**GCEI ANNUAL REPORT STORIES**

**2019 – 2020**

**Land Acknowledgement**

Together, we acknowledge the Mississaugas of the Credit First Nation, on whose ancient and sacred land we live, work and play. As a community, we recognize the ever-present systemic inequities that stem directly from past wrongdoings and we commit ourselves indefinitely to respecting and reconciling this long history of injustice.

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**Our Mandate**

The Centre for Global Citizenship Education and Inclusion (GCEI) works to actively engage Centennial College and the wider community in transformative learning through a social justice lens to further develop inclusive learning, working and living environments that foster new essential skills for an evolving global economy, develop changemakers to impact positive local and global change and build community inclusion.

The Centre for Global Citizenship Education and Inclusion recognizes that equity and inclusion can only be achieved by sharing responsibility with all levels of the College. Our critical global citizenship education approach utilizes the following four principles.

**Social Justice** is a process, not an outcome, which seeks fair (re)distribution of resources, opportunities and responsibilities. It challenges the roots of oppression and injustice, and empowers all people to exercise self-determination, as well as to realize their full potential. Social justice builds solidarity and community capacity for collaborative action.

**Accountability** through education and awareness is integral to our approach. GCEI attempts to integrate accountability measures and expectations at all levels of the College.

**Intersectionality** promotes an understanding of human beings as shaped by the interaction of different social locations (race, gender, sexuality, etc.). These interactions occur within a context of connected systems and structures of power, such as laws, policies and media. Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created.

**Informing Policy and Practice** is at the core of what we do. Therefore, we endeavor to work collaboratively to inform policies and practices at the College in order to improve systemic inequities and to build inclusivity.

**Welcome**

The Centre for Global Citizenship Education and Inclusion (GCEI) has embarked on a transformative year. From the significant shift in higher education due to COVID-19, to a global awakening urging all levels of society to address the perils of systemic anti-Black racism, GCEI adapted our work to address these rapidly shifting social issues. Our work has become more imperative, requiring us to work with the College community to co-create actionable steps that result in tangible equitable outcomes.

GCEI’s mandate is to actively engage Centennial College and the wider community in transformative learning through a social justice lens. This mandate maintains a clear intention to influence the broader College community in ways that enhance the integration of changemaking, global citizenship, inclusive internationalization, accessibility, Universal Design for Learning (UDL), equity, diversity, inclusion (EDI) and social innovation. This work is centred on advocating for the human rights, dignity and success of our students and employees, particularly those from historically marginalized communities.

This past year, GCEI has worked tirelessly to ensure that the transition to ‘teaching at a distance’ considered the dimensions of equity, safety and accessibility. New equity-centered professional development, pedagogical resources, globally networked learning opportunities and inclusive teaching resources were among the many tools the Centre has provided to support inclusive virtual learning during the global pandemic.

GCEI also completed an extensive examination on how our work has impacted all levels of the broader College community through multiple research, measurement and evaluation methods. These data sets have been analyzed to outline the key challenges of EDI work for the College community (see page 6) as GCEI has a wide range of programs and services for faculty, staff and students at Centennial College.

Using the data from the College community, we drafted a new three-year strategic framework to reimagine our work in bold and courageous ways. The new GCEI Framework builds on Centennial’s commitment to inclusion by leveraging three main pillars:

**Global Citizenship Education**

The process of integrating an international, intercultural, or global dimension into the purpose, functions and delivery of postsecondary education through an inclusive lens, while supporting students and employees to be global citizens that will make meaningful contributions to society.

**Equity, Diversity and Inclusion (EDI)**

EDI principles are fundamental to transformative learning in higher education. Working synergistically, EDI principles are rooted in a social justice lens within a climate of evolving human rights. They create pathways to learning that are grounded in fairness, respect and belonging.

**Universal Design for Learning (UDL)**

The learning process is unique for everyone. UDL uses scientific insights to foster inclusive teaching practices that proactively remove barriers and design accessible environments where all students can participate fully in all aspects of learning.

The three pillars define how GCEI approaches this work through collaboration, intentionality and thoughtful engagement. During the coming fiscal year, we will work in collaboration with the broader College community to realize organizational outcomes under six new strategic priorities that include: Changemaker Education; Human Rights, Belonging and Inclusion; Advocacy, Activism and Social Justice; Equitable Systemic Change; Curricular and Learning Innovation; and Equity, Diversity and Inclusion Capacity with Industry. These strategic priorities consider the contextual realities of new forces shaping our world: globalization, the increasing complexity of students and industry expectations that students are equipped with global employability skills.

**GCEI Evaluation**

Over the past year, GCEI conducted an extensive evaluation of our impact on the Centennial College community. The evaluation took a mixed methods approach, using quantitative data from surveys and qualitative data from interviews and focus groups. From August to December 2019, 272 Centennial College employees participated in a survey on their engagement with GCEI programs, learning initiatives and resources. We also conducted two focus groups, one with seven support staff from across the College and another with five community partners, as well as gathered data from numerous program, event and learning initiative evaluations. Qualitative data regularly collected from stakeholders were also analyzed, including open-ended questions, feedback forms and interviews to inform our evaluations more holistically. These data sets have been analyzed to develop new strategic priorities for the College community that will maximize our efforts to advance the principles of changemaking, global citizenship, equity, diversity and inclusion.

It is important to note that GCEI has a wide range of offerings for faculty, staff and students. As such, the metrics used to assess our work vary according to the nature of the initiative (e.g., program, service, resource, event, etc.) and targeted stakeholders (e.g., staff, faculty, students, community and industry partners).

**What is the impact of GCEI?**

Since 2016, GCEI has develop 27+ resources with industry and community partners, hosted 10+ major events, provided 250+ professional development offerings, funded 20 Social Action projects, held 16 Conversations for Social Change, published seven issues of the Journal for Global Citizenship, 18 Global Citizen Digests, held 32 Globally Networked Learning sessions in the learning environment, integrated GCE curriculum across all academic schools, and has partnered with 100+ local and global organizations.

* co-created 27 comprehensive resources
* supported 20 Social Action Funds
* hosted 10+ major events
* provided 200+ workshops and trainings
* 50+ collaborations with local and international partners
* facilitated 14 Conversations for Social Change
* 32 Globally Networked Learning initiatives

**Our Impact**

* motivates action towards social change
* catalyzes critical conversations
* challenges unconscious bias
* sparks engagement with social justice issues
* builds self-awareness
* bolsters confidence

**What We Do Well**

* offers a comprehensive suite of programs
* develops valuable resources
* explores wide variety of topics
* delivers information in multiple ways
* apparent energy and commitment
* raises awareness of critical issues
* staff are professional and available for support
* fosters collaboration and partnerships

**Key Findings**

* 41% of evaluation respondents (N=272) indicated they are unaware of the Centre for GCEI.
* GCEI’s purpose, position in the College and offerings are unclear. Research participants often confused the GCEI office and offerings with the work of other departments.
* Administrative staff engage with GCEI at higher rates than support staff or faculty.
* Engagement with GCEI increases the longer that faculty and staff work at Centennial College.
* Lack of time is the main reason that GCEI Evaluation respondents do not engage with GCEI.
* Respondents recommend GCEI offer specific trainings that cater to various levels of EDI and global citizenship knowledge (e.g. Beginner, Intermediate and Advanced training).
* Respondents recommend GCEI provide concrete strategies and tools on how to facilitate class discussions with students who hold diverse and opposing viewpoints.
* Increase student-facing events.
* Provide concrete tools and examples that are specific to distinct disciplines to strengthen the relevance of GCEI’s work throughout the College.
* Make recordings available and extend the length of individual sessions.
* Further clarify what inclusive internationalization entails and how it aligns with global citizenship.

