



# Academic Plan

2023-2026

Looking Forward





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# Land Acknowledgment

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Aadoobiigok, the “Place of the Alders” in Michi Saagiig language, the region is uniquely situated along the Humber River watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee, and Wendat peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Aadoobiigok continues to provide a vital source of interconnection for all.

## Message from the Senior Vice-President, Academic

The Academic Plan is a foundational document that identifies the academic priorities of the College. Ours is a three-year plan that will move the College forward and enable us to address the opportunities that our changing post-secondary landscape presents. Central to the Academic Plan is the fundamental conviction that we are a student-centred college – one that puts the needs of our students first as we prepare them to be career-ready now and into the future.

Our Academic Plan, titled Looking Forward, recognizes the changing and critical role polytechnic institutions play in Canada as we respond to shifting labour market needs by offering meaningful and life-changing programs. We know that rapid changes in technology are placing increasing demands on the workplace and that digital transformation will continue to impact our entire society. Our plan responds to the technological advances that will continue to influence higher education through curriculum, program delivery mode and the goals and expectations of our learners and industry partners. The Academic and Digital Campus plans were created in collaboration because of the important synergy between academic delivery and technology solutions. The two plans are complementary and they will be executed in tandem to ensure they are managed efficiently and that we never lose sight of their interdependence.

Our Academic Plan reflects the need to offer students more flexible and personalized learning options and the ongoing evolution of our credential mix and delivery modes. The plan allows us to explore ways to ensure teaching and learning continues to be innovative and creative. To achieve these goals, we will engage faculty, staff and students from across the College, and I look forward to having many conversations across Humber about actioning this plan.

I am excited to be at Humber at this point in our history – we have a unique opportunity to look forward as we create a future that builds on the many successes of our past and the strengths of our present.



Dr. Gina Antonacci  
Senior Vice-President, Academic





## Introduction

This Academic Plan is a natural evolution of what we have been doing since Humber was founded in 1967 – preparing learners for a successful future through education that combines career-focused theory with hands-on experiential learning.

Looking Forward provides the framework for Humber to continue to lead the way forward in polytechnic education.

The Academic Plan builds upon the pillars of [Humber's 2018-2023 Strategic Plan](#) and [Humber Tomorrow document](#), which address the forces impacting post-secondary education, including those amplified or accelerated by the COVID-19 pandemic. The interconnection between teaching and learning and technology, the importance of digital fluency, and the need for new strategies to broaden access to education are among these forces.

Humber students, faculty and staff have demonstrated their resilience and imagination in countless ways in the past few years, accelerating innovative approaches to teaching and learning that build on a solid foundation of excellence. The Academic Plan recognizes these achievements and provides strategic direction to support ongoing teaching and learning innovation at Humber.

Two critical enablers to achieving this plan are a strong organizational culture focused on student success and a deep sense of belonging within the Humber community.



Looking Forward has three key priorities:

- 1 Programs and Pathways for Lifelong Learning**
- 2 Personalizing the Learning Journey**
- 3 Empowering Teaching and Learning at Humber**

Through these priorities, we continue our journey towards developing a coordinated system of high-quality programs and learning pathways that maximize choice, flexibility and mobility for an even greater number of diverse learners.



## Intersection with Other College Plans

It is important to differentiate the Academic Plan initiatives from the activities already underway across the academic division, many in partnership with other areas of the College. Each of these activities has designated resources, as well as a robust monitoring process. Each is critical to the vision and work of the academic division and, in many cases, will continue to inform and impact the manner in which the Academic Plan unfolds. These activities include:

- Internationalization Plan
- Research and Innovation Plan
- Work-Integrated Learning Strategic Action
- Humber Learning Outcomes
- Equity, Diversity & Inclusion
- Student Feedback Questionnaire Refresh
- Strategic Enrolment Management Plan
- Indigenous Education Plan
- Sustainability Plan
- Centres of Innovation Network
- Strategic Partnerships Hub
- Continuous Professional Learning
- Centre for Innovative Learning
- Quality Assurance Processes
- Universal Design for Learning



## Humber's Vision, Mission, and Values

### LEAD, TRANSFORM, DIFFERENTIATE

The spirit of **'Lead, Transform, Differentiate'** that infuses Humber's current strategic plan carries through the work of the academic division.

