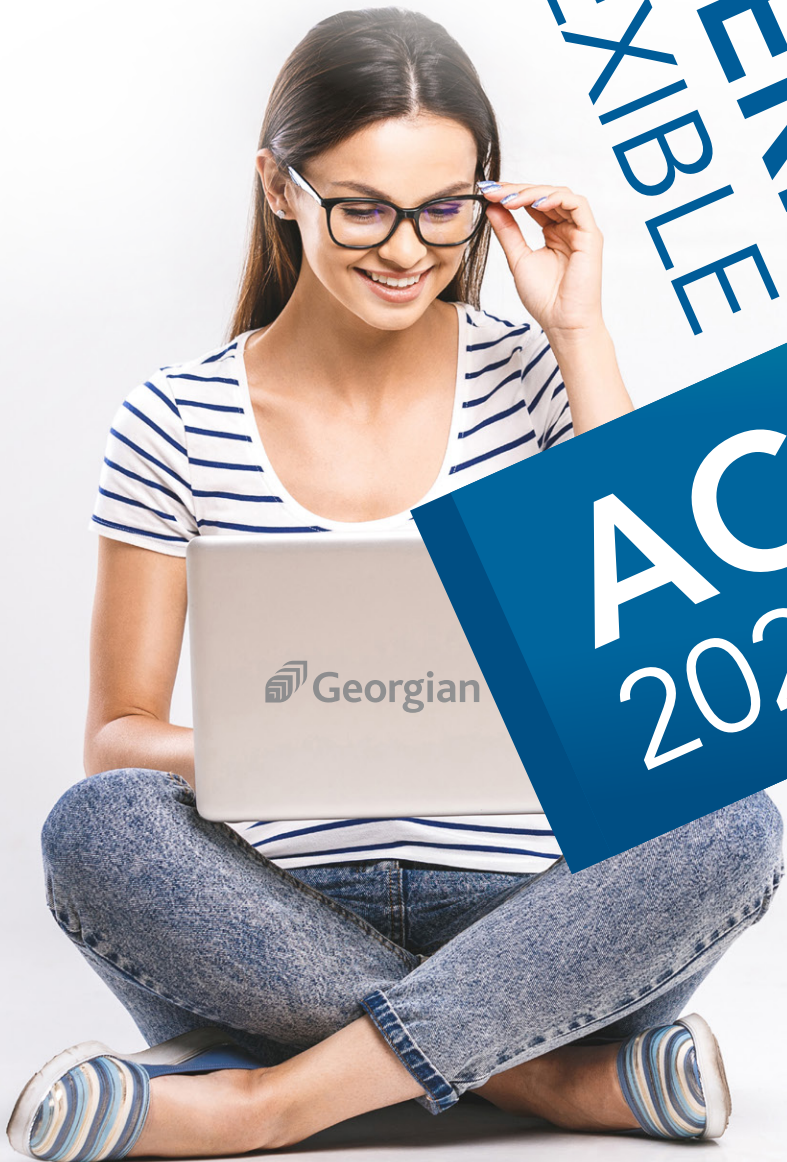MODERN

FLEXIBLE

STUDENT CENTRED

CAREER FOCUSED

ACADEMIC PLAN

2022 | 2024

EXPERIENTIAL

LEARNING FOR LIFE

Experience

Georgian

VISION

Accelerate success through exceptional teaching and learning, innovation and partnerships

MISSION

Inspire innovation, transform lives and connect communities through the power of education

VALUES

Excellence, community engagement, integrity, inclusion, sustainability

ACADEMIC COMMITMENTS 2022 | 2024

1. QUALITY MARKET-DRIVEN PROGRAMS
2. COORDINATED STUDENT CARE
3. MODERN, FLEXIBLE LEARNING
4. INNOVATIVE TEACHING
5. DEEPENED AND EXPANDED INDIGENIZATION
6. INTERNATIONALIZATION
7. A CULTURE OF BELONGING
8. LEARNING FOR LIFE

Introduction

This plan was developed in consultation with students, employees, industry and community partners. It outlines a bold set of commitments and actions to ensure Georgian advances its mission to inspire innovation, transform lives and connect communities through the power of education.

