



**Annual Report 2020-2021 and
Business Plan 2021-22**

Approved by the George Brown College Board of Governors, October 2021
Submitted to the Ministry of Colleges and Universities, July 14, 2021

Introduction

George Brown College is pleased to submit its business plan for 2021-2022, including a summary of 2020-2021 accomplishments and a look forward to key goals and priorities for the coming year.

Throughout 2020 we saw how critical it is to be responsive, resilient and agile, no matter what field you're in. The world around us is changing faster and more dramatically than anyone could've imagined. To succeed, we must all be ready to adapt and pivot, without losing sight of our long-term goals.

At George Brown, this has meant finding innovative ways to support our students, partners and each other while tackling the largest challenge our community has ever faced. We've invested in training, technology and resources to support faculty in delivering a high-quality online experience, and developed online learning modules to prepare our students for success while studying remotely. We've also launched a broad spectrum of virtual student services – including online tutoring, and video and chat-based counselling – that allow learners to get the support they need in these stressful times.

While some of these initiatives were born out of necessity, many will enhance how we serve our community for years to come. In fact, in many ways, our response to COVID-19 has helped accelerate our existing plans to enhance digitization at George Brown, while turning a spotlight on next-generation methods of teaching and learning.

Although much has changed over the past year, our purpose as a college has not – we're here to turn learning into opportunity. This work is especially vital right now, as we prepare the next generation of healthcare and community workers, city-builders, business leaders and more – workers who will be essential to Ontario's economic and social recovery from COVID-19.

The pandemic has also shown that we were on the right track with our long-term vision and strategy. We must stay the course, and keep our long-term goals in mind, even as we deal with immediate uncertainty. While 2020 was a particularly turbulent year, we know that the rapid change we're facing is not limited to the pandemic. Even before COVID-19, we were seeing seismic change in the way people work, live and learn – and the pace of this change is only speeding up. As we look ahead to the future, George Brown will continue to adapt and transform to meet the needs of students and employers, while putting innovation and collaboration at the forefront of everything we do.

This plan is set in the context of our values, mindset and impact, the college's Vision for 2030, and the commitments and priorities articulated in Strategy 2022, acknowledging the pace of change, level of complexity and uncertainty that is part of our environment.

Our Values and Mindset

Values (LEAD)

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.

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

Diverse and Inclusive: 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.

Mindset

Innovative: We have the courage to look for new and better ways to do what we do. We embrace an entrepreneurial mindset and respond to external trends and forces.

Collaborative: We are better together – collaborating with one another, the community and our industry partners. We pursue interdisciplinary and inter-divisional excellence.

Our Impact

Why we do what we do

Turn learning into opportunity

How we do it

We create the optimal conditions for learners to realize their success by offering an exceptional learning ecosystem.

The impact we have

Empowered lifelong learners who imagine possibilities and embrace change.

Strategy 2022

The strategic commitments that underpin our plan are the crucial and critical opportunities and issues that demand our attention and action. They are the “must do’s” to ensure that we build positive momentum toward our aspirations for 2030. They will act as guideposts to shape college plans over the next few years. We have also identified priorities that will drive the changes required and that will support and enable the college to build our capabilities and capacity to embrace and absorb change.

Future Skills

Deliver learning experiences that prepare learners for future and global skills.

Connections

Build interconnected partnerships with institutions, industry and community.

New Ways of Teaching and Learning

Raise the standard of the learner experience and expand the variety of delivery models.

Foundations for Success

Focus on the fundamentals to help anticipate, absorb and manage change

2020-2021 Annual Report - Key Accomplishments

Commitment One: Future Skills

Deliver learning experiences that prepare learners for future and global skills

Modernizing our curriculum remained a focus in 2020:

- The Office of Academic Excellence continued to engage the college community and collect evidence to support the 2021 College Quality Assurance Audit.
- We continued to hone our curriculum in the areas of Indigenization and anti-racism. The Centre for Preparatory & Liberal Studies area was awarded Virtual Learning Strategy funds to develop general education courses on Indigenization and anti-racism in partnership with other PSEs in Ontario. The School of Social and Community Services continues to embed content on anti-racism, anti-oppression and anti-Indigenous racism in all of its programs.
- Our comprehensive program review processes embedded an analysis of internationalization and sustainability curriculum and Universal Design for Learning (UDL).
- Through the combined efforts of our academic areas and the New Program Approval Committee, 14 new programs are in various stages of development. And in 2020-2021, the college prepared to launch innovative programs such as Registered Practical Nursing – Perioperative and Electromechanical Engineering Technology – Power and Control in direct response to emerging industry and community demand.