### VISION

Transforming post-secondary education through global, polytechnic leadership.

### MISSION

Humber develops global citizens with the knowledge and skills to lead and innovate.

Humber's vision and mission guide the academic division's decisions about teaching and learning priorities.

### VALUES

**Courage · Innovation · Equity · Health & Well-being · Sustainability**

The values define what Humber believes and holds constant across the organization. Within the academic division, Humber's values are realized through the ways in which the transformation of teaching and learning happens.



## Guiding Principles

The guiding principles ground the academic division and shape behaviours in the design and delivery of the Academic Plan. They are at the core of the academic division's actions, driving culture and decision making. Acting in alignment with the guiding principles is foundational to supporting high-quality and innovative learning experiences.

- We co-create a learning community that enables everyone to reach their full potential.
- We build and protect the conditions for risk-taking, creativity and innovation to thrive.
- We are guided by Humber's commitment to equity, diversity and inclusion and Indigenous ways of being, knowing and doing in our decisions and actions.





## Consultation Process

The Academic Plan and Digital Campus Plan consultations were conducted together, reflecting the interconnection between teaching and learning and technology.

Consultations for both the Academic Plan and the Digital Campus Plan were conducted with students, faculty, staff, alumni, Program Advisory Committees, College Council, College leadership, Academic and Student Affairs, and the Board of Governors.

The Academic and Digital Campus plans were then developed simultaneously and with close integration.

The process of determining Humber's 2023-2026 teaching, learning and digital campus priorities involved four phases:

1. **Planning (November 2021-January 2022):** Development of a stakeholder engagement plan, background documents, and key consultation questions.
2. **Consultation (January-April 2022):** Implementation of stakeholder consultations with students, faculty, staff, alumni, community and industry partners, College leadership, and Humber's Board of Governors.
3. **Integration and Analysis (March-May 2022):** Integration and analysis of stakeholder input.
4. **Finalization and Approvals (May-June 2022):** Validation of strategic priorities and document creation.



## Consultation Phase

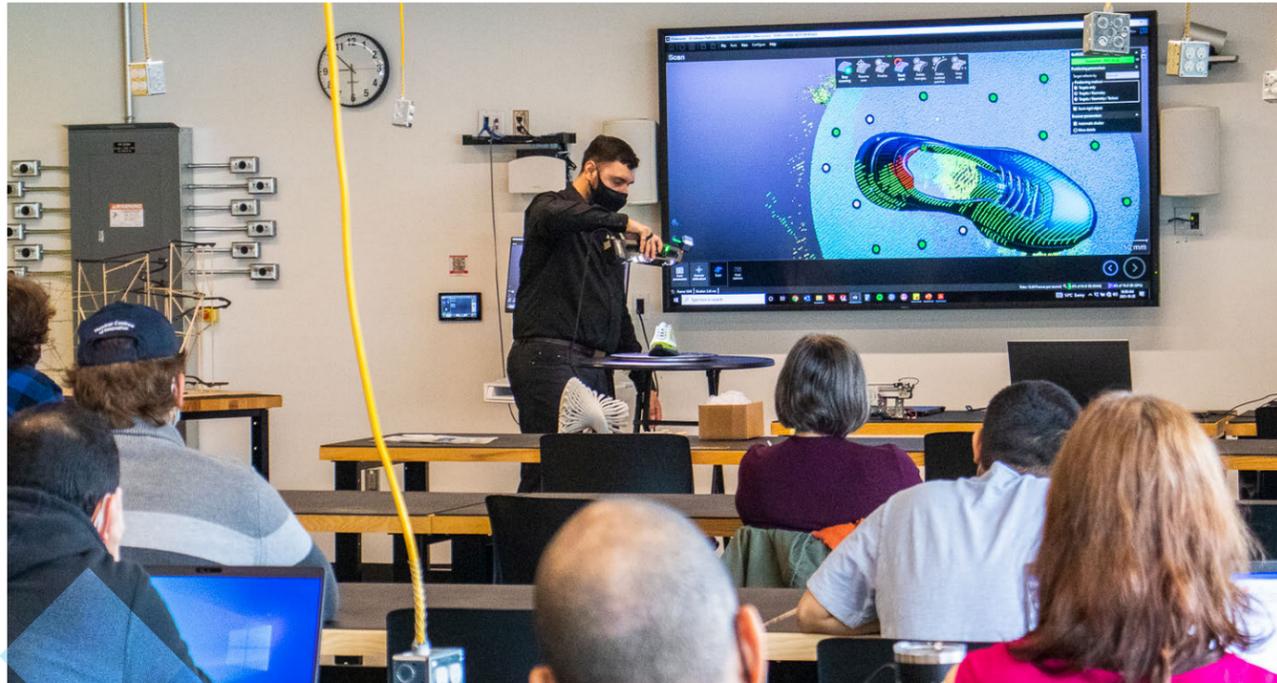
Between January and April 2022, Humber held consultations with students, faculty, staff, alumni, community and industry partners, College leadership, and Humber's Board of Governors. More than 1,200 members of the College community shared their vision for the future of education at Humber through 19 participation options ranging from virtual forums to online forms.

