Humber’s Academic Plan is all about student success. Focused on teaching and learning within a polytechnic, postsecondary environment, the plan outlines a series of goals and strategies that will guide our academic initiatives for the next five years. The plan is highlighted by academic priorities, such as the expansion of the Scholarship of Teaching and Learning and the value of experiential learning. Further it is aligned with our Strategic Plan and our Strategic Mandate Agreement (SMA) with the Ministry of Training Colleges and Universities, and shows how our polytechnic focus is closely tied to effective strategic enrolment management.

The accompanying SEM Framework supports the achievement of a wide range of student and institutional outcomes, including the development of employer-responsive academic programming, to a focus on retention and successful outcomes for our students.

Humber remains committed to and focused on our mandate to provide teaching and learning excellence. We are accountable to our learners throughout their academic careers and to our graduates once they go out into the world. Therefore, this plan includes the essential integration of academic and non-academic programming. We are equally committed to providing access to academic programming that is of the highest quality, relevance and integrity, and to supporting the social and emotional well being of our students. We recognize that these activities are linked to the academic success of our students and the outcomes of our graduates. We will continue our collective efforts to support an unforgettable student experience both inside and outside the classroom that serves to enrich and inform.

We are pleased to share Humber’s inaugural institutional Academic Plan. We would like to thank the many members of the Humber community who engaged with us during the development process. We appreciate and are grateful for your daily commitment to our shared goal of helping our students succeed.

Laurie Rancourt
Senior Vice President, Academic

Jason Hunter
Vice President, Student and Community Engagement

1 On June 13, 2016, the Provincial Government of Ontario announced the renaming of the Ministry of Training, Colleges and Universities to the Ministry of Advanced Education and Skills Development. Both names may appear in this publication.
Humber’s central campus is located in Adobigok (Place of the Alders in the Ojibwe Language). It is uniquely situated along the Humber River watershed, which historically provided an integral connection for aboriginal peoples between the lakeshore of Ontario and the Lake Simcoe-Georgian Bay region. Known as the traditional territory of the Ojibwe Anishnabe aboriginal people, it includes several First Nations communities throughout the area.

In keeping with this indigenous perspective of connection to the land and its original inhabitants, Humber College is committed to increasing awareness and knowledge of the First Peoples of Canada. In alignment with our ongoing commitments to achieving the goals that are outlined in the Indigenous Education Protocol, and inspired by the outcomes of the Truth and Reconciliation Commission of Canada, Humber will highlight the historical and contemporary contributions and achievements of Aboriginal people, respecting the primary importance of Indigenous cultural foundations and guided by the principles of mutual respect, inclusion and community engagement.

Humber’s Academic Plan was developed to actualize our institutional vision – leadership in polytechnic education – and our mission to develop "broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve." Understanding the relationship between our strategic institutional priorities and our academic priorities and goals, as well as the strategies required to achieve them, is essential for the effective implementation of the plan. As illustrated in Figure 1: Integrated Academic Planning and Implementation, the Academic Plan is closely tied to the high-level strategic goals articulated in the 2013-2018 Strategic Plan and the items highlighted in our 2014-2017 Strategic Mandate Agreement (SMA). It supports the implementation of those high-level planning documents. The goals articulated here will be reflected in Strategic Enrolment Management (SEM) Framework targets as well as annual business plans. We will monitor our performance throughout implementation to ensure that we are able to measure our success and articulate our outcomes.

The figure below illustrates relationships between our guiding documents and depicts how they will be realized through the SEM Framework and other institution-wide plans, initiatives and strategies.

---

2 Indigenous Education Protocol: https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/
VISION

INSTITUTIONAL VISION: Leadership in polytechnic education.

INSTITUTIONAL MISSION: Develop broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve.

PRIORITIES

ACADEMIC PRINCIPLES

Several principles form the foundation upon which our academic goals and priorities are built. Whether guiding our strategic approach to managing enrolment growth and new program development or serving as a foundation upon which to develop innovative initiatives and resources for our learners, these principles reflect who we are as a teaching and learning community.

WE WILL ENSURE THAT LEARNING COMES FIRST

Teaching and learning remain at the core of all that we do and all that we are at Humber. We are committed to excellence in academic and student service delivery within an environment that upholds the principles of inclusive design and prioritizes student health and wellness as foundational to student success.

WE WILL UPHOLD INTEGRITY IN ALL ENDEAVORS

We believe that a key element of the teaching and learning environment is the creation of a climate of academic integrity in which academic work is evaluated fairly, and hard work is valued and recognized.