For more than 50 years, Georgian has evolved to meet the changing needs of students, employers and the communities we serve.

Through innovative programs, strong partnerships, and a student-centred approach to all that we do, we're preparing graduates to be future-ready citizens and changemakers, equipped with 21st Century skills and mindsets.

Our seven community-connected campuses and growing list of educational pathways, offer transformative experiences that connect learners to the development journey they need and the confidence to grow and flourish in an ever-changing world.

We continue to be a leader in experiential, work-integrated and project-based learning –consistently achieving among the highest graduate employment rates in the Ontario college system. Our commitment to continuous quality improvement ensures our 130+ career-focused programs remain highly relevant and leading-edge.

It's no secret, we're living in a period of unprecedented change, impacting just about every facet of our lives.

Higher education is at an inflection point. As students look for more options to integrate lifelong learning into their busy lives, institutions are finding innovative ways to make learning more accessible, flexible, and student-centric.

We're well-positioned to take on this challenge. As a dedicated community of educators, we will collaborate, co-create and innovate. Together, we will work as One Team Georgian to deliver an unrivaled student experience.

1. QUALITY
MARKET-DRIVEN
PROGRAMS

1. Quality market-driven programs

Economic, technological and societal forces are changing the world of work and shaping demand for education. Students want to know their investment will lead to life and career success, while employers want assurances our graduates are well-prepared and future-ready. At Georgian, we will accelerate the development of new programs and the evidence-based review of existing offerings to ensure our credentials and curriculum are leading-edge and addressing skills gaps. We'll differentiate our programming through expanded experiential and work-integrated learning, as well as research, community-service and co-curricular opportunities.

Innovative programs
- Improve the speed, innovation and quality of new program decisions – focused on market-driven needs
- Refresh the annual program assessment process to enable robust program reviews and support continuous quality improvement of program curriculum and delivery
- Collect, understand, share and action student feedback, employer insights and college data for continuous program quality improvement
- Re-balance program/intake mix each year based on market demand and performance results

Progressive degrees
- Expand three- and four-year degree access through Georgian degrees, partner degrees and credential pathways
- Develop a data-driven process for identifying new degree development opportunities
- Implement bridging programs
- Implement a focused campaign to increase student awareness of Georgian degrees and pathway options

Experiential learning
- Increase experiential learning opportunities, including work-integrated and community service learning, as well co-curricular activity
- Enrich learning with meaningful research and industry/community-connected applied work in capstone courses, course projects and innovation challenges
- Grow curricular and co-curricular opportunities for students to further the United Nations 17 Sustainable Development Goals

Future-ready skills
- Graduate students with the skills and mindset to be innovative thinkers, entrepreneurs and changemakers
- Define professional skills priorities for all curriculum that will differentiate Georgian graduates
- Explore RapidSkills employability skills modules to enhance students' professional skills
- Strengthen program advisory committee engagement to identify changing industry needs

SUCCESS OUTCOMES:
- Increased domestic full-time postsecondary enrolment by 2%
- Increased enrolment in Georgian degrees and number of diploma to degree pathways
- Refreshed new program development and annual program assessment
- Increased student, graduate, alumni and employer satisfaction
- Defined professional skills priorities to differentiate Georgian graduates
- Increased number of students participating in research, innovation, entrepreneurship and changemaking