Upon review of this data, the GCEI Team has worked to create a new draft strategic framework that is responsive to the needs of the broader College community. We will be promoting our draft framework in Fall 2020 with key stakeholders to develop new goals in collaboration with College departments.

QUOTE: “Extremely valuable source of information, resources and frameworks for exploring and promoting GCE. Their resources and workshops provide easily transferrable content for the classroom and work environment.” GCEI evaluation participant

QUOTE: “Transformational learning experiences through GCEI have been extremely valuable to my role and responsibilities. I see GCEI as pivotal in ensuring the College is maintaining the mission, vision and values, along with the steps in the new Book of Commitments and to continue to support staff and students in a way that is empowering, supportive, engaging and inclusive.” GCEI evaluation participant

**COVID-19 Response**

With rapidly evolving global social issues at the forefront of the COVID-19 pandemic, faculty and employees are navigating times of unease, distress, sociocultural movements and geopolitical shifts that directly impact the lived realities of students. GCEI has responded and developed several resources to support the College community with global citizenship, equity and inclusion within an ever-evolving context of COVID-19 and teaching and supporting students virtually.

As learning and support activities are transitioned to remote delivery due to COVID-19, there are critical considerations to ensuring that all students feel valued. The complexities of COVID-19 are impacting each person uniquely, especially given the interconnected experiences of identity and social location. These realities can be accompanied by discrimination, biases, stereotypes and prejudicial language, and may inevitably manifest in our College environment. It’s during these challenging times, that it is ever more important to further inclusive practices, and GCEI has responded in several ways.

**COVID-19 UDL Sessions**

The recent COVID-19 pandemic has resulted in a sudden transition into teaching, learning and working at a distance, but has also provided us with unique opportunities to explore new accessible solutions to enable and ensure academic continuity. It has prompted various departments to quickly come together and support students with disabilities and unique learning needs. For instance, GCEI, Centre for Accessible Learning and Counselling Services (CALCS), Centre for Organizational Learning (COLT) and Libraries & Learning Centres collaboratively developed resources for faculty and staff on how to create accessible materials, learning experiences and assessments for students with disabilities while teaching at a distance. Our collaborative effort resulted in five workshops that were offered throughout the transition and the summer semester:

* Accessible and Inclusive Teaching at a Distance
* Creating Inclusive Assessments
* UDL Best Practices for Engagement at a Distance
* UDL Best Practices for Designing Courses to Teach at a Distance Part 1 & 2

**The Great Equalizer? Advancing Social Justice in the Virtual Classroom During COVID-19**

In these unprecedented times, the dominant narrative around COVID-19 suggests that the pandemic is “an equalizer” among all people, affecting all communities without discrimination and requiring a collective global response. However, as emerging inequities and injustices such as racism, economic precarity and online hatred reveal, the pandemic has had unique and disproportionate consequences for already marginalized communities. This session unpacked the common narratives around COVID-19 to explore how it affects equity-seeking communities.

**People with Disabilities that Require Caregiving and Communication Supports During**

**the Pandemic Research Investigation**

GCEI Collaborated with Ontario Colleges and local community agencies to gather best practices so that the College supports people with disabilities that have caregiving and communication needs while on campus during the pandemic. This information will be compiled into a resource that will be shared with the College community soon.

**Love in the Time of Corona: Intimacy and Connection During a Pandemic**

Delivered in collaboration with CALCS, this exciting discussion focused on building connection and intimacy during COVID-19. It brought together diverse speakers from Centennial and Humber College who discussed the many ways that physical isolation has impacted intimacy, spirituality and community needs. Aaron Brown, Sean Kinsella and Silvia D’Addario highlighted intersectional, multi-faith and multi-community approaches to exploring how to create connection with ourselves and others during this time.

**COVID-19 Changemakers Hub**

There is an urgent need to adopt an equity lens when engaging with the new realities of COVID. As the circumstances surrounding the pandemic evolve, emerging inequities such as racism, economic precarity, inadequate healthcare, domestic abuse and online hatred reveal the disproportionate consequences on already marginalized communities. During these unprecedented times, an equity lens allows us to recognize the inequities in our societal institutions, policies and practices. It further holds us accountable to developing proactive and inclusive approaches that address the unique and intersecting ways that people are affected by the coronavirus. This resource hub, to be launched Fall 2020, offers an essential starting point for fostering equity-based dialogue, reflection and action as it relates to COVID-19 among the Centennial College community.

**Inclusive Teaching During Unprecedented Times**

COVID-19 has dramatically shifted the way faculty deliver content and engage with their students. During these challenging times, it is important to further inclusive pedagogy by integrating teaching and learning practices that allow for all learners to thrive. This resource was created to respond to the equity and inclusion issues that surfaced as faculty were migrating their content and teaching to an online environment as a response to the pandemic. Of particular importance, it provided tips and recommendations for faculty to create more inclusive online classrooms and how we at GCEI can support faculty on this journey.

**Accessibility and UDL**

The Accessibility and UDL Team at GCEI had another successful year as we worked to integrate and infuse an inclusive design and universally accessible approach across curricular and co-curricular environments at the College. This was achieved through the development of partnerships with internal and external stakeholders and the dissemination of resources, strategies, tools and technologies. Proactively addressing barriers to accessibility at the College and researching emerging issues were also a focal point of our work. The Accessibility Team also expanded to include two new members in the fall of 2019. They included Teresa Lee, Accessibility and UDL Lead and Delon Omrow, Scholar in Residence who shared his expertise in UDL with the College until May 2020. Jenny Clement remains with the team and has taken on an exciting new role as the Inclusion Research Strategist.

**Critical Initiatives and Activities**

* Key to Accessibility Learning Series

GCEI, in partnership with the COLT, Centennial Libraries and CALCS, returned with a series of sessions focusing on building the capacity of faculty and staff on the integration of Universal Design for Learning (UDL) and the creation of accessible curricular and co-curricular environments. Session topics included Introduction to Sign Language, Creating Accessible Content and Integrating UDL into Bridging Programs.

* Supporting the Employment of Students with Disabilities Working Group

The College is committed to increasing the employment outcomes of students and graduates with disabilities at Centennial College. The Working Group acts in an advisory capacity to create initiatives, programming and resources for the College community in order to meet the objective.

* SexAbility

GCEI organized SexAbility, coordinated by Vibrant Healthcare Alliance, in creating opportunities for Personal Support Worker and Massage Therapy students to have discussions and promote awareness about the need for appropriate sexual health services and outlets for dialogue about sex and disability.

**Days of Recognition**

* Shifting the Focus of the Labour Market to Untapped Talent Pool

In honour of National Disability Employment Awareness Month, Centennial College welcomed Specialisterne Canada, an organization that advocates for the labour market involvement of neurodiverse individuals. Specialisterne Canada informed the College about how to promote the inclusion of persons with disabilities in the workforce. Attendees engaged in an interactive discussion which highlighted some of the challenges experienced by people with disabilities in the hiring process and work environment.