WE WILL FOSTER THE MATURATION OF OUR POLYTECHNIC IDENTITY

Our polytechnic identity is as much about what we do as how we do it. Our objective is to provide a distinct postsecondary educational experience by enabling inter-disciplinary collaboration and career-focused learning opportunities in a variety of formats. At its core, polytechnic education recognizes the salience of the core arts and science and situates career-oriented education within them to provide global and social context.

WE WILL RECOGNIZE THE IMPORTANCE OF PLACE AND SPACE

As Humber continues to grow and evolve, we will carefully plan the location and co-location of programming and activities, with the goal of promoting interdisciplinary collaboration and providing opportunities for the creation of valuable communities of inquiry wherever possible. Whether it is through the development of new space, or the upkeep and renewal of existing space, our priority will remain the provision of an optimal teaching and learning environment.

WE WILL PROVIDE A TEACHING AND LEARNING ENVIRONMENT THAT RESPECTS AND IS ENRICHED BY OUR DIVERSE LOCAL, NATIONAL AND INTERNATIONAL COMMUNITY

We will encourage learners to explore various disciplines and concepts from diverse perspectives. Our interdisciplinary focus will show the strength and value of Humber’s polytechnic identity and the diversity of our community through the creation of strong, practical learning experiences using culturally appropriate pedagogy.

WE WILL FULFILL OUR ROLE AS A LEADER IN THE PROVINCIAL AND NATIONAL POSTSECONDARY EDUCATION SECTOR

In alignment with our institutional vision of leadership in polytechnic education, we will continue to lead system-wide initiatives aimed at developing teaching and learning practices that effectively bridge theory and practice.

VISION

INSTITUTIONAL VISION: Leadership in polytechnic education.

INSTITUTIONAL MISSION: Develop broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve.

ACADEMIC VISION: Provide all Humber learners with a polytechnic postsecondary education and experience that prepares them for success in work and life and leads to the fulfillment of our institutional mission.

PRIORITIES

STRATEGIC Priority: Strengthening our Polytechnic Identity

ACADEMIC Priority: Focus future programming, applied research and innovation in areas of strength and sustainability

STRATEGIC Priority: Sustained Focus on Teaching and Learning

ACADEMIC Priority: Enhance teaching and learning excellence across the institution

STRATEGIC Priority: Maximizing the Impact of Partnerships

ACADEMIC Priority: Enrich the student and faculty experience through greater industry and community engagement

FOUNDATIONS FOR SUCCESS

ACADEMIC Priority: Foss future programming, applied research and innovation in areas of strength and sustainability

ACADEMIC Priority: Enhance teaching and learning excellence across the institution

ACADEMIC Priority: Enrich the student and faculty experience through greater industry and community engagement

SEM PRIORITIES

Leverage data and cross-functional expertise to:

- Develop and maintain sophisticated and accurate annual and long term enrolment plans and projections
- Expand market-share and competitive advantage through focused marketing, recruitment and conversion activities
- Improve retention and success outcomes for all students, with a priority on scalable approaches to those identified as at greater risk based on either provincial/MTCU guidance or institutional data reflecting our unique demographic mix
Focus Future Programming, Applied Research and Innovation on Areas of Strength and Sustainability

In addition to ensuring the ongoing quality and relevance of all programming at Humber, this Academic Plan targets growth in enrolment, in applied research, and in innovation activity in specific areas of focus. These areas include:

- A focus on providing a range of credentials and programs that reflect the academic strengths of the organization and enable inter and cross-disciplinary study, and on building pathways between them;
- An emphasis on the medium to long-term goals of increasing enrolment, in applied research, and in innovation activity in all programming at Humber, this Academic Plan targets growth in enrolment, in applied research, and in innovation activity in specific areas of focus. These areas include:
- Building the required foundations and links to achieve the longer term goal of formal differentiation status that would allow for the development and delivery of applied masters degrees, and a stand-alone nursing degree.

Enhance Teaching and Learning Excellence Across the Institution

We are committed to a sustained focus on teaching and learning excellence inside and outside of the classroom. This involves a significant ongoing investment of time and resources to ensure that we are living the values of a ‘learning organization’. All divisions and all college staff are essential to the process.

Enrich the Student and Faculty Experience Through Greater Industry and Community Engagement

In order to fulfill our role as a leader in the Ontario postsecondary education sector, it is our responsibility to remain attuned to the needs of the communities we serve. It is critical that we strive to bridge theory and practice through the systematic inclusion of essential partners, alumni and industry leaders in all aspects of our programming and research.

