

Academic Plan 2021-2025

Building Leaders and Changemakers



**See where
experience
takes you.**

LAND ACKNOWLEDGEMENT

Centennial College is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates.

Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honour all our relations.

TABLE OF CONTENTS

Introduction: Building Leaders and Changemakers	4
The 3Es: Enrolment, Employment, and Empowerment	5
Education is a Global, Common Good	9
Leading Digital Inclusion and Technology Fluency	11
Our Academic Plan Reflects All Voices	15
Building Leaders and Changemakers	17
Enrolment – Wildly Important Goals and Priority Actions	20
Employment – Wildly Important Goals and Priority Actions	27
Empowerment – Wildly Important Goals and Priority Actions	39
Our Roadmap for the Future of Work and Learning	53
Acknowledgements	55
References	57



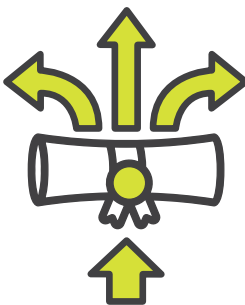
BUILDING LEADERS AND CHANGEMAKERS

In 2019, Centennial’s Academic Division began a journey towards renewing our Academic Plan amidst a world in disruption, where post-secondary education will be a key driver in Ontario’s social and economic recovery. The coming years will likely be characterized by even greater disparity, inequity, and vulnerability—particularly among young and displaced workers, people from historically marginalized communities, and people living in poverty. At a time when human connectedness feels most fragile and fragmented, education is a powerful force for public good, social and economic change, Truth and Reconciliation, and healing.

Stunning visual art by Centennial College students complements our Academic Plan’s bold vision. These pieces were submissions to an art competition themed “The Future of Work and Learning”, encompassing an expansive lens of decolonization, technology, the global workplace, social justice and activism, digital fluency, and environmental sustainability. The students’ own compelling and powerful artist statements accompany these extraordinary images throughout the Plan.

Postsecondary institutions have been forced to embrace technology and online/digital learning like never before, even as we continue to offer the high calibre applied and hands-on learning that is a hallmark of college education. While the impact of the global pandemic has been profound, our collective “new reality” offers tremendous opportunity for institutional innovation and differentiation in preparing and upskilling people and communities for a new world of work and lifelong learning. Aligned with Centennial’s Strategic Plan ([Our Book of Commitments, Third Edition](#)), this Academic Plan is also framed around our institutional pillars of Enrolment, Employment, and Empowerment (the 3Es) and our [Transformation Journey Map](#) which outlines our three-year strategy (Strengthening Our Foundation) and our seven-year strategy (Taking Flight and Soaring).

The 3Es:



ENROLMENT



EMPLOYMENT



EMPOWERMENT



Transforming Teaching and Learning in a Disrupted World

The Wildly Important Goals and Priority Actions in Centennial’s Academic Plan meet the challenges and risks resulting from the global pandemic head-on and embrace these challenges as transformational opportunities.

Global Pandemic Impact on Post-Secondary Education

- UNPREDICTABLE** student enrolment and institutional budget pressures
- BORDER CONTROLS** impacting travel for international students
- ADAPTATIONS** and constraints on face-to-face, on-campus teaching, learning, and working

-
- CHALLENGING** job prospects for new graduates and displaced workers
 - DIFFERENTIAL AND INEQUITABLE** impact on minoritized and historically disadvantaged populations, such as persons with disabilities, women-identified, 2SLGBTQQIA, and racialized populations—Black, Indigenous, and other racialized persons.