George Brown is embedding the human skills framework across the learning experience:

- The George Brown Human Skills Framework (HSF) involves three clusters of skills (complex thinking, interpersonal capabilities and an entrepreneurial mindset) developed to enable effective collaboration with others and build the ability to continually adapt in a changing world. These skill clusters encompass a wide range of sub-skills, with a fluidity and interdependence between skill categories in practice. Over the course of the last year, the human skills were embedded in several co-curricular activities. The HSF was used in hiring, training, and evaluation practices of student staff and guided the redesign of our Student Leadership Academy. The learning outcomes highlighted in the HSF were also embedded in student programming and activity evaluation metrics. Students will be able to gain recognition of their skill development through a co-curricular record.

We're also advancing and expanding accessible and high-quality experiential learning:

- As pandemic restrictions increased the number of people working and learning remotely, George Brown College established processes and the infrastructure to deliver innovative work-integrated learning opportunities to our students. We collaborated with employers and faculty to offer online, work-from-home opportunities with organizations across Ontario and around the world. We also collaborated with industry partners through Riipen, enabling students to work on sector-specific, real-world projects with employers. A new pilot project enabled our students to reap the benefits of international work-integrated learning (WIL) – including building intercultural competencies and preparing for success in the global economy. This program prioritized individuals who are traditionally underrepresented in education abroad programs, including BIPOC students and students with disabilities.

- In addition, George Brown College launched the Drive Ability – Opening Doors program, enabling our students, apprentices and graduates from a wide variety of business, technology and engineering programs to apply their knowledge and skills in paid work placements within the automotive and advanced manufacturing sector. We also piloted the startGBC Work-Integrated Learning (WIL) Entrepreneurship Program, offering the opportunity to complete WIL credits to those students who wanted to hone their entrepreneurship skills.

Commitment Two: Connections

Build interconnected partnerships with institutions, industry and community.

George Brown College continues to expand its connections with academic, community and industry partners, prioritizing partnerships that enhance student learning, increase career relevance and create more educational access and opportunity. To that end, the college proactively seeks opportunities to collaborate across diverse industry sectors and segments of the community.

- Through our Rapid Skills Incubator, the college tested a differentiated way to deepen connections, attract new partners, support upskilling and pilot alternative delivery. As part of this pilot, we launched a new Service Robotics Certificate and began development of a Cyber-Security micro-credential with the Toronto Dominion Bank, Ryerson University and the Coalition of Innovation Leaders Against Racism. The college also signed an agreement with Intelligent Buildings to develop an Operational Technology Cybersecurity in Smart Buildings certificate for professionals in construction and building industries, including facilities managers, mechanical and electrical contractors and engineers.
- The college continued to expand our global footprint by deepening partnerships with Chitkara University and by advancing our relationships with Dun Laoghaire Institute of Art, Design and Technology and Politecnico di Milano. In addition, the college successfully developed new relationships in the United States and Barbados, resulting in two new formal agreements with international higher education institutions.
- The Centre for Business partnered with the Royal Bank of Canada and the Pinball Clemons Foundation to develop a model financial training entry program targeting BIPOC youth facing challenges in accessing post-secondary education.
- The Centre for Preparatory and Liberal Studies began a partnership with Loyalist College to offer a customized English for Academic Purposes program at Loyalist College in Toronto.
- George Brown also helps organizations conduct innovative and collaborative research, coordinating diverse projects to accelerate success and economic development, including:
 - Factory6ix, a Light Manufacturing Incubator that will connect academics, industry experts and services with start-ups and SME clients to address Southern Ontario's need for local, urban manufacturing. George Brown is partnering with the City of Toronto, MaRS Discovery District and ReMAP (Refined Manufacturing Acceleration Process) on this project.
 - Helping establish innovation and applied research hubs with four vocational institutes in Kenya.
 - Planning for Post-Pandemic Recovery – Demand from industry and community

partners for applied research support remained consistent throughout the pandemic and even increased across many sectors (manufacturing, food and beverage, interactive design, health tech, etc.). Anticipating industry need, George Brown strategically built capacity in new areas of research that are developing quickly and align with our existing strengths.