ACADEMIC GOALS AND STRATEGIES

The following goals and strategies provide a structure to support delivery of the three Academic Plan priorities aimed at operationalizing Humber’s 2013-18 Strategic Plan and its priorities. The Academic Plan goals and strategies are not ranked in order of their importance, and one goal and/or strategy can address more than one Academic Plan priority. See Appendix A: Academic Plan Matrix on page 17 for details.

ACADEMIC GOAL 1

Position Humber as the provincial leader in the scholarship of teaching and learning.

ACADEMIC GOAL 2

Develop and support teaching and learning practices that are informed by technology, including e-learning and Humber Online.

ACADEMIC GOAL 3

Position Humber as the provincial leader in the scholarship of teaching and learning.

Our progress towards achieving our Academic and SEM goals will be evaluated on an annual basis with opportunities to adjust our strategies over the course of the next 5 years.

STUDENTS CENTRED

We hold the current and future success of our students as our highest priority.

EXCELLENCE

We are committed to outstanding services, academic programs and teaching.

INNOVATION

We anticipate and respond to emerging trends to meet the evolving needs of our local, national and global communities.

RESPECT

We uphold the highest ethical standards, and affirm and protect the rights, dignity, and integrity of each member of our diverse community.

INCLUSION

We cultivate a working and learning environment where diversity is recognized as essential to our success.

SUSTAINABILITY

We preserve our collective future by embracing the social, ecological, and economic impact of our decisions.

HUMBER VALUES

We are committed to outstanding services, academic programs and teaching.

We anticipate and respond to emerging trends to meet the evolving needs of our local, national and global communities.
### 2016–2021 ACADEMIC PLAN

#### ACADEMIC GOAL 3
1. **Live the values of a ‘learning organization’ by ensuring that all employees are supported to develop new skills and engage with their field of practice in support of student success.**

**STRATEGIES**
- **10.** Ensure alignment and coordination between the activities of the Academic Schools, the CTL and Human Resources in order to expand training and development in support of Academic Plan goals, including the implementation of Humber’s digital learning plan and Centres of Innovation (CoIs).
- **11.** Develop targeted annual training and action plans based on the results of Humber’s ongoing Quality Assurance processes.
- **12.** Deliver cross-institutional conferences and working sessions that would result in the development of action plans in support of specific themes of the Academic Plan, the implementation of Humber’s digital learning plan and the emergence of Humber’s CoI.

#### ACADEMIC GOAL 4
2. **Increase access to applied learning opportunities within and outside of Humber that enable students to co-create learning experiences that are engaging, enduring and transformative, and allow them to gain deep learning through relevant experiences.**

**STRATEGIES**
- **13.** Apply Humber’s Experiential Learning Model in all program areas in order to ensure that Humber students have more practical learning opportunities.
- **14.** Work with faculty to develop a deeper understanding and awareness of the value and types of experiential learning opportunities available.
- **15.** Develop and implement a Humber ‘Skills Team’ approach to recruit, train and support students to participate in various local, provincial, national and international skills competitions.

#### ACADEMIC GOAL 5
1. **Develop teaching and learning elements that provide opportunities for students to explore concepts from diverse perspectives.**

**STRATEGIES**
- **16.** Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities (Indigenous Protocol Commitment 3).
- **17.** Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research (Indigenous Protocol Commitment 7).
- **18.** In alignment with Humber’s Internationalization Strategy, implement culturally appropriate pedagogy and approaches that allow students to explore cross-cultural perspectives.
- **19.** Develop links between Humber’s Centres of Innovation and Humber’s International Development Institute to create strong, experiential learning experiences with beneficial outcomes for partner agencies and communities within Canada and around the world.

#### ACADEMIC GOAL 6
1. **Build relationships with industry and sector councils through the Humber Centre for Entrepreneurship (CfE) in support of students and faculty across all disciplines.**

**STRATEGIES**
- **20.** Develop the CfE into an entity that encourages students to engage in innovation, creative problem solving and entrepreneurial activity.
- **21.** Incorporate HumberLaunch as an integral component of the CfE.

1. On June 13, 2016, the Provincial Government of Ontario announced the renaming of the Ministry of Training, Colleges and Universities to the Ministry of Advanced Education and Skills Development. Both names may appear in this publication.


