



Changing Lives

ACADEMIC PLAN  
**2023-2029**

Future-focused  
polytechnic education

## Land Acknowledgement

Algonquin College campuses (Ottawa, Pembroke and Perth) are located on the traditional unceded, unsundered territory of the Anishinaabe Algonquin People. The Algonquin People have inhabited and cared for these lands long before today. We take this time to show our gratitude and respect to them, and to the land for all that it provides us: trees to give shade, water and food to sustain us and paths to connect us. As a post-secondary institution, we embrace the responsibility to help ensure that the next generations of land stewards are respectful and grateful for the bounty of this land on which we all live, work, play and study.

We commit to continue to explore and make meaningful contributions to the Calls to Action that resulted from the Truth and Reconciliation Commission of Canada.



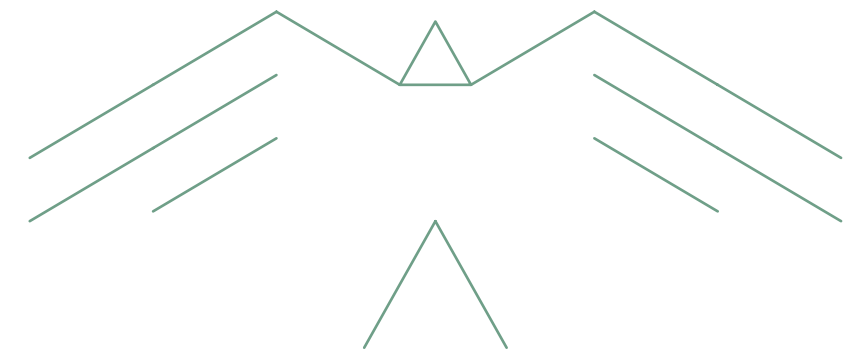
**SUCCEED** hands-on INDUSTRY BREADTH APPLIED connected  
 industry-focused **OFFERING**  
**EVOLVING** experience  
**CAREER** learners  
 research **DEGREES**  
**workforce** skills aligned learning **SPECTRUM** technology  
**PROGRAMMING** **DEVELOPMENT**  
**PRACTICAL** education **LABOUR**  
**EXPERIENTIAL** credentials apprenticeship

## Purpose

“To provide a future-focused polytechnic education that embraces and values the diversity of both our learners and our academic teams and fosters a flexible learning environment that will meet their needs and those of an evolving Canadian economy.”

As part of the College’s mandate to offer career-oriented, postsecondary education and training, Algonquin College is uniquely positioned as a polytechnic institution to support the needs and interests of learners and employers locally, regionally, nationally, and internationally. The College offers the personalized, learner-driven engagement necessary to promote a culture of continuous learning and career development. Anticipating the changing nature of labour market needs, Algonquin College’s people have the expertise and determination to design and deliver programs, experiential learning, applied research and academic services through a skills-based and career-outcomes approach.

This plan provides the inspiration and guidance needed for those delivering on this promise, so that they can contribute to the College’s Mission: “To transform hopes and dreams into lifelong success.”



MESSAGE FROM THE SVPA



**CHRIS JANZEN**  
Senior Vice President,  
Academic

The future of post-secondary education is seemingly ever-changing and filled with uncertainty. This plan is intended to allow me to sleep at night. I worry that the rapid change to the nature of work in a world where technology, automation and Artificial Intelligence are advancing to a point where jobs that have been around for many decades are dramatically changing. If Algonquin College is to continue to meet its mission, we must keep pace with these changes. In addition, the post-secondary educational landscape is significantly changing, and competition is being faced from a wider range of directions. These realities are combined with the responsibility to provide environments that are inclusive and create a sense of belonging for all our people (learners, employees, community partners.... everyone!)

This plan provides a framework, a guide if you will, that will ensure that Algonquin College meets all these challenges and continues to serve our learners by providing them a future-focused polytechnic education that provides employers in our communities with the employees that have the skillsets and competencies they will need.