**Humber students** participated in nine virtual focus groups. Specific sessions were held for those from equity-deserving groups and those involved in student leadership initiatives with the assistance of Humber's Student Success and Engagement, Black Student Support and Engagement, Indigenous Education and Engagement, LGBTQ+ Resource Centre, IGNITE, and domestic and international student ambassador programs.

**College employees** (faculty, support staff, and administrative staff) were offered four virtual forums, with one session held specifically for faculty.

**Humber's industry and community partners, including Humber alumni**, were invited to three virtual forums for the College's Program Advisory Committees.

Thank you to all of the participants for their meaningful engagement that helped shape the plan, and to the staff from across the College that helped in the planning and implementation of the consultation sessions.



## Priority 1: Programs and Pathways for Lifelong Learning

**Commitment: We will expand our range of credentials, pathways, and recognition of prior learning (RPL) processes to support transitions between high school, post-secondary education, and employment.**

A comprehensive range of applied industry-responsive credentials is one of the key features of a polytechnic institution. Humber recognizes that the education and career experience is not linear. A full range of credentials enables Humber to meet the lifelong learning needs of its students as they transition from and between high school, post-secondary education, and employment. Key to facilitating these transitions are pathways and recognition of prior learning (RPL). A robust pathways system provides all learners with efficient and equitable access to and mobility through post-secondary education in pursuit of their academic and career goals; an effective RPL process ensures that all learners are recognized at every stage of their academic journey for their skills, knowledge and prior learning achieved in and outside the classroom.

*“The future of lifelong learning is high-tech and high touch, using straightforward, leading-edge technology combined with knowledgeable and creative people to support our learners, build confidence and encourage their continued educational journey.”*  
**Frank Capadoccia, Dean, Continuous Professional Learning**

### PRIORITY 1: ACTIONS

**Expand Humber’s credential mix by building capacity to offer Applied Master’s degrees and assessing the potential of 3-year bachelor’s degree programs in areas that are beneficial to students and employers.**

This will:

- Increase Humber’s range of offerings to further enhance the polytechnic model.
- Provide learners with opportunities to acquire advanced, industry-focused graduate credentials.
- Provide more internal pathway options across a wider range of credentials.
- Leverage expertise within Humber’s faculty, deepen industry partnerships and expand applied research capacity.

**Develop an apprenticeship strategy to modularize and accelerate access to apprenticeship and recognize different levels of achievement.**

This will:

- Enable greater access to skilled trades training and apprenticeship education.
- Improve the flexibility of the training delivery format to meet the varying needs of employers and apprentices.
- Enhance Humber’s ability to meet labour market demands.
- Enable higher completion rates for apprentices.
- Create greater efficiency with training, retraining and certifying workers with the specific skills required.