3. Humber’s Experiential Learning Model provides opportunities for students to: (a) Experience an activity; perform it, do it; (b) Share the results, reactions and observations publicly; (c) Process by discussing, looking at the experience; analyze, reflect; (d) Generalize to connect the experience to real-world examples; (e) Apply what was learned to a similar or different situation; practice.

SECTION FOUR:
SEM FRAMEWORK IN SUPPORT OF HUMBER’S ACADEMIC PLAN

Successful strategic enrollment management requires a network of sophisticated communication processes and academic procedures. We have long been active managers of the various components that make up a SEM process, notably: marketing and recruitment activity, development and launch of new programs, maintenance of transfer pathways, implementation of retention strategies and the provision of services to support student success. The SEM Framework and associated committee structure situates these various activities, processes and functions within the context of a holistic approach to managing our student lifecycle from pre-enrolment through to graduation and beyond.

The integrated nature of SEM ties academic and student services together, allowing for achievement of institutional and student success outcomes. The SEM Framework operationalizes Humber’s academic goals by focusing on three critical and inter-related priorities, including:

- the five-year enrolment plan
- the development of institutional and program level retention strategies
- the development of institution-wide marketing, recruitment and conversion plans which complement divisional/departmental activity.

A series of Action Plans and related measures/outcomes form critical components of the SEM Framework and are articulated in documents appended to this plan. Monitoring and execution of SEM goals is led by the Core SEM Team (CST), the SEM Marketing, Recruitment and Conversion Committee (MRC) and the SEM Student Success and Retention Committee (SSR).

**Figure 2: SEM Organizational Framework**
SEM FRAMEWORK IN SUPPORT OF HUMBER’S ACADEMIC PLAN

STRATEGIC ENROLMENT PLANNING

Strategic enrolment management was introduced as an integrated concept during development of the strategic plan in 2013, and has been a distinct focus for Humber over the past three years. Informed by internal dialogue, extensive research and a thorough review of best practices across North America, a SEM Framework and associated committee structure were developed to allow for the critical dialogue and timely input of all areas of the College based on both role and function. The Core SEM Team, co-led by the Sr. VP, Academic and the VP, Student and Community Engagement, is responsible for coordinating all elements of institutional enrolment planning and for providing cross-functional leadership to ensure ongoing development of a collaborative SEM culture on campus. Activities have included development and review of a comprehensive Environmental Scan, engagement in student behaviour research and identification of specific SEM goals through the development of committee-led action plans.

VISION

SEM VISION:
Achieve student success goals through optimal enrolment, integration of processes and facilitation of planning that:
- Supports Humber learners to achieve their individual and diverse education and life goals at all stages of their postsecondary career; and
- Guides Humber to maintain a differentiated leadership position as a quality education provider in a crowded postsecondary environment, both provincially and nationally.

SEM ASSUMPTIONS

Three SEM priorities, the five-year enrolment plan, the institutional and program level strategies, and the development of institution-wide marketing, recruitment and conversion plans, are subject to, and constructed around, the following assumptions, and are contingent on market forces and ministry directives:
- Competition will increase in domestic and international markets and between colleges and universities.
- Domestic enrolment will plateau or decline unless we identify new markets through initiatives such as flexible/part-time/online delivery, new graduate certificates, etc.
- International student enrolment will need to increase in order to achieve broad enrolment goals and revenue targets.
- Non-degree credential growth will focus predominantly in graduate certificates.
- The proportion of allowable degrees (15 per cent of funded programs) will be maximized.
- Additional focus will be placed on retaining students and student outcomes including graduation.
- Timely and effective data on classroom and lab utilization will allow us to better understand and maximize our capacity.
- Collection, analysis and use of data that helps us understand the needs of our students will be critical to the development of student success strategies.
- Portfolio analysis, as a component of academic and service planning, will support cost containment, capacity utilization and program mix objectives.
- Recommendations based on a 2016 process review of Registrarial services and intersections with the academic division will impact enrolment processes and create efficiencies.

SEM PRIORITIES

Strategic enrolment management and planning is the application of strategic and operational tools, processes and practices to actualize our academic and student success goals. The Core SEM, MRC and SSR Committees will continue to develop multi-year enrolment plans and college-level strategies, as well as institution-wide marketing, recruitment and conversion strategies. The high-level SEM priorities and desired outcomes are achieved by leveraging data and cross-functional expertise.

SEM PRIORITY

Develop and maintain sophisticated and accurate annual and long term enrolment plans and projections.

