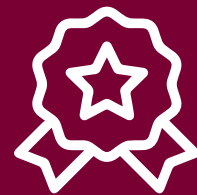
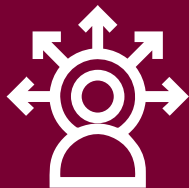


# 2024-2029 ACADEMIC PLAN

Community centered, globally relevant







# Land Acknowledgement

We acknowledge that Mohawk College is situated on the traditional territory of the Hodinosho:ni and Anishnaabeg nations, within the lands protected by the Dish with One Spoon wampum agreement, and is currently home to many Indigenous peoples from across Turtle Island.

**As we implement this plan, we are committed to using Two-Eyed Seeing as our guiding principle.**

Throughout the Academic Plan, there are calls for using a Two-Eyed Seeing framework wherein students, staff and stakeholders can learn to see from one eye with respect for the strengths of Indigenous knowledge and ways of knowing, and from the other eye with the strengths of Western knowledge. The concept comes from Mi'kmaq Elder Albert Marshall.

This dual understanding is meant to benefit all while upholding Indigenous perspectives as autonomous and equal.

Two-Eyed Seeing is one approach among many that will help to meaningfully advance our academic direction and our commitment to reconciliation. As we start this journey, it is important to acknowledge and reflect on the ways that colonialism continues to shape our mindsets, our teachings and our decision-making processes at the college, and to work toward decolonization.





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## Message from the Vice President, Academic



I am pleased to present Mohawk College's academic plan, which serves as a strategic roadmap to guide our institution toward achieving the objectives outlined in the college's strategic plan.

The academic plan guides our decision-making at the college. It is a dynamic working document that provides a solid foundation for formulating departmental and annual plans, while allowing adaptability and responsiveness to evolving needs and priorities.

Mohawk College recognizes the importance of authentic consultation and inclusiveness throughout the planning process. Stakeholder engagement, involving students, faculty, staff and the broader community, is woven into the fabric of this plan.

In line with the college's commitment to diversity and inclusion, the plan embraces the tenets of Indigenous ways of knowing in its procedural framework and substantive content. Adopting a Two-Eyed Seeing approach acknowledges the value of combining Indigenous knowledge with Western perspectives, contributing to a more inclusive educational environment.

The ambitions and directions within the plan support enrolment planning and meet industry needs. By aligning academic offerings with market demands, the college will enhance the student experience while contributing to the broader economic landscape. It also supports institutional financial sustainability, recognizing the need to balance educational excellence with fiscal responsibility.

The academic plan encourages a change in approach and thinking. It creates a framework that nurtures a culture of continuous improvement, empowering faculty and staff to explore innovative teaching methodologies and research initiatives.

Mohawk College's academic plan is a dynamic and living representation of our commitment to excellence, inclusivity, and strategic foresight. Through its implementation, we aspire to fulfill the needs of the college and lay the foundation for a resilient and thriving future.

A handwritten signature in black ink, consisting of a stylized 'C' followed by 'A.'.

**Dr. Cebert Adamson**  
Vice President, Academic





## Our purpose

To lead in applied learning opportunities that meet the needs of a future-focused economy and embrace the uniqueness of the college community and the diversity of our learners.

## Our culture

The academic experience will be based on a culture of excellence and a commitment to empowering our teams in supporting learners on their educational journey.



**Our path to success is driven by the following guiding principles:**

- Impacting on learners and their success
- Encouraging innovation and creativity
- Being leaders in workforce transformation
- Being collaborative and inclusive in our approach
- Embracing the talents of our teams and a respect for the diversity of their views
- Demonstrating accountability for our actions and the resources entrusted to us

These guiding principles represent both who we are as a college and what we aspire to be. These commitments will support transparency in our decision-making and ensure an alignment with organizational beliefs.

# Generating the plan: Method and process

The need for an academic plan to complement Mohawk College's Strategic Aspirations as outlined in the Strategic Plan was identified in the Fall of 2022, with the actual consultation starting in Spring 2023.