Commitment Three: New Ways of Teaching, Learning and Service Delivery

Raise the standard of the learner experience and expand the variety of delivery models.

Throughout 2020 the college focused on enhancing our digital infrastructure and expertise and strengthening our ability to deliver high-quality teaching.

As the college continued its delivery in the digital learning environment, the Teaching and Learning Exchange (TLX) expanded the nature and reach of its programming to support faculty from across the institution. In particular, the TLX facilitated several cohort-based development opportunities, including a two-week course on designing and teaching in the online environment with over 600 participants, and nine cohorts of the Universal Design for Learning (UDL) Certificate, with a total of 285 participants. The TLX also offered two full weeks of concentrated Professional Development programming with over 800 attendees in the winter semester, and welcomed over 700 attendees to other 'just-in-time' programming throughout the year. In addition, the TLX developed 'on-demand' resources for faculty to access at their convenience, including a suite of videos, digital resources, and over 100 hours of drop-in consultation. Finally, to foster space for collegial sharing of practice, the TLX offered several opportunities for faculty to engage in professional dialogue with their colleagues, including an anti-racism book club, a podcast series, and several faculty-led panels and round-table discussions.

The college also embarked on a highly consultative process to re-imagine the student experience (RiSE). An interprofessional team of employees, students and alumni completed a business process redesign of student navigation and advising, producing a comprehensive new vision and set of recommended service transformations. Recommendations were prioritized, sequenced, scoped, budgeted, and 2021-22 implementation plans were developed for the projects.

Commitment Four: Foundations for Success

Focus on the fundamentals to help anticipate, absorb and manage change.

There are six priorities identified within the Foundations for Success commitment including:

1. Human Centered
2. Digital
3. Indigenization
4. Anti-racism
5. Sustainability
6. Operational Excellence

Human Centered

In 2020-21, we significantly expanded professional development opportunities through the college's learning management system, with hundreds of self-directed learning resources compiled and communicated on a regular basis. This included content such as LinkedIn Learning modules, professional articles, TED Talks, Harvard Business Review webinars, and internally created materials. High-quality live learning events were delivered remotely on MS Teams, including digital proficiency sessions by Microsoft trainers, career development events through external vendors and leadership development via quarterly meetings or for targeted audiences. Carefully crafted bi-weekly communications were used to promote the new professional development opportunities, as well as pre-existing resources like continuing education, our employee and family assistance program, and tuition assistance.

During the pandemic an emphasis was placed on mental health support in recognition that 2020 was a tough year, both personally and professionally, for employees and students alike. The website of the Counselling & Student Well-Being team was redeveloped to host access to a wide range of digital mental health resources curated and developed by the team. This year, our Counselling & Student Well-Being team:

- Produced an "Introduction to Counselling Services" video and accompanying infographic to promote awareness of services and support service engagement and help-seeking.
- Developed 7 webinars on a range of mental health topics relevant to the student experience: Healthy Relationships, Mindfulness Meditation, Sleep Hygiene, Mindful Walking, Social Isolation, Mindful Breathing, and CBT Strategies for Negative Thoughts.
- Offered 9 live virtual chat sessions with a counsellor on webinar topics outlined above.
- Developed the "Let's Talk" podcast series, offering eight episodes on mental health issues relevant to a college student audience.
- Provided over 2,800 virtual counselling sessions for students.
- Offered nine therapeutic groups (emotional regulation and depression/anxiety) in a virtual format. Hosted an on-going virtual psycho-educational group for students with experience of ASD.
- Participated in 75 orientations, classroom service info sessions, and mental health workshops in a virtual setting.
- Co-developed and delivered a UDL workshop for teaching faculty on mental health and academic accommodations.
- Developed a virtual training program for college staff & faculty on Crisis Management and Suicide Awareness when Working with Students.