2. COORDINATED STUDENT CARE
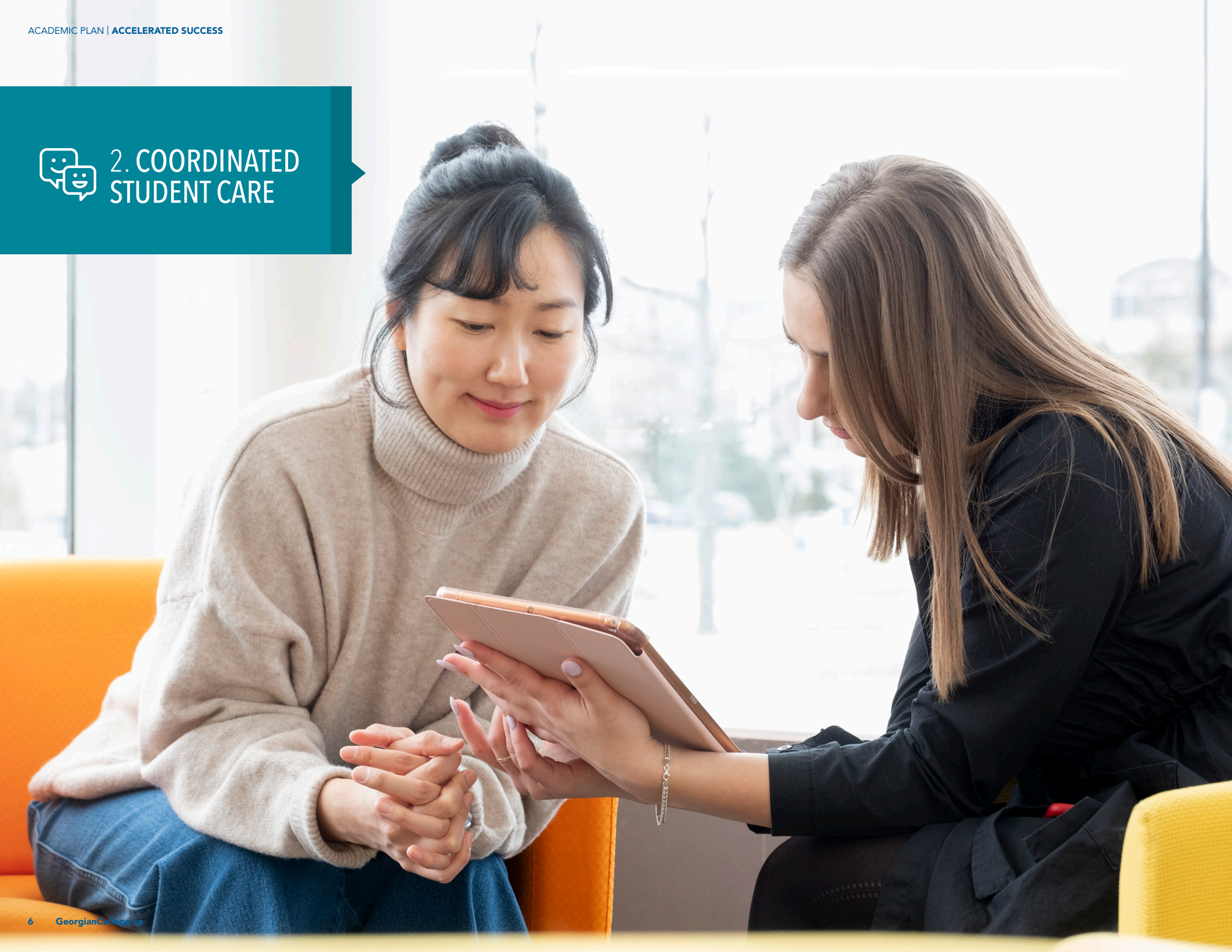
2. Coordinated student care

By leveraging the latest technology and evidence-based practices, we'll build a coordinated approach to student care. We'll promote a flourishing model that encourages academic resilience, engaged learning, positive perspectives, diverse citizenship and social connectedness. We'll help students create relationships and social groups that nourish healthy, welcoming and just communities. We'll make it easier for learners to get the credit they deserve for their prior experiences, reducing the burden of non-value-added time and cost. Our proactive focus on understanding and addressing preventable student attrition will enable more students to persist through to graduation and beyond.