**Develop a vision and plan to establish Humber as a receiving institution through pathways and recognition of prior learning (RPL).**

This will:

- Enable Humber to achieve its strategic goal of becoming a pathways leader in the system.
- Support mobility across institutions locally and globally.
- Allow Humber to deepen existing structures and partnerships.
- Create clear connections across post-secondary and continuous professional learning programming.

*“I believe that the future of teaching and learning hinges on the implementation of resources that provide flexible, accessible and on-demand learning ecosystems to all students.”*  
**Vlad Porcila, Technologist, Faculty of Applied Sciences & Technology**



**Create a central hub to coordinate Humber's pathways strategy within the Centre for Innovative Learning.**

This will:

- Foster an integrated approach that coordinates stakeholders across Humber.
- Ensure clear, coherent pathways structures and processes.
- Create a centralized quality assurance mechanism for RPL and prior learning assessment and recognition (PLAR).
- Integrate RPL/PLAR into the program planning and renewal processes.
- Build capacity in Faculties to integrate effective PLAR practices.

*“Humber College has done an incredible job integrating technology in the classroom and training faculty to make the best use of it. The state-of-the-art technology at the International Graduate School enhances collaboration, creativity, and innovative learning among students from all over the globe.”*

**Parveen Gill, Professor and Program Coordinator, Longo Faculty of Business**

**Enhance Humber's international partnerships to expand pathways and increase credential opportunities for students.**

This will:

- Support Humber's Internationalization strategy.
- Promote Humber's presence as a leader in global polytechnic education.
- Deepen engagement with current international partners by developing new programming connections, including work-integrated learning, for both inbound and outbound students.
- Provide opportunities for Humber faculty to enhance professional experiences.

**Create a framework for developing micro-credentials that connect into pathways.**

This will:

- Provide flexible, responsive micro-credential programming options to support further learning.
- Expand the use of micro-credentials within post-secondary programs.
- Expand the existing micro-credential planning and development process to articulate pathway options.
- Pilot modularization of credential level programs to create stackable micro-credentials.

*“Personalizing the learning journey means that Humber College cares for students' individual learning and success so that students can be work-ready and prepared for greater contributions within a professional environment.”*

**Ashantee Spencer, Bachelor of Industrial Design student, Faculty of Applied Sciences & Technology**



## Priority 2: Personalizing the Learning Journey

**Commitment: We will create flexible program and course delivery options that enable students to personalize their learning experience while meeting their long- and short-term educational goals.**

Personalizing the learning journey has increasingly become a priority for learners and educational institutions due to several factors including increased diversity within the student population, the internationalization of higher education, a modern culture of lifelong learning and the rapid growth of technology. Flexible learning approaches support the personalization of learning by allowing students to have choice in how, what, when and where they learn, thereby increasing equity and access to education. Flexibility also means recognizing learners' pre-existing knowledge and skills to build relevant, adaptive curriculum.

*“Personalizing the learning experience means that Humber is meeting students where they are. It validates that all learning is important, regardless of where it takes place. Additionally, it helps create a richer learning experience for everyone by incorporating the adult learner’s contributions within and outside the classroom.”*

**Erin Mandel-Shorser, Acting Associate Dean, Faculty of Health Sciences & Wellness**  
**Judy Tavares, Manager, Student Mobility and Pathways**

## PRIORITY 2: ACTIONS

**Offer a wider range of delivery options including online, hybrid, and in-person programs as well as synchronous and asynchronous delivery. Build tools to support strategic decision-making in Faculties based on a principled approach around the needs of learners.**

This will:

- Align the Digital Learning and Digital Curriculum plans with the Digital Campus Plan, to support Faculties to determine optimal delivery approaches at the course level.
- Enhance digital fluency competencies in students, faculty and staff to engage in exceptional hybrid and virtual learning environments.
- Ensure equitable access to digital learning tools.