Digital

The rollout of the Academic Quality Dashboard achieved several key milestones in 2020 as we define key quality metrics that will inform decision-making to improve program performance. Critical to this work has been user testing our data with internal stakeholders and engaging them in designing the quality assurance processes that will enhance our continuous quality improvement. The first phases of the college's Enrolment Yield Tracker dashboard were also implemented, advancing the college toward enhanced transparency and data-driven enrolment planning and decision making.

The college built upon the foundation of its new Digital Experience platform and website design to further streamline and increase engagement and conversion of prospective students. We launched a password-protected section of the George Brown site for employees (GBCommunity), and enabled functionality to support future personalization of content for all audiences. The

recruitment team also led the successful execution of the college's first ever cross-college open house, which had over 4,000 registrants and wide participation from college employees.

Indigenization

Located in downtown Toronto on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous Peoples who lived here over time, George Brown has been a leading institution in terms of its varied approaches to issues related to Indigenous peoples, anti-racism, equity and diversity. George Brown College was one of the first colleges in Ontario to establish an Indigenous Education Council in 1992.

A Director of Indigenous Initiatives was hired to lead the implementation of the Truth and Reconciliation Commission's Call to Action, the CIGan Indigenous Education Protocols, and oversee the Indigenization measures that are embedded in our vision and strategy. The role focused on providing increased opportunities through strong community and industry partnerships. Indigenous curriculum was developed and a pilot program utilized the Indigenous Learning Outcomes framework. The Director of Indigenous Initiatives also championed the:

- Decolonization of our library collection
- Four Seasons of Reconciliation training delivered to employees
- Renewal of our Indigenous Education Council (IEC)
- Increase of the amount of support for Indigenous students through scholarships, technology and programming.

Anti-Racism

George Brown established the Anti-Racism Equity Advisory (AREA) committee in October 2020. Members of the committee received onboarding training focused on increasing racial literacy among members and instituting a common language. A co-chair was selected and terms of reference were developed. The committee is currently planning their approach to support the institution in its implementation of the Anti-Racism strategy.

In addition to establishing the AREA committee, George Brown increased internal capacity by hiring a Director of Anti-Racism, Equity and Human Rights Services as well as a Manager, Anti-Racism Integration, who will support faculty professional development as well as curriculum development. The college delivered introductory anti-racism training to the entire Senior Leadership Team and produced anti-racism training for the wider community. A number of departments throughout the college also developed individualized goals and actions related to their programs, employee and student needs to support greater implementation of EDI and anti-racist programming and practices.

Sustainability

The college is committed to environmental, social and financial sustainability. This value aligns with the Association for the Advancement of Sustainability in Higher Education's inclusive definition of sustainability, which encompasses human and ecological health, social justice, secure livelihoods and a better world for all generations. In 2020-2021, the college completed a detailed assessment of our performance using AASHE's Sustainability Tracking, Assessment & Rating System™ (STARS®) and achieved a Silver rating.

The college exceeded all operating budget targets for the year and delivered an operating surplus that will be used to fund high-priority capital projects and provide a contingency reserve for unforeseen events. The college met 6 out of 7 of the Ministry’s Financial Health indicators, improving 5 of the 7 benchmarks.

Operating Revenue by Source, 2020-2021 - \$359 million		Operating Expenditures, 2020-21 - \$355 million	
Grants and Reimbursements	139	Salaries and Benefits	224
Student Fees	199	Supplies and Other Expenses	66
Ancillary	15	Plant, Property and Capital Amortization	60
Other	17	Scholarships and Bursaries	6
	<u>359</u>		<u>355</u>

The George Brown College Foundation transferred \$1.3M to the college, comprising \$0.4M for capital and projects and \$0.9M for scholarships in 2020-21. In addition, the college’s Community Partnerships Office secured \$2.87M in funding from Ministry and private sector funders.

Operational Excellence

George Brown followed through on strategic plans outlined in the Strategic Mandate Agreement 3 (SMA3) and completed the report-back for Year 1 as required by the Ministry of Colleges and Universities. Although the implementation of performance-based funding was paused, the college continued to evaluate and track SMA3 metrics, particularly in light of COVID-related impacts.

2021-2022 Business Plan - Key Objectives

Commitment One: Future Skills

Deliver learning experiences that prepare learners for future and global skills

The college will continue to launch and evolve multiple programs to meet industry demand. We will pursue credentials that are flexible and the most responsive to industry needs. We will enhance engagement with our Program Advisory Committees, which support our understanding of local industry and community needs.

