly. George Brown is now one of the largest, most diverse post-secondary institutions in Canada. With a community of more than 260,000 alumni, we have made an incredible contribution to companies, communities, and individuals.

George Brown is also among the top 10 research colleges in Canada according to the Research Infosource annual rankings. In 2021, George Brown ranked eighth in overall research income and fourth for the number of paid students and number of completed projects. We believe that college-led research is vital for social and economic progress and growth. Research and innovation at George Brown empower our employees, students, and partners to take part in economically and educationally meaningful projects and collaborations that enhance local innovation and community well-being.

I am extremely proud to be a member of the college. Our highly engaged employee community is intercultural and interdisciplinary. Our employees are learner-centred problem-solvers who are globally minded and inspired to shape our future. Our rewarding employee experience is reflected in consistently being named as one of Greater Toronto’s Top 100 Employers.

Our success will depend on our culture—one that fosters a plurality of voices and ideas. As an institution interwoven with the fabric of our community, our work echoes broad worldviews and has global relevance. Through Strategy 2026, we will advance community-facing initiatives and continue building meaningful and strategic connections with employers, community organizations, academic partners, and government to meet the evolving needs of our society. Strategy 2026 offers an effective plan to manoeuvre the immediate challenges of a turbulent environment with strong growth expectations, changing student and employee expectations, and continued acceleration of credential modernization, institutional digitalization and development.

Strategy 2026 elevates core institutional goals to create flexible and responsive educational options and to facilitate immersive, experiential learning. It reflects our shared vision that is activated through the strategic priorities outlined as follows:

- Attract and engage diverse learners
- Innovative academic and research initiatives
- Connections that build and contribute to the future
- Environmental sustainability
- Foundation of equity
- Financial sustainability

The Strategic Plan aims to inspire and engage, instill optimism and pride, while providing guidance to our community to positively influence the lives of our learners for years to come. It provides the basis for forging partnerships to align and support our students, employees, communities, and industry partners.

I would like to extend my sincere thanks to many individuals who contributed to shaping this plan: our employees, students, board members, alumni, retirees, and partners.

The Strategic Plan belongs to everyone in our community. It belongs to you as a basis for our partnership and engagement.



Dr. Gervan Fearon
President, George Brown College



“
**This plan sets the stage
for what the next generation
of colleges in Canada
can become.**”



A Letter from the Chancellor

As Chancellor of George Brown College, I welcome you to learn about our renewed strategic direction. For over 50 years, our nimbleness, community-focused learning, and vision have established us as leaders among post-secondary institutions in Ontario and beyond. This plan sets the stage for what the next generation of colleges in Canada can become.

The pace of change in society today is overwhelming. The needs of the workforce are changing rapidly. Our students are more diverse and seeking new and different kinds of skills and aptitudes than in the past. The expectations our employees have around where, how, and when they work are evolving. As we progress towards our Vision 2030, this plan lays out how we will respond to these changes.

To our funders, partners, employees, students, and board members—let me say thank you. Let us work together to make a better future a reality.

A handwritten signature in black ink that reads "Noella Milne".

Noella Milne
Chancellor, George Brown College

A Letter from the Student Association

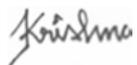
Through formal involvement in George Brown College's strategic review, the Student Association is in support of the priorities and commitments that the college will undertake.

For students, the choice of school is a life-changing choice. Across all our diverse reasons, as students we each chose George Brown College to be that life-changing prospect. We see it as a mutual exchange. The college shapes students, and students shape the college. We congratulate George Brown College on launching its Strategy 2026. Strategy communicates commitments and what students can expect from their institutions; it informs students' choices. We stay optimistic that George Brown College's strategies will in turn, across all priorities, choose students.

The college defines futures. Students want and need tomorrow's George Brown to be even better. Both relevant and resilient; across opportunities for learning, working, giving, and values. We look to George Brown to lead and influence. We are especially encouraged where Strategy 2026 announces its readiness to deliver on the college's Anti-Racism Action Plan and Indigenous Education Strategy. We are encouraged where Strategy 2026 shares in action towards environmental sustainability. We are aligned where Strategy 2026 prioritizes a foundation of equity, a recognition that equity is not an additive strategy—but core to any learning, curriculum, campus culture, community, policies, and practice. We look to George Brown to be proud and unwavering with equity as a priority in shaping and influencing classrooms, industry, communities, and cities.

Thank you, George Brown College, for openly sharing your Strategy 2026. Credit to the board members of 2021-2022 who gave it direction and served as a renewed guidance through these times. We encourage students to read George Brown College's Strategy 2026.

As your student union we encourage students to accept and take up opportunities to actively engage, question, participate, and evaluate it in action. We champion students to use their time at George Brown College to choose to co-create a better world and together we champion our vision of "students influencing a just world."



Sri Krishna Rajan
Director of Communications & Internal



Dhwani Bhalavat
Director of Operations

“

**The college defines futures.
Students want and need
tomorrow's George Brown
to be even better.”**



SA
STUDENT ASSOCIATION
GEORGE BROWN COLLEGE

**“
George Brown is exceptional.
The key has been rigorous training,
enabling students to reach
the highest goals possible.”**

Program Advisory Committee member survey (March 2022)



GEORGE BROWN

COLLEGE

341

Introduction

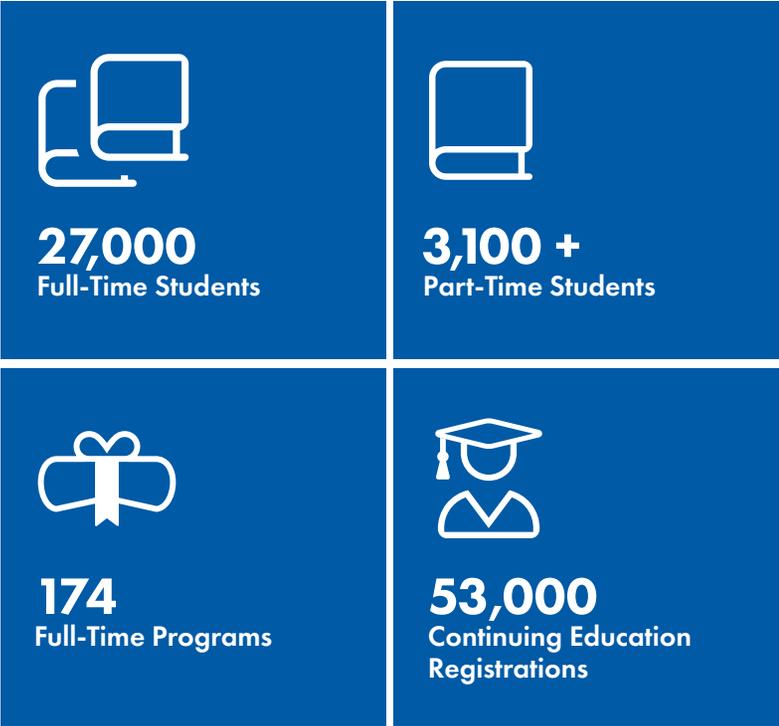


Introduction

George Brown College was established in 1968 and has built a foundation of excellence in career-oriented education programs and outstanding research initiatives in support of our students, communities, and industry partners. Our activities are informed by our values: learner-focused, excellence, accountability, and diversity, equity, and inclusion.

Today, George Brown College has approximately 27,000 full-time students, 3,100 part-time students and 53,000 continuous education registrations. We continue to grow our program offerings, which currently include more than 174 full-time programs, to meet the changing goals of our current and potential students and the evolving needs of the domestic and international workforce. Over the last two years, we have added nine new programs despite the challenges of the COVID-19 pandemic.

In 2020, the college established its overarching strategic framework, Vision 2030. Vision 2030 set out bold and transformative institutional aspirations to support institutional resilience and distinguish the college going forward, including offering highly personalized and convenient, physical, digital, and experiential lifelong learning opportunities, a global network of industry and community partnerships and, of course, leading quality teaching and learning. The long-term strategic plans of the college are managed through medium-term cycles, enabling us to be informed by trends and the changing competitive environment so that we can be more responsive and agile in managing risk and opportunities. The first Strategic Planning cycle of Vision 2030, Strategy 2022, is coming to a close. Strategy 2026 is the next building block towards Vision 2030, and it lays out our six strategic priorities, each with associated goals and objectives, to be achieved by 2026.