The value of a polytechnic approach is the close partnerships nurtured with our industry and community partners. Partners that work seamlessly with our academic teams and our learners on a variety of levels. These relationships will ensure we keep pace with the needs of employers and are key partners to learners and employers alike.

Our success is realized through the collective efforts of the entire Algonquin College community! Every individual from each area of the College has a role to play in achieving the outcomes of this Plan. While primarily intended to guide our academic area, this plan provides context for the entire community and highlights opportunities for collaboration and synergy in pursuit of this academic vision.

Our academic teams have a central role. These teams include our full and part-time faculty members, who develop and deliver innovative programming; our support staff, who reinforce the learning experience and provide a supportive academic environment; and our administrators, who help guide the process and remove barriers to success. This plan recognizes that to be learner-driven, our academic teams must be actively supported in their professional growth.

This plan does not duplicate the work of the Strategic Enrolment Steering Committee. It does not identify individual programs for development. It is not an annual business plan or operational plan. It is a strategic plan that provides focus and priority to the educational mission of the College. It provides a foundation for decisions regarding the allocation of precious and scarce resources. This Academic Plan complements our College Strategic Plan by more specifically articulating how we achieve its goals, desired outcomes, and measures of success through the delivery of education and training. I have become fond of the analogy of the Strategic Plan as the brain of our organization with the Academic Plan as the beating heart.

Throughout the development of this Academic Plan, we have involved diverse voices and perspectives of those critical to the success of our learners. We have approached these engagements with and the tenets of First Nation, Métis, and Inuit ways of knowing, while acknowledging our responsibilities under the **Truth and Reconciliation Commission of Canada: Calls to Action**.

The plan is established to guide decisions and to nurture an innovative learning culture that embraces imaginative ideas and empowers our academic teams to act in pursuit of our mission to transform hopes and dreams into lifelong success. I invite you to join me in building our future-focused polytechnic education at Algonquin College.