OUTCOME

FIVE-YEAR ENROLMENT PLAN

A core output of Humber’s SEM committees is to develop and monitor short and long term enrolment plans that integrate all related processes to facilitate institutional planning and support differentiation in the context of Humber’s unique polytechnic identity. The CST reviews progress on the development of new programs to monitor planning and impact on program and credential mix, facility capacity, student services, infrastructure and projected financial outcomes.

SEM PRIORITY

Expand market-share and competitive advantage through focused marketing, recruitment and conversion activities.

OUTCOME

MARKETING, RECRUITMENT AND CONVERSION (MRC) ACTION PLAN

We must be intentional and strategic in order to maintain our market share as the traditional postsecondary age demographic shrinks in the GTA. Using data and a holistic approach to enrolment management, the SEM Marketing, Recruitment and Conversion Committee develops tools and processes that support good advice and decision-making at various entry points and stages of the enrolment cycle. The committee also identifies and develops mitigation strategies to address the impact of any existing policies and practices that serve as barriers to access, student mobility and success.

SEM PRIORITY

Improve retention and success outcomes for all students, with a priority on scalable approaches to those identified as at greater risk based on either provincial/MTCU guidance or institutional data reflecting our unique demographic mix.

OUTCOME

STUDENT SUCCESS AND RETENTION (SSR) PLAN

Align and co-ordinate student success initiatives across the organization in order to increase effectiveness, leverage existing resources, increase retention and improve the consistency of student experience. The goals and objectives of the Action Plan relate directly to the success outcomes articulated in the 2013-2018 Strategic Plan, such as provision of integrated advising, leveraging early intervention programs and ensuring that extra-curricular activities are well integrated into the student experience. The Student Success and Retention Plan is predicated on improving outcomes related to retention, graduation and employment for our students, with areas of focus related to groups identified by the Ministry of Training, Colleges and Universities’ as under-represented both in higher education and employment (Aboriginal, First Generation and Disability). In this context, the collection and use of data that reflects our unique demographic mix is critical.

1 On June 13, 2016, the Provincial Government of Ontario announced the renaming of the Ministry of Training, Colleges and Universities to the Ministry of Advanced Education and Skills Development. Both names may appear in this publication.
SEM TARGETS AND TACTICS

The following targets and tactics provide direction for realization of academic priorities and operationalization of relevant academic goals and strategies via the SEM Framework: five-year Enrolment Plan, SEM MRC Action Plan and SEM SSR Action Plan. See Appendix B: SEM Framework Matrix on page 20 for more detail.

SEM TARGET 1

4 - 5 per cent annual increase in revenues required under the current model achieved through:

TACTICS
1. Increase in international student enrolment.
2. Increase offering of corporate training business.
3. Review of tuition fees (international and domestic).
4. Other institutional revenue generation activities.

SEM TARGET 2

2.5 per cent annual enrolment growth achieved through:

TACTICS
5. New programs (1.5 per cent).
6. Retention (1 per cent):
   a. Program-level retention initiatives targeting specific programs (0.5 per cent).
   b. Institution-level retention initiatives targeting specific demographic groups (0.5 per cent).

SEM TARGET 3

Optimal program/credential mix achieved through:

TACTICS
7. Maintain a strong mix of apprenticeship, diploma, and advanced diploma programs.
8. Maximize degree programs (up to 15 per cent of funded programs).
9. Increase graduate certificate offerings in areas that allow for the development of new markets (ie: providing pathway options to Humber graduates or to students currently studying with our local competitors).
10. Reduce development of new 3-year advanced diplomas.
11. Maintain 2-year diplomas in areas of strength.
12. Maintain non-graduate certificates.
13. Increase pathway options for current and future Humber students.

SEM TARGET 4

Establish and develop targets and strategies to improve outcomes for the following groups:

TACTICS
14. First Generation students – improve retention/persistence; other success outcomes.
15. Students with disabilities – improve employment related outcomes and opportunities (ie: employment rate); other success outcomes.
16. Aboriginal students – develop an accurate self-identification methodology; use data collected to develop benchmarks and outcomes for Aboriginal student access and success.

SEM TARGET 5

Strategically grow international enrolments to meet overall enrolment targets and ensure an optimal student experience.