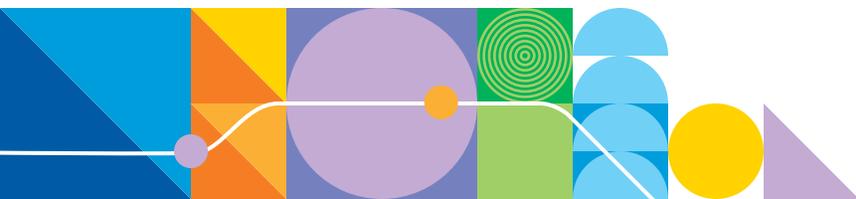
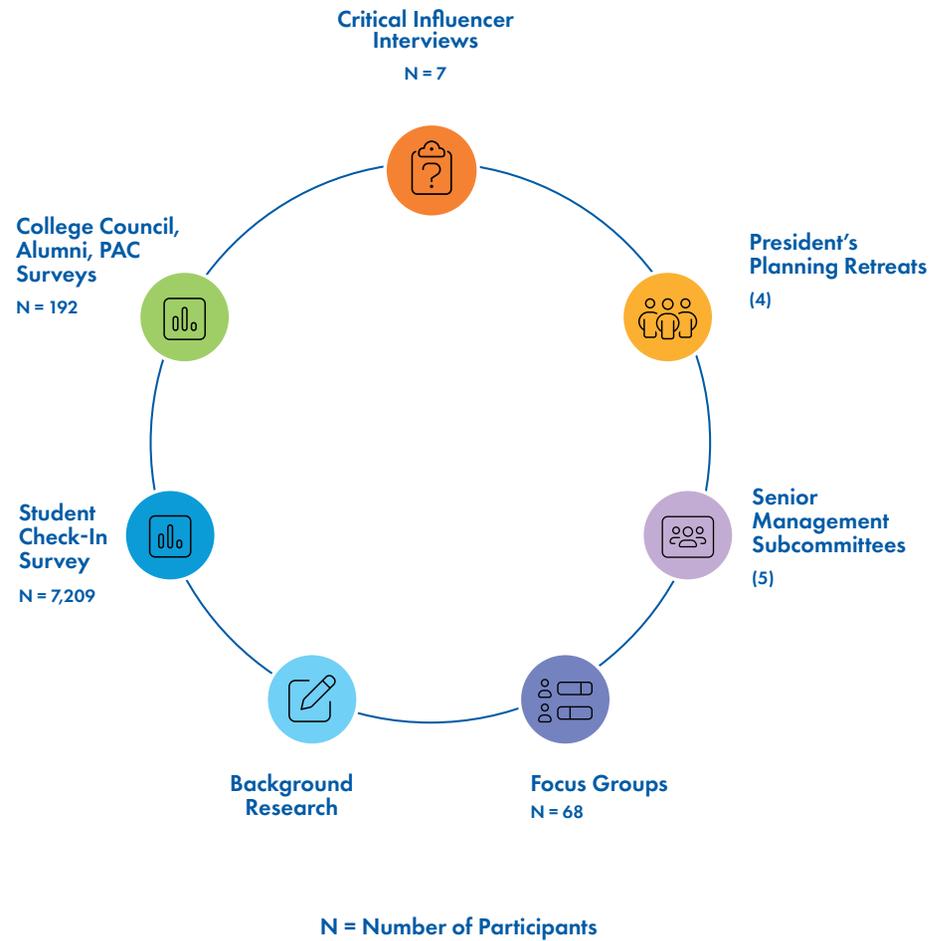
Data shown above refer to the 2021-2022 fiscal year.



Strategy 2026 was developed over a nine-month period involving the college community through consultation, validation of emerging direction, and a variety of feedback sessions with stakeholders. The consultation process involved student, alumni, and program advisory surveys, four President’s planning retreats, focus groups, College Council engagement, as well as interviews with Board members, industry, and community leaders. A set of committees was established to develop the priorities and goals that are outlined in this strategic plan. George Brown’s Student Association, faculty, staff, alumni, retirees, partners, and stakeholders are to be thanked for their participation in the strategic planning process.

Strategy 2026 establishes the priorities for aligning our resources and activities. It will propel George Brown toward becoming an inclusive college renowned for student success, career-oriented academic programs, research and innovation, community and industry partnership, and employee pride and engagement.

Reading the strategic plan will open the door to your involvement and partnership to support our shared mission and vision.



Our Journey to George Brown 2022

A Brief History

For more than 50 years, George Brown College has adapted to meet the evolving needs of students and employers, introducing new programs, partnerships and learning methods that support the economic engine of Ontario. George Brown alumni have made incredible contributions to companies, communities, and individuals. We celebrate our graduates as an important network that is more than 260,000 strong and growing every year. As we recognize these achievements, with evolving trends and disruptors, we are preparing for significant shifts in the post-secondary education sector.

Casa Loma Campus under construction (1971)



- 1967 – Birth of a college.**
In Canada's centennial year, Bill Davis, then the Ontario Minister of Education, suggested that George Brown College would be a suitable name for the new college of applied arts and technology, noting: "the city to which George Brown added such lustre as a reformer, journalist, and statesman should honour him in this way."
- 1968 – Doors open to crowded classes.**
The college begins operations on March 1 with 2,009 students and 187 instructors spread across five buildings on two campuses: the Dartnell Campus, near Casa Loma, and the Nassau Street Campus in Kensington Market. Overcrowding is an immediate concern with some programs forced to run in three shifts, from 7 a.m. to 10 p.m.—and the search begins for additional space.
- 1976 – A new downtown home.**
St. James Campus opens at 200 King St. E. with programs in business, community services, Deaf and Deafblind studies, and work/college preparation, integrating George Brown into the fabric of Toronto's downtown core.
- 1992 – Respecting Indigenous roots.**
George Brown forms the Sahnkitcheway Aboriginal Education Council to guide all aspects of Indigenous education at the college.
- 2003 – A new degree of achievement.**
George Brown becomes one of the first nine Ontario colleges authorized to offer bachelor's degrees.
- 2007 – Applying research to practice.**
The Office of Research and Innovation opens to support community and industry problem solving.

2012 – Wellness by the Waterfront.

Developed as a core element of Toronto's waterfront revitalization, George Brown's Daphne Cockwell Centre for Health Sciences brings a dynamic student presence to the emerging East Bayfront community. The new Waterfront Campus is home to the Sally Horsfall Eaton School of Nursing, named for George Brown's inaugural chancellor. Installed that same year, Horsfall Eaton is not only George Brown's first chancellor, she is also the first chancellor at any Ontario college.

2015 – Leading in Research and Development.

George Brown is ranked as the number one research college in Canada.

2017 – Growing the Waterfront.

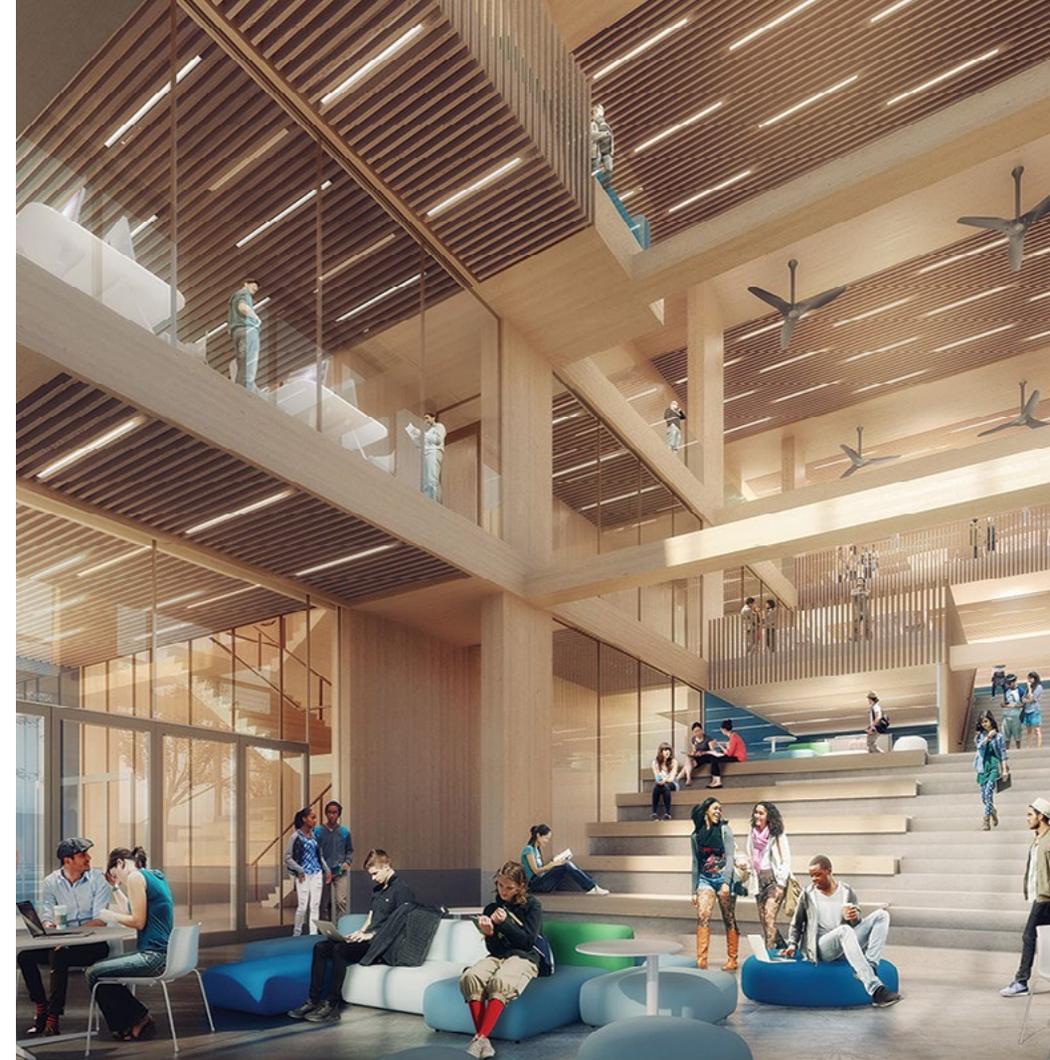
Continuing its leadership in the evolution of green and sustainable building methods, George Brown announces its plans to construct Ontario's first mass timber, low-carbon institutional building.

2019 – Evolving in the age of digital disruption.

Adding to the Waterfront Campus, our new School of Design facility opens at Daniels Waterfront—City of the Arts. It provides space for students, faculty, and industry partners to learn, create and collaborate within a vibrant mixed-use community.

2020 – Pandemic pivot.

A year of rapid innovation and deep collaboration at George Brown College, as our community reimagines how we teach, learn and work during the COVID-19 pandemic.



2022 – Breaking New Ground

George Brown receives a historic donation as we break ground on Limberlost Place, rank in the top 10 for Canadian colleges when it comes to research activities and are recognized by the Globe and Mail as one of Greater Toronto's Top Employers. The college marks a milestone of exceeding 250,000 alumni—a strongly engaged network that has made incredible contributions to industries and communities across the globe for decades.