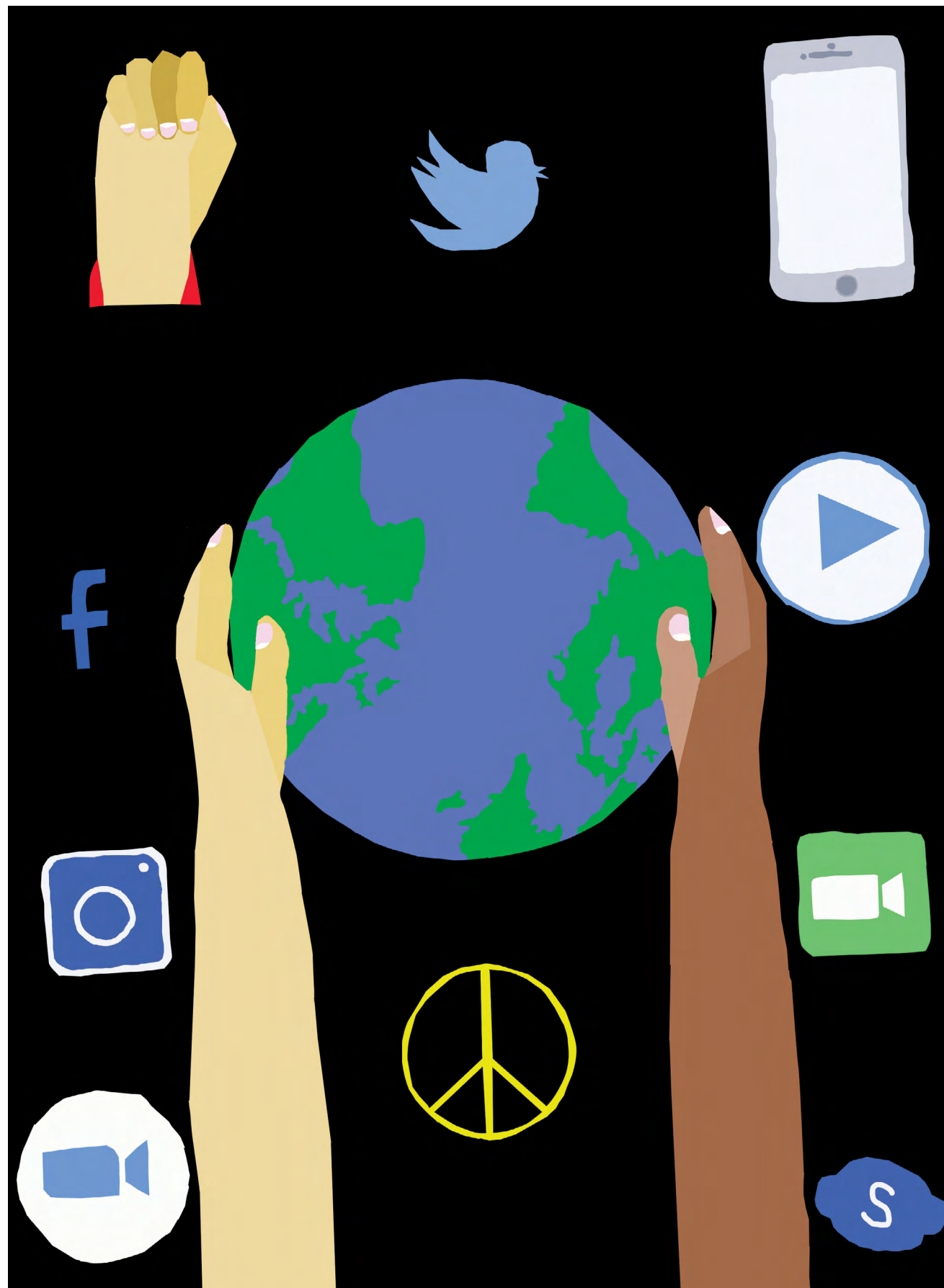
-
- DISPARITIES** among students with financial and other needs, including access to technology
 - A FACULTY WORKFORCE** who are largely new to online teaching

Academic Plan 2021-2025

- DEVELOPING** new programs and micro-credentials aligned with new industry needs
 - CREATING FULLY ONLINE** programs for international and domestic students
 - INVESTING** in innovative technologies—simulations, augmented and virtual reality, and digital collaboration applications and platforms
-
- EMBEDDING** work-integrated learning across all programs and increasing our focus on entrepreneurship, innovation, and the New Essential Skills
 - TAKING** tangible, measurable actions to address bias and racism across curriculum, policies, teaching, learning, and leadership
-
- ENSURING** digital inclusion through Universal Design for Learning, laptop loans, and other such initiatives
 - DEPLOYING** rich and engaging faculty development tools, resources, and training



“ My art design represents people from all countries embracing new ways of global communication while protecting peace and justice on Earth. The black background and symbols represent the solar system. Around Earth are social media icons representing global communication. The peace sign represents us during our current times; we all need peace on Earth and justice represents that we are all equal and must stay strong together. ”



Future of Work and Learning at Times of COVID-19 Pandemic

by Anna Zabashta

Fine Arts Studio Student



EDUCATION IS A GLOBAL, COMMON GOOD

UNESCO frames the core purpose of education as sustainable human and social development, with sustainability defined as “the responsible action of individuals and societies towards a better future for all, locally and globally—one in which social justice and environmental stewardship guide socioeconomic development” (UNESCO, 2015). Our fundamental beliefs and valuing of respect, inclusion, social justice, environmental stewardship, and global citizenship continue to be hallmarks of a Centennial education. We engage and prepare students across UNESCO’s four pillars of learning: how to *know*, how to *do*, how to *live together*, and how to *be*—as leaders and changemakers.

Education is a powerful force for good in this world. We open minds and hearts, we cultivate new ideas, knowledge, and skills, and we inspire change. We also acknowledge that educational institutions have been specific locations of trauma and violence against Indigenous children and their families, across generations. As educators and academic leaders, we have a special obligation to Truth and Reconciliation for Education. True reconciliation also extends to continually hearing and listening to truths around the history of colonization, injustice and racism, and fair settlement of land and treaty rights in what is currently called Canada (Truth and Reconciliation Commission of Canada, 2015). Centennial’s Indigenous Strategic Framework contains compelling Calls to Action, referenced in our goals and actions for change and transformation.