TACTICS
17. Meet with schools in order to determine capacity for international students with consideration to pedagogical impact and student experience.
18. Grow new markets in order to mitigate risk and preserve balanced international enrolment.
Humber’s Academic Plan and SEM Framework are the result of intensive consultation, research and internal dialogue about our identity, our academic vision and our responsibilities to the members of our teaching and learning community. It is aligned with Humber’s 2013-2018 Strategic Plan and will be accomplished through cross-institutional collaborations supported by our SEM committees. Five SEM targets, ranging from annual revenue growth to annual increase in proportion of international enrolments (see Appendix B for more detail), will be realized by the use of 43 academic strategies embedded within 14 academic goals and three SEM outcomes (Five-year Enrolment Plan, MRC Action Plan and SSR Action Plan). See Appendix A for the Academic Plan Matrix, which helps to clarify and show alignments between academic priorities, goals and strategies and the SEM Framework.

In all that we do and every decision that we make, our focus will remain anchored in:

- our unwavering student-centred approach to teaching and learning;
- our commitment to quality in all programs, services and tools;
- our responsibility to our graduates and celebration of their achievements; and
- our absolute confidence in our highly-skilled, highly-committed and highly-engaged faculty.

These are the foundational building blocks of our approach to polytechnic education.

APPENDIX A: ACADEMIC PLAN MATRIX

Matrix below shows relationships between academic and SEM priorities and goals and strategies outlined in our academic plan.

<table>
<thead>
<tr>
<th>ACADEMIC GOALS AND STRATEGIES</th>
<th>ACADEMIC PRIORITIES</th>
<th>SEM PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: Position Humber as the provincial leader in the scholarship of teaching and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Align training and development across the institution with needs that evolve from the goals of the Academic Plan, the implementation of Humber’s digital learning plan and the emergence of Humber’s Centres of Innovation (CoIs).</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. Leverage existing resources such as the Centre for Teaching and Learning (CTL), and develop new ones in order to support faculty in their leadership role within the classroom.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>3. Maximize interdepartmental collaborations and shared resources in the development and delivery of teaching and learning.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>4. Develop a plan that recognizes the importance of and incorporates consistent and ongoing opportunities for faculty members to participate in and contribute to their fields of study/practice and to establish meaningful professional and industrial relationships.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GOAL 2: Develop and support teaching and learning practices that are informed by technology, including e-learning and Humber Online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Lead by the CTL and in partnership with academic and service areas, engage in research and professional development with the goal of ensuring the use of teaching technologies and digital innovations in the delivery of Humber’s programs and services, including the use of adaptive technologies to support student learning.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>6. In collaboration with Student Success and Engagement, develop an accessible learning and student support strategy that incorporates the principles of inclusive design and effectively supports students involved in e-learning activities at Humber.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GOAL 3: Improve retention and success outcomes for all students, with a priority on scalable approaches to those identified as at greater risk based on either provincial/MTCU guidance or institutional data reflecting its unique demographic mix (SEM SSR Action Plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Expand the reach of Humber Online in supporting faculty and staff involved in online course development and delivery at the provincial level.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>8. Engage and support all staff and faculty involved in the use of digital, mobile and ubiquitous technologies in curriculum development and delivery in support of students.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>9. Develop a mechanism to connect program experts, Program Advisory Committee members, faculty and staff in the prioritization of courses, programs and content targeted for online development.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GOAL 4: Develop and maintain sophisticated and accurate annual and long term enrolment plans and projections (five-year Enrolment Plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Ensure alignment and coordination between the activities of the Academic Schools, the CTL and Human Resources in order to expand training and development in support of Academic Plan goals, including the implementation of Humber’s digital learning plan and Centres of Innovation (CoIs).</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>11. Develop targeted annual training and action plans based on the results of Humber’s ongoing Quality Assurance processes.</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>12. Deliver cross-institutional conferences and working sessions that would result in the development of action plans in support of specific themes of the Academic Plan, the implementation of Humber’s digital learning plan and the emergence of Humber’s CoIs.</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

For background information and implementation updates, visit the Academic Workspace on the strategic planning website at www.humber.ca/wearehumber

CONTACT:
Laurie Rancourt, Sr. VP, Academic laurie.rancourt@humber.ca
Jason Hunter, VP, Student and Community Engagement jason.hunter@humber.ca
### GOAL 4: Enhance access to applied learning opportunities within and outside of Humber that enable students to co-create learning experiences that are engaging, enriching, and transformative, and allow them to gain deep learning through relevant experiences.

