



George Brown College
Academic Plan
2024–2030



THE **CITY** IS OUR **CLASSROOM**



Land Acknowledgment

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.



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Message from the **President**

“The Academic and SEM plans define the direction of nine supporting plans that will drive George Brown College’s strategic vision and provide meaningful long-term positive impacts on our students, employees, and partners.”

George Brown College continues to expand and adapt to meet the evolving needs of our learners and ensure we deliver high-quality educational experiences that help them develop sector-relevant skills.

We are excited to launch the Academic Plan and the Strategic Enrolment Management (SEM) Plan together. They act in concert as pivotal driving institutional operational plans for George Brown College, rooted in the principles of equity-mindedness and learner-centredness. These plans live operate symbiotically, draw on cross-functional expertise, and work together to advance and achieve the goals and objectives outlined in Strategy 2026. The Academic Plan works in service of Priority 1 and Priority 2 of Strategy 2026:

- **Priority 1: Attract and Engage Diverse Learners**
- **Priority 2: Innovative Academic and Research Initiatives**
 - » Goal 1: Advance the mission of the college through development and renewal of curriculum and programming to deliver **high-quality and high-impact learning experiences**.
 - » Objective 1: Develop an **Academic Plan** with division-level integration.

The Academic and SEM plans define inform the direction of nine supporting plans that will drive George Brown College’s strategic vision and provide meaningful long-term positive impacts on our students, employees, and partners. Together, we have shared role in support of the Academic and SEM plans and the related contributions and achievements to be realized.

Dr. Gervan Fearon
President, George Brown College



Message from the
**Vice-President,
Academic**

"George Brown College's Academic Plan is a key institutional plan that charts a course into the future of teaching and learning at George Brown."

George Brown College's Academic Plan is a key institutional plan that charts a course into the future of teaching and learning at George Brown. It reaches across all six priorities of Strategy 2026 and is essential to achieving the goals and objectives set forth in Priority 1 and Priority 2:

- **Priority 1: Attract and Engage Diverse Learners**
- **Priority 2: Innovative Academic and Research Initiatives**

For our learners, the Academic Plan establishes diverse pathways to higher education, a continuous acceleration of credential modernization and offers an immersive, flexible, and responsive learning experience. It guides the design and development of an industry-relevant, contemporary, and career-oriented credential mix.

The plan drives many activities across the college, including our programming, research and industry partnerships, and research and innovation activities in interconnected ways that

uphold and strengthen our commitment to anti-racism, diversity, equity, inclusion, Indigenization, and learner-centeredness.

For our faculty and staff, the Academic Plan commits to supporting innovation, creativity, and collaboration across the operation. It establishes a vision for the future of teaching and learning and asks the members of our community to reach, adapt, and embrace the possibilities.

I would like to thank George Brown faculty, employees, partners, and learners who helped to inform and formulate this transformative plan. Now, as you read this plan, we encourage you to consider the ways in which you, in collaboration with your colleagues across the college, can contribute to the goals and objectives.

Dr. Eileen De Courcy
Vice-President, Academic

Strategic Framework

George Brown College Vision, Mission, Mandate, and Values

Strategy 2026

Driving Plans

Academic Plan

Priorities

Innovation
in Higher
Education

Enhance
the Student
and Faculty
Learning
Community

Thought
Leadership

Strategic Enrolment Management (SEM) Plan

Priorities

Attract
Diverse
Learners

Strategic
Enrolment
Planning

Retain &
Engage
Learners

Supporting Plans

Anti-Racism Action Plan | Indigenous Education Plan | Community Engagement Plan
Research Plan | Global Engagement Plan | Student Experience and Services Plan
Alumni Engagement Plan | Advancement/Fundraising Plan | People Plan
Environmental Sustainability Plan | Campus Master Plan

Foundation

Equity | Diversity | Inclusion | Indigenization | Financial Sustainability | Government Relations
Enterprise Risk Management | Brand Reputation



Introduction

The Academic Plan is an educational roadmap that outlines connections to the institutional vision, strategic plan, and priorities. Guided by learner-centred principles, it identifies transformational goals and outcomes aligned with academic and organizational structures.