* Inclusive Centennial

Students, staff and faculty gathered together on December 3, 2019 in honour of International Day of Persons with Disabilities to discuss their insights, opinions and perspectives about what an inclusive and accessible Centennial College looks like. Individuals wrote messages, draw pictures and video of themselves showcasing their ideas. Departments and Divisions of the College including Safety and Security, Career and Co-operative Services and CALCS were also in attendance to talked about the services and programs that are available to staff and students.

**The Faculty UDL Implementation Guide**

The guide introduces Centennial faculty to the College UDL Standard and Innovation Configuration. It is intended to inspire and empower faculty to adopt, apply and integrate the principles of UDL into the classroom.

**AODA Committee**

Centennial College is required by the Accessibility for Ontarians with Disabilities Act (AODA) to have an accessibility committee. The mandate of this committee is to provide leadership on accessibility issues at the College and lead the College’s response to the AODA standards. Membership on this committee is composed of numerous departments and divisions of the College. Together the committee has accomplished:

* Accessibility Status Report

Covering the period from June 2019 to June 2020, the annual Accessibility Status Report details all completed accessibility projects and activities at Centennial College.

* Compliance Report

The Compliance Report is submitted every two years to the Accessibility Directorate of Ontario, a division of the Ontario Government, to showcase that the College is in compliance with the standards outlined in the AODA. The College indicated that it met the compliance requirements by providing school-specific library resources and print materials for the learning environments in accessible formats, upon request.

* Multi-Year Accessibility Plan

The plan is completed every five years and lists all of the accessibility accomplishments as well as proposed accessibility goals of the College for the specified period.

* eSSENTIAL Accessibility

A Toronto-based accessibility platform that helps organizations achieve and maintain AODA compliance, while enhancing the customer experience for people with disabilities. The platform is delivered through a subscription-based offering, which will provide the College with all the key elements required to initiate and maintain a comprehensive digital accessibility program. eSSENTIAL Accessibilty has been contracted by the College to help ensure that all public websites and web content, including PDFs, meet the compliance requirements of AODA. They will also help the College to build internal capacity to create digital publications and procure accessible technologies, as well as develop an institutional pathway to accessible websites.

* Usability Testing

GCEI is currently working with Student Life, Engagement and Development (SLED) to recruit students for consultation and testing, and to ensure all digital tools are user friendly to all students, including the identification and elimination of barriers to accessibility.

**UDL Advisory Group**

The purpose of the UDL Advisory Group is to act in an advisory capacity to the College on the development of strategies and initiatives that assist with implementation of UDL across the Academic Division. Composed primarily of faculty and representatives from the Academic Division, the UDL Advisory Group accomplished the following:

* Introduction to Universal Design for Learning Course

This is a self-paced e-learning module hosted on eCentennial that introduces staff and faculty to strategies and concrete applications to propel them into implementing UDL. It has four modules that include UDL principles, Course Design, Content and Delivery, and Assessment and Evaluation.

* Inclusive Course Design and Development Project

In partnership with the Centre for Academic Quality, GCEI developed the Inclusive Course Design and Development Project which aims to support faculty in integrating UDL. Through the integration of UDL, faculty created inclusive learning environments where students can meaningfully engage in the learning journey. The goals of the project included the design and development of courses that reflect the principles of UDL and co-design elements of teaching and learning strategies to share and guide colleagues through the inclusive teaching practices.

* Inclusive Teaching Café

The Inclusive Teaching Café is a bi-weekly online drop-in for faculty and support staff to get their questions answered and learn from colleagues on how to create accessible learning environments. Topics have included course design, course development, pedagogy, assessment and evaluation.

* Supporting Accessibility at a Distance in the Curricular and Co-Curricular Environments

GCEI and CALCS developed resources for faculty and staff on how to create accessible materials, experiences and assessments for students with disabilities. These resources included workshops and tip sheets designed to highlight barriers students with disabilities encounter due to the rapid transition to the online environment.

* Note Taking Express Hub

The Note Taking Express Hub is a full-featured note taking suite backed by a human note taker. Individuals can take their own notes within the platform or send audio files to accelerate note taking workflow.

* ReadSpeaker Implementation Pilot

Through the ReadSpeaker Implementation Pilot, text-to-speech software was put on eCentennial and made available to all active Winter 2020 courses. The tool assists in making all course content accessible to students by: 1 Simultaneously highlighting the words and sentences being read in separate colours, making it easy to read along; 2 translating selected text to a number of languages and having the text read in the target language; 3 personalizing reading speed and highlighting colours; 4 hovering over a paragraph of text, which in turn will be read aloud automatically; 5 offering a downloadable audio version of the individual content for offline listening. The pilot ended on June 10, 2020 and the feedback from the pilot was positive with over 40,000 “listens” across all Schools reported between January and April 2020 and a significant increase in March when it was made available to all courses on eCentennial. GCEI and COLT will continue to promote ReadSpeaker and provide training support for faculty. As well, the Information Technology (IT) department will continue to provide additional technical support where needed. Finally, GCEI will collaborate with the Institutional Research Office to administer student and faculty surveys and evaluate the effectiveness of ReadSpeaker as a learning tool.

**Anti-Asian Racism**

Since the start of COVID-19, there has been a rise in anti-Asian racism across all levels of society. Concerns over the origins of the pandemic have led to irrational fears of getting the virus through association or contact with persons of Asian descent, which has resulted in profound stigma, racism, xenophobia and harmful discriminatory acts.

Racist attitudes and behaviours have deeply affected persons of Asian descent, and more specifically people of Chinese descent. These acts will continue to negatively affect all communities if awareness on how to

combat anti-Asian racism within the context of COVID-19 is not raised.

At Centennial, it is imperative to create safe, inclusive and welcoming spaces for all. Navigating these difficult conversations can sometimes be challenging. GCEI was instrumental in leading Centennial’s response against anti-Asian racism through an institutional broadcast that included [President Craig Stephenson’s video](https://www.youtube.com/watch?v=pjC6nJhaQkU&feature=youtu.be) and the [Anti-Asian Racism Social Action Card](https://www.centennialcollege.ca/centres-institutes/centre-for-global-citizenship-education-and-inclusion/social-action-cards/anti-asian-racism/).

**Equity & Inclusion Specialist Program**

GCEI continues to offer its Equity and Inclusion Specialist Program, designed to build capacity among Centennial College employees to integrate equitable practices that reduce systemic barriers and further build inclusion. The program features a combination of mandatory and elective workshops on various topics that relate to equity and inclusion.

As circumstances around COVID-19 and anti-Black racism have evolved, GCEI experienced an increased demand for our Equity and Inclusion offerings. We have been honoured to include notable guest speakers in the delivery of our program such as human rights lawyer, Dr. Tanya De Mello, assistant professor of Gender and Sexuality Studies, Dr. Lee Airton, and anti-racist scholar, Dr. Christopher Stuart Taylor.