**Chris Janzen**  
Senior Vice President, Academic

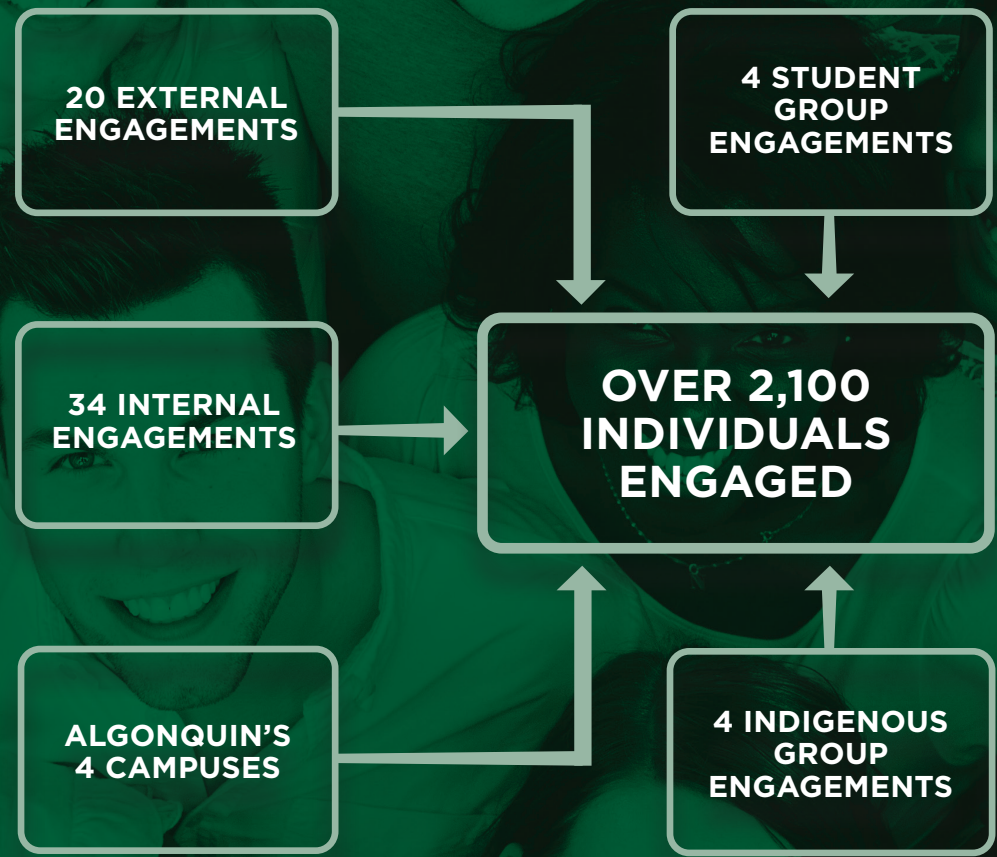


Figure:  
Engagement Components

## Planning and Engagement Process

The planning process took place over a ten-month period and provided the opportunity for a wide variety of voices to be heard and engaged. This process included the review of existing documents and materials that aided in understanding the current postsecondary landscape; over 50 engagement sessions to support the development of the plan, and a series of surveys that helped validate and prioritize themes.

This process and the information derived from it was guided by the work of the **Academic Plan Advisory Council (APAC)**. The council was comprised of individuals that could voice the varied College perspectives. The council included members of the academic leadership team, along with representation from faculty, support staff, the Algonquin Students' Association, and an Indigenous community member.

APAC was provided with regular updates on the progress and content of the various consultation activities. Their insights informed both the content and format of the Academic Plan. This group, along with other members of the academic leadership team, took part in a theme-setting retreat that provided unique viewpoints of each constituent which, in turn, guided the development of the plan.

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This plan shows our commitment to academic excellence, innovation, and meeting the evolving needs of learners, employees, employers, and community stakeholders.”

**Claude Brulé**  
President and CEO, Algonquin College

# BELONG



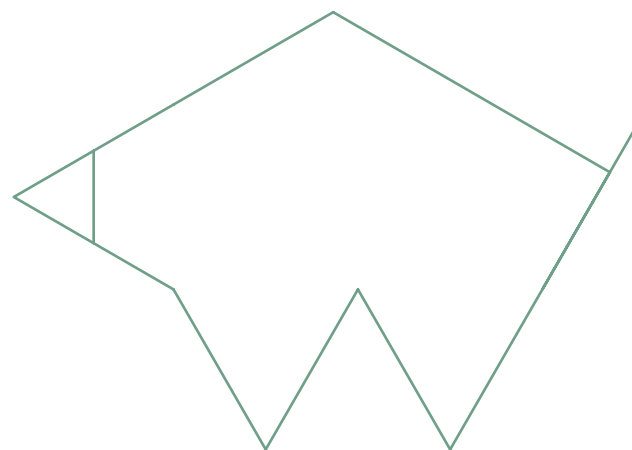
## Academic Plan Priorities

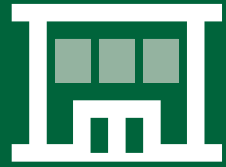
To balance a multitude of opportunities with limited resources, it is essential to determine priority areas within the Academic Plan. By setting priority areas, Algonquin College is well-positioned to determine how to allocate its resources in a manner consistent with the needs of its learners and community.

The duration of the plan is designed to dovetail into the next two College Strategic Planning cycles. Given that this is a six-year Academic Plan, it is important to recognize that the related objectives and actions will need to be reviewed on an annual basis to ensure they continue to achieve the priorities. An in-depth mid-plan review, conducted after the third year after the next College Strategic Plan is finalized, will allow for a re-alignment to any significant changes to the educational landscape or direction of the College. This regular review of objectives, actions, and plan direction ensures that the College is constantly adapting to the evolving internal and external environment.