The planning process took place over eight months, and was a collaborative process, allowing for a wide variety of voices to be heard and engaged. A dedicated Academic Plan website was also created to inform the college community about the various ways to engage, as well as to provide updates on the process. The process included the review of current documents and material that aided in understanding the current postsecondary landscape, as well as over 40 consultation and engagement sessions that supported the development of topics for inclusion in the plan. A college-wide survey was used to aid in validating the findings and prioritizing the emerging themes.

In total over 900 individuals were engaged in the process. These individuals represented the college community,

industry partners and student leaders. All academic and non-academic departments provided feedback. As well, individuals that represented faculty, support, and administrative team members, both full- and part-time were engaged.

This process and the information derived from it were guided by the work of the Academic Plan Advisory Group (APAG). The group was made up of individuals who could bring a voice to the varied perspectives of the college. The committee included members of the academic leadership team, along with representation from faculty, support staff, and the student association.

APAG was provided with updates on the progress and content of the various consultation activities. Their insights informed both the content and format of the Academic Plan. Through a theme-setting workshop, the group provided the Vice President, Academic with the unique viewpoints that guided the Plan's development.



**40+**

consultation and engagement sessions that supported the development of topics for inclusion in the plan



**900+**

individuals engaged in the process

# Building on Mohawk College's strengths and innovating for the future

## Academic Plan ambitions

To balance a multitude of needs with limited resources, it was essential to establish a set of ambitions within the plan. Setting ambitions enables the college to better allocate resources to meet the needs of learners and the community.

As an active and dynamic Academic Plan, it is important that the related directions and opportunities are reviewed yearly to ensure they remain the best way to achieve the ambitions. A regular review ensures the college can adapt to the evolving internal and external environment.



# Ambition 1



## Advancing learning opportunities and outcomes that are dynamic, responsive and forward-thinking to develop socially responsible graduates

As educators, we have a responsibility to embrace and promote social responsibility while supporting economic growth and resilience in our community. We will create learning opportunities that meet employer needs and produce skilled graduates with the knowledge and experience needed to be great global citizens.

## Direction statements

**1** Integrate sustainability, climate action, and greening knowledge and outcomes across college programming.

### Opportunities

- a. Launch the School of Climate Action.
- b. Establish the Centre for Green Skills Research for the Green Economy.
- c. Develop sustainability principles to be incorporated into all Mohawk College credentials. This will include working with school boards to prepare students for climate change and green skills.
- d. Become a leader for local, provincial and national initiatives in building capacity in green skills.

**2** Integrate Indigenous knowledge and ways of knowing across college programming.

### Opportunities

- a. Implement established Indigenous Knowledge Learning Outcomes.
- b. Develop a framework for embedding Centre for Indigenous Relations Knowledge and Learning (CIRKL) expertise in curriculum development.
- c. Explore the expansion of Indigenous knowledge courses and programs.
- d. Expand partnership collaborations with Indigenous Learning institutions.

**“I appreciated being included [in the working sessions] to provide a student perspective. I’m looking forward to seeing how student representation, input and feedback will be further included in the academic plan.”**

**- Pedro Nemezio de Campos Silva, President, Mohawk Students’ Association**





### **3** Maintain program currency and relevancy while diversifying the credentials to support life-long learning.

#### **Opportunities**

- a. Expand The Marinucci Family Centre for Professional Advancement across disciplines, partners and regions that increase access to specialized education.
- b. Develop a credential mix strategy that aligns learner and workforce needs with organizational priorities.
- c. Build content and delivery capacity through strengthening collaborations with industry and community.
- d. Establish a dynamic differentiation strategy that responds to emerging workforce needs that align with areas of college expertise.
- e. Use market research to develop and implement new programming and learning opportunities aligned with workforce development.