The Academic Plan inspires a culture of reciprocity where students and faculty learn with each other and from one another. There is a sustained focus on values of inclusivity (Universal Design for Learning, also known as UDL, anti-racism, and Indigenization), human-centredness, collaboration, optimism, and experimentation.

The Academic Plan is needed to operationalize Strategy 2026 and deliver innovative academic initiatives.

The Academic Plan advances innovative academic and research initiatives by co-ordinating our efforts to achieve strategic position, profile, and prominence; ensuring an exceptional academic student experience; and positioning George Brown College for the future of teaching and learning.

Guiding Principles

A. Learner-Centred

- Students co-construct their goals and have 'voice and choice' in determining what, how, when, and where the learning occurs. (Bouffard, 2019)
- Learning is competency-based, and progression is continuously monitored in support of learners' academic goals.
- Learners are at the centre of the decision-making process.

B. Career Readiness

- Learners are provided with accessible, flexible programming that supports systematic, lifelong learning as a continuous process that is fluid and variable.
- Every learner can gain career-ready skills that are deeply technical (program-related), relational, and personally relevant.
- Experiential learning is at the core of the academic experience.

C. Socially Connected

- Learners will be given the opportunity to learn in socially connected and supportive learning communities.
- Learners will gain access to professional expertise, networks, and learning experiences, locally and globally.
- Learners will be recognized as global citizens, requiring a breadth and depth of knowledge and skills that will be developed through teaching and learning activities at the college.

D. Equity-Minded

- Academic experiences will be grounded and supported by our commitment to anti-racism, justice, and allyship.
- Indigenous Ways of Knowing and Being will be integrated into our curriculums and reflected in our teaching practices.
- Anti-racism and diversity, equity, inclusion, and Indigenization (DEII) will be embedded in learning and evidenced in our actions.
- Teaching and Learning will pledge to be informed by principles of academic integrity and a diversity of thought and learning modalities.

E. Future-Focused

- Prepare learners to adapt to shifting external learning and work environments and labour market needs.
- Curriculum and learning experiences will be designed with a lens for the future and be responsive to industry/ community needs.





Priorities

The Three Priorities of the Academic Plan

1 Innovation
in Higher
Education

2 Enhance the
Student and Faculty
Learning Community

3 Thought
Leadership



Priority 1 **Innovation in Higher Education**

With the advancement of technological disruptors such as artificial intelligence, the goal is to create organizational standards that extend and reimagine the way in which the institution designs, develops, and delivers program curriculum. This includes intentional and evidence-based curriculum design that is modular, stackable, experiential, industry-embedded, personalized, and flexible. Programs and a mix of credentials will enable curriculum pathways and ladders for student mobility and lifelong learning. Focusing on supporting “our promise to our students,” George Brown will prioritize learning to learn (i.e., a growth mindset) and will aim to differentiate George Brown College’s learning experience.

Goal 1

Demonstrate leadership in the design and development of equitable education and establish George Brown as a leading global provider of innovative post-secondary education.

Objectives

- Launch curriculum institutional learning outcomes (ILOs) that articulate George Brown College's promise to our students and unique learning proposition.
- Reconceptualize student access and program delivery frameworks to enable seamless lifelong learning.
- Develop a plan to expand access for Black and Indigenous learners.

Goal 2

Create a culture of innovation and experimentation in teaching.

Objectives

- Create fully immersive learning experiences and spaces (physical and digital) for real-world, technical, and full sensory learning experiences.
- Utilize artificial intelligence, virtual reality, augmented reality, serious games, and open pedagogy in program design, development, and delivery.
- Implement industry participatory learning (IPL) across all programs of study.

Goal 3

Develop a curriculum framework for student learning experiences that are interdisciplinary and that respond to industries' problems and opportunities.