“

I believe everyone at George Brown College goes above and beyond always to ensure a positive healthy environment. ”

George Brown Alumni survey comment (March 2022)





**Mission, Vision,
Mandate, and Values**

George Brown College is guided by its mission, vision, and mandate.

MISSION

We turn learning into opportunity.

VISION

To be a college renowned for its inclusion, excellence, relevance, impact, and leadership.

MANDATE

“To offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of [their] local and diverse communities.”

Source: Ontario Colleges of Applied Arts and Technology Act, 2002

At George Brown, we deliver this mandate through our focus on outstanding student experiences, inclusive career-oriented educational programs, excellence in research, and community engagement.

The realization of our mission and vision facilitates the achievement of our mandate consistent with our values. Our values guide how we work, how we teach and how we conduct research.

VALUES

Learner Focused

We focus on the needs, success, and well-being of our learners always.

Excellence

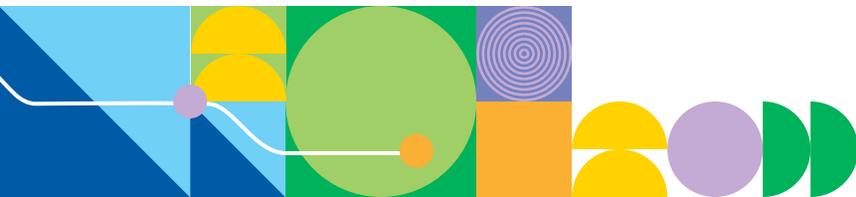
We honour our commitments, act ethically and with integrity, and deliver superior performance.

Accountability

We hold ourselves responsible for environmental, social and resource sustainability.

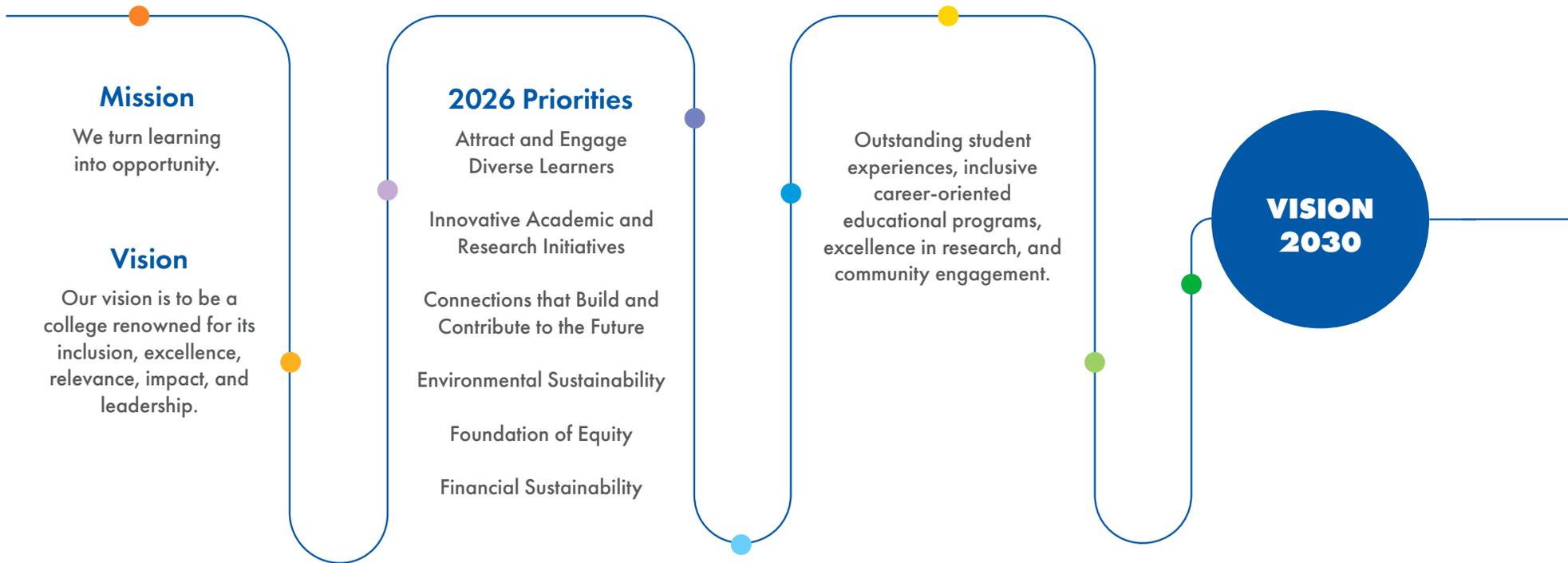
Diversity, Equity, and Inclusion

We show mutual respect in all of our behaviour to create a sense of belonging both within the community of George Brown and with all of our stakeholders.



External Factors

- New Talent Landscape
- Mental Health and Well-being
- Shifting Consumer Behaviours, Habits and Expectations
- Learning Space Design
- Agile Program Mix
- Blended Teaching and Learning
- Economies in Flux
- Environmental Sustainability
- Data Privacy and Cybersecurity
- Digital Transformation
- Shifting PSE Policy Frameworks



Our LEAD Values

Learner-Focused

Excellence

Accountability

Diversity, Equity & Inclusion

“

I will cherish my course time and the memories I have made at the college forever and I sincerely wish the college would keep maintaining its same quality standards and the learning environment for generations to come. ”

George Brown Alumni survey comment (March 2022)

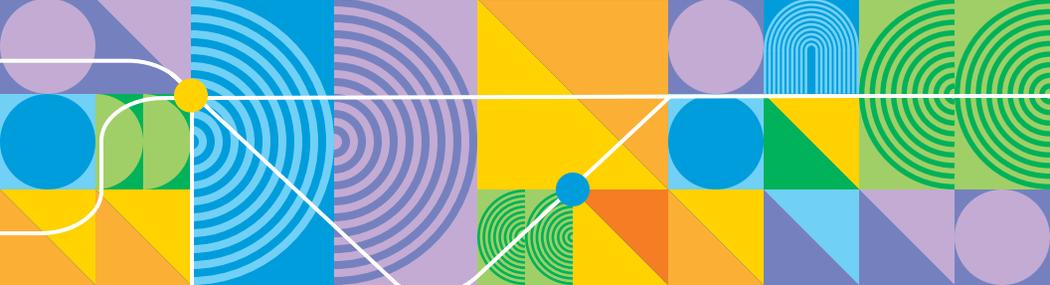




Environmental Scan

Environmental Scan

The environmental scan is rooted in and activated by the recognition that uncertainty can have destabilizing effects on confidence in making critical decisions about the future. Effectively compiling data to inform insights and surface assumptions as part of internal and external environmental analysis is a key driver for improving the quality of decisions. To remain competitive and dynamic, George Brown continuously considers and assesses the environmental forces that are likely to impact the college and our desired future state. The environmental scan conducted as part of Strategy 2026 formulation revealed numerous trends. These developments in the college performance, competitive landscape, technology, labour, and consumer markets inform the strategic priorities, goals, and objectives.



Post-secondary System Context

George Brown works within local, provincial, national, and international contexts in higher education. The college faces a complex situation, negotiating how to manage pandemic recovery and planning for growth in a context of economic, demographic, and technological changes.

Government Funding and Accountability

- The 2021 Higher Education Strategy Associates report *The State of Postsecondary Education in Canada* indicates that “Canada hit peak funding of higher education institutions a decade ago.” Institutions now face increasing funding constraints and increased costs driven by inflation while simultaneously facing increased accountability expectations and performance management with budget consequences.
- Government funding remains a critical uncertainty for higher education as all levels of government work to address economic shocks related to the pandemic and other pressing world events affecting market stability, inflation, and supply chain.

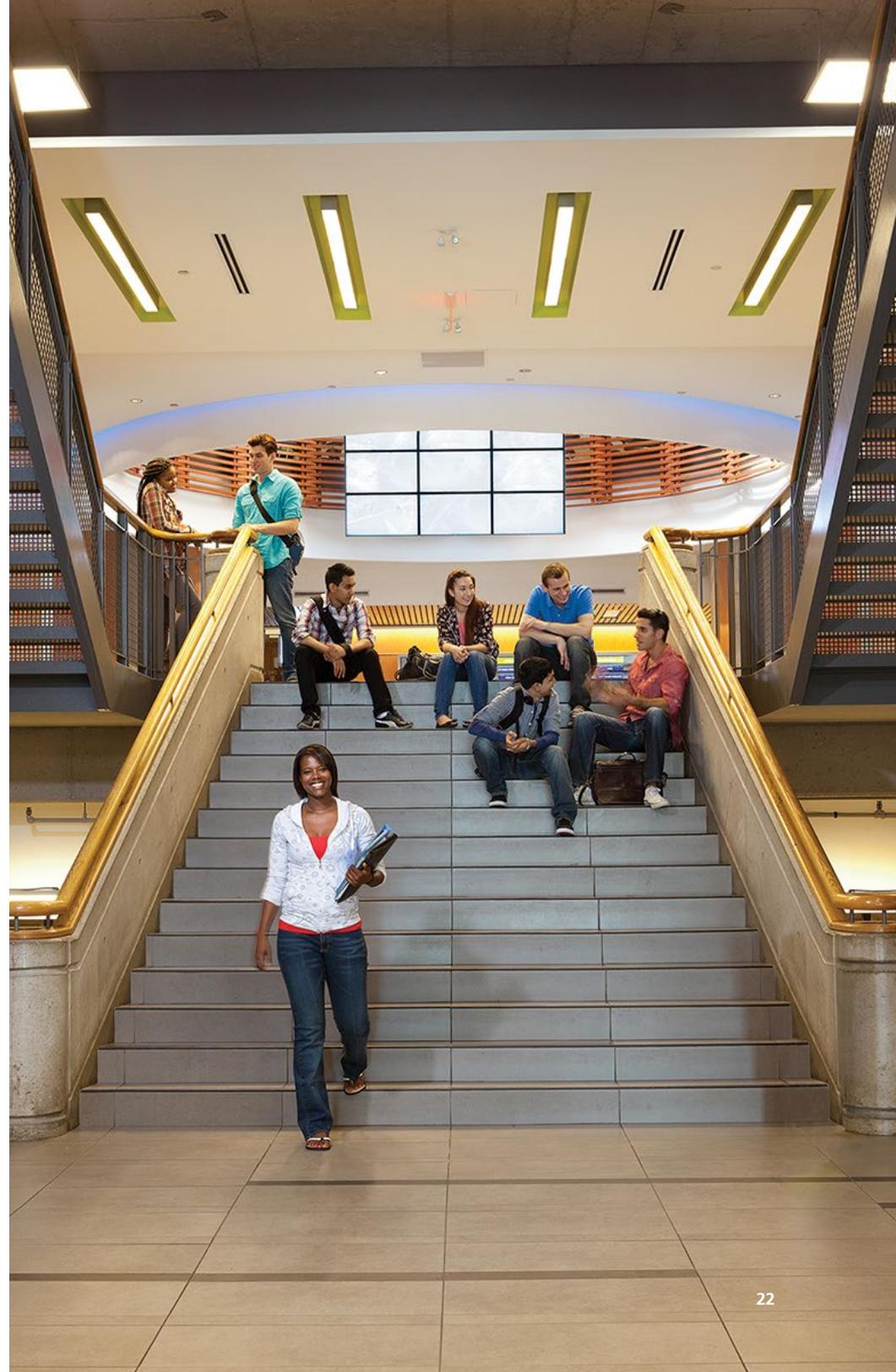
System Design, Competition, and Differentiation