### **4** Enhance educational access, progression and completion opportunities.

#### **Opportunities**

- a. Review Prior Learning Assessment Recognition (PLAR) and credit transfer approaches to streamline processes and maximize use.
- b. Develop an Articulation Agreements Strategy that is focused on removing barriers to educational opportunities, both within the college and across institutions.
- c. Develop a pre-program education strategy aimed at increasing access and preparing learners for success.
- d. Expand partnerships with school boards and other pathway partners that reduce barriers and increase access to education.

# Ambition 2



## Offering a variety of delivery models that meet the needs of a diverse learning community

Knowing that our learners come from various backgrounds and circumstances, it is essential to ensure that our learning opportunities recognize and embrace those differences. By creating more ways for learners to access education and providing the needed support, we will expand access and create opportunities for success.

## Direction statements

**1** Provide flexibility and choice through academic programs and processes.

### Opportunities

- a. Review existing program pathways to enhance the scaffolding of credentials and ensure easy access to multiple entry and exit points.
- b. Create course assessment options that align with different learning styles.
- c. Maximize the use of differentiated learning modalities within programs.
- d. Review the alignment of learning modality with program outcomes.

**2** Utilize emerging teaching tools and technologies that enhance learning in collaboration with the existing digital learning strategy.

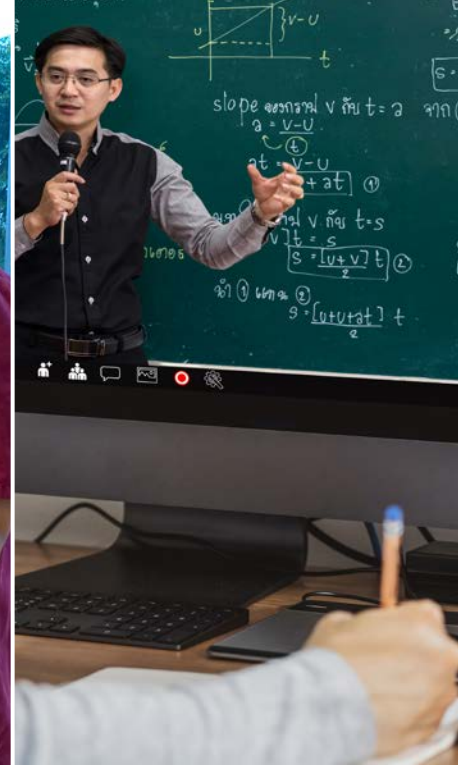
### Opportunities

- a. Implement innovative and creative practices to make learning more accessible through technology for all learners.
- b. Create a rapid adoption strategy for new and emerging educational technologies, including Artificial Intelligence.
- c. Provide learners with the opportunity to understand their learning styles.
- d. Ensure learner access to tools necessary for learning across different modalities.

**“Mohawk College’s new academic plan represents a significant step forward in aligning our resources with the evolving needs of our learners and community. This forward-thinking approach, enriched by diverse perspectives, will help us stay innovative and agile, reinforcing our commitment as a leader in demand-led education.”**

-Wendy Lawson, Associate Vice President Academic; Dean, School of Health





### 3 Implement culturally responsive pedagogy.

#### Opportunities

- a. Implement practices that validate the learners' own lived experience within curriculum and program delivery.
- b. Develop delivery practices that celebrate diversity within a program.
- c. Implement teaching methods that consider the cultural and historical background of the learner.
- d. Utilize assessment tools that are responsive to different cultural definitions of knowledge.

### 4 Ensure equitable opportunities to meet learning outcomes in experiential settings.

#### Opportunities

- a. Establish timely communication processes that highlight the transparency of the experiential learning processes.
- b. Ensure a connection between experiential learning activities, such as co-op and program outcomes, providing learners with an opportunity to build out their practical resumes while learning at Mohawk College.
- c. Create cross-disciplinary experiential learning opportunities.
- d. Develop an integrated strategy that incorporates all types of experiential learning across all program areas.