As the labour market evolves and addresses pandemic impacts, collaboration between George Brown College and our industry partners will be essential to Ontario's economic recovery. Employers need workers with new and emerging skills, students need practical experience – and work-integrated learning (WIL) partnerships can help bridge the gap. We will continue the WIL and experiential learning (EL) momentum created in 2020-2021 by continuing to offer innovative and technology-driven WIL and EL opportunities to students. We will increase the number of international WIL opportunities and continue to leverage provincial and federal grant opportunities to enhance and increase the number of paid WIL and EL opportunities across the college. Working with all academic centres, startGBC will provide more entrepreneurial work-integrated learning (WIL) experiences for students to gain their Co-op/WIL placement credit while building out their own business/social innovation ideas through a hybrid experiential learning environment. In addition, academic centres have embedded prior learning assessment and recognition for work experiences into 2021-22 plans, ensuring that workplace learning relevant to program outcomes is appropriately acknowledged.

Using the Human Skills Framework (HSF) as a foundation, the college will embed learning outcomes throughout co-curricular programming including the Student Leadership Academy, the Academic Student Success Hubs, Career Development programming and startGBC. The HSF will also act as a foundation for assessment and evaluation of co-curricular programming, enabling data-driven improvements to program planning. Our goal is to promote and measure the development of student leadership and human skills, and to facilitate program improvement.

Through a collaborative and cross-college process, we will investigate the value and feasibility of developing a college-wide holistic advising strategy. This would better ensure a consistent, and informed student experience across the college.

In fall 2021, George Brown will seek external affirmation of our quality assurance mechanisms to support student achievement of program learning outcomes when we complete the College Quality Assurance Audit Process (CQAAP). We will respond to any CQAAP recommendations by working with relevant internal college stakeholders to create a multi-year project plan to address these recommendations. New and updated academic policies that will be released in 2021 include a course outline policy, a course outline retention policy, the suite of Office of the Registrar policies, articulation agreement policy and an updated general education policy.

Leveraging analytics and data from multiple sources, George Brown will build on an academic quality dashboard that will serve as a foundational tool to drive decision-making. The insights derived will be instrumental as we create a portfolio management process and update our comprehensive and annual program review processes. A critical success factor will be broadened support for programs modernizing their curriculum to include UDL, Indigenous and anti-racist principles, sustainability and internationalization. Another key focus in 2021-22 will be

the development of a micro-credential quality framework, which will support the creation of new micro-credentials.

Commitment Two: Connections

Build interconnected partnerships with institutions, industry and community.

Deepening connections with academic institutions, community and industry segments remains a key priority for the college in 2021-22. As we look forward to post-pandemic recovery, we will continue to be innovative and resilient, successfully launching new partnerships and products, embracing process improvement and adopting and adapting emerging technology tools. Our partners benefit from our iterative approach to innovation, ability to pivot, and access to subject matter experts and cutting-edge facilities.

Through the college's Partnership Syndicate, academic and service areas are building a coordinated stakeholder engagement strategy, including the development and evaluation of various partnership models to attract more partners to enhance teaching, experiential learning, research and innovation, and the student experience. The Strategic Partnerships and Grants Office will focus on developing and cultivating a cohesive partnership ecosystem that includes local, regional and national initiatives to prepare our learners for the future of learning and work.

Applied Research will help address current gaps in expertise as industries strive to accelerate innovation practices, adopt new or emerging technologies and techniques, and pivot to embrace changing customer needs. With research projects designed to support productivity, profitability and sustainability, the Applied Research and Innovation team will focus 2021-22 efforts on:

1. Program growth in:
 - Product Development
 - Social Innovation
 - Fashion
2. New program development in:
 - AgeTech
 - Extended Reality and Simulation
 - Information and Communications Technologies (ICT)

Career Services will partner with Alumni Relations to develop digital employer resources and tools to ensure employers have a seamless experience when recruiting student and graduate talent. This strategy will improve George Brown's capacity to strengthen our relationship with our employer stakeholders as well as increase employment opportunities for our students and graduates.