Student access and pathways
- Create new academic pathways through flexible and accessible foundations program(s)
- Build academic confidence through pre-college programs, with a focus on addressing pandemic learning-loss
- Build institutional capacity to grow academic pathways and credit for prior learning opportunities
- Develop an institutional approach for supporting military-connected learners

Smart guidance
- Implement a new student success management system, empowering students through targeted guidance and self-service tools along their journey
- Mindfully leverage predictive analytics to increase understanding and effectiveness of student success interventions

Coordinated care network
- Engage a coordinated care network of advisors, administrators, faculty and staff to collaborate on student success practices that increase persistence to graduation
- Promote information sharing, united support and targeted interventions
- Socialize the *Flourishing Students, Flourishing Communities* student success framework

Preventable attrition
- Implement a framework for collecting, integrating and actioning student success data and insights
- Monitor attrition patterns and develop action plan to address most frequent barriers to success
- Prioritize student-centred course redesign

SUCCESS OUTCOMES:
- Enhanced student success management system implemented
- Coordinated care network model developed and socialized
- Centralized framework for collecting and actioning student success data and insights in place
- Increased number of students receiving credit for prior learning
- Reduced processing time for credit for prior learning requests
- Foundations program developed and approved
- Reduced student attrition

3. MODERN, FLEXIBLE LEARNING

3. Modern, flexible learning

Students tell us they want engaging courses with real-world experiences, and the flexibility to choose how they learn, when and by what mode of delivery. We're committed to providing students with more choice to learn their way, leading to increased student satisfaction and success. Modern learning experiences incorporate research-based pedagogical practices that foster future-ready skills such as critical thinking, authentic problem solving, communication and collaboration.

SUCCESS OUTCOMES:

- Increased course offerings in flexible modes of delivery
- Completed GC Flex pilot and research project
- Recognized leader in immersive educational technology
- Completed learning management system (LMS) upgrade and course migration
- Enhanced LMS standard practices developed and adopted

Engaging course design
- Promote pedagogical practices that foster critical thinking, authentic problem solving, communication and collaboration
- Incorporate the principles of universal design for learning (UDL) into course design
- Expand student feedback surveys to all courses to gather actionable insights for continuous improvement

Flexible delivery
- Expand flexible learning options to allow students more choice over when, where and how they access their education
- Complete pilot, assessment and further expansion of GC Flex (Hyflex) form of delivery in selected programs, empowering students to choose when and where they learn best
- Expand digital literacy through technology training and supports for students and faculty

Enhanced LMS experience
- Provide students with a modern, accessible, learner-centred learning management system experience
- Support faculty to migrate their courses to Blackboard Ultra Course View and integrate LMS best practices for student engagement, persistence and success
- Leverage learning analytics to measure student engagement, persistence and success

Technology-enabled learning
- Expand the use of pedagogically sound digital tools and immersive technology to support learning
- Continue to research, pilot, assess and expand immersive educational technology
- Promote the adoption of open educational resources
- Pilot an adaptive learning platform that uses cognitive science and artificial intelligence to support student learning

4. INNOVATIVE TEACHING

4. Innovative teaching

Creative, passionate and engaged faculty delivering exceptional teaching and learning experiences is what builds Georgian's reputation for excellence. Academic researchers have found that formal and informal faculty-student contact is a strong predictor of persistence. Innovations in teaching approaches that maximize these and other key student interactions have proliferated in recent years. Faculty have responded by embracing multiple course delivery modalities and high impact practices such as inquiry-based projects and alternative assessments. Faculty need evidence-based support in order to design highly effective, engaging, learning-focused courses. We're investing in faculty development through our Centre for Teaching and Learning and faculty communities of practice.

Contemporary teaching
- Advance quality teaching and learning through inclusive, learner-focused design
- Expand integration of authentic and alternative assessments
- Expand support for experiential, technology-enabled, immersive learning and flexible modes of delivery
- Enrich curriculum with professional skills that will differentiate Georgian graduates

Learning communities
- Strengthen faculty peer networks through communities of practice
- Promote faculty well-being and resilience
- Champion a culture of academic integrity

Faculty development
- Engage, value and invest in faculty professional development
- Develop a faculty competency framework and professional development pathways
- Design and implement professional development for program coordinators
- Increase mentoring of non-full-time faculty

Teacher-scholar practitioners
- Increase faculty participation in research and scholarship opportunities
- Increase applied research opportunities for faculty and student collaborations