**Re-imagine the scheduling of programs and courses to enable greater flexibility including weekend, block, and condensed programs and courses.**

This will:

- Optimize the virtual and physical campus spaces.
- Provide flexible teaching schedules.
- Develop condensed curriculum models to explore positive impacts on learning.

**Harness new and emerging technology (adaptive, augmented reality and virtual reality) to enable the delivery of content in more flexible ways.**

This will:

- Enable virtual delivery options for hands-on components.
- Use adaptive technology to customize learning based on individual assessment.

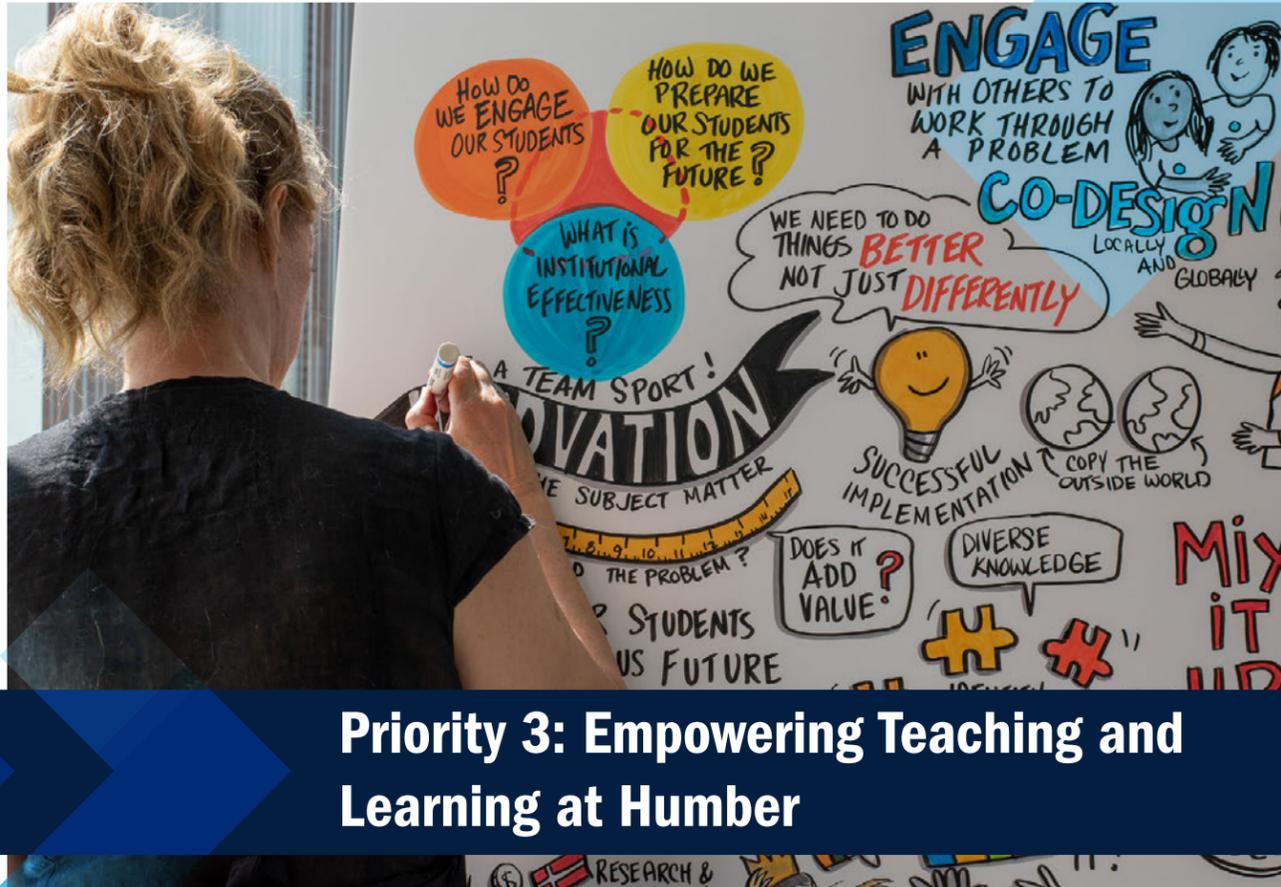
**Develop a framework to assess learners’ pre-existing skills and competencies.**

This will:

- Develop a competency-based learning model focused on authentic assessment.
- Build professional learning opportunities for faculty and staff in competency-based approaches.
- Deliver learning that is more efficient.

