

**Academic & Digital Campus Plans**  
**Academic & Administrative Leaders Forum Consultation**  
**February 10, 2022**

**CONSULTATION QUESTIONS**

**Question 1:** Within the context of our major pillars and themes what opportunities exist to strengthen or optimize our existing activities and products (e.g., programs, courses)?

**Question 2:** What opportunities exist to differentiate or transform what we do and/or how we do it?

**AALF FEEDBACK**

**OUR PROGRAMS/OFFERINGS**

- Credential Mix
  - Focus on our strengths (degrees, diplomas) and offerings that differentiates us
    - Be selective – offerings that cannot be achieved at another PSE or for free online
  - Offer Master's degrees / Applied Masters programs
  - Create more and stackable micro-credentials, incl. technology and design micro-credentials for the trades
  - Create individualized flexible learning plans for each student (“build your own credential”)
  - Cultivate more pathways and enhance PLAR
    - Create more diploma to degree pathways with provincial reach
    - Grow pathways towards applied master's degrees
    - Create pathways/academic upgrading that are of specific interest to Indigenous students
    - Provide advanced standing for learner skills and work experience
  - Become a problem-based learning institution with competency-based and modular learning
- Curriculum
  - Support the development of the following through our programs:
    - Interpersonal and soft skills
    - How to take, learn from and incorporate critical feedback
    - Remote working skills
    - Humber Learning Outcomes, Indigenous ways of being, knowing and doing
    - Encouragement of lifelong learning
- Delivery
  - Review every single course and determine how best to deliver it
  - Develop more robust part-time offerings across all faculties and programs
  - Offer a mix of online, in-person and hybrid learning
  - Enable flexible scheduling (e.g., different intakes/start dates, synchronous and asynchronous)
  - Create more classroom engagement (e.g., use AI)
  - Incorporate more HyFlex classrooms
  - Create a seamless and inclusive experience regardless of delivery
- WIL/Applied research
  - Optimize Humber's COIs
  - Create more spaces for students to learn and innovate

**OUR PLANS, PROCESSES & SYSTEMS**

- College-wide Systems
  - Enable the various Student Information Systems to interact / provide a seamless experience
  - Reassess current systems if pursuing competency-based learning (e.g., registrations, progression rules, blackboard access timing)
  - Invest in systems that work from the start rather than implementing “workarounds”

- Create access to open educational resources (e.g., through the library)
- Assessment
  - Create different ways to assess and measure learning, ones that can assess competences quickly (e.g., nurses)
- Program development and renewal
  - Design programs for online learning and to be taken on a part-time or full-time basis
  - Create industry-responsive programs that can build competencies quickly (e.g., nurses)
  - Incorporate the Humber Learning Outcomes and digital learning into all programming
  - Create a central framework for Pathways and PLAR
  - Create mechanisms to assess the quality and effectiveness of online learning
  - Prioritize universal inclusion along with universal design in Humber's quality framework
- Institutional Processes
  - Create mechanisms that collect and incorporate student feedback into all decision-making
  - Create better integration between various college initiatives and processes
    - Integrate Humber's frameworks (EDI, Indigenous Education Plan, Health& Safety, UI, UDL, etc.), COIs, and HLO competencies into program curriculum, services and initiatives
    - Rethink how we measure student success; Build collaboration between services and academic areas to assess the tools and resources for optimal student success
    - Lobby professional bodies that confine the education we provide
    - Restructure campus infrastructure for the current hybrid reality
- Academic planning
  - Create a clear vision as to the split between online, HyFlex, and in-person classes
  - Be future focused
    - Do not flood industries with talent that may not be needed in the future
    - Ensure the Humber Learning Outcomes (HLOs) support the future of learning and working
      - Consult other PSEs as to how they integrate HLOs that consider the future of workplaces
  - Create cross-institutional faculty collaboration mechanisms to:
    - Enable faculties to share best practices across disciplines
    - Foster collaborative curriculum development so that programs covering the same/similar concepts and building the same competencies can be credit transferred
  - Conduct research to inform decision-making. Study:
    - Pandemic and post-pandemic impacts on different groups across our population
    - The new funding model and how we can leverage it to our advantage
    - What motivates the learners to enroll in micro-credentials
    - CPL learners (include them in our learner surveys)
- Digital Campus Plan
  - Create a digital learning plan as part of the digital campus plan
- Partnerships
  - Create contracts with industry and community that enable us to provide multiple reciprocal supports (e.g., student placements/employees, scholarships, programs, etc.)
  - Work with companies and associations to develop their existing talent/professionals
  - Partner with domestic and global PSEs to offer joint programming (e.g., degrees)
  - Seek private sector funding in addition to government funding
- Recruitment
  - Build alumni relationships so that alumni to continually return Humber to gain new skills, support a career change, micro-credential etc.