SUCCESS OUTCOMES:
- New faculty competency model launched
- Faculty professional development pathways developed
- Increased mentoring and supports for non-full-time faculty in place
- Program coordinator common duties defined and professional development program implemented
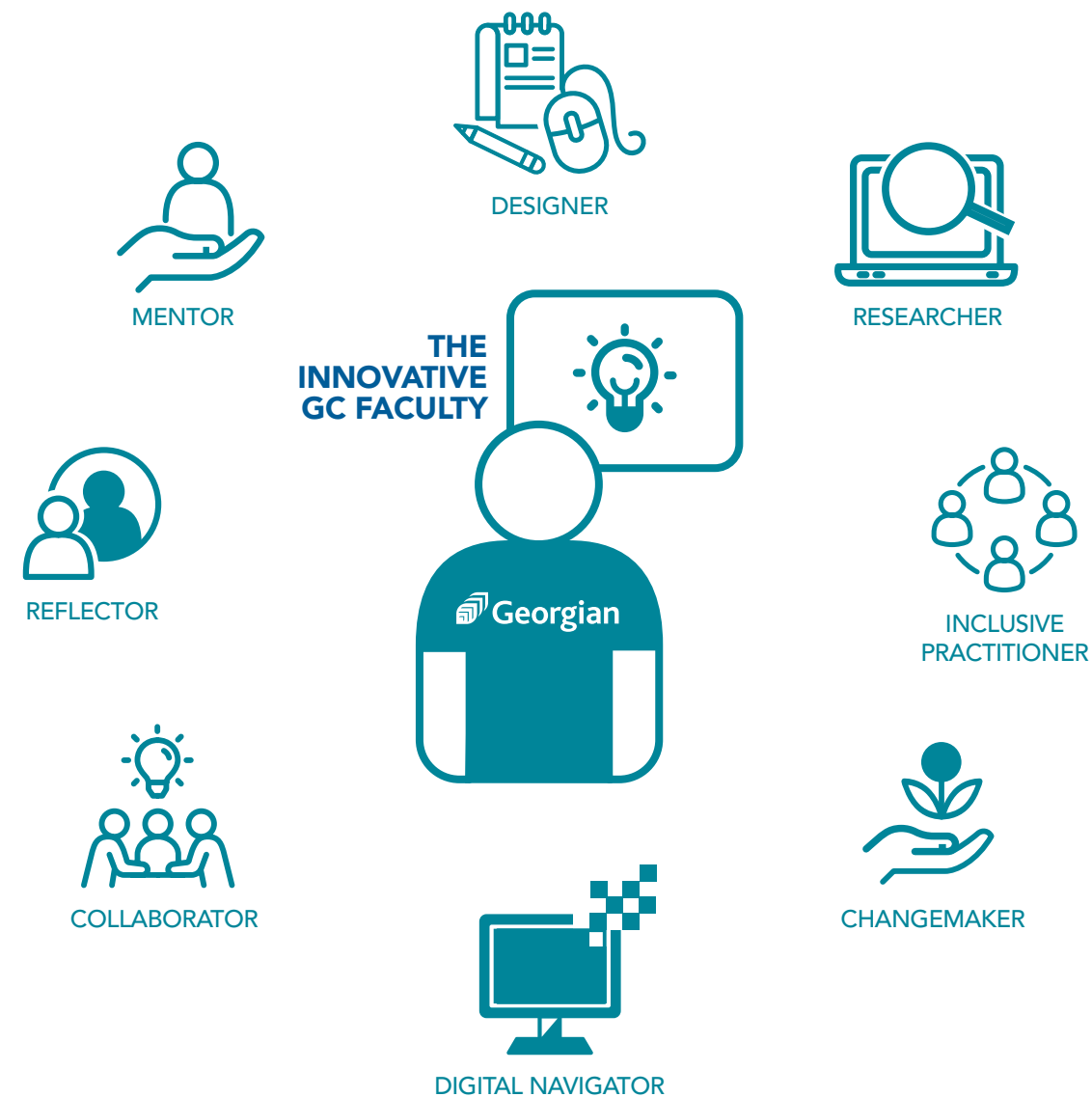- Increased faculty participation in research and scholarship

Meet the Georgian innovative teacher

Georgian's Centre for Teaching and Learning is piloting a new professional learning framework, offering clear pathways and credential-building opportunities. This evidence-based approach celebrates and supports faculty along their development journey, recognizing the multitude of skills and roles contemporary practitioners wish to master over time. Faculty expertise is honoured with a start-where-you-are approach, and faculty may explore and master throughout their development journey.