- The modern educational setting will continue to fragment with multiple players in various segments (not for profit, for profit, etc.) and new-to-the-category competitors, which are entering rapidly.
- As universities provide more applied education and colleges have expanded degree-granting authority, the historical lines established through the 1960s post-secondary system design in Ontario are blurring. In addition to credential diversification, the theoretical or applied nature of the curriculum, and research and innovation mandates are also evolving across the sector.
- As more institutions embrace online delivery modalities, traditional geographic boundaries and catchment areas become less relevant. New entrants emerge in historically stable markets and can quickly expand the options for applicants.
- This shifting landscape has benefits for learners, providing greater flexibility, mobility, and choice but those very benefits can also make the system more challenging for learners to navigate, for institutions to differentiate, and for learners and employers to understand the relative value of the experience and credentials.
- Colleges must remain accessible to a diverse set of learners who place hope in the opportunities gained through skills development and the completion of career-oriented educational programs.

Demand and Demographic Shifts

The Value-for-Money Audit: Public Colleges Oversight report from the Office of the Auditor General in 2021 cited that:

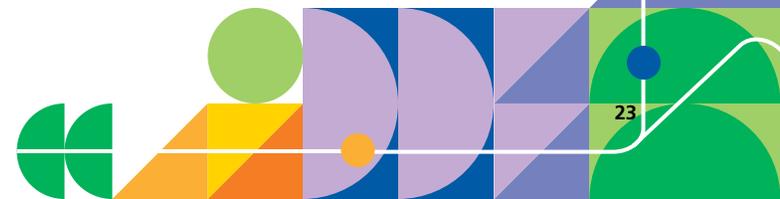
- “Between 2012/13 and 2020/21, public colleges experienced a 15% decline in domestic enrolments...The decrease in domestic students has been mainly due to a change in the demographics of Ontario’s population, and high school graduates pursuing university over college education.”
- “About 30% (104,937) of all (348,350) students enrolled in public colleges in Ontario in the fall of 2020 were international students... colleges are increasingly reliant on...international students to remain financially sustainable.”
- International students contribute to the prosperity and growth of the province, adding to the richness and diversity of our learning environment, communities, and workplaces.
- It will be critical for institutions to develop a long-term strategic enrolment and financial sustainability plan to sufficiently mitigate the risk of shifting domestic and international enrolment.





High-Quality Academic Offering and Engaging Student Experiences

- Learners have increasing demands of colleges and anticipate that their consumer-type expectations will be fulfilled through their educational experiences. Paramount among these expectations are new levels of personalization, matching lifelong learning opportunities with life and career stage evolution. There is increasing demand for flexible pathways, personalized learning, continuing education options, as well as rich and diverse physical and digital student experiences delivered via seamless and sophisticated technology solutions.
- How institutions address personalization to deepen learner engagement, and how they define and monitor quality, will be critical in an environment where program offering and quality as well as the student experience will become dominant determinants of institutional success.



Trends and Disruptors Driving Change

In addition to understanding the post-secondary system context, George Brown assessed the macro environment, economic factors and sectoral forces that may influence our ability to deliver the outcomes we have planned for as part of Strategy 2026.

Shaping the College of Tomorrow

Marked by a global public health crisis, economic and socio-political turbulence, unprecedented shifts in the world of work and labour markets, significant social movements, proliferation of technology in every domain, and education becoming ubiquitous, the last couple of years have been anything but predictable. However, there is a silver lining to a world in chaotic motion—we have begun to understand the importance of human connections, belonging, resilience, learning, and adapting. Our “human skills” have become central to progress and innovation.

The global population is changing, and values are evolving. The parameters of social well-being, economic prosperity and societal values are often related to contemporary considerations such as: social justice, equity, climate action, and individual well-being.

Reinvented Higher Education

As we imagine different futures for higher education, we tend to think about emerging technologies, and serving increasingly diverse student interests and workforce needs. Today, formalized education can take place everywhere and at any time. It has morphed from a time-and-place-bound activity to an omni-mode, omni-channel, and widely available engagement. Consequently, the growth of knowledge creation is unparalleled.

Amid a dynamic evolution in the way we work, learn, and live, the usage of virtual environments has exploded. With the plurality of learning needs and styles, educational journeys are becoming more flexible, customizable, and boundless.

The Future of Work Has Arrived

In the world of work, distinct trends are shaping the future: remote work, labour force scarcity and strong competition for talent, prevalence of technology and data-rich environments, and increasing need for digital literacy. Is the Canadian workforce prepared for the intensity with which digitization is beginning to dominate the world of work? Employee surveys¹ indicate the global need for better workforce preparedness in this domain.

A range of environmental, societal, political, and cultural factors have changed the way workers feel about their jobs. Often cited as “the great resignation” in 2021, perceptions of value derived from work shifted emphasis from monetary gains to emotional fulfillment and satisfaction. Organizations around the globe took a stand on social, geopolitical, health, and economic matters affecting their constituents—no more “business as usual” in unusual times.



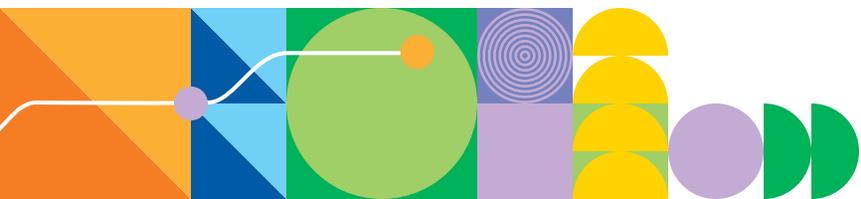
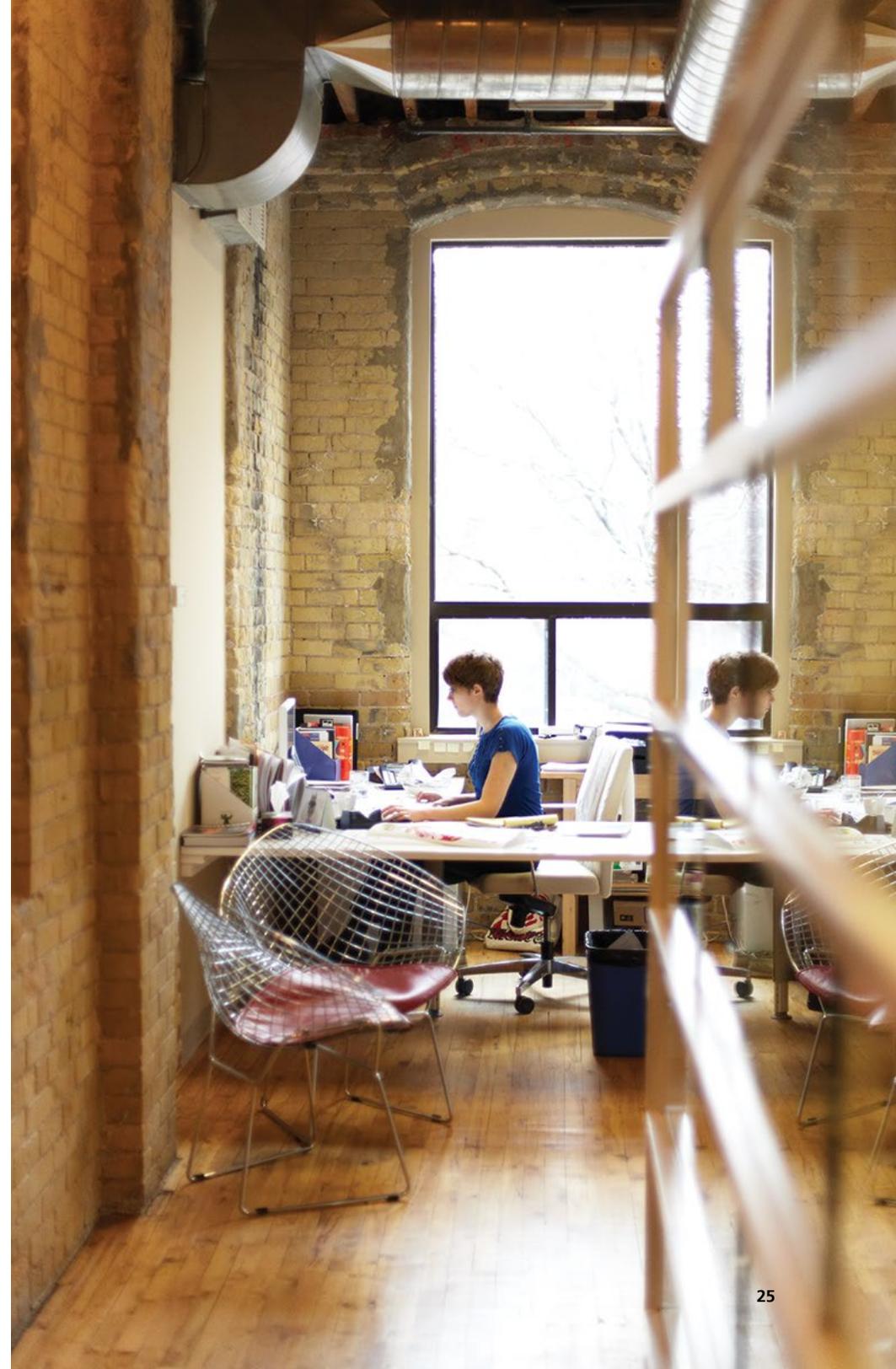
A promising future is on the way. While a multitude of jobs are disappearing, even greater numbers are being created to keep up with rapid technological developments. Skills gaps dominate in many sectors, however, human ingenuity is irreplaceable and vital across different job categories. Moreover, these are the competencies that are unlikely to be automated and taken by “the Talented Mr. Robot.”² Enduring through the seismic labour market shifts, human skills such as creativity, empathy, innovation, and complex thinking remain highly relevant, consistently sought-after, yet elusive.³