### PRIORITIES FOCUS

- ✓ **Creating a sense of belonging for learners and the academic teams that provides a culture conducive to professional growth**
- ✓ **Ensuring the College meets the needs of learners and of industry and community partners in a rapidly changing world**
- ✓ **Encouraging collaboration and embracing change through modern technologies and innovation**
- ✓ **Acknowledging the interrelationship to other College plans**
- ✓ **Supporting the financial sustainability of the College**





## PRIORITY 1

Deliver an industry-driven polytechnic education that develops employability and career growth



## PRIORITY 2

Provide inclusive program delivery that enables choice



## PRIORITY 3

Create a culture of innovation and collaboration that ensures exceptional learning experiences

### ACADEMIC PLAN OBJECTIVES AND POTENTIAL ACTIONS

Specific objectives have been identified for each priority. These objectives are designed to focus efforts and resources on specific objectives. Throughout the implementation of this plan, actions and initiatives will be designed and carried out in support of the successful achievement of the objectives. Respecting our financial and personnel capacity, actions will be developed each year of implementation as a part of the annual multi-year business and operational planning processes at various levels within the College. The actions presented with each objective should be viewed as examples of what might be undertaken and should not be interpreted as an exhaustive list of what *will* be completed.



### PRIORITY 1: DELIVER AN INDUSTRY-DRIVEN POLYTECHNIC EDUCATION THAT DEVELOPS EMPLOYABILITY AND CAREER GROWTH

As a polytechnic institution, Algonquin College will offer a range of industry-responsive curricula and experiences, supporting learners throughout their careers. The College will leverage its size, expertise, and proximity to national decision makers to be a prominent leader in applied, skills-based education, including apprenticeship, applied research and other experiential learning. The institution will be focused on being innovative and proactive to meet local, provincial, national, and international industry needs for existing and emerging skills.

Objectives	Potential Actions
1. Create programming that reflects the elements of an experiential polytechnic education.	<ul style="list-style-type: none"> <li>Integrate experiential learning components, including opportunities to engage in applied research, that address the unique needs of each program.</li> <li>Develop applied research opportunities and other scholarly activities for all degree programs and specialized graduate certificate credentials.</li> <li>Review scope and capacity for in-demand apprenticeship and trades programs.</li> </ul>
2. Integrate employability and career-growth skills for an evolving workplace into the experience of every learner.	<ul style="list-style-type: none"> <li>Ensure learners gain confidence and familiarity with their chosen industry/field from the first class to graduation and throughout their entire career journey.</li> <li>Incorporate entrepreneurialism, creativity, innovation, professionalism, and related transferable skills into learner experiences.</li> <li>Create and enhance supports that recognize the unique needs of international learners.</li> </ul>
3. Build vibrant and enduring relationships with alumni, industry, and community partners.	<ul style="list-style-type: none"> <li>Enhance hiring of our graduates and placement of learners with industry and community partners, including alumni.</li> <li>Leverage strategic relationships with partners to enhance course and program development.</li> </ul>



Actions will be developed each year of implementation as a part of the annual planning process.



**PRIORITY 2: PROVIDE INCLUSIVE PROGRAM DELIVERY THAT ENABLES CHOICE**

Algonquin College will be nimble and responsive to the evolving needs of learners and industry to ensure that it offers an accessible polytechnic education to our learners. The College will provide a variety of program delivery options to support the ability for an individual to map their journey to suit their unique needs or circumstances.