Upon completion of the program, participants receive a Statement of Recognition from GCEI and a Distinction in Equity and Inclusion Digital Badge. This year was particularly significant as it marked the first time that a team graduated from the program thanks to the dedicated investment of the SALT Administrative Support Staff. GCEI is proud to customize the Equity and Inclusion Specialist Program for teams and encourages all Centennial College staff to reach out to us to explore this option. For more information contact Jaclyn San Antonio: [jsanantonio@centennialcollege.ca](mailto:jsanantonio@centennialcollege.ca)

* Adopting an Equity-Based Approach
* Managing Unconscious Bias
* Understanding Systemic Bias
* Responding to Microaggressions
* Competing Human Rights
* Positive Space
* Supporting Trans, Gender Non-Conforming and Two-Spirit Students
* UDL and Accessibility in the Workplace
* Digital Justice and Literacy
* Integrating UDL in the Workplace
* Advancing Social Justice During COVID-19
* Challenging Anti-Black Racism
* I Have White Privilege. Now What?
* Allyship and Solidarity
* Reflective Practice: Leading with Equity

**New Workshops**

GCEI continues to evolve its programming on equity and inclusion and introduced several new workshops in the past year on such topics as White Privilege, Allyship and Solidarity and Changemaking. We were thrilled to collaborate with different departments and programs within the College such as CCSAI, HYPE, and Libraries as well as external organizations such as New Circles and Humber College to deliver specialized trainings on equity and inclusion, global citizenship, internationalization and changemaking.

**Allyship and Solidarity**

Allyship and solidarity are terms that have become increasingly common, but what do these words mean and look like in practice? This workshop provided an opportunity to reflect on identity, experiences, power/privilege and examine ways in which one can, in both personal and professional practice, engage in allyship and solidarity with others.

**I Have White Privilege! Now What?**

In this interactive workshop, participants deepened their understanding of oppressive systems by exploring concepts such as white privilege, white guilt, white entitlement and white fragility. Participants reflected on their role and contributions to systems of oppression, and also discussed concrete actions they can take in their personal and professional lives to disrupt racism.

**Changemaking and Social Innovation**

Changemakers are the social innovators that are integral in re-shaping and re-imagining our world. Now more than ever, we need to be involved in our local and global community to make a positive impact. This webinar provides an introduction to social innovation and changemaking, to assist support staff in learning about ways they can spark positive social and environmental change at the local and global level.

**Leading with Equity and Inclusion**

This session was created for the Broadcasting and Film program, since there is a need to equip students with understanding, skills, tools and industry expectations with regards to equity, diversity and inclusion within their industry. Social movements such as #metoo and #timesup have had a huge influence and are changing the way that the broadcasting industry does business.

QUOTE: “Excellent work! Much appreciated. How do we weave these threads in our program/courses and move away from reacting to these situations that are ongoing.” – participant

QUOTE: “I have been learning about white privilege for 20 years and I still learned a lot in this session. Very knowledgeable presenters and great discussion.” – participant

QUOTE: “I feel so lucky to have these GCEI workshops as a resource. You all do very inspiring work.” - participant

QUOTE: “Love the enthusiasm and passion shared about changemaking and how to approach it. Getting started is key. Momentum creates more momentum. - participant

QUOTE: “The session really made me take a closer look at the way I interact with others, and I am trying to be more conscious of how my white privilege impacts how I view things and even the way I do things.” - participant

**Anti-Oppression Framework**

Centennial College values and embraces diversity, equity and inclusion as fundamental to its mission to educate students for career success within a context of global citizenship and social justice. Centennial values the educational and life experiences its students bring with them and encourages the sharing of those experiences as part of the learning environment. It also recognizes that historical and persistent inequities and barriers to equitable participation exist and are well documented in society and within the College. Centennial believes individual and systemic biases contribute to the marginalization of designated groups. These biases include race, sex, gender, sexual orientation, age, disability and religion, to name just a few. Centennial also acknowledges that advancing Indigenous sovereignty issues is fundamental to pursuing equity and social justice within Canada.

GCEI was instrumental in organizing the anti-oppression working group and creating the Anti-Oppression Framework. This framework was created as an approach for understanding and responding to the experience of oppression. Anti-oppression is a way of recognizing and naming injustices that happen against people based on their identities, and then a way to work toward ending that mistreatment, oppression or violence towards the particular group(s). The diagram illustrates Centennial’s deep commitment and responsibility to anti-oppression as it places the College, as an institution, at the centre of the framework. The student experience is situated between the institutions’ commitments and the anti-oppression principles for teaching and learning, as they will be most affected. On the outer rim of the circle are the eight Anti-Oppression Principles.

* Intersectional Approach

Centennial values an intersectional approach to understanding identity and the inequities that exist. Social, economic and ecological issues are interconnected and interdependent. All oppressions are interrelated, and so are the solutions.

* Analysis of Power and Privilege

Through the analysis of institutional power and the power associated with particular identities, we can identify and unpack systems of oppression. We analyze the narratives that help legitimize and hold power in place, as well as create systems of privilege. Privilege is a set of unearned benefits given to people from the dominant social group. Privilege is directly connected to systems of power. Context matters. Power and privilege is situational and can shift depending on context. We must bring the analysis of privilege and power as a lens to all our work.

* Dialogue

Dialogue and discussion are some of the tools we can use to overcome oppressive attitudes, behaviours and situations in our classrooms. Anti-oppression work requires active listening and respectful communication.

* Allyship

Centennial is committed to being a visible ally. Acting consciously and consistently to challenge historic patterns of marginalization and oppression including racism, sexism, homophobia and discrimination in all its forms is core to allyship. The College is committed to action and the implementation of teaching and learning strategies that address oppression.

* Learning and Reflecting

Maintain an openness to listen, learn and unlearn, and a willingness to challenge actions, attitudes and beliefs. It is critical to identify and reflect on the ways in which our positions in society (social location, access to power, privilege, resources) shape our actions, attitudes and beliefs. We need to acknowledge the power and privilege we hold and how our actions impact others.

* Listen to all Voices

Centennial takes responsibility for making a space for all voices in the classroom. We believe in listening to Indigenous Knowledge Keepers, youth, women, persons with disability, 2SLGBTIQ+ (two-spirit, lesbian, gay, bisexual, trans, intersex and queer) and racialized individuals. We listen to and trust impacted communities’ experiences, stories and histories, as told by them.

* Oppression is Cumulative

Oppression is the combination and the cumulative effect of all of our privileges and disadvantages that shape our experiences. One is not simply oppressed or an oppressor; privileged or disadvantaged. Instead, the social structuring of race, class, gender, sexuality, ability and other identities, has created systems where ones’s identities and social location intersect with structures of power and privilege to form unique lived experiences. One social location is not more important than another, although one can be more salient than others, dependent on time, place and situation.

* Participatory

Disrupting the notion of the faculty as the only ‘expert’ or knowledge keeper can work to prevent the invalidation of students’ own knowledge, lived experiences and ways of knowing and being. Shared decision-making and opportunities to co-create, allow us to shift the inherent power structures that exist within the classroom in a more fluid way.

**Anti-Black Racism**

Centennial College has a strong commitment to dismantling systemic structures that perpetuate anti-Black racism. GCEI continues to play a key role in challenging and addressing systemic inequities by ensuring that the perspectives of diverse Black communities are integrated in all the work we do. GCEI has held the following College-wide initiatives that focused on anti-Black racism.

**Anti-Black Racism and Inequity: Realizing Organizational Equitable Outcomes**

On November 13th, Dr. Christopher Stuart Taylor joined the Centennial community in a riveting talk and discussion entitled Addressing Anti-Black Racism. Hosted by GCEI, more than 30 staff attended and strategized around their role as leaders and key players in addressing and dismantling conflict pertaining to race and racism. Centennial staff worked together to discuss and develop a more inclusive working and learning environment for racialized students and employees.