In addition, the college is developing a new international strategy to align with its Vision 2030, and will continue to seek opportunities to establish partnerships internationally, while deepening existing institutional linkages.

Commitment Three: New Ways of Teaching, Learning and Service Delivery

Raise the standard of the learner experience and expand the variety of delivery models.

In 2021-22, the college will continue to invest classroom technology, curriculum and service renewal and innovation. Key projects support the research and development of new methodologies and technologies for teaching and learning.

The Teaching and Learning Exchange will continue to innovate and refresh their programming. In particular, the team will be reviewing and updating all training initiatives to support principles of andragogy, UDL, Indigenization, and Anti-racism. The team will pilot new delivery models of professional learning, including a series of flexible, stackable micro-credentials for faculty, in the areas of Teaching Excellence, Innovation, Digital Fluency, and Inclusivity. In addition, the TLX will create opportunities and processes to engage in innovative teaching approaches through a Scholarship of Teaching and Learning (SoTL) framework. Finally, the TLX is leading a cross-functional team that is developing an online education framework (standards, tools, design principles) for college-wide implementation. This will help George Brown build momentum toward critical Vision 2030 aspirations and, by establishing an Academic Technology team, the TLX will enhance faculty capacity in the area of digital content creation and curation.

Building on the online education framework and the work of the TLX, we will gain momentum toward our Vision 2030 aspirations to offer more convenient, personalized learning driven by innovative physical, digital and experiential learning opportunities. A pilot involving two postgraduate programs (in the Centre for Business and Centre for Arts, Design and Information Technologies) will test innovative online delivery models, methodologies and tools (including fully asynchronous, synchronous, and hybrid delivery). Another project will focus on flexible and technology-enhanced experiential learning. By exploring the use of innovative technologies like mixed reality and gamification, we will create improved and scalable experiences and innovative experiential and work-integrated learning opportunities for our learners.

Through the framework of the Re-imagining Student Experience (RiSE) initiative that commenced in 2020-21, George Brown services and supports will be transformed, creating a more personalized, seamless and successful student journey by enabling our learners to access services when they need them and how they need them, from wherever they are located.

1. The first phase of RiSE is focused on three navigation-related projects: 1. Launching a Student Portal; 2. Launching a centralized knowledgebase and chatbot; and 3. Developing an integrated 'service referral process'. These projects are all designed to promote seamless digital navigation for current students between key digital tools and services, as well as effective and timely referrals between service areas. The launch of the first phase is anticipated by Summer 2022.
2. In alignment with the Ontario Human Rights Commission policy on Accessible Education for Students with Disabilities, an interdisciplinary team will articulate a collective framework for inclusive learning for students with disabilities that addresses accessibility, universal design for learning, accommodations and student development. This framework will guide future systems-level decisions and service improvements at the college.
3. A business process review of George Brown Ontario Student Assistance Program processes will be undertaken to streamline and support overall process improvement and enhanced operations and communications.

In addition, the college will continue growing our digital shopping platform within the Campus Store and will provide space and support to entrepreneurs through startGBC. We will be

modernizing our e-commerce platform and will link additional sites such as Athletics Clothing, and the School of Design's INStore in order to create a seamless, one-stop shop experience. Finally, we will expand the availability of e-textbooks, in order to provide students with a more sustainable and affordable alternative.

Commitment Four: Foundations for Success

Focus on the fundamentals to help anticipate, absorb and manage change.

To ensure the long-term sustainability and overall resilience of George Brown as an organization, the college has established a number of focus areas as part of our Strategy 2022 that will ensure we focus on both performance and adaptation.

Human Centered

Utilize the expertise of our people, emphasizing innovation capabilities and improving digital fluency.

In 2021-22, the college will continue to prioritize all employee development, specifically career development, digital proficiency, and other future skills. A special focus will be placed on increasing the effectiveness of our leaders building collective competence and commitment. This will be achieved by auto-enrolling new leaders in foundational learning programs such as Management Foundations and rolling out Crucial Accountability, a critical program that empowers and asks leaders to lean into difficult conversations. Core leadership training will be completed with Situational Leadership, a program that helps leaders drive both engagement and performance. Lastly, the college will develop and pilot a 360 assessment and coaching process for rollout in the subsequent fiscal year. The combination of core programs and coaching is expected to both create a foundation and accelerate individual development.