Objectives	Potential Actions
1. Provide an inclusive educational experience.	<ul style="list-style-type: none"> <li>Utilize inclusive language and embed the principles of Equity, Diversity, and Inclusion (EDI) in the design and delivery of our programs.</li> <li>Utilize the principles of Universal Design for Learning to meet the unique learning needs of all our learners.</li> <li>Develop cultural competencies for our academic teams to support teaching and learning in an inclusive environment.</li> </ul>
2. Integrate First Nation, Métis and Inuit teachings and ways of knowing into programming.	<ul style="list-style-type: none"> <li>Engage the Indigenous Education Council when developing new programming aligned with Indigenous ways of knowing.</li> <li>Develop institutional First Nation, Métis and Inuit learning outcomes and a framework for implementation.</li> <li>Incorporate First Nation, Métis and Inuit perspectives into delivery methods and locations</li> </ul>
3. Enhance access to cross-College courses.	<ul style="list-style-type: none"> <li>Enable learners to take courses from other departments/faculties where equivalent learning outcomes can be achieved.</li> <li>Foster collaborative course design to achieve multi-program course outcomes to facilitate learner choice and pathways.</li> <li>Offer common programs of study using different modes of delivery and/or at different campuses</li> </ul>
4. Maximize recognition of prior formal and informal education for learners.	<ul style="list-style-type: none"> <li>Streamline decisions and processes for advanced standing, credit transfer, and prior learning recognition assessment.</li> <li>Implement processes to accept requests for Prior Learning Assessment Recognition (PLAR) or credit transfer at time of application.</li> </ul>
5. Provide advising that supports learner success.	<ul style="list-style-type: none"> <li>Develop a generalist model for learner advising that expands access and supports broader assessment of options for learners.</li> <li>Develop resources to better understand the impact of culture, and a sense of belonging on learner success.</li> </ul>
6. Enhance learner flexibility/choice in course selection, scheduling & delivery modality.	<ul style="list-style-type: none"> <li>Increase the number of courses that are offered in multiple modalities.</li> <li>Develop and publish a rolling multi-year curriculum plan that shows intended offering pattern of programs and courses.</li> </ul>



**PRIORITY 3: CREATE A CULTURE OF INNOVATION AND COLLABORATION THAT ENSURES EXCEPTIONAL LEARNING EXPERIENCES**

Embracing the concept of a “learning organization,” Algonquin College will foster an environment in which the co-creation of ideas and the importance of a sense of belonging for both learners and employees are highly valued. Academic teams will be challenged to continually grow in their academic pursuits (e.g. curriculum development, research, and other scholarly activities) and their essential role as guides to the learning of skills, knowledge, and abilities central to a polytechnic education.

Objectives	Potential Actions
1. Engage the College Community in continuous professional development.	<ul style="list-style-type: none"> <li>Develop cross-functional teams (faculty, support staff, industry, academic services, student services, etc.) to expand experiential learning opportunities and cross-disciplinary academic activities.</li> <li>Develop employee learning focusing on First Nations, Métis and Inuit history, and ways of knowing.</li> <li>Establish a process to support all academic employees in developing skills and competencies to evolve in their careers.</li> </ul>
2. Support faculty in maintaining and enhancing their subject matter and teaching expertise.	<ul style="list-style-type: none"> <li>Provide opportunities for faculty to maintain currency in their discipline-specific skills while building relationships with industry through activities such as but not limited to applied research and job share opportunities.</li> <li>Establish a community of practice focused on multi-modal delivery and fostering a digitally-focused learning environment.</li> <li>Establish a community of practice that broadly explores and supports current and emerging modes of pedagogical delivery.</li> </ul>
3. Provide an environment in which scholarly activities flourish and are sustained.	<ul style="list-style-type: none"> <li>Identify and support faculty-led scholarly activity that is aligned with institutional priorities and areas of planned growth.</li> <li>Develop partnership opportunities for applied research that aligns with centres of excellence.</li> <li>Provide a forum to share information about research interests and expertise.</li> </ul>



# SUCCESS



## Success Indicators

This Academic Plan is driven by the measures of success in our strategic plan, business plan and the key performance indicators outlined in the Strategic Mandate Agreement (SMA3) with the Ministry of Colleges and Universities. We will also be developing leading metrics for individual actions and initiatives that will bring us towards the lagging metrics we already measure in our existing processes.

### Mission

To transform hopes and dreams into lifelong success.

### Vision

To be a global leader in personalized, digitally connected experiential learning.

### Values

#### Caring

We have a sincere and compassionate interest in the well-being of the individual.

#### Integrity

We believe in trust, honesty and fairness in all relationships and transactions.

#### Learning

We believe in the pursuit of knowledge, personal growth and development.

#### Respect

We value the dignity and uniqueness of the individual. We value equity and diversity in our community.



# ALGONQUIN COLLEGE