In the aftermath of global protests around anti-Black racism and police violence, on Thursday June 18th, over 400 staff from across Centennial College virtually joined Dr. Taylor in deepening their understanding of anti-Black racism. Dr. Taylor led a dynamic discussion on the roots of systemic anti-Black racism in Canada and offered concrete recommendations for Centennial College to engage in anti-racism efforts. College employees engaged in dialogue and identified critical strategies in order to address and challenge anti-Black racism.

**Decoding Black: A Podcast Series**

GCEI, in collaboration with Marketing and Communications, created the podcast Decoding Black, which was released in February. The podcast featured hosts Dr. Christopher Stuart Taylor, expert scholar in Immigration History and Black Canadian History, and Letecia Rose, Manager of Partnerships and Programs at Maple Leaf Sports and Entertainment Partnership. It invited listeners to increase their awareness on how to destabilize, deconstruct and disrupt systems of oppression linked to anti-Black racism. Listeners of the podcast learned of diverse perspectives on the Black Canadian experience and deepened their understanding of critical approaches on how to counteract anti-Black racism and systemic barriers affecting diverse Black communities.

**Black Mentorship Initiative**

GCEI launched a new [Black Mentorship Initiative](https://www.youtube.com/watch?v=TdAwiYqc2Ds&feature=emb_logo) on December 4th, 2019. The launch event brought together Centennial College students and staff as well as external industry professionals. Students where matched with mentors who committed to providing them career advice. The goal of this mentorship program is to support Black students in identifying potential career paths and help them successfully transition into gainful employment by working with a mentor who has also faced similar obstacles and experiences in both the education system and labour market.

**Anti-Black Racism and Student Life**

On June 11th, GCEI and SLED also facilitated a student-facing event called Anti-Black Racism: A Community Conversation. In a virtual setting, this event brought together Centennial students to discuss anti-Black racism and how Centennial community members can take action. Students engaged in a meaningful conversation to discuss what educational gaps exist in addressing anti-Black racism and new visions for a more equitable educational experience.

On July 23rd, GCEI and SLED welcomed Janelle Brady and Dr. Shawnee Hardware to Centennial College to facilitate a session entitled Anti-Black Racism and Student Life: Moving Towards Action and Change. Janelle Brady and Dr. Shawnee Hardware offered Centennial College students an opportunity to deepen their knowledge of systemic anti-Black racism in Canada and historical resistance to it. Their dynamic presentation catalyzed thoughtful discussion and inspired ideas for change among students.

**Black History Month**

GCEI is proud to celebrate Black History Month with the Centennial College community every February. This year’s theme was “Building on the Past, Focusing on the Future.” It honoured the diverse histories and experiences of African, Caribbean and Black Canadians while promoting powerful ideas to address anti-Black racism in our own institution and broader society.

Black History Month kicked off with a keynote presentation by author and activist, Robyn Maynard. Her best-selling book, **Policing Black Lives: State Violence in Canada From Slavery to Present** has significantly influenced the national conversation on systemic anti-Black racism and police brutality. Robyn’s presentation addressed the main themes in her book and provided key examples of the stereotypical ways that Black individuals are portrayed in the media. During the event, students from the Child and Youth Worker, Policing Foundations and Social Service Worker programs had the opportunity to engage in direct conversation with Robyn.

The Black Entrepreneurs Market featured an array of dynamic Black-owned businesses. From car detailing to headwraps to colouring books, the Market offered Centennial College community members exciting products and services while providing Black entrepreneurs with an opportunity to showcase their businesses!

Students at the Story Arts Centre also participated in Black History Month by hosting their yearly dance and music performances. Through a mixture of song, dance and spoken word they showcased their incredible talents while celebrating Black history and raising awareness about critical issues facing Black communities.

QUOTE: “Education is for improving the lives of others and for leaving your community and world better than you found it.” – Marian Wright Edelman

**Global Citizenship Education**

**Globally Networked Learning: Breaking Boundaries Through Connected Classrooms**

In an evolving and interconnected world, Globally Networked Learning (GNL) fosters global and diverse perspectives through pedagogical approaches that conceptualize learning beyond the traditional classroom. Leveraging digital technology, students can connect with industry, community partners, educators and peers to broaden the breadth of knowledge in the classroom. GCEI collaborates with faculty and staff to coordinate GNL sessions in curricular and co-curricular spaces. GNLs can explore a diverse range of topics and be delivered in a variety of formats, including guest lectures, industry panels and collaborative classroom projects. To support the integration of GNLs into the classroom, GCEI delivered three live webinars to increase faculty capacity to collaborate in the development and delivery of a GNL, as well as creating a resource that serves as a guide for planning. Examples of GNLs delivered are to the right.

* School-Based Support for LGBTQ2S+ Youth
* UN Sustainable Development Goals & Doctors Without Borders
* Food Activism on Campus: Good Food for Students
* Global Perspectives: Social Work Practice & Mental Health
* Equitable Leadership: Student Leaders as Changemakers
* Community Environmental Sustainability Initiatives
* Local & Global Renewable Energy Initiatives
* An Anishinaabe Perspective on Conflict Resolution
* Impact on Supply Chain due to COVID-19
* Social Media as a Tool for Activism

**Internationalization Excellence Award (IEA): Commitment, Compassion, Character**

**Chef Stephen Field Awarded the Internationalization Excellence Award**

The IEA annually recognizes the efforts of individuals championing the principles of inclusive internationalization within the context of the College’s global citizenship education mandate. Chef Stephen Field, a dedicated faculty in the School of Hospitality, Tourism and Culinary Arts, was awarded for his significant contribution to advance internationalization efforts within the learning environment by actively engaging students and staff to participate in meaningful initiatives that foster empathy, understanding of diverse perspectives and deepened commitment to social justice principles. His contributions include developing and leading two critical service learning projects through the Global Citizens Take Action initiative that focused on foraging and Indigenous cuisine, as well as climate justice and sustainable fishing. Additionally, he developed two Global Citizenship and Equity Learning Experiences (GCELE) to Brazil (2018 and 2019) and an Applied Research Abroad Program (ARAP) to Morocco in 2020. In designing experiential learning projects, Chef Field thoughtfully engages with community partners, actively seeking to address power differentials and engage in mutual, sustainable relationship-building.

**Global Graduate Toolkit**

An evolving and unpredictable world requires new approaches to preparing college graduates for the future of work and the planet more broadly. Since 2008, Centennial College has been a leader in global citizenship education, preparing students for both career success and to be responsible, conscious citizens of the world.

The Global Graduate Toolkit was launched in November 2019 as a creative and interactive ‘how-to’ resource, that guides users through a journey of exploration and self-reflection to support them in articulating and leveraging their global competencies such as empathy, recognizing diverse perspectives and practicing intercultural intelligence, to name a few. The innovative tool was designed to improve student and alumni capacity to present skills fostered through global citizenship education to potential employers. The toolkit has been disseminated to recent graduates in I am Global career preparation events, as well as to current students in Becoming Global Ready: Six Global Citizenship and Equity Skills for Employment workshops. The resource was developed as a part of an earlier phase of an ongoing, multi-year, NSERC-funded project, I am Global, that launched in Summer 2018. The toolkit is publicly available for [download](https://p.widencdn.net/tspxv1/I-am-Global-Toolkit).