Centennial’s Academic Plan affirms the imperative of action in response to two global pandemics: COVID-19, and the pandemic of racism, bias, exclusion, and inequitable impacts on minoritized and historically disadvantaged populations, such as persons with disabilities, women-identified, 2SLGBTQIA, and racialized populations—Black, Indigenous, and other racialized persons. The global pandemic of racism is longer-standing, more corrosive, and more destructive, by far, than the COVID-19 virus. Our Academic Plan is situated within a lens of inclusivity, valuing and reflecting multiple voices, identities, standpoints, and histories.

LEADING DIGITAL INCLUSION AND TECHNOLOGY FLUENCY



Like virtually every sector and industry, “COVID-19 has struck our education system like a lightning bolt and shaken it to its core” (Kandri, 2020). Digital and technology fluency are foundational across all academic programs and play a critical role in Centennial’s Academic Plan:

[The global pandemic] has underscored how indispensable it is for our populations to be digitally literate to function and progress in a world in which social distancing, greater digitalization of services and more digitally-centered communications may increasingly become the norm. More fundamentally, COVID-19 is causing us to challenge deep-rooted notions of when, where, and how we deliver education, of the role of colleges and universities, the importance of lifelong learning, and the distinction we draw between traditional and non-traditional learners. (Kandri, 2020).

By embracing online and technology-enabled learning like never before, and continuing to deliver outstanding hands-on learning in our state-of-the-art labs and classrooms, Centennial will lead in student satisfaction, academic program quality, and teaching excellence. Our college’s groundbreaking history and key differentiators—inclusion, internationalization, global citizenship, and leadership—set the stage for Centennial to thrive in a transformed post-secondary educational sector of highly mobile, flexible (“hyflex”) institutions.



“ In this generation, retrieving information and having the ability to communicate with colleagues from different parts of the world has become more convenient and easily accessible. In this piece, a person of colour is at her laptop obtaining important information from her coworkers through a variety of digital applications, all just from simply clicking and typing. The lack of a transcript of the conversation gives a simpler understanding of what is portrayed in this piece to individuals that speak and read in different dialects. With just one click, you communicate with a variety of individuals, including loved ones, friends, and colleagues, and most importantly obtain information that might be useful for the next project you take on. ”




Communication Only a Click Away

by Phoenix Mounce

Graphic Design Student

OUR ACADEMIC PLAN REFLECTS ALL VOICES



The strength of our Academic Plan lies in the rich conversations and consultations with all stakeholders—students, alumni, employers, staff, faculty, and College leaders—that informed it.

These contributions reflect the deep and transformational learning resulting from COVID-19 and our rapid pivot to online teaching.

Led by the Vice President Academic and Chief Learning Officer and guided by College Council (acting as the Academic Plan Steering Committee), Centennial's Academic Plan was developed to reflect dialogue from six town halls, two Faculty Summits, over 30 industry focus groups, online survey feedback across all stakeholder groups, and targeted sessions with students, faculty, and Indigenous educators and leaders.

The breadth and depth of our consultations and engagement has created a powerful, shared vision for the future of education at Centennial College.

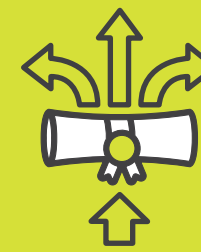
BUILDING LEADERS AND CHANGEMAKERS



Centennial's Academic Plan is our collective guide to a new world of work and learning. With a range of Wildly Important Goals (or WIGs)—bold promises to our students and to the communities we serve—the Academic Plan will chart our course for the years to come. Each of our WIGs is concretized by key strategic actions, mapped to the 3Es of Enrolment, Employment, and Empowerment, with timelines for their accomplishment.



CENTENNIAL'S ACADEMIC PLAN: 2021-2025



WILDLY IMPORTANT GOAL

Meet the needs of industry
and employers by creating new
programs focused on the
future of work

**2-4
YEARS**

KEY PRIORITY ACTIONS

We will develop new, flexible, and accessible programs that align with the future of work and new and emerging industry needs.

Our programs and curriculum will adapt and change to reflect a new and disrupted reality across all industry and employment sectors.

We will collectively leverage data to inform evidence-based decision-making in how we support student success and retention, graduate employment, quality assurance, and process improvements, as well as our program mix and offerings, aligned with the future of work and learning.