*“Humber continues to build on the strengths of our unique model of polytechnic education while always seeking to improve and foster local and global partnerships and strengthen capacity for innovation. We are focused on the future and creating educational and campus experiences that set students and employees up for success today and tomorrow.”*

**Dr. Ann Marie Vaughan, President and CEO**



## Priority 3: Empowering Teaching and Learning at Humber

**Commitment:** We will support our faculty and staff to initiate projects that enable innovation and create new ways of teaching and learning at Humber.

Empowering teaching and learning at Humber means nurturing a culture grounded in our shared values and guiding principles, where we build and protect the conditions for risk-taking, creativity and innovation to thrive. To support this commitment, we will introduce a project-based approach where faculty and staff will be invited to submit proposals that explore innovative pedagogical approaches. Supported financially and facilitated through the Centre for Innovative Learning, projects will conclude with a recommendation for potential future exploration and implementation. This “grass roots” approach will engage faculty and staff as they identify areas that lead to transformative change across our learning spaces. The projects will be monitored and shared annually with the College community.

*“I am excited about the opportunities in the Academic Plan to advance teaching and learning innovation at Humber. We will support our talented faculty and staff to build on the achievements of the past few years and initiate projects that push the boundaries of how we think about, design, and deliver the best possible learning experience for every student.”*  
**Vera Beletzán, Associate Vice-President, Teaching and Learning**

### PRIORITY 3: ACTIONS

Convene a working group of stakeholders to:

- Establish the criteria for project selection
- Consider potential applications to classroom integration
- Develop the process, including milestones and reporting mechanisms
- Create an experimentation hub to facilitate the projects and provide support
- Create exploration sessions for faculty and staff
- Create synergies between the Priority 3 projects and other innovation pipelines (e.g., Centres of Innovation projects, SoTL and applied research projects)

*“Humber is poised for even greater heights in polytechnic education as our College believes in respecting and promoting diversity by creating safe and positive learning environments that endorse principles of equity and inclusion while focusing on hands-on and experiential learning, leveraging technology to provide state-of-the-art learning options and flexibility.”*  
**Kalpána Pareek, Professor, Longo Faculty of Business**



## Realizing the Plan

### Implementation and Monitoring

The Academic Plan is a living document that acts as a navigational tool for Humber employees and students. The success of the plan depends on the ability of the academic division – and the organization as a whole – to work together. It will be systematically monitored and reviewed to determine how the priorities and actions are progressing. Each priority will have an action plan that defines responsibilities, timelines and key performance indicators. Reporting tools and processes will track progress. Accountability will be built throughout the academic division and the organization for delivering results.

Given the rapid pace of change and the many forces that will impact teaching and learning, the sector and the broader environment, the plan will be reviewed often and revised as needed. Regular updates will keep the organization informed and keep us all moving forward – together.

### Resources Consulted



# Academic Plan

2023-2026

Looking Forward

## **Humber North Campus**

205 Humber College Blvd.  
Toronto, Ontario, Canada  
M9W 5L7

## **Humber Lakeshore Campus**

2 Colonel Samuel Smith Park Dr.  
Toronto, Ontario, Canada  
M8V 4B6

## **Humber International Graduate School**

59 Hayden St. Unit 400  
Toronto, Ontario, Canada  
M4Y 2P2



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## ENVIRONMENTAL SAVINGS

As part of Humber's commitment to sustainability, this document has been produced in an electronic format. Please consider sharing instead of printing.