**Internationalization in a Box**

GCEI collaborated with Kelly McConvey, faculty and instructional designer at the School of Communications, Media, Arts and Design, to develop a dynamic learning module to advance the core elements of inclusive internationalization across all disciplines. Designed for faculty, the Internationalization-in-a-Box module will detail how to effectively integrate teaching and learning strategies through new innovative practices. The goal of this module is to allow faculty to further develop an enriched internationalized learning environment, which leverages diverse perspectives to support students in succeeding within an evolving global economy. The Inclusive Internationalization-in-a-Box online module will be launched in the Winter semester.

**Women’s Mentorship Network**

Following the resounding success of Illuminate, Centennial College’s first women’s empowerment event, women across the College expressed a need for more opportunities to connect with colleagues with similar lived experiences. They have shared the importance of connecting with motivational women and building their confidence as stepping stones towards strengthened wellbeing and career advancement. GCEI listened to these requests and launched the College’s first Women’s Mentorship Network. After a year of collaboration with Chronus, an award-winning online mentorship platform, we now have a robust mentorship program which matches employees as mentors and mentees and guides them through formal goal-setting in order to reach their personal and professional goals.

The Women’s Mentorship Network was formally launched on August 20, 2020 with an invigorating keynote presentation by **Naki Osutei**, Associate Vice President, Social Impact (Canada) for the Global Corporate Citizenship department at TD Bank, and dynamic virtual networking sessions. It was attended by over 50 women from diverse departments, Schools and positions across the College. Participants left feeling inspired to participate fulsomely in the mentorship program.

QUOTE: “I loved the inspirational keynote, the upbeat celebratory atmosphere and the caring nature of the event.” - participant

QUOTE: “I appreciated the chance to connect with other women in the college in an empowering way, to learn from others and to be inspired!” - participant

QUOTE: “The questions asked were thought provoking and inspired me to reflect on my goals, my direction and what I have to offer others as I reflect and move forward.” - participant

QUOTE: “It's amazing to see Centennial take strides in creating a more inclusive network for women to support one another. It's really powerful to know that interdependence is encouraged in our community! I'm extremely grateful to be a part of this mentorship program.” - participant

**Social Innovation Institute**

**Social Change for People and Planet**

Centennial College has a long history of changemaking, particularly through our groundbreaking Signature Learning Experience. Recently the College has strengthened these efforts by promoting social innovation, a methodology that creates social and economic value at the systems-change level by addressing the root cause of a problem.

In February, GCEI launched the first annual Social Innovation Institute, a half-day intensive workshop that provided faculty and staff with the tools needed to lead social innovation and changemaking at Centennial College. We were joined by two experts in the field – Jarret Leaman of Troon Technologies and the Centre for Indigenous Education and Technology and Natalie Wood of George Brown College’s Social Innovation Hub. Jarret spoke passionately about the importance of valuing and embedding Indigenous perspectives and expertise in social innovation initiatives. Natalie led participants through engaging and interactive exercises where they were challenged to think outside the box by coming up with “the worst idea ever” and developing physical prototypes from craft supplies. Both Natalie and Jarret opened participants’ perspectives to entirely new ways of approaching social innovation and systems-thinking!

**PRIDE COLLABORATION**

**Building Virtual Community During COVID-19**

As the College geared up to celebrate Pride Month with the annual Pride Picnic and participation in the Toronto Pride Parade, the realities of shifting circumstances required creative ways to celebrate and build community throughout the month. The Pride Committee, led by Manny Rodrigues, is an inter-departmental group of employees who pivoted to coordinating a powerful hour of online celebration and commemoration featuring messages, resources and entertainment, which had viewers dancing and singing from their living rooms and kitchens. The video featured Centennial College community members as well as local organizations providing services to Two-Spirit, lesbian, gay, bisexual, trans, intersex and queer (2SLGBTIQ+) communities. Guest drag performances included Devine Darlin, Lucy Flawless and a Children’s Drag Queen Story Hour with Priyanka. The watch party also served as a fundraiser for the student COVID-19 Relief Bursary, raising a grand total of $15,000 for 2SLGBTQQIA+ students in financial need at Centennial.

Though the College could not be together in person, the watch party provided an opportunity to celebrate, build community and further the College’s commitment to create more inclusive spaces for 2SLGBTIQ+ communities. With creativity, dedication and resourcefulness, Pride continued on and though physically apart, the College was together as a community in spirit. Everyone was invited to share messages of support using #ShowYourPrideCC on social media.

In addition to the watch party, the Committee supported a 2SLGBTIQ+ Student and Employee Community Conversation virtual drop-in, the continuation of the Centennial Comes Out storytelling project coordinated by Manny and the development of a Community Calendar featuring a curated selection of free virtual events happening throughout the month of Pride.

**Conversations for Social Change**

Conversation is critical to advancing social change. When we come together in open and humble dialogue, we are more likely to reach common ground, deepen our appreciation for diverse perspectives and reimagine new possibilities for the future.

Conversations for Social Change (CSC) is a speaker series which aims to catalyze these transformative changes. CSCs bring together diverse community experts and industry professionals to share their unique perspectives on relevant social justice issues. Over the past year, CSCs created welcoming and open spaces to discuss some of the most pressing issues faced by our communities.

Gender-based violence (GBV) is a serious global issue, disproportionally affecting women and transgender individuals. The **Intersections of Gender Based Violence** CSC was joined by Audrey Huntley of **No More Silence** who spoke about the violence that Two-Spirit individuals face, Melissa Simas of the **Scarborough Women’s Centre** who shared the impacts of violence on women with disabilities and Grissel Orellana of the **Toronto Rape Crisis Centre/Multicultural Women Against Rape**, who runs a support group for Latinx violence survivors and discussed the importance of understanding GBV through an intersectional lens. The event concluded with David Garzon of **White Ribbon** who emphasized the critical role that men can play as allies in addressing GBV and undermining the systems that perpetuate it. The conversation catalyzed critical reflection on what actions we can take, individually and collectively, to curb GBV and support survivors.

The emphasis on reflection and action continued as GCEI partnered with the Community Development Worker Program to host the **Everyday Decisions, Global Impacts** CSC. Through this dialogue event participants explored how our daily behaviours impact the lives of others, whether they are in our communities or across the globe. Martha Ocampo, founding member of the **Caregiver Connection Education and Support Organization**, shared the experiences of migrant caregivers in Canada. Carolynne Crawley, entrepreneur, consultant and Forest Therapy Trainer, discussed how colonialism has shattered Indigenous food systems and ruptured human connection to the land. Naku Wayne, Founder of **Fete by Her** and **Made by Her**, explained how mass produced textiles have ruined the traditional Ghanaian textile industry. Their candid presentations, peppered with deep personal experiences, encouraged reflection on the global effects of our local actions.