**Centennial
College**

**The Future Of Work
And Learning**

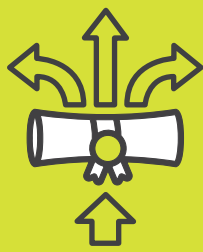


The Future of Academia
by Kenneth Reaume
Graphic Design Student

Submission for Student Art Competition: The Future of Work and Learning



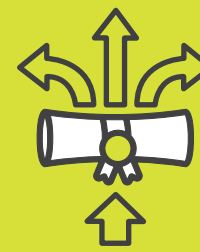
“ I wanted to create something that embodied a hand-drawn look. I really enjoy the Swiss typographic posters of the 1950s where they used the grid, so I used one too. I drew people in pencil, scanned them in and laid them out using Photoshop, Illustrator and InDesign (for the text). I added some bold colours and the gritty background so it looks futuristic as well as vintage, which I think, is forward thinking: What’s old is new again. I feel the people I drew are hinting at the idea of the global workplace and usage of technology in the future of academia. ”



WILDLY IMPORTANT GOAL

Make “learning how to learn” foundational in how we create and deliver curriculum

**3–5
YEARS**



WILDLY IMPORTANT GOAL

Expand blended and online program offerings to learners from across Canada and around the world

**1–3
YEARS**

KEY PRIORITY ACTIONS

We will launch a lifewide learning pledge, offering students academic programs and learning supports that increase their employment and career development opportunities.

Our students will document and share their attainment of and/or proficiency in the New Essential Skills with prospective and/or current employers or others in their professional networks, for example, through certificates, assessed micro-credentials, badges, or a portfolio.

KEY PRIORITY ACTIONS

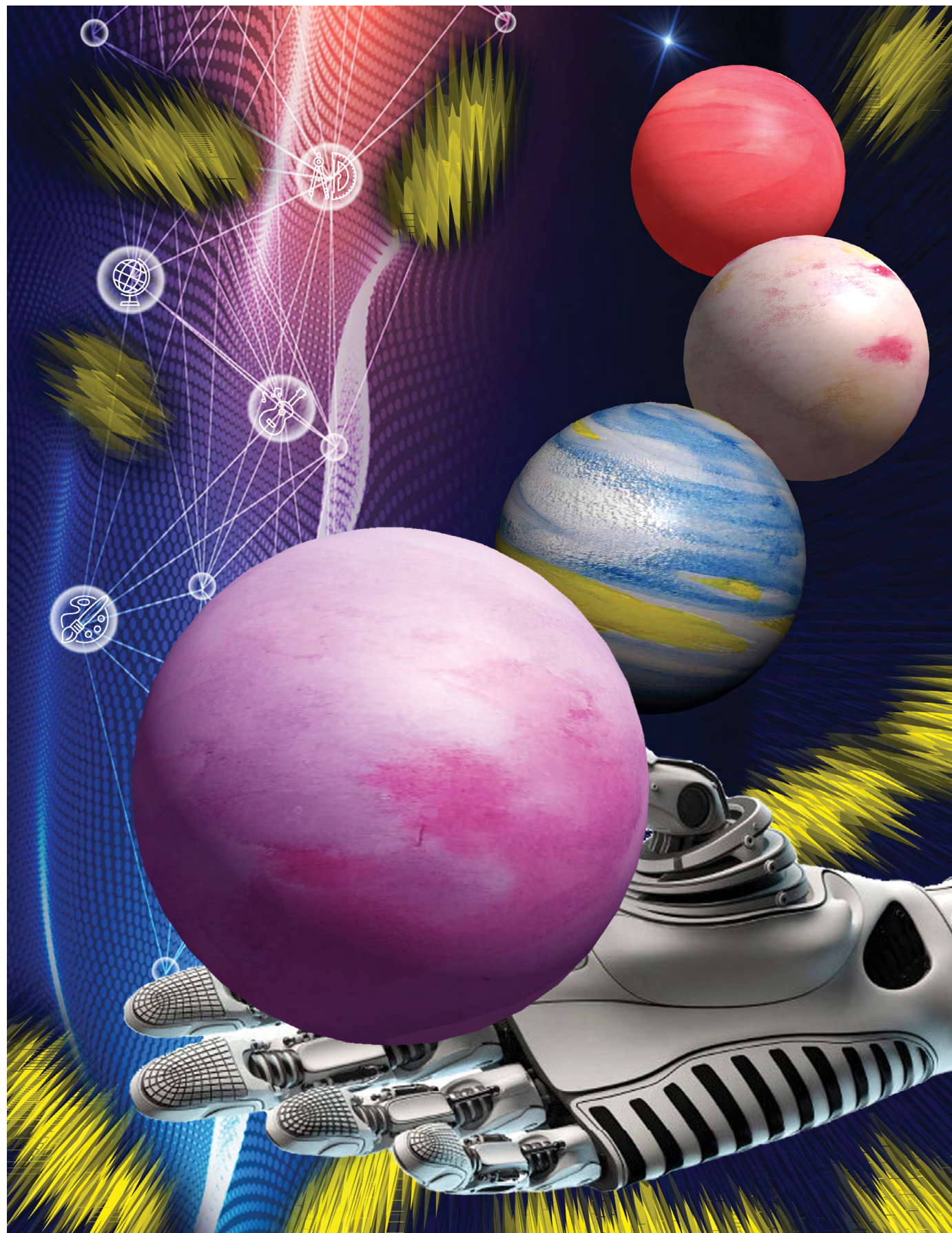
We will create a virtual campus to provide an even more dynamic and inclusive digital learning experience. We will intentionally create online spaces for collaboration and co-construction of knowledge, and for students to mobilize their engagement and foster communities of learning.