Innovative teaching competency framework

DESIGNER

MENTOR

RESEARCHER

THE INNOVATIVE GC FACULTY

REFLECTOR

INCLUSIVE PRACTITIONER

COLLABORATOR

CHANGEMAKER

DIGITAL NAVIGATOR

GOALS:

- Offer all Georgian Faculty access to competency-based micro-credentials and professional learning opportunities that align with key Georgian priorities and excellent teaching and learning practice

- Activate a model that celebrates faculty as they move from emerging skills to transformative teaching

- Promote continual engagement with clearly mapped, scaffolded, professional development pathways and journey markers where faculty can easily make professional learning decisions

- Clearly share with the college community what the role of faculty entails when teaching at Georgian

5. DEEPENED AND EXPANDED INDIGENIZATION

5. Deepened and expanded Indigenization

Everywhere you go in Canada, you're on land that has a rich history and presence of Indigenous Peoples. Indigenization refers to the meaningful integration of Indigenous ideas, values, peoples, symbols, esthetics and procedures. It means infusing authentic Indigenous histories and knowledge into teaching and learning so that curriculum embodies Indigenous imaginations and aspirations. We will deepen and expand our commitment to Indigenization by enhancing our academic content and delivery to reflect and honour Indigenous perspectives.

Calls to action
- Establish Indigenous education as a priority to foster academic student success and personal growth
- Action the principles of the *Indigenous Education Protocol*, informed by the *Calls to Action* of the Truth and Reconciliation Commission of Canada to transform the college community
- Increase opportunities for Indigenous learners to register in specific high-demand programs

Knowledge pathways
- Design professional learning opportunities enabling faculty to apply an Indigenous knowledge framework, designed to situate Indigenous knowledge and ways of being into curriculum development, instructional design and assessment strategies
- Acknowledge the shared responsibility toward Truth and Reconciliation; everyone has a responsibility to participate, listen and learn

Enriched curriculum
- Continue to incorporate Indigenous perspectives and values in curriculum and provide Indigenous-focused supports and resources
- Establish general education course(s) with a focus on Indigenization
- Continue to embed Indigenous learning outcomes into curriculum through program renewal

Strengthened relationships
- Consult with Georgian's Indigenous Studies faculty, Indigenous Services staff and other key stakeholders on effective practices to enhance Indigenization
- Address the action items in the new Indigenization Strategy that apply to curriculum design and academic delivery

SUCCESS OUTCOMES:
- Increased number of programs with enriched curriculum to reflect Indigenous perspectives
- Full-time Indigenous faculty lead in place
- Established general education course(s) with a focus on Indigenization
- Indigenous learning outcomes embedded in Centre for Teaching and Learning offerings
- Indigenous learning outcomes embedded in program renewal

6. INTERNATIONALIZATION

6. Internationalization

Georgian's vision for internationalization is to create extraordinary global learning through accessible programs, innovative partnerships, superior student supports and a culture of belonging. Through internationalization, we're preparing people to engage in increasingly global and culturally diverse environments. In response to the growth in international student enrolment across Georgian campuses, we're advancing an integrated, community-based approach to settlement supports.