Another global issue explored was mental health. GCEI collaborated with **Mental Health Without Borders** to host a screening of **Kiskadee’s Shadow**, a documentary exploring mental health in Guyana. The film was followed by a discussion about the global factors underlying mental health issues, the connections between mental health in Guyana and diverse communities in Canada and innovative approaches to addressing mental health concerns. Huma Saeedi of **Naseeha** spoke about the importance of providing mental health supports for Muslim youth, while Cheryl McPherson, Program Coordinator of **Centennial College’s Addiction and Mental Health Worker** program, shared the many ways that colonialism and systemic racism influence mental health outcomes for Indigenous communities in Canada. Shrenik Parekh, member of Mental Health Without Borders further discussed the deep stigmatization and lack of mental health services in Guyana, while Lorraine Payne of **Across Boundaries** spoke about the many diverse communities to whom her organization offers mental health services.

**Social Action Fund**

Advancing transformative social change requires commitment, understanding and resources. That’s why, every year, GCEI awards five outstanding proposals with $2,000 to implement their own social justice projects on our campuses. Through the Social Action Fund (SAF), GCEI works closely with awardees to develop and execute relevant, sustainable and impactful projects that promote global citizenship, equity and inclusion.

This year GCEI supported a student from the Community Development Worker Program to engage fellow students at Ashtonbee campus on food justice issues. The project was inspired by the limited availability of healthy, sustainable food on campus and a desire to encourage more students to get involved with the campus community garden. It included a webinar on food activism with dynamic presentations from chef, author and food activist Joshna Maharaj and Jaimie White of Meal Exchange who both shared successful strategies to engage students in developing healthy, sustainable and culturally compassionate food systems on college campuses. A second webinar, featuring Randy Pitawanakwat, focused on the four Anishinaabe sacred medicines (tobacco, sage, sweetgrass and cedar) and how they relate to the medicine wheel, community garden and food security on campus. A central theme of both webinars was the importance of aligning College values with on-campus food services in order to achieve food justice and promote student wellbeing and success.

The SAF was also granted to a team of seven students from the Marketing and Research Analytics program who developed a comprehensive project to increase campus awareness of the environmental impact of single-use coffee cups. They devised a dynamic physical structure to visually represent the amount of disposable coffee cups discarded on campus each day, came up with an exciting online campaign and sourced sustainable and collapsible reusable coffee cups from a Canadian company. This project is on hiatus due to COVID-19.

GCEI also supported innovative staff-led projects through the SAF. A team of staff from Centennial Facilities and CALCS developed an interactive online map that showcases Centennial College’s vast diversity. The app allows individual users to place a marker on their home communities or indicate other important demographics. The team has met with numerous stakeholders across the College and will be launching a proof of concept in Fall 2020.

In celebrating the College’s diversity further, GCEI awarded funds for an Indigenous Student Community Group which brought together Indigenous students from across the College to engage in traditional art-making and teachings. The group met for an afternoon of beading with artist Deanne Hupfield and each created their own set of beaded earrings. Their plans for a series of drum-making workshops were delayed by COVID-19.

QUOTE: “Education without social action is a one-sided value because it has no true power potential. - Martin Luther King Jr.

**Changemaker Education**

Changemaking is a call to members of the College community to spark positive social or environmental change through action. Our approach to changemaking is embedded within the College’s award-winning Global Citizenship and Equity educational mandate, a pillar of the institution for over 12 years. At Centennial we ask, how can an educational institution be a force for the greater good?

**Learning Experiences: Supporting Students on Their Changemaker Journey**

* Changemaking Workshops

Students were provided with opportunities to participate in engaging workshops and panel discussions on diverse changemaking topics to enhance their knowledge, awareness and ability to take action. These workshops include sessions such as How to Be a Social Innovator, Bias in the Workplace and Leading for Social Change.

* Leading for Social Change - Digital Panel

This panel session featured global changemakers Deborah Raji and Nikita Shah, who used their leadership skills while they were post-secondary students to create impactful initiatives rooted in social justice. Deborah’s work focused on bias and inclusion in technology and engineering, and Nikita’s on the legacies and impact of colonialism on daily life. Delivered in partnership with Leadership Academy, the session provided students with an opportunity to hear best practices and advice on how student leadership can be used for positive social change.

* Global Citizens Get Hired–Impact Through Entrepreneurship

GCEI and ACCEL partnered to delivered a panel and networking event with over 65 attendees on November 6, 2019. The event featured three local entrepreneurs from distinct sectors who have successfully launched their own businesses. All of the entrepreneurs, as a key component of their business, integrate social and environmental impacts into their models. This was an opportunity for students to learn more about the journey of developing a vision-oriented business and making a positive impact from the perspectives of people who have experienced first-hand the challenges in an entrepreneurial journey. Speakers also addressed barriers to entrepreneurship, reflecting on issues of inequities through the process.

**#MILLIONSOFCHANGEMAKERS**

**Stepping Up to the Challenge**

Centennial College was named one of six semi-finalists for Ashoka’s global #MillionsofChangemakers award. Ashoka is an organization that collaborates to transform institutions worldwide to support creative changemaking for the good of society. The award recognizes the initiative that has the greatest potential to spark #MillionsofChangemakers if adopted across higher education. As part of the campaign, leading academic institutions, ecosystem builders and individuals across 14 countries made 73 commitments to activate more than 200,000 changemakers. As a part of this commitment, GCEI delivered targeted programming for students, such as Impact Institute, Global Citizens Get Hired, How to Be a Social Innovator, Leading for Change and Global Citizens Take Action, amongst others. These changemaking initiatives offered a variety of engaging experiences for students in order to meet learners’ needs at various stages of their changemaking journeys. The initiative exceeded the target of increasing Centennial student participation in changemaking initiatives by 25 per cent in 2019-2020.

**Page Quotes**

“I need to do more networking to help me succeed as an entrepreneur in the future.”

“By following their passion, they try to bring a change in this society. I feel good to learn about this.”

“I will be confident in my ability to pursue my passion and make a change.”

“Loved that the fact that everyone has to follow their own path to success.”

“I will definitely get more active and take more initiative while building my career.”

“I believe my diminished passion was reinstated after this session.”

**Impact Institute: Social Change Begins with Us**

The Impact Institute is an interactive learning series offered to students to reflect on important social and environmental issues. The Institute increases awareness and fosters skills to take action for a better world. GCEI delivered the Impact Institute in October 2019 and August 2020, with 238 attendees across sessions.

QUOTE: “I learned how to look at the topics from the point of views of others. I like that the topics were discussed in depth.” - participant

QUOTE: “I find it useful and helps me to think effectively about my surroundings and also how to protect them.” - participant

**Impact Institute Sessions Offered**

* Challenging Islamophobia
* Changemakers: Here, There and Everywhere
* Positive Space: 2SLGBTIQ+ Inclusion
* Digital Changemaking: E-Volunteering and Community Action Online
* 6 GCE Skills for Employment - New Skills for a Changing World
* Allyship and Solidarity
* Get Your Project Funded: Fundamentals of Grant Writing and Fundraising
* Environmental Justice
* Challenging Racism and Microaggressions

**Global Perspectives Digital Badge: Supporting Students with Career Success in a Digital World**

Centennial College students can develop a competitive edge in the labour market through engaging in global citizenship education, which includes both curricular and co-curricular experiences. These experiences provide an opportunity for students to gain marketable skills and earn a digital badge that they can highlight on their resume, cover letter, LinkedIn profile, portfolio and in a job interview. GCEI continues to administer the badge and provide students with supports when completing badge requirements, which include attending events and workshops, volunteering, participating in global experiences and taking part in leadership activities, to name a few.