# Ambition 3



## Promoting excellence in leading, teaching and applied research

With a constant and ever-accelerating pace of change in teaching, it is essential to ensure educators continually improve and enhance their skills and knowledge. Identifying opportunities for educators to stay current as content and delivery experts will be the foundation for learner success. Understanding that learning occurs from a variety of educators and educational settings will help provide the best possible experience for a diverse group of learners.

## Direction statements

**1** Develop intercultural and global competencies in teaching that support and show appreciation for the diversity of learners.

### Opportunities

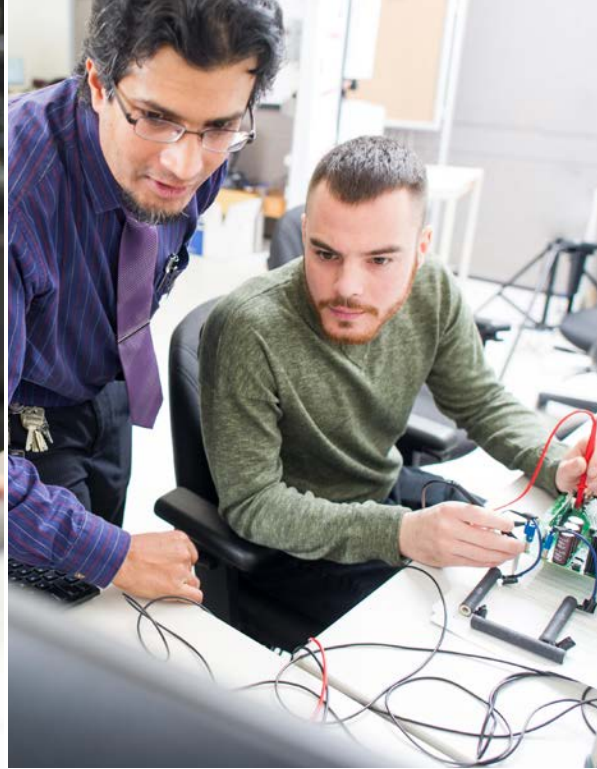
- a. Develop a teaching and learning framework that engages the uniqueness of all learners, including further application of Universal Design for Learning (UDL) and accessibility principles.
- b. Create cultural awareness within staff and faculty that embraces the uniqueness of all learners.
- c. Develop assessment approaches that embrace Indigenous views of teaching, learning and knowledge creation.
- d. Develop teaching and learning approaches that embrace the unique experiences of non-traditional learners.

**2** Build instructional capacity in the scholarship of teaching, learning, and research.

### Opportunities

- a. Develop and communicate a research strategy, including expansion of the College Student Success Innovation Centre (CSSIC).
- b. Develop research skills that will enhance the educator's ability to engage in applied research activities within the curriculum and through IDEAWORKS, including developing capstone projects and research opportunities for learners.
- c. Engage all educators in the experimentation and adoption of new teaching technology.
- d. Share best practices and innovative approaches through applied research activities.





### **3** Develop educational leaders through community engagement.

#### **Opportunities**

- a. Provide opportunities for educators to share their expertise with industry and community partners.
- b. Support educator involvement in industry, sector and community organizations.
- c. Involve educators in consultations with industry to define needs and priorities.
- d. Attend and present at conferences on topics that reflect our schools and programs.

### **4** Promote expertise in content knowledge and creation.

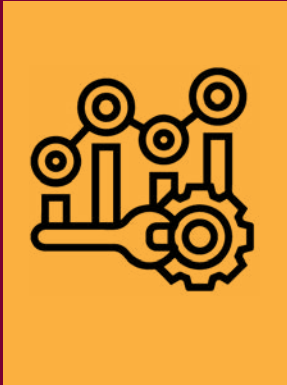
#### **Opportunities**

- a. Provide opportunities to participate in applied and knowledge-creation research opportunities.
- b. Utilize industry and sector partners to share innovations, trends and emerging skills with educators.
- c. Align professional development opportunities with new knowledge related to program outcomes.