We will strategically identify and recreate program offerings to be fully online and fully accessible to learners locally and globally. We will ensure that our courses and programs are designed to include the necessary foundational skills to help all students adapt and thrive in online studies.

Our online program offerings will continue to be as engaging, dynamic, and creative as the best of our face-to-face teaching and learning, to engage learners from diverse communities nationally and internationally.

Our students will be empowered to choose delivery modes that fit their learning styles and preferences, whether in-class, online, or hybrid (combining face-to-face and online). Our digital classrooms and labs will be as inviting and state of the art as our on-campus academic spaces.

We will reimagine our learning spaces—on-campus, off-campus, land-based, and online—to reflect rich, immersive, engaging, inclusive, and collaborative communities of learning.



Centennial Universal College
by Zhiling Ziu
Fine Arts Studio Student

Submission for Student Art Competition: The Future of Work and Learning



“ Artificial Intelligence cored high-tech runs through all programs. The dark blue leads our vision to a depth of the universe. Sharp architecture and straight lines give power and energy, while the spheres with blended colour soften the entire image, making for a perfectly balanced presence. For this art, four pieces of watercolour works were scanned and edited in Photoshop to make 3D planets, interpreting the balance after the collision of conventional and digital art. ”



WILDLY IMPORTANT GOAL

Give every student a Work-Integrated Learning (WIL) experience, paving the way to employment and career success

**1–3
YEARS**



WILDLY IMPORTANT GOAL

Create technology-rich learning environments to reflect the changing world of work

**1–4
YEARS**

KEY PRIORITY ACTIONS

We will create course assignments and assessments that have a real-world impact. Highly authentic course assessments will immerse students in the ‘real-world’ experiences they encounter in the changing world of work, such as solving industry-related problems, finding novel or innovative solutions, demonstrating critical reflection and decision-making, and applying technical and professional skills.

Students will have a choice of assessments, and the work they produce will add value to employers, industries, and communities.

Engaging new and enriched strategic employer partnerships, locally and globally, will ensure that students encounter best practices and real-world experience from industry experts in all disciplines.

All Centennial programs will include some form of WIL (e.g., co-ops, field placements, internships, and other workplace opportunities).

KEY PRIORITY ACTIONS

We will design and deliver programs around a Bring Your Own Device (“Bring IT”) model, through which every student in every program will have a device and access to relevant technologies that align with their area of study and work-integrated learning.

Specialized, industry-specific technologies, platforms, and applications will be accessible to students anytime, anywhere.

Technology will enhance teaching and learning innovation, and will be woven through the learning journey of every student in our academic programs.

We will build even stronger links for students and alumni with employers, professional networks, and mentorship and engagement opportunities, particularly for students from historically marginalized populations and communities.



AI Help
by Aleksandra Rodneva
Fine Arts Studio Student

Submission for Student Art Competition: The Future of Work and Learning



“ The future of work and learning will become strongly interconnected with Artificial Intelligence (AI) programs. AI will become every person’s assistant, will help each person to search, collect and generate new information, but will also replace some of the work done by people today. ”



WILDLY IMPORTANT GOAL

Embrace the New Essential Skills
for students' career success

**1-2
YEARS**



WILDLY IMPORTANT GOAL

Open our doors wide to learning
for all with a range of “anytime,
anywhere” credentials and
micro-credentials

**1-2
YEARS**

KEY PRIORITY ACTIONS

The New Essential Skills (NES) employers want and need will be ‘scaffolded’ throughout program courses.

Students will feel empowered and prepared to navigate their chosen careers by embracing and demonstrating NES throughout their academic programs.

We will challenge and disrupt inequitable employment impacts on graduates from diverse, historically marginalized communities, including Black, Indigenous, and other racialized groups and members of all equity-deserving groups.

KEY PRIORITY ACTIONS

We will create and deploy brief, free of charge or low-cost, online micro-credentials aligned with industry and workforce needs to upskill workers displaced from their jobs – laddering into academic program offerings – and to create inclusive and accessible learning and academic pathways for all.

All micro-credential offerings will include authentic assessments to validate learners’ acquisition and application of job-related knowledge and skills.

Recognizing that many students are upskilling to enter new careers, academic programs will collaborate closely with Career Services to ensure that all students will have access to enhanced career preparation including support with career-specific resumes, portfolios, and preparation for both face-to-face and digital job interviews.