Objectives

- Reimagine the use of work-integrated learning (WIL) and experiential learning in support of IPL.
- Expand George Brown College's academic programming into the professional and business community.
- Develop and implement a plan to expand the use of the coaching model for skills performance and position George Brown College as a global skills leader.

Goal 4

Achieve optimal credential mix and associated enrolment targets, as outlined in Strategy 2026.

Objectives

- Increase the number of degree programs and short pathway credentials.
- Elevate and increase post-secondary education (PSE) offerings for continuing education and professional learning.
- Realign the academic structure to parallel the nomenclature of Ontario/Global PSE.





Priority 2
**Enhance
the Student
and Faculty
Learning
Community**

Creating the right conditions for learning requires the whole George Brown College community to commit to building caring and service-oriented environments for our learners, whether on campus or online. This priority focuses on connectedness and belonging for members of the academic community. It includes creating the conditions for students to learn with and from each other in socially connected environments. Through a series of committed actions, a local and global academic community will emerge where faculty are engaged with students in equitable pedagogical practices designed to support the transformation of the student learning experience. Guided by our principles of anti-racism and DEII, further emphasis will be placed on supporting and enhancing diverse student learning experiences.

Goal 1

Increase George Brown College's reputation as a socially just and exemplary teaching and learning destination where faculty, academic staff, and students feel a sense of connectedness and belonging.

Objectives

- Create a globally connected community of successful learners at George Brown College.
- Develop academic and social learning experiences for racialized, equity-deserving, and underrepresented communities.
- Foster a community of learners for academic faculty and staff.
- In partnership with faculty and academic staff, develop George Brown College Professional Teaching Standards.

Goal 2

Strengthen equitable and inclusive teaching and learning practices.

Objectives

- Empower George Brown College's leadership in the advancement of UDL.
- Adopt national standards of mental health and well-being in curriculum and instructional methods.
- Strengthen the culture of academic integrity.





Priority 3 **Thought Leadership**

George Brown College's clear and explicit, mission-driven purpose will elevate the institution's position in the higher education community and increase its local and global impact. This priority aims to strengthen the college's academic and research prominence through ongoing development, experimentation, and reflection. It will further support programming and research in sustainability, global resilience, health sciences, technology, and teaching and learning. A Scholarship of Teaching and Learning (SoTL) infrastructure will be developed. It will include supports to develop and launch an academic journal to showcase applied research and SoTL excellence. Participation in the academic, professional, SoTL, and applied research communities will elevate faculty and staff profiles.

Goal 1

George Brown College will be differentiated by its culture of research and academic excellence.

Objectives

- Launch at least three research institutes.
- Embed and advance student and faculty participation in industry participatory learning (IPL), applied research, and curriculum-based research.
- Raise the profile of George Brown College faculty, provincially, nationally, and internationally.

Goal 2

Enable faculty's engagement in the Scholarship of Teaching and Learning (SoTL).

Objectives

- Create an organizational infrastructure to advance faculty-driven SoTL research on the impact of teaching and learning practices.
- Position George Brown College as a leader in teaching and learning excellence through the dissemination of evidence-based teaching and learning practices.
- Foster a culture of scholarly teaching through ongoing engagement with the literature on evidence-informed practices.

Goal 3

Enable a vibrant and courageous culture of faculty-led teaching and learning innovation.

Objectives

- Create the conditions to support ongoing and iterative innovation in teaching practice.
- Create opportunities to highlight and celebrate new and emerging practices across the college to allow for cross-pollination across disciplines.
- Develop learning opportunities for faculty to explore and embrace new and emerging technologies.
- Reimage the use of learning spaces to support new teaching approaches.





Acknowledgments

The college wishes to thank George Brown faculty, employees, partners, and learners who helped to inform and formulate this plan.

The Academic Plan will be updated over time in response to emerging needs. We encourage our community to view the latest institutional operating plans at georgebrown.ca/plan



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