A digital badge is a visual credential that verifies a particular achievement or the attainment of a specific skill or competency. In this case, the Global Perspectives Digital Badge demonstrates the skills and knowledge students have gained related to global citizenship education. These skills include, for example, having a global mindset, the ability to understand diverse perspectives, demonstrating empathy and practicing social responsibility. With the increased use of digital resumes and talent recruitment practices, the digital badge helps students show a potential employer a more holistic professional representation of themselves.

**Global Citizens Take Action: Fostering Changemaking through Experiential Learning**

Global Citizens Take Action provides opportunities for students to engage in local critical service-learning projects in both curricular or co-curricular spaces. The initiative connects students to local organizations for one to four day applied projects and includes pre-service learning training and post-arrival reflection from GCEI. Partner organizations have included New Circles Community Services, Scarborough Centre for Healthy Communities and East Scarborough Storefront. An example is included below.

**Foraging and Indigenous Cuisine**

In February 2020, Chef Stephen Field organized a one-day service-learning experience for a team of students in the School of Hospitality, Tourism and Culinary Arts. Students had the opportunity to engage in foraging practices in a local conservation area with the guidance of Indigenous chef, Chef Joseph Shawana. Through the experience, they learned about and prepared Indigenous cuisine, while cultivating a connection to nature. The service-learning team [created a video](https://youtu.be/g-bA92xEoGU) to highlight their learning journey.

**Thrive Fair: Mental Health and Wellness Fair**

As a part of the College’s annual Thrive Week, GCEI coordinated a vibrant Mental Health and Wellness Fair bringing together diverse community agencies offering mental health services and internal College departments supporting student wellness. The Fair was attended by over 250 people, many who took part in an interactive ‘passport’ activity to learn more about mental health and wellness. Participating agencies included Centre for Mindfulness Studies, East Metro Youth Services, Naseeha, Black Health Alliance, Scarborough Centre for Healthy Communities and Scarborough Women's Centre.

**Gender-Based Violence**

**Education and Awareness for a Safe and Inclusive College**

OUR CONTEXT

Education and awareness initiatives focused on gender-based violence are centered on an intersectional approach, recognizing social constructions of masculinity and femininity, sexual identity and gender. This approach acknowledges the vulnerability of 2SLGBTIQ+ communities, Indigenous women and persons with disabilities. It acknowledges that some groups are disproportionately impacted by violence, as sexism intersects with other forms of oppression such as racism, colonialism, ableism and transphobia.

**Bringing in the Bystander**

Student and employee training that builds community capacity to safely intervene in instances of gender-based violence.

**Gender Friendly Classrooms**

This training on inclusive practices for trans and gender non-binary students was delivered to faculty and staff by Dr. Lee Airton, author of the book [Gender: Your Guide: A Gender-Friendly Primer on What to Know, What to Say, and What to Do in the New Gender Culture](https://www.leeairton.com/genderyourguide).

**Circle of Care**

Building partnerships with community organizations that address gender-based violence in all its forms, including for Thrive Week and Pride celebrations.

**Intersections of Gender Based Violence**

A Conversation for Social Change with No More Silence, White Ribbon, Toronto Rape Crisis Centre and Scarborough Women’s Centre for employees and students.

**Love in the Time of Corona**

A webinar conversation for students and employees focused on intimacy and connection during the pandemic.

**Gender-Based Violence Campaign**

Educational campaigns and resource distribution occurred throughout the year, including social media engagement, College-wide broadcasts, posters and brochures for employees & students related to gender-based violence prevention. Campaigns include National Day of Remembrance and Action on Violence Against Women and 16 Days of Activism.

**FRIES - Student Leadership**

GCEI supported a peer-led consent education campaign with the FRIES model, which included, games, information, resources and coupons for free fries on campus! For more information about the FRIES model, please visit [Planned Parenthood](https://www.plannedparenthood.org/learn/relationships/sexual-consent).

**TEDxCentennialCollegeToronto**

We are at a critical moment in time where the ideas we nurture and the decisions we make can have profound impacts on the world. On The Verge invites you to explore the evolving middle ground, which demands the courage to consider ourselves, our relationships and the places we inhabit as fluid and uncertain.

When the organizing committee first came together in the summer of 2019 to plan this year’s TEDxCentennialCollegeToronto, we selected the theme of On The Verge along with this accompanying description. As we now find ourselves in the midst of a global pandemic and ongoing demands for racial justice and systemic change, these sentiments could not be more relevant. Never has there been a more important time to share ideas worth spreading through the TEDx platform and engage in thought-provoking conversations that challenge the status quo and re-imagine the world we want to be in.

Presenters included Izzy Camilleri, one of Canada’s leading fashion designers whose creations have dressed the likes of David Bowie, Angelina Jolie and Meryl Streep; Matt Rubinoff, founder of Toronto’s shipping container market, Stackt, a cultural community hub recently awarded as “Public Space of the Year;” and Tyrone “T-Rex” Edwards, the television host and visionary behind the 1 LOVE T.O. movement that galvanized Torontonians.

Over 1,700 people attended the virtual event from around the world including countries like Canada, the United States, India, Pakistan, Columbia, Argentina and the Philippines!

These are only some of the many behind-the-scene efforts that our dedicated team has put into creating an unforgettable TEDxCentennialCollegeToronto experience, and we brought it to life for audiences around the world on October 7th.

Visit [TEDxCentennialCollegeToronto](https://tedxcentennialcollegetoronto.ca/) for more information.

**Ignite Changes**

For over ten years, the Global Citizen Digest has been a hub for sharing ideas on global citizenship education across Centennial College. Much has changed over these years and our global community is now in the midst of profound social shifts. COVID-19 has transformed our daily lives, a widespread racial reckoning is pushing for the dismantling of systemic racism, the negative impacts of climate change are rapidly increasing and advancements in technology are connecting us at rates higher than ever before. In alignment with these profound changes, the Global Citizen Digest has been relaunched as Ignite Changes Magazine!

Ignite Changes Magazine remains a hub for the sharing of critical reflections, innovative ideas and promising practices on global citizenship, social justice and changemaking education. It will primarily highlight the work and perspectives of Centennial College staff, faculty and students – showcasing the inspiring and ground-breaking work we are doing to build changemakers. Ignite Changes Magazine is a call to action – a resource offering the knowledge, tools and support needed to collectively foster significant social change.

The first issue of Ignite Changes Magazine explores the power of UDL. Bursting with tips on integrating UDL in the learning environment, the issue features articles by Centennial College staff, Scott Tanaka and Sterling Crowe, as well as a guest piece by Melissa Simas of the Scarborough Women’s Centre. It provides a robust overview of Centennial College’s dynamic and comprehensive efforts to promote UDL.

**Journal for Global Citizenship and Equity Education**

The Journal of Global Citizenship and Equity Education (JGCEE) has released its newest publication for 2020. JGCEE is a peer-reviewed academic journal focused on the topic of global citizenship and equity. The Journal provides a place for academics and people doing research in the field to share their research and experiences through the provision of engaging and thought-provoking discourses on topics related to social justice, equity and inclusive education.

The Journal is international in scope and content, and encourages diverse approaches to the subject of global citizenship and equity. This [current volume](https://journals.sfu.ca/jgcee/index.php/jgcee/issue/view/11) explores a number of pedagogical questions and considerations related to human rights, international education and student engagement. It includes the articles to the side.