Global engagement
- Increase student and employee participation in global engagement activities
- Enhance cultural awareness and education
- Expand international exchange and study abroad opportunities, including a virtual "Go Abroad" experience platform through #ChangetheNow
- Develop a broad mix of non-credit programs and initiatives, including international workforce development

Diversified enrolment
- Develop a balanced, diversified three-year international enrolment plan
- Strengthen Georgian's presence in diverse markets through competitive strategies, reputation-building and relationship-management
- Streamline international admissions, pathways and credit recognition initiatives

International student supports
- Gather international student data and stakeholder feedback to inform service, support and enrolment decisions
- Enhance inter-cultural competencies among Georgian faculty, staff and students
- Provide greater mental health and well-being supports for international students

Settlement and retention
- Support international student community engagement and integration by collaboratively addressing student settlement and retention
- Work collaboratively with community stakeholders to integrate international students as newcomers
- Develop a student housing support strategy
- Promote international students and graduates to local employers

SUCCESS OUTCOMES:
- Increased student and employee participation in global engagement activities
- Balanced and diversified three-year international enrolment plan developed
- Strengthened institutional reputation through superior international student supports and appropriate cultural perspectives
- Student housing and welcoming communities strategy in place
- Increased international student satisfaction and success

7. A CULTURE OF BELONGING

7. A culture of belonging

Georgian is committed to fostering a learning and working environment where everyone feels seen, heard, valued and knows they belong through demonstrable, accountable and system-wide commitments to equity, diversity, inclusion and belonging (EDI&B). A college-wide strategy and accompanying infrastructure is emerging. Under the guidance of Georgian's Centre for EDI&B, the academic-level plan will be co-created with Georgian's teaching and learning community, and will seek to inspire dialogue, connect communities and shape academic strategies with an EDI&B sensibility. EDI&B must be deeply felt as everyone's work, with a shared commitment to radically re-imagine our environment and take accountability for building a supportive ecosystem.

SUCCESS OUTCOMES:

- EDI&B vision and guiding principles for the academic portfolio developed

- EDI&B Academic Advisory Council established

- EDI&B priorities and action plans developed

- Competency framework for student learning program and course design and instructional delivery developed

- Initial menu of professional development offerings and resources launched

Strategy development
- Develop a vision and guiding principles for advancing an authentic culture of EDI&B in the academic portfolio
- Establish an EDI&B academic steering committee
- Identify opportunities for alignment between the academic portfolio and the emerging college-wide EDI&B vision
- Co-design an EDI&B approach for each academic area

Awareness and skills
- Build awareness, skills and confidence among Team Georgian to understand and act on equity sensibilities within their portfolio
- Initiate dialogues and build a comprehensive menu of professional development offerings and resources

EDI&B considerations
- Explore EDI&B considerations within the academic portfolio, including:
  - Academic quality policies and processes
  - Professional development
  - External partner engagement for work integrated learning, program advisory committees, etc.

Competency framework
- Contribute to an analysis of teaching and learning needs from an EDI&B perspective
- Define and develop an EDI&B competency framework for student learning, program development, course design and instructional delivery – aligned with changemaking strategies, the *Flourishing Students, Flourishing Communities* student success framework and CTL's faculty competency framework

8. LEARNING FOR LIFE

8. Learning for life

Lifelong learning is becoming increasingly important with rapidly evolving skills and employment needs, and increased student demand for a personalized experience that fits their lifestyle.
We will become the partner of choice for lifelong learning and reskilling. By reducing the barriers to entry for new and returning students, we'll ensure strong ties to the college throughout their lives and careers.

Enhance access to lifelong learning
- Define lifelong learning vision, goals and strategies
- Implement a new lifelong learning digital platform to improve access and reduce barriers through an enhanced student experience
- Implement new digital e-portfolio

Corporate training
- Increase activity with new and existing corporate training clients
- Work with academic areas to strengthen and build relationships with industry partners to meet work place needs

Part-time studies
- Increase offerings and flexibility for part-time/employed learners
- Create an inventory of part-time programs
- Identify best practices and make recommendations for increased and improved programming

Micro-credentials
- Increase the number of micro-credential offerings, aligned with learner demand, both stackable and stand-alone
- Create pathways and explore credit options
- Promote awareness among internal and external stakeholders about micro-credentials

SUCCESS OUTCOMES:
- New industry-supported micro-credentials launched
- Digital platform to improve the Continuing Education and Corporate Training student experience implemented
- Increased offerings and flexibility for part-time/employed learners
- Increased activity with corporate training clients

Experience Georgian