1. Apply Humber’s Experiential Learning Model in all program areas in order to ensure that Humber students have more practical learning opportunities.
2. Increase access to applied learning opportunities through relevant experiences.
3. Develop a Centre of Innovation (CoI) strategy that increases Humber’s reputation as a regional, provincial, and national leader in learning and innovation, and meet the goals of its differentiation agenda.
4. Implement a Centre of Innovation (CoI) strategy that increases Humber’s reputation as a regional, provincial, and national leader in learning and innovation, and meet the goals of its differentiation agenda.
5. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
6. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
7. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
8. Develop and launch at least four new programs per year with a particular emphasis on:
   a. Maximizing the number of degree programs allowed (to the max of 15 percent of funded programs).
   b. Increasing the number of Ontario graduate certificates offered.
   c. Developing new markets.
   d. Developing new programs at all credential levels in areas linked to the advancement of the planned Centres of Innovation.
   e. Creating strong, experiential learning opportunities available.
9. Publish an Advisory Committee policy and orientation manual for internal stakeholders and Advisory Committee members.
10. Develop and implement a Humber ‘Skills Team’ approach to recruit, train, and support students to participate in various local, provincial, national, and international skills competitions.

### GOAL 5: Develop teaching and learning elements that provide opportunities for students to explore concepts from diverse perspectives.

1. Develop the CfE into an entity that encourages students to engage in innovation, creative problem solving and entrepreneurial activity.
2. Implement a Centre of Innovation (CoI) strategy that increases Humber’s reputation as a regional, provincial, and national leader in learning and innovation, and meet the goals of its differentiation agenda.
3. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
4. Develop and implement an Institutional learning outcome framework.
5. Develop teaching and learning elements that provide opportunities for students to explore concepts from diverse perspectives.
6. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
7. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
8. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
9. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
10. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.

### GOAL 6: Build relationships with industry and sector councils through the Humber Centre for Entrepreneurship (CfE) in support of students and faculty across all disciplines.

1. Develop links between Humber’s Centres of Innovation and Humber’s International Development Institute to create strong, experiential learning experiences with beneficial outcomes for partner agencies and communities within Canada and around the world.
2. Establish and maintain strong and innovative industry, community, professional association and high level partnership connections.
3. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
4. Develop and implement an Institutional learning outcome framework.
5. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
6. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
7. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
8. Develop and implement an Institutional learning outcome framework.
9. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
10. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.

### GOAL 7: Ensure that all Humber graduates are able to demonstrate mastery of essential employability skills through development and implementation of an array of institutional learning outcomes frameworks.

1. Develop an array of the ways in which Ministry of Training Colleges (MTC) Ministry of Advanced Education and Skills Development (AED) are currently embedded and measured within Humber programs and extracurricular activities.
2. Develop new and innovative strategies for fostering engagement and learning opportunities available.
3. Develop new and innovative strategies for fostering engagement and learning opportunities available.
4. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
5. Develop and implement an Institutional learning outcome framework.
6. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
7. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
8. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
10. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.

### GOAL 8: Implement a Centre of Innovation (CoI) strategy that increases Humber’s reputation as a regional, provincial, and national leader in learning and innovation, and meet the goals of its differentiation agenda.

1. Develop and implement a Centre of Innovation (CoI) strategy that increases Humber’s reputation as a regional, provincial, and national leader in learning and innovation, and meet the goals of its differentiation agenda.
2. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
3. Develop and implement an Institutional learning outcome framework.
4. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
5. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
6. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
7. Develop and implement an Institutional learning outcome framework.
8. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
9. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
10. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.

### GOAL 9: Implement a research and innovation strategy and build a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.

1. Implement a research and innovation strategy and build a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
2. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
3. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
4. Develop and implement an Institutional learning outcome framework.
5. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
6. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.
7. Strengthen Humber’s connections and links with relevant industry and community partners to ensure that our programming remains relevant.
8. Develop and implement an Institutional learning outcome framework.
9. Develop a research and innovation strategy that builds a research culture that nurtures the production and dissemination of new knowledge and original works and supports faculty and students to solve real-world problems.
10. Maximize the visibility and impact of the work of Humber’s Program Advisory Committees (PACs) and Deans’/Directors’ Advisory Committees to ensure our programming remains relevant.