WILDLY IMPORTANT GOAL

Encourage students' creativity and inquiry through innovation, entrepreneurship, and changemaking

**1-2
YEARS**



WILDLY IMPORTANT GOAL

Build a community characterized by digital equity, data fluency, and human connectedness

**2-4
YEARS**

KEY PRIORITY ACTIONS

We will embed and integrate innovation generators into programs and Schools, including entrepreneurship and changemaking spaces/services to advance opportunities for students to bring their ideas and innovations to market.

We will promote and enable interprofessional collaboration across disciplines to reflect the reality that forward-looking, sustainable solutions to real-world, industry problems increasingly come from cross-disciplinary domains.

We will nurture social innovation and social entrepreneurship among our students and graduates through their participation in changemaking spaces, and through community and not-for-profit organizations, both locally and globally.

We will enhance emerging employability and “future-proofed” skills such as a global mindset, innovation and entrepreneurship, environmental stewardship, personal resilience, and leadership.

We will develop “future ready” micro-credentials in design thinking and resilience in times of disruption.

KEY PRIORITY ACTIONS

Data fluency will be an integral part of the objectives, content, and outcomes of our curricula.

Our teaching will reflect the central role of data and data fluency across every profession and every workplace. Our students will be able to successfully gather, analyze, manipulate, and visualize industry-relevant data to tell powerful stories, to innovate and disrupt, and to powerfully contribute as engaged workers and citizens.

We will continue to leverage online simulations, augmented reality and virtual reality, and other technology innovations, across practical and applied program delivery modes, both on-campus and online.

We will ensure that all students have access to the tools and technologies they need to succeed in their programs and in today's workplace.



WILDLY IMPORTANT GOAL

Advance a culture of innovation
in research and scholarship

**1-2
YEARS**

KEY PRIORITY ACTIONS

The world of work is dynamic, with a proliferation of knowledge and applied skills across virtually all disciplines. We will integrate discipline-specific research skills across every academic program so that after graduation, our students are prepared to continue to learn, innovate and develop in their chosen careers.

Students will graduate with the ability to evaluate the quality and relevance of research within their respective fields, with a view to participating in applied research and innovation projects and initiatives.

Indigenous research practices will be integrated into all of our applied research activities, reflecting the principles of Ownership, Control, Access, and Possession (OCAP).

We will invest in sustainable research and scholarship to examine issues impacting Indigenous communities in higher education, and we will accept and undertake research and scholarship that acknowledges and utilizes Indigenous research.



Do You Know What You Want?

by Lai Kwan Carrera Chung

Fine Arts Studio Student

“ People are facing difficulties in life; they feel insecure about the future and how their decisions today will influence the coming days. There are many things happening in our lives, and we each have a distinct and unique path. In this piece, I wanted to show that although these are uncertain times, you will see your future once you set yourself a goal. By looking through my piece, I wanted to encourage people to look towards the future in a positive way, and not to overly focus on negativity. ”



WILDLY IMPORTANT GOAL

Empower student autonomy and choice in multiple and flexible pathways through our academic programs

2–3
YEARS



WILDLY IMPORTANT GOAL

Dismantle systemic racism and discriminatory practices and approaches—including a specific focus on anti-Indigenous and anti-Black Racism

1–3
YEARS

KEY PRIORITY ACTIONS

We will integrate mobile, flexible, and part-time learning options to enable accelerated or personalized approaches for students to progress through a range of credentials and micro-credentials.

We will increase the number of programs offered fully and partially in mobile/online delivery modes.

We will increase the number of “anytime, anywhere” (asynchronous) courses and programs to allow students to complete credentials at their own pace.

We will enhance student choice and mobility by increasing the number of students and alumni who access pathways to our academic programs and on to a rich variety of cross-institutional and industry credentials.

We will assess our current pathways and develop new pathways that give students the flexibility to study the way that works best for them (online, hybrid, or face-to-face; part- or full-time; and full or partial stackable credentials).

We will provide personalized programming for upskilling and reskilling by enabling prospective and current students to sample program-specific knowledge and skills from across disciplines.

KEY PRIORITY ACTIONS

We will deeply reflect, review, and revise program curriculum and learning materials to even further address and integrate inclusion of all equity-deserving groups and communities.

Our programs and courses will reflect and amplify the contributions and voices of Black, Indigenous and other racialized and minoritized scholars, community members, and industry experts.

We will review and revise our academic policies to align with practices and approaches that combat anti-Indigenous and anti-Black racism.

We will engage all academic employees—faculty, staff, and administrators—in learning and development focused on inclusive leadership and disrupting anti-Indigenous and anti-Black racism.