Post-secondary education must therefore facilitate multi-pathways and laddering of education activities and credentials to support resilience in a dynamic economy and productivity growth in an increasingly competitive marketplace.

The Fabric of Our Society

We cannot reflect on trends without recognizing how the pandemic scarred our world. Living through the vortex of health, social, and economic emergencies in the past couple of years has accelerated the prioritization of well-being, safety, and mental health. The vast majority of organizations in the public and private sectors became acutely aware of how the physical and mental health of their communities is paramount for organizational strength and success.

The inequalities already entrenched in our society became deeper, and there is a palpable urge to advance the institutional fabric and action to achieve equity and belonging as core organizational priorities. Additionally, a motion towards meaningful adoption of environmental and social governance models is emerging and concrete steps are being taken to address a longstanding impasse in the areas of economic, social, and environmental sustainability.

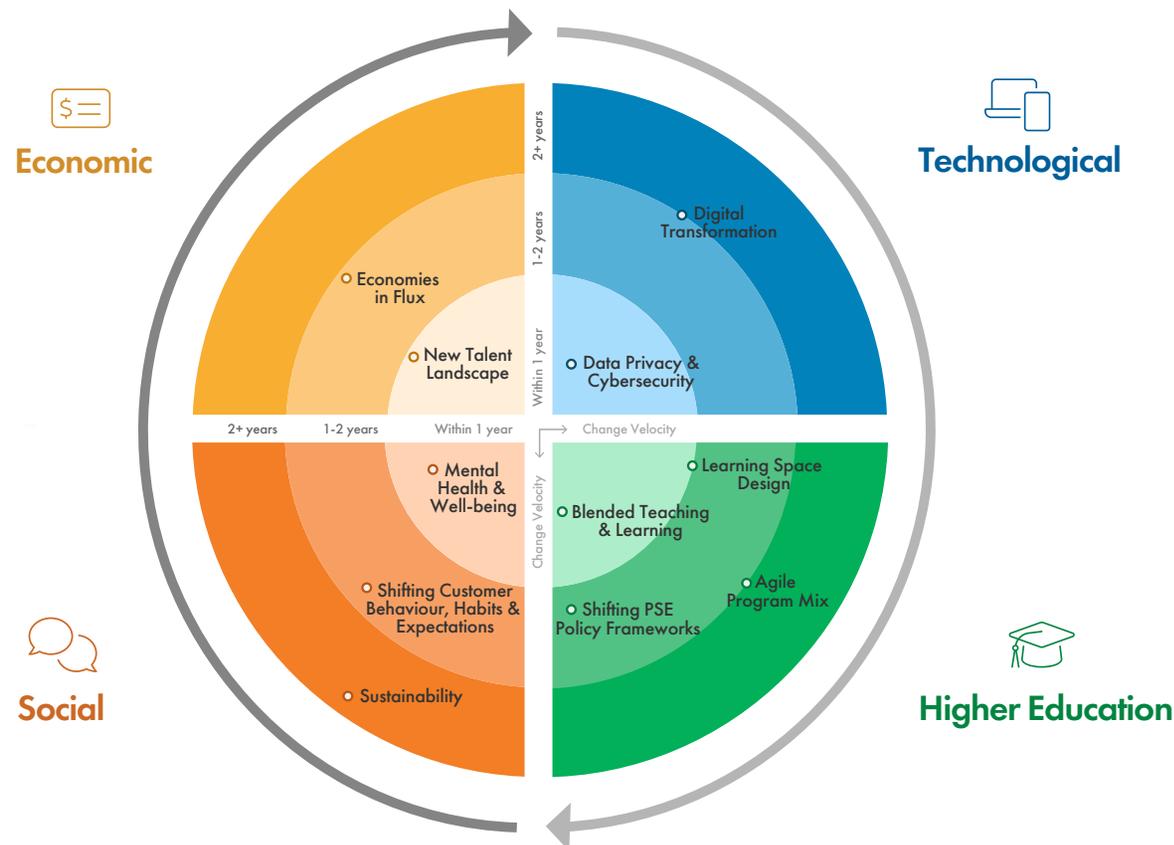


Top Trends to Monitor Through Strategy 2026 Realization

For the next several years, we see encouraging signals of positive change—learning accessibility increasing without historic boundaries of time and space, growth and equity-driven philosophies replacing performance-driven cultures, economic recovery, and demand for sustainable environments for all people. Focused on advancing knowledge and building technical and interpersonal skills as key to our mandate, George Brown responds to and anticipates trends that will affect post-secondary education and our society. Education remains an imperative for well-being and advancement. After all, *knowledge* is the most powerful determinant of health, justice, and prosperity² that provides long-term dividends to individuals and societies.

We see several enduring and emerging trends shaping our path towards sustained relevancy. Drawing on the common themes surfaced through the environmental scan, 11 top trends and disruptors to watch were identified. These are the forces that informed George Brown’s Strategy 2026 and that we will proactively monitor. George Brown will continue to illustrate flexibility, agility, and resiliency. Our future will be multimodal to support our students all the way in their lifelong learning journey.

Trends and Disruptors to Monitor During Strategy 2026



Trend Definitions

Economic Trends

CHANGE VELOCITY

A situation where the pace of change is constantly accelerating, and organizations need to adapt and change faster while remaining uncertain of dynamic future.

NEW TALENT LANDSCAPE

Organizations are increasingly looking for ways to upskill and reskill existing talent and to hire digitally focused individuals with the capabilities needed to be successful in the digital era. Employees are also seeking career opportunities that lead to the need for continuous re-development and training. By 2030, one in four Canadians will be 65 years or older and many are expected to stay in the labour pool longer with legacy careers. Younger generations will expect increased job mobility and multiple career changes, requiring continuous upgrading and upskilling, accessibility and flexibility.

ECONOMIES IN FLUX

Poor economic outlook associated with increased possibility of low higher education enrolments, learners' financial difficulties, and poor graduate employment outcomes.

Higher Education Trends

BLENDED TEACHING AND LEARNING

Blended learning is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences.

LEARNING SPACE DESIGN

The activation of key principles in classrooms, labs, collaborative, social and faculty spaces that enhance blended learning.

AGILE PROGRAM MIX

A program portfolio that is agile, stackable and pivots quickly to respond to skills needed in the market.

SHIFTING PSE POLICY FRAMEWORKS

Evolving government policies regarding differentiation, funding, tuition, international, research, programming and credentials affecting post-secondary institutions.

Social Trends

MENTAL HEALTH AND WELL-BEING

Priority given to greater awareness and reduced stigma of mental health, one of five outcomes in the PSE mental health framework by the Mental Health Commission of Canada.

FOCUS ON ENVIRONMENTAL SUSTAINABILITY

Increased concerns around climate change and proven actions towards a sustainable future. Climate change and environmental sustainability will continue to be a major focus. As the United Nations calls for urgent and accelerated action, 80 million jobs worldwide are expected to be lost due to rising heat and climate change.

SHIFTING CONSUMER BEHAVIOURS, HABITS AND EXPECTATIONS

Difficult to predict customer behaviour, habits, and expectations.

Technological Trends

DIGITAL TRANSFORMATION

Digital Transformation is how companies exploit all sources of data and technology to innovate, drive efficiency and enhance competitive advantage. It will require new levels of digital literacy, drive decision making and advance personalized experiences.

DATA PRIVACY AND CYBERSECURITY

An increasingly complex web of data protection, privacy and cybersecurity laws, self-regulatory frameworks, best practices, and business contracts govern the processing and safeguarding of information around the world.