**“The Academic Plan reaffirms faculty’s dedication to students’ success and well-being while endorsing an interdisciplinary approach to development, teaching, and assessment rooted in current research in mathematics and statistics education.”**

**-Frosina Stojanovska-Pocuca, Professor, Mathematics;  
Statistics and Mathematics Coordinator, Engineering Technology**

# Ambition 4



## Optimizing resource and process management to support the learning community

Academic activity is central to the function and purpose of the college. As such, the process that supports academic decision-making and access to resources significantly impacts the college's ability to support learner, industry and community needs. The changing nature of education and the emergence of differentiated ways to support the learning community's needs also require a nimbler approach to resource access. Efficient and effective processes create the flexibility to meet the ever-changing needs of the marketplace.

## Direction statements

**1** Ensure the effective and creative use of space and physical resources.

### Opportunities

- a. Audit space utilization.
- b. Create an academic space utilization plan that aligns with institutional planning principles (i.e., multi-use vs. single-use spaces).
- c. Develop a flexible learning environment that accommodates both formal and informal learning (learner collaboration/workspaces).
- d. Develop a scheduling protocol that incorporates the impact of the various delivery modalities and technology.

**2** Enhance strategic enrolment management with a focus on long-term planning.

### Opportunities

- a. Create a holistic framework that informs program performance targets and new program development.
- b. Establish contribution margin targets by academic area.
- c. Create an alignment of enrolment targets with institutional capacity (space and staffing), industry/learner demand and financial contribution, and international factors.
- d. Work through the Strategic Enrolment Management (SEM) framework to develop a multi-year enrolment plan.





### **3** Encourage learning partnerships that contribute to academic and organizational objectives.

#### **Opportunities**

- a. Create an assessment matrix and guiding principles that will support the development and engagement of learning partnerships.
- b. Develop a costing model for external partnerships/activities.
- c. Develop and implement an engagement strategy that ensures a valuable partner experience.

### **4** Improve academic processes to be more efficient and responsive.

#### **Opportunities**

- a. Collaborate with human resources to expedite hiring approvals that better align with enrolment changes.
- b. Review use of academic policies and procedures across academic areas, to ensure consistency and identification of best practices.
- c. Collaborate with corporate services to review practices that impact academic activity.

**“Mohawk’s Academic Plan provides a clear roadmap that informs me as a faculty member about our shared vision and goals. It highlights our collective commitment to academic excellence, innovation and student success. The plan empowers me to align my teaching and service with the institution’s priorities, fostering a collaborative and forward-thinking academic environment.”**

**-Tara-Lyn Dinyer, Program Coordinator and Professor, Health, Wellness and Fitness**  
Mohawk College Award of Excellence – Faculty  
Colleges and Institutes Canada Leadership Excellence Award – Faculty (Gold)

# Learner commitment statement

As Mohawk College strives "to lead in applied learning opportunities that meet the needs of a future-focused economy and embrace the uniqueness of the college community and the diversity of our learners", we commit to each learner that we will:

- Ensure that the student's voice is heard and valued in our decision-making
- Deliver programs that contribute to achieving educational objectives
- Create different ways for accessing education that consider learners' learning preferences and life situation
- Utilize great educators with content expertise
- Provide learners with the timely information they need to make sound educational decisions

## Mohawk College's Vision, Mission and Values

### **Vision**

Future Ready.  
Learning for Life.

### **Mission**

We educate and prepare highly skilled graduates for success and contribution to community, Canada and the world.

### **Values**

#### **We are student-focused.**

Students and learning are at the heart of all we do.

#### **We are committed to excellence.**

We are committed to innovation in education, corporate services and student services.

#### **We engage our community.**

We are responsive to and collaborate with the communities we serve.

#### **We are inclusive.**

We ensure a welcoming and supportive environment for all.

#### **We are accountable.**

We act with integrity, transparency, and base our decisions on evidence.