---

1. On June 13, 2016, the Provincial Government of Ontario announced the renaming of the Ministry of Training, Colleges and Universities to the Ministry of Advanced Education and Skills Development. Both names may appear in this publication.
3. Humber’s Experiential Learning Model provides opportunities for students to: (a) Experience an activity; perform it, do it; (b) Share the results, reactions and observations publicly; (c) Reflect while doing it; (d) Process by discussing, looking at the experience; analyze, reflect; (e) Generalize to connect the experience to real-world examples; (f) Apply what was learned to a similar or different situation; practice.
5. Humber’s Internationalization Strategy [https://international.humber.ca/assets/files/pdf/5803annualreport.pdf]
6. Humber’s Experiential Learning Model provides opportunities for students to: (a)Experience an activity; perform it, do it; (b) Share the results, reactions and observations publicly; (c) Reflect while doing it; (d) Process by discussing, looking at the experience; analyze, reflect; (e) Generalize to connect the experience to real-world examples; (f) Apply what was learned to a similar or different situation; practice.
**APPENDIX B: SEM FRAMEWORK MATRIX**

Matrix below shows relationships between SEM targets and tactics aimed at executing academic plan goals and priorities via five-year Enrolment Plan, SEM Marketing, Recruitment and Conversion Action Plan and SEM Student, Success and Retention Action Plan.

<table>
<thead>
<tr>
<th>SEM TARGETS</th>
<th>ACADEMIC GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2: Develop and support teaching and learning practices that are informed by technology, including e-learning and Humber Online.</td>
<td>Implement a Centre of Innovation (CoI) strategy that increases Humber’s reputation as a regional, provincial and national leader in learning and innovation, and meet the goals of its differentiation agenda.</td>
</tr>
<tr>
<td>Goal 8: Ensure that Humber learners receive timely and accurate information and have access to relevant support services and personal development opportunities at all stages of the student experience – from point of first contact to graduation and beyond.</td>
<td>Increase the number of Humber students and alumni accessing internal pathways between credentials.</td>
</tr>
<tr>
<td>Goal 10: Increase the number of Humber students and alumni accessing internal pathways between credentials.</td>
<td>Implement a flexible learning strategy that provides clear direction and processes for the delivery of compressed, accelerated, part-time and evening programs, relevant general interest and professional development programming.</td>
</tr>
<tr>
<td>Goal 12: Maintain a strong mix of apprenticeship, diploma, and advanced diploma programs.</td>
<td>Maintain 2-year diplomas in areas of strength (could involve decreases in some areas, with the minimal addition of new 2-year diplomas to strategic program areas).</td>
</tr>
<tr>
<td>Goal 13: Increase graduate certificate offerings in areas that allow for the development of new markets (e.g. providing pathway options to Humber graduates, or to students currently studying with our local competitors).</td>
<td>Reduce development of new 3-year diplomas.</td>
</tr>
</tbody>
</table>

**Target 1:** 4 - 5 per cent annual increase in revenues required under the current model achieved through:

1. Increase in international student enrolment.
   - Five-Year Enrolment Plan
   - SEM MRC Action Plan
2. Increase offering of corporate training business.
   - SEM MRC Action Plan
3. Review of tuition fees (international and domestic).
   - SEM MRC Action Plan
4. Other institutional revenue generation activities.
   - SEM MRC Action Plan

**Target 2:** 2.5 per cent annual enrolment growth achieved through:

1. New programs (1.5 per cent).
   - SEM MRC Action Plan
   - SEM SSR Action Plan
2. Retention (1 per cent).
   - Program level retention initiatives targeting specific programs (0.5 per cent).
   - Institution-level retention initiatives targeting specific demographic groups (0.5 per cent).
   - SEM SSR Action Plan

**Target 3:** Establish and develop targets and strategies to improve outcomes for the following groups:

14. First Generation students—improve retention/persistence; other success outcomes.
   - SEM MRC Action Plan
   - SEM SSR Action Plan
15. Students with disabilities—improve employment-related outcomes and opportunities (e.g. employment rates); other success outcomes.
   - SEM SSR Action Plan
16. Aboriginal students—develop an accurate self-identification methodology; use data collected to develop benchmarks and outcomes for Aboriginal student access and success.
   - SEM MRC Action Plan
   - SEM SSR Action Plan

**Target 4:** Strategically grow international enrolments to meet overall enrolment targets and ensure an optimal student experience.

17. Meet with schools in order to determine capacity for international students with consideration to pedagogical impact and student experience.
   - SEM MRC Action Plan
18. Grow new markets in order to mitigate risk and preserve balanced international enrolment.

Note: "X" indicates relationship between a SEM tactic and Academic Goal.
August 2016
HUMBER ACADEMIC PLAN
Laurie Rancourt,
Senior Vice President Academic
humber.ca/svpa