¹ <https://iblnews.org/a-growing-digital-skills-crisis-a-majority-of-the-workforce-feels-unprepared/>

² The Talented Mr. Robot: The impact of automation on Canada's workforce. (June 2016). Brookfield Institute for Innovation + Entrepreneurship. URL: https://brookfieldinstitute.ca/wp-content/uploads/TalentedMrRobot_BIIE-1.pdf

³ The Future of Jobs Report 2020 (October 2020). World Economic Forum. <https://www.weforum.org/reports/the-future-of-jobs-report-2020/digest>

“

**You're in the right path at George Brown.
You've got this, future students. ”**

George Brown Alumni survey comment (March 2022)





Strategy 2026

The creation of Strategy 2026 for George Brown College has been an iterative process that has incorporated valuable insights from key stakeholders and college leaders that will guide our journey toward Vision 2030.

Our strategy articulates what we intend to achieve between 2023 and 2026 on the path to 2030 and embraces George Brown's five distinguishing factors: quality learning, equity and inclusion, experiential learning, industry partnerships, and location. Leveraging these key strengths will provide outstanding student experiences, inclusive career-oriented educational programs, and excellence in research to empower students. At George Brown College, this vision is reflected by the motto, "in a class of our own, as Canada's renowned college."



Our Future State

The college will deliver on its mandate and strategic priorities in alignment with its Strategic Mandate Agreement with the Ontario Ministry of Colleges and Universities' performance indicators, along with college-specific strategic performance indicators. Throughout Strategy 2026, details of our progress made will be shared on the college website.

Our strategic performance indicators are grouped into three main categories:



POSITION

Measures that assess our position relative to key comparators.



PROFILE

Measures that assess the profile of our portfolio, our learners, and key aspects of the learning experience.



PROMINENCE

Measures that assess awareness of George Brown and our reputation.

The realization of George Brown's Strategy 2026 priorities will set the stage for future success. Within the Strategy 2026 timeframe, George Brown is planning for growth. Specifically, the college expects to increase its full-time, funded enrolment from 18,811 to 25,000 and maintain financial sustainability to support academic excellence and student success.

The strategic position, profile and prominence that George Brown College aims to achieve by 2026 are facilitated by six strategic priorities.



Priority 1: Attract and Engage Diverse Learners

Cultivate a holistic and engaging student experience to attract and support diverse learners, improve access, equity, overall success, and well-being.



Priority 1 — Attract and Engage Diverse Learners

Goal

Position George Brown as a post-secondary destination of choice and enrich learner diversity through targeted recruitment to **attract, engage and retain** students across priority domestic and international markets.

OBJECTIVES

- **Engage a greater diversity of students** who see themselves and their potential realized at George Brown through integrated student lifecycle marketing, diversified international outreach, and community-based partnerships in equity-deserving areas in Toronto.
- **Improve the effectiveness of the enrolment funnel** through a strategic enrolment management plan that uses an equitable and holistic student data ecosystem to streamline processes, increase engagement, motivate enrolment, and facilitate success.
- **Improve transition and retention** through broad student success programming and advising, and a variety of enriching student experiences.

Goal

Strengthen the college's capacity to promote learner resourcefulness and self-efficacy through **integrated advising and skill development**.

OBJECTIVES

- Establish a **college-wide career development model** for prospective and registered students to mobilize them with clarity towards personal and career goals.
- Provide a suite of digital tools, resources and services designed to narrow the skills-awareness gap and **support lifelong learning and success**.
- Develop and implement a model of **integrated college advising** to support ease of navigation, decision-making, and self-advocacy across the student lifecycle.

Goal

Build a college-wide ecosystem of **equity-informed services, supports, spaces and experiences** that cultivate a sense of belonging in a student-centred environment that facilitates student success by design.

OBJECTIVES

- **Establish an equity-focused, comprehensive education plan** for students and employees to increase knowledge and capabilities relating to Indigeneity, anti-racism, anti-oppression, people experiencing disability, and sexual violence prevention.
- **Integrate and operationalize the Six Dimensions of the Student Experience** across all student-facing programs, services, and experiences.
- Engage a greater diversity of learners in **curricular and co-curricular experiential and work-integrated learning**, combining technical and human skills to position graduates for success in complex global economies and communities.
- **Boost learner well-being** through integrated peer and professional supports, college and community-based services across all dimensions of safety and well-being: psychological, spiritual, social, intellectual, financial, career, physical, cultural, sexual, and environmental.
- Provide **opportunities for intercultural exchange and community service** in partnership with the Student Association and other community organizations.





Priority 2: Innovative Academic and Research Initiatives

Build a dynamic portfolio of evolving academic credentials; innovative programs and pathways; creative curriculum design and delivery; and research opportunities to equip graduates with the skills for success, now and into the future.

Priority 2 – Innovative Academic and Research Initiatives

Goal

Advance the mission of the college through development and renewal of curriculum and programming to deliver **high-quality and high-impact learning** experiences.

OBJECTIVES

- Develop an **Academic Plan** with division-level integration.
- **Evolove credential and programming mix** to address the changing post-secondary funding and policy environment and ensure continued relevancy for labour markets and learner interests.
- **Establish a navigable lattice** across academic programming to enable student mobility, facilitate career clarity and evolution, and to promote continued and lifelong learning.
- **Facilitate greater flexibility** to widen access and advance equity through multiple delivery modalities for diverse learners in pursuit of their goals.
- Expand opportunities for credential attainment among lifelong learners through **new post-secondary and continuous learning pathways**.
- Develop engaging **digital and immersive learning experiences** and integrate core digital competencies to prepare learners for digital futures.

Goal

Expand research and innovation opportunities, motivating employee engagement and enabling learners to develop and apply sector-relevant skills.

OBJECTIVES

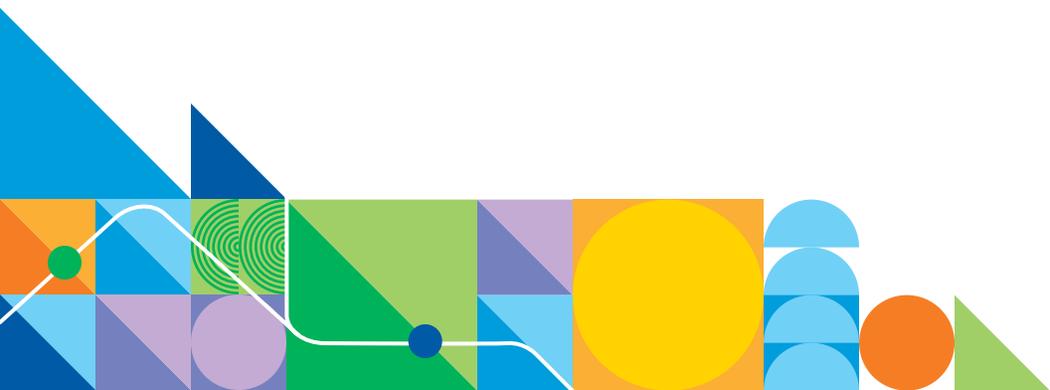
- Develop a **Research and Innovation Plan** with linkage to industry and community.
- **Increase research and innovation project pipelines** in sectors, markets, and communities of interest.
- **Broaden participation** in research among learners across equity-seeking communities and under-represented groups.

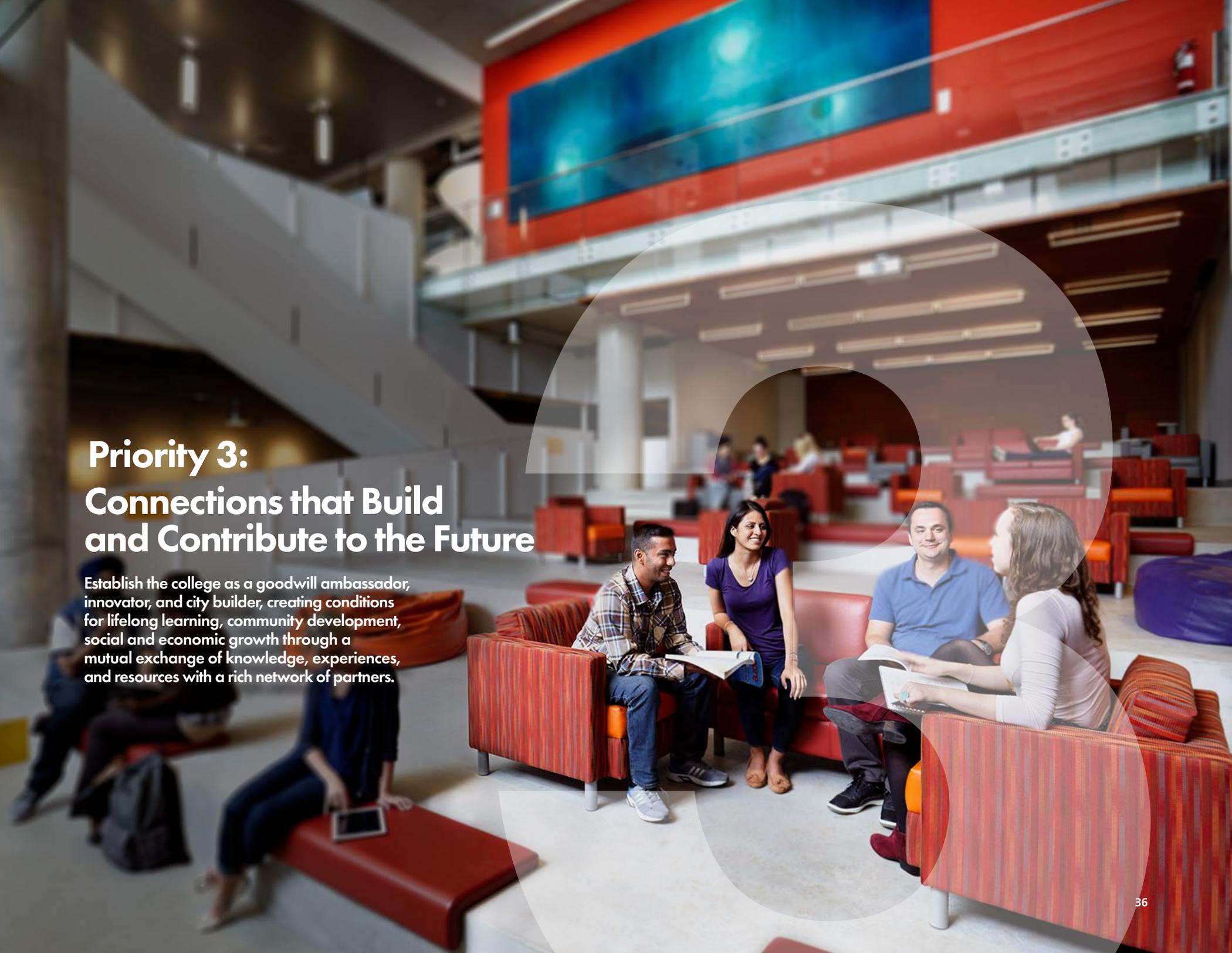
Goal

Strengthen the college's **academic and research prominence**.

OBJECTIVES

- Establish the college as a **leader in Universal Design for Learning, and Teaching Excellence and Innovation**, through ongoing development, experimentation, and reflection.
- **Improve** the college's standing in **rankings** of research colleges.





Priority 3: Connections that Build and Contribute to the Future

Establish the college as a goodwill ambassador, innovator, and city builder, creating conditions for lifelong learning, community development, social and economic growth through a mutual exchange of knowledge, experiences, and resources with a rich network of partners.

Priority 3 — Connections that Build and Contribute to the Future

Goal

To be a **recognized industry champion, community, and city builder**, by enabling innovation, prosperity, sustainability, and vibrancy of our local, regional, and international communities.

OBJECTIVES

- **Cultivate academic and sector relationships**, locally and globally, that benefit our learners, the college, and our partners.
- Leverage the college's **research and innovation** capabilities to **positively impact community development and economic growth**.
- **Animate our neighbourhoods** through development and delivery of the college's campus master plan and partnership with key regional transit and community development organizations.

Goal

To **increase** George Brown's network for local and global **charitable giving, opportunity-based investments, and funding**.

OBJECTIVES

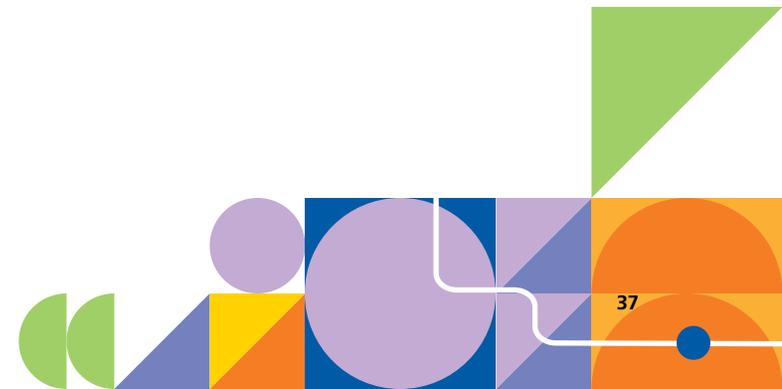
- **Grow and diversify** George Brown's **network of donors and funders**.
- **Secure multi-year funding** to support sustainable programming for **equity-seeking groups**.
- Establish a **donor stewardship plan** that will help increase engagement and grow contributions.

Goal

Advance the George Brown brand and **reputation as a renowned Canadian college** to augment value and facilitate future growth by building trust and loyalty among key audiences.

OBJECTIVES

- Build an **integrated, holistic George Brown experience that is personalized, relevant and engaging** at every touchpoint for every stakeholder.
- **Amplify alumni success** to communicate value, build a sense of pride and attract and engage a broad network providing benefits for our learners and the entire college community.
- Establish a sense of belonging and inclusion by **highlighting diverse learners** within our marketing and communication initiatives.
- Establish George Brown as an **employer of choice** within the post-secondary system through a multi-year people philosophy and talent plan to guide how we attract and engage talent in meaningful work, provide career growth opportunities, and build on a culture of appreciation and recognition.



A close-up photograph of a seedling tray filled with dark soil and small, light-colored perlite granules. Several young green plants with two leaves each are spaced out across the tray. A large, semi-transparent white number '4' is overlaid on the right side of the image. The background is slightly blurred, showing more of the tray and other seedlings.

Priority 4: Environmental Sustainability

Advance environmental sustainability through collaboration, curriculum, and campus initiatives with local and global influence.

Priority 4 – Environmental Sustainability

Goal

Nurture and protect our natural environment by working at a local level to address climate change, utilize our resources in an environmentally sustainable manner and empower our learners, employees and partners with insights and innovation that can help solve complex challenges facing our changing planet.

OBJECTIVES

- Develop an **ambitious long-term Environmental Sustainability Plan** that focuses on increased energy efficiency and reduced emissions to reverse the impacts of climate change, and recognizes the interdependence between our campuses, the cities and communities that surround us and the learners that we influence.
- Build the infrastructure required to successfully implement the plan and achieve the desired positioning and performance.
- Embed environmental sustainability principles in existing academic programs, **establish strong environmental sustainability leadership** and focus through the development of new academic programs, research, and community engagement initiatives, and support our learners and employees as active agents of environmental change, consistent with the United Nations Sustainable Development Goals on sustainable cities and communities.





Priority 5: Foundation of Equity

Cultivate a foundation of equity, reconciliation and belonging by establishing anti-racism, Indigenization and meaningful inclusion as being core to our college community expectations, policies, practices, and strategies.

Priority 5 — Foundation of Equity

Goal

Build a culture of **equity, reconciliation, and belonging** by creating a learning and working environment that embraces and honours the complex intersecting identities of our community through the integration of anti-racism, Indigenization, and inclusive practices.

OBJECTIVES

- Implement the college's **Anti-Racism Action Plan, Indigenous Education Strategy, and Inclusive Learning Mandate**.
- Address formal and informal practices and policies that create barriers and biases that limit equitable access and opportunities by pursuing **initiatives that support equity** in all college structures, programs, policies, and practices.
- **Improve institutional capacity and capability to advance equity through responsible collection and use of data** to make evidence-based decisions, monitor impacts on Indigenous, Black, racialized individuals, persons experiencing disabilities, 2SLGBTQIA+ people, and those from other equity-deserving groups, and establish plans to mitigate disproportionate impacts.
- Ensure that **services, programs, spaces, and supports are designed for meaningful inclusion** enabling everyone's full participation.
- Embed the principles of equity, anti-racism and reconciliation in existing academic programs, **establish strong anti-racism and Indigenous Education leadership and focus** through the development of new academic programs, research, and community engagement initiatives, and support our learners and employees as active agents of change, consistent with the college values, Scarborough Charter and Colleges and Institutes Canada's Indigenous Education Protocol.

Priority 6: Financial Sustainability

Establish integrated governance, enrolment, operational and capital planning frameworks and the enterprise systems required to facilitate effective decision-making and insights to achieve the college mandate in a financially sustainable and innovative manner.



Priority 6 – Financial Sustainability

Goal

Enable decisions that enhance results and mitigate risks, uncovering future possibilities for the college and routes to remain competitive, achieve success and thrive.

OBJECTIVES

- **Establish effective frameworks for strategic decisions** that have college-wide significance and impact the direction and outcomes of the institution.
- **Manifest integrated planning institutionally**, building relationships, aligning the organization, and emphasizing preparedness for change.

Goal

Modernize the college through a cohesive set of improved **business processes, systems, plans and policies** to support the college's operations and future direction.

OBJECTIVES

- Identify and implement **key systems** that will **improve** organizational **outcomes**.
- Increase access to real-time, **on-demand, accurate data** through process improvements and systems.
- Develop long-term **Campus Master Plan** to support the future teaching and learning and community development goals.
- **Implement Future of Work pilot recommendations** across a variety of George Brown environments, continuously integrating new learning, research and insights for improved engagement and performance.

Goal

Fulfill the college mandate and strategic priorities while **meeting required financial performance**.

OBJECTIVES

- Incorporate long-term, flexible, sustainable financial planning and just-in-time reporting.
- Facilitate an effective linkage between the George Brown College Foundation and the strategic priorities of the college through a long-term fundraising and investment strategy.



“
Strategy 2026 was developed through engagement across the entire college community. It is your plan, and its realization is your success.”

Implementation and Strategy Realization

Informed by our values, Strategy 2026 serves to articulate the strategic direction for George Brown from 2023–2026. Strategy 2026 was developed through engagement across the entire college community. It is your plan, and its realization is your success.

Our current 27,000 full-time students includes 18,811 full-time, funded enrolments. Within the Strategy 2026 time frame, George Brown is planning for growth. Specifically, the college expects to increase its full-time, funded enrolment from 18,811 to 25,000 and maintain financial sustainability to support academic excellence and student success.

The Strategic Plan sets the stage for a set of operational plans that include: an academic plan, research plan, strategic enrolment management plan, international plan, a campus master plan, environmental sustainability plan, and a community engagement plan, while also affirming the fundamental commitment to the Indigenous Education Plan, Anti-Racism Action Plan, the Inclusive Learning Framework and the new People Plan. Strategy realization and implementation also happens through the plans of divisions across the college and through a portfolio of focused strategic projects.

Progress against our Strategy 2026 outcomes will be monitored and tracked quarterly across the college and reported to the broader community annually based on specific key performance indicators.

Acknowledgements

Many people have contributed to the development of this Strategic Plan. George Brown College appreciates the insights, perspectives and experiences provided by our employees, partners, alumni, retirees, our community, and most importantly, our students. The college community owes enormous thanks to the individuals who devoted their time, effort, and expertise throughout the Strategy 2026 formulation process. This commitment to George Brown's future, through strategic planning, shows significant goodwill toward the college as a vital and thriving resource and service.