Breakthrough
by Sidia Atabales-Schnitzler
Fine Arts Studio Student

Submission for Student Art Competition: The Future of Work and Learning



“ In my work, I use art as a way to understand and make sense of my own feelings. It is difficult to stay optimistic during a pandemic. But, a step towards change is one great thing that can come out of this. We are already seeing it now with the talk of universal basic income, post-pandemic. Recently I have found myself drawn to waterfalls. In this piece, I interpreted that gravitation as a symbol of a breakthrough. More specifically, how technology has played a part in breaking the barriers of history textbooks. When once we were limited to just what we were taught at school or saw in libraries, now we can access large amounts of information with all kinds of perspectives. It gives a voice to anybody and everybody, which also has had an effect on today’s activism. What would have happened if George Floyd’s death was not recorded and posted on the internet? ”



WILDLY IMPORTANT GOAL

Move away from the lecture to foster “deep learning” for our students

**2–4
YEARS**



WILDLY IMPORTANT GOAL

Embrace the open-access revolution, creating, adopting and adapting Open Educational Resources

**1–3
YEARS**

KEY PRIORITY ACTIONS

Faculty will facilitate active and applied learning through expanded techniques such as group work, educational and industry-specific technologies, storytelling, and inquiry-based and increased experiential/hands-on learning.

Students will be empowered critical thinkers, deeply engaged with applied learning relevant to their chosen field.

We will meaningfully integrate opportunities for land-based learning for students, faculty, and staff, grounded in Indigenous ways of knowing, being, doing, and valuing while fostering environmental awareness and connectedness to place and community.

KEY PRIORITY ACTIONS

We will embrace the Open Educational Resources (OER) movement, with a vision that all students will have access to the same information (content) at the same time.

We will realize the vision of open access by integrating OERs and free-to-students course materials by setting institutional goals for “Zed Cred” courses and programs where all course resources and learning materials are free to students.

We will further champion and build our Centennial open access hub (COnRe) to promote the development, collection, and storage of high-quality OERs, including textbooks, images, and videos, and learning materials that will be provided to students free of charge.

We will establish an OER innovation fund to accelerate development of high-quality, sharable resources across our academic programs.



WILDLY IMPORTANT GOAL

Actualize the imperative of Truth and Reconciliation across our academic programs, systems, and structures

**1–2
YEARS**



WILDLY IMPORTANT GOAL

Co-create program curricula to meaningfully integrate Indigenous ways of knowing, doing, and being

**2–5
YEARS**

KEY PRIORITY ACTIONS

All students and employees will deeply engage in the truth of Canada's history of cultural genocide and longstanding systemic oppression of Indigenous peoples.

We will reimagine our academic programs as places of learning, healing, and valuing Indigenous knowledge and traditions.

Indigenous learners will see themselves and their communities reflected in our academic programs and faculty, making Centennial the urban college of choice for urban and rural Indigenous students, faculty, and staff, as well as learners from across diverse Indigenous communities and Nations.

KEY PRIORITY ACTIONS

We will weave Indigenous quality assurance principles and values into our quality assurance framework to create and actualize an expansive and inclusive vision for academic quality across all programs.

Our academic programs, particularly those noted in the Truth and Reconciliation Commission of Canada Report as being most critical, will meaningfully integrate Indigenous pedagogical approaches and ways of learning, being, doing, and valuing, co-created with Indigenous leaders, Traditionalists, community members, industry experts, and educators.

All Program Advisory Committees will engage Indigenous business or professional leaders and/or employers to provide an industry lens on Indigenous leadership, entrepreneurship, and career success.



WILDLY IMPORTANT GOAL

Redefine classrooms without walls or borders, educating global citizens in global classrooms, for a global economy

**1-2
YEARS**

KEY PRIORITY ACTIONS

We will increase the number and range of our Global Citizenship and Equity Learning Experiences (GCELEs) for students so that they can gain global competencies for a global workforce and economy.

Building on our GCELEs, we will collaborate and partner with Indigenous leaders and communities, as Sovereign Nations, to develop learning experiences for all students to gain new perspectives on Indigenous culture, traditions, knowledge, and wisdom.

We will create truly global classrooms by leveraging digital learning technologies and partnering with institutions and educators across Canada and around the world, linking students and faculty to engage in rich, collaborative, and highly internationalized learning experiences in our global community, workforce, and economy.





“ Digital Collaboration demonstrates how technology and human diversity will be the future of learning and the workplace. In this piece, four colleagues of different ethnicities collaborate with each other through telecommunications software, providing different ideas and asking questions about the ongoing project. The lack of words or a transcript of their conversation gives an easier understanding of what is going on in this piece amongst individuals that speak in different languages. The overall message is that the future of our workplace will be warm and welcoming of diversity; and regardless of where people are from, they have the entitlement to voice their thoughts, opinions, and to ask questions. ”



Digital Collaboration
by Phoenix Mounce
Graphic Design Student



WILDLY IMPORTANT GOAL

Make inclusive, accessible learning the norm in all that we do

**1–3
YEARS**



WILDLY IMPORTANT GOAL

Invest in faculty development to advance teaching and learning innovation and excellence

**1–3
YEARS**

KEY PRIORITY ACTIONS

Faculty will embrace diverse teaching strategies to meet the needs of all learners.