## STUDENT SUPPORTS

- Student wellness programming
  - Create a mix of online, hybrid and synchronous student services that are seamless
  - Provide individualized advice/career counseling to learners (e.g., First generation)

- Create supports/transition programming for direct entry students who have been online during the pandemic and who might be lacking the foundational academic skills to be successful in PSE (e.g., address their social anxieties, skill gaps).
- Offer an “Intro to PSE” course across all programs
- Incorporate the Humber Learning Outcomes framework into co-curricular opportunities
- Survey students about how student services can better support them post-pandemic
- Technology support
  - Increase IT support for students
  - Ensure that our digital assumptions do not leave some students behind – for example:
    - OneCard – not all students have a smartphone
    - Privacy concerns – when accessing services remotely
    - Ensure platforms and digital requirements are tenable for those with disabilities
    - Optimize new technology (e.g., enable Bluetooth earphone capabilities on Humber computers)

## FOUNDATIONS

- HR processes and management
  - Align HR processes with the future of work
    - Enable alternative work arrangements, hybrid and remote work
    - Ensure Humber’s benefits package supports equity (e.g., gender affirmation surgery, Chinese medicine, etc.)
  - Support employees to work in the new reality
    - Provide ongoing training in the following areas
      - Different delivery methods and assessments
      - Digital fluency
      - LMS design and use
      - Accessibility, EDI, IWBKD
    - Increase IT support
    - Build HLO competencies into the hiring process
    - Categorize current resources and tools for specific users (e.g., for students, deans, etc.)

## DIFFERENTIATION

- Credential Mix/Programs
  - Offer applied masters
  - Make PLAR more robust
  - Build true competency-based programming
- Curriculum
  - Support and develop student digital literacy and fluency
  - Transform digital engagement/Create highly interactive curriculum
    - Create mechanisms to engage faculty and industry with students / continue WIL
    - Engage students in industry for capstone projects
  - Embed Indigenous education, sustainability and EDI into every program
    - Gain departmental/faculty level support for land-based education
- Delivery
  - Offer more robust part time opportunities and flexible options for full-time degrees
  - Focus on accessibility and AODA
  - Implement global or HyFlex learning
  - Offer compressed programs (incl. course, WIL, research) and accelerated programming (e.g., part-time masters in 1.5 yrs)
  - Adapt Teams as the leading platform for communicating and posting resources for educational purposes (as it will be what students use in their workplaces)

- People recruitment and management
  - Assess staff complements against current needs (e.g., effective online learning)
  - Seek talent from across the world and improve how we assess international credentials
  - Connect EDI framework with recruitment strategies
  - Reassess salaries and benefits within the new recruitment climate to ensure they are competitive
  - Ensure employee work-life balance
  - Invest in faculty training and release time to learn, use and leverage technology
- Provide faculty with accessible course creation support and guidance
- Partnerships
  - Create partnerships with industry and PSE to deliver competency-based education
  - Meet industry needs (e.g., focus on skilled trades where there are immense shortages)
  - Work with our strategic partners to leverage reciprocal partnerships and new approaches to:
    - Wellness resources for students and staff (new counselling models, supports beyond EAP)
    - WIL and applied research opportunities from across the college and industry (e.g., KPMG)
    - Staff training opportunities and LMSs (e.g., Minnesota)
    - Program Advisory Committees
  - Leverage alumni relationships and WIL partnerships as revenue sources (e.g., for paid placements)
- Program development processes
  - Determine the best delivery method for each course
  - Create mechanisms to keep our programming relevant to current needs
    - Conduct continuous curriculum assessments
    - Build a multisystem approach involving employers, educational institutions, etc.
    - Use retention and graduation metrics to inform decisions re: credentials, programs, WIL
    - Engage the equity hubs and students in the program review process
    - Data mine and explore ways that data can be leveraged
- Academic processes
  - Be selective about where we want to go in the future
  - Implement a centralized collaborative scheduling system to be more efficient, agile and flexible
  - Review assessment criteria and how we assess a student's skills and innovation
  - Ensure that our human resources, IT and related management can deliver this new education
  - Cultivate a seamless student experience
  - Use open educational resources rather than textbooks (e.g., Kwantlen polytechnic)
- Institutional Processes
  - Create a shared future vision for the college community and the related engagement mechanisms to make the vision a reality
  - Ensure everything across the institution changes to reflect the changed learner environment (e.g., hiring systems and practices)
  - Apply an intersectional perspective to the design and delivery of programs and services
  - Create mechanisms to decrease students' costs
    - Advocate to end unpaid field placements
    - Reassess the course and fee structure
    - Provide free resources (ex., textbooks); move to open educational resources