Together, we have developed a strong plan, with priorities, goals and objectives that, as we achieve them, will move us forward in creating the optimal conditions for learners to realize their success.

Lead Sponsor

Dr. Gervan Fearon
President

Strategic Plan Executive Leader

Shannon Hynes
Associate Vice-President, Strategic Planning and Institutional Analysis

Co-Leadership Team

Dr. Cory Ross
Provost

Leslie Quinlan
Senior Vice-President, People Enablement and Experience

Michael Herrera
Chief Financial Officer

Dr. Nasir Kenea
Vice-President, Information Technology and Digital Innovation

Dr. Chris McGrath
Vice-President, Students & Senior Student Success Officer

Emily Bain
Executive Director, College Policy and Records Management

Institutional Coordination and Contribution

College Council

Community and Industry Partners

George Brown College Board of Governors

George Brown College Foundation

George Brown Retirees Association

George Brown Student Association

Senior Management Committee

Strategic Planning and Institutional Analysis

Strategy 2026 Designed By:

Cyan De La Cruz, Christina Kim, Patricia Marinay,
Elisa Oh, Kendra Legault, Nathan Leung
School of Design IN Studio



GEORGE BROWN

COLLEGE



Appendix

Appendix 1
Vision 2030 Aspirations

In 2020, the college established its overarching strategic framework—Vision 2030. Vision 2030 set out bold and transformative institutional aspirations to support institutional resilience and distinguish the college going forward.

Long-term strategic plans are managed through medium-term cycles, enabling the college to be informed by trends and the changing competitive environment so that we can be more responsive and agile in managing risk and opportunities.

The first Strategic Planning cycle of Vision 2030, Strategy 2022, is ending in 2023. Strategy 2026 is the next building block towards Vision 2030, and it lays out our six strategic priorities, each with associated goals and objectives, to be achieved by 2026.

Our Aspirations

The George Brown of 2030 is bold and transformed. It is:



Appendix 2
Strategic Performance Indicators

| Measure Category | Type of Measure | Strategic Priority |
|--|--|---|
|  Strategic Position | Total Enrolment | Attract and Engage Diverse Learners Financial Sustainability |
| | Share of GTA College Enrolment | |
| | Domestic Enrolment | Foundation of Equity Financial Sustainability |
| | Demographic data on George Brown student and employee population to inform policy and decision making | |
| | Indigenous and equity-related employee capabilities and knowledge | |
|  Strategic Profile | Post-Secondary Enrolment Distribution and Credential Mix | Attract and Engage Diverse Learners Innovative Academic and Research Initiatives |
| | Certificate | |
| | Diploma | |
| | Advanced Diploma | |
| | Undergraduate Degree | |
| | Graduate Certificate | |
| | Applied Masters | |
| | Institutional Strength/Focus (SMA) | Attract and Engage Diverse Learners |
| | Graduation Rate (SMA) | Attract and Engage Diverse Learners Innovative Academic and Research Initiatives |
| Apprenticeship (Completion %) (SMA) | Attract and Engage Diverse Learners Innovative Academic and Research Initiatives Connections that Build and Contribute to the Future | |
| Program/Job-Related Knowledge + Skills (Student Experience Survey/Grad KPIs) | Innovative Academic and Research Initiatives | |

Appendix 2
Strategic Performance Indicators

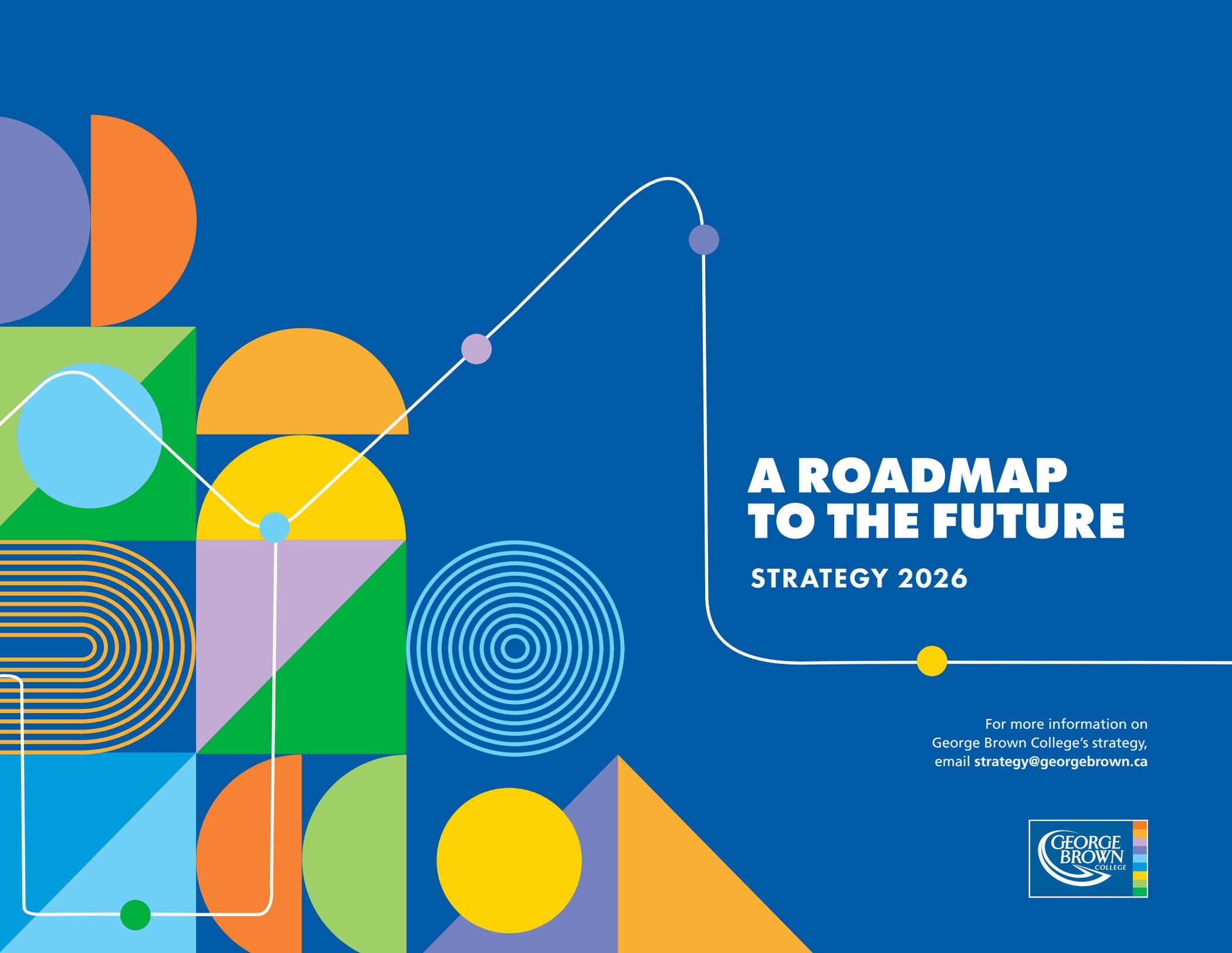
| Measure Category | Type of Measure | Strategic Priority |
|---|--|--|
|  <p>Strategic Profile (Continued)</p> | Experiential Learning (SMA) | Attract and Engage Diverse Learners Innovative Academic and Research Initiatives Connections that Build and Contribute to the Future |
| | Work Integrated Learning Quality (Student Experience Survey) | Attract and Engage Diverse Learners |
| | Innovation Revenue | Innovative Academic and Research Initiatives |
| | Students involved in research and innovation projects | |
| | Program reviews and new program development include Indigenous ways of knowing, anti-racism and equity lenses and inclusive andragogy | Innovative Academic and Research Initiatives Foundation of Equity |
|  <p>Strategic Prominence</p> | Graduate Employment Rate in a Related Field (SMA) | Attract and Engage Diverse Learners Innovative Academic and Research Initiatives Connections that Build and Contribute to the Future Foundation of Equity |
| | Teaching and Learning Quality (Student Experience Survey) | Innovative Academic and Research Initiatives |
| | Improved Standing in Research Rankings | |
| | Employee Engagement | Connections that Build and Contribute to the Future |
| | Talent acquisition, retention and development strategy that increases representation of and opportunity for equity-deserving groups with a focus on Indigenous, Black and other racialized employees, persons experiencing disabilities and 2SLGBTQIA+ | Foundation of Equity |
| | Environmental Sustainability | Environmental Sustainability |
| | Financial Sustainability | Financial Sustainability |



NOT PICTURED: Christina, Patricia, and Cyan

Strategy 2026 was designed by School of Design IN Studio student designers, Elisa Oh Chong, Cyan Dela Cruz-Galang, Christina Kim, Kendra Legault, Nathan Leung and Patricia Marinay. The students were tasked with creating an original design concept to align with the college's current "A Class of Your Own" campaign, while considering how to link the design to the existing look and feel of Strategy 2022 and Vision 2030 materials. The designers chose to recreate the intersecting dot and line pattern throughout the Strategy 2026 materials, to connect with the original design, while implementing bold and colourful patterns and shapes reminiscent of the "Class of Your Own" visuals. The dots and lines also represent the many pathways into, through and from George Brown that learners embark on as they turn learning into opportunity. Each of the graphics and layouts were developed to have a clear information hierarchy, while meeting current accessibility standards. The student designers at IN worked collaboratively throughout the summer to develop the report and graphic assets and were thrilled to be working with the George Brown Strategic Planning and Institutional Analysis team!





A ROADMAP TO THE FUTURE

STRATEGY 2026

For more information on
George Brown College's strategy,
email strategy@georgebrown.ca