We will even further leverage inclusive design principles and technologies to ensure every student has access to multiple resources and specialized technologies to empower them in their learning.

Universal Design for Learning (UDL) will be foundational to all curriculum materials across all courses, as well as across our physical and digital learning environments. We will enhance the learning experience by providing every student access to technology-enabled resources, including simulations and rich digital learning and collaboration environments. We will ensure that students have supports and access to the tools and technology they need to learn and engage.

We will critically evaluate our academic programs, policies, and procedures to continue to ensure they reflect new and emerging best practices, frameworks, and approaches to inclusive and equitable communities of learning.

As a supportive, inclusive college community, we will focus on inclusive learning with mental health support and other accommodations.

We will reimagine our academic accommodation processes and systems to make them even more seamless, accessible, and user-friendly for students and faculty, enabling all students to receive the academic supports and accommodations they need, when they need them.

KEY PRIORITY ACTIONS

We will foster a culture of sharing and collaboration across and beyond disciplines, programs, and professions, engaging all full-time and contract faculty and technicians.

All faculty will be enabled and fluent in online and digital pedagogical approaches, with robust and cross-disciplinary faculty training and development.

We will reimagine new faculty onboarding to support faculty in acquiring knowledge, skills, and best practices in online and blended teaching and learning.

We will foster peer-to-peer sharing and collaboration among faculty across programs and departments, creating communities of learning focused on digital pedagogies and new and innovative teaching approaches.

We will create a dynamic “Teaching and Learning Innovation Zone” for faculty to experiment, collaborate, discover, and share.

We will continue to empower and support faculty engagement in the Scholarship of Teaching and Learning (SoTL) as well as discipline-specific research and scholarship with particular focus on fostering inclusive learning environments and confronting power and privilege, both digitally and face-to-face.



OUR ROADMAP FOR THE FUTURE OF WORK AND LEARNING

The Centennial College Academic Plan 2021-2025 articulates a transformational roadmap for the future of work and learning, in a future where higher education—like virtually every industry and sector—has been radically changed. Aligned with Centennial’s foundational priorities of Enrolment, Employment, and Empowerment (the 3Es), Centennial’s Academic Plan, recognizing important intersections and partnerships with student affairs and services from across the college, is a compelling call to action in preparing our diverse and internationalized students for meaningful work and meaningful lives, as we transform lives and communities through learning: Building Leaders and Changemakers.



ACKNOWLEDGEMENTS

Thank you to members of the Academic Plan Task Force who provided instrumental and operational guidance through the development of this Academic Plan: Dr. Gina Marshall, Dr. Rahim Karim, Dr. Paula Demacio, Sue Wells, and Kanika Aggarwal as well as Dr. Catherine Drea (external consultant). Thanks also to members of College Council—our Academic Plan Steering Committee—and to the Centennial College Board of Governors Learning and Engagement Committee, under the leadership of committee chair Diana Conconi, for their insights and guidance. I would also like to acknowledge the contributions of the Centennial College Student Association Incorporated (CCSAI) President, Taranjeet Singh, and student leaders; Academic Coordinators serving on the ACTION Committee; Indigenous colleagues who engaged via Virtual Talking Circles; and members of the Aboriginal Education Steering Committee and the Aboriginal Education Council. I also express gratitude to the students, faculty, administrators, alumni, Program Advisory Committee members, and industry experts who provided insights, advice, and feedback at town halls and Summits and via surveys and focus groups. Thanks as well to the extraordinary student artists who contributed their visionary images to this Academic Plan and to Bruce Williams, Amy Leung, and the Marketing and Communications team for layout and design. Finally, sincere thanks to President and CEO Dr. Craig Stephenson and members of the Centennial College Executive Team for their leadership and support.

Dr. Marilyn Herie, PhD, RSW
December 2020

References:

Centennial College. (2018). *Our book of commitments, third edition*.
<https://www.centennialcollege.ca/about-centennial/corporate-information/publications/book-of-commitments/>

Centennial College. (n.d.). *Indigenous strategic framework*.
<https://www.centennialcollege.ca/indigenous-education/indigenous-strategic-framework-pillars/>

Kandri, S-E. (2020). How COVID-19 is driving a long-overdue revolution in education, WEF, World Economic Forum. <https://www.weforum.org/agenda/2020/05/how-covid-19-is-sparking-a-revolution-in-higher-education/>

Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*.
http://www.trc.ca/assets/pdf/Executive_Summary_English_Web.pdf

UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000232555>

Submission for Student Art Competition: The Future of Work and Learning



“ This Illustrator poster is fun and imaginative. I wanted to create a kaleidoscopic poster showing symbols of technology, the global workplace, social justice, Indigenization, digital fluency, and environmental sustainability. Simple clean lines draw your eye to the centre where you see the school, or in this picture, Centennial College. I only used two colours, which is not very common. It is more powerful this way, I feel. ”

Artwork on the back cover