To ensure that we are optimizing the George Brown talent pool, all employees will have the opportunity to develop profiles documenting their specific skills, interests, and career preferences into a searchable database that will connect to other talent management activities including learning, performance, and recruiting. Additionally, the college will launch a project designed to enable a more transparent, efficient and rigorous process for updating job descriptions and integrating competencies aligned with jobs of the future and our Vision 2030.

Digital

Enhance data-driven decision making with analytics and introduce digital innovations to optimize how we work, teach and learn.

A comprehensive digital roadmap has been developed to highlight key strategic and operational projects that will support the college's digital transformation. Through that process we identified a few opportunities to take a more integrated and strategic approach to digital initiative planning. This will enable a more nimble and outcome-based approach to address stakeholder and sector needs, while meeting our Strategy 2022 commitments.

To that end, the college is embarking on the development of a college-wide, integrated relationship management and digital experience approach. This will support a seamless stakeholder experience, from prospect to student to alumni and industry partner. We will focus on optimization of recruitment processes, expanded use of marketing automation tools and website with additional personalization functionality. This evolving digital ecosystem will deliver both

short-term incremental improvements via existing properties and a holistic digital experience that will be executed over a longer time horizon.

Work will continue on a number of assessment frameworks and connected, digital dashboards that will enhance data-driven decision making and optimize the learner and employee experience.

Indigenization

Deliver on Colleges and Institutes Canada's Indigenous education protocols and implement a framework for action and accountability.

In 2021-22, we will establish an Indigenous strategy advisory group to support development of the Indigenous Strategic Plan. The college has committed to:

- continuing to ensure our governance and structures recognize and respect Indigenous peoples and will recruit new members for the Indigenous Education Council
- prioritize Indigenous education and develop Indigenous programming proposals
- increase scholarships for Indigenous students
- having technology available to loan to Indigenous students such as Wi-Fi sticks and laptops.

In addition, Indigenous-centred holistic services and learning environments will be supported as we work to build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Anti-Racism

In 2021-22 George Brown will continue cultivating a community of belonging for Black, Indigenous and other racialized employees and students by building on our shared commitment to anti-racism, equity and inclusion at the college. Key objectives for 2021-22 include a focus on deepening EDI and anti-racism competencies through enhanced training for senior leaders, employees, and students. The Anti-Racism and Equity Advisory committee, gathering input from the George Brown community, will develop an action plan with key recommendations for college-wide implementation of the anti-racism strategy. This will include a broad communication plan to enable consistent sharing of activities and initiatives related to this effort.

Sustainability

Develop behaviours, actions and policies that lead to environmental, financial and social sustainability.

In 2021-22, the George Brown sustainability plan will be updated with the aim to achieve a Gold rating in the next AASHE STARs assessment that will be completed in 2023. Through the process, the college will prioritize areas of potential contribution and develop a plan on how to achieve its target, while engaging members of our community.

Working in concert, the George Brown College Foundation, the Strategic Partnerships and Grants Office and teams across the college, including the Research and Innovation team, will diversify funding streams and increase industry and community contributions. This diversification will support our goal to meet or exceed established budget targets approved by the Board of Governors for 2021-22, including meeting all Ministry benchmarks on the Financial Health Indicators.

Operational Excellence

Deliver continuous improvements and streamlined processes, and address infrastructure gaps to reflect new realities and empower our teams.

The college will place emphasis on efficiency improvements within operations in a number of areas. This will include reallocating and optimizing resources and introducing technology and innovation into services and processes.

George Brown will gather all necessary data and monitor the targets established for our Strategy 2022 as well as those outlined in our latest Strategic Mandate Agreement (SMA3), to understand our progress and set ourselves up for future success.

The college's Strategy and Planning group will continue to align institutional efforts through integrated approaches to strategic and operational planning. This integrated planning approach will help strengthen strategic thinking capabilities and increase effectiveness through facilitated planning discussions, tools that enable college-wide line of sight on key goals, practices designed to surface interdependencies and enhance coordination. In addition, the Strategic Project Portfolio team will guide the institution's major change efforts and will evolve portfolio governance and prioritization models to support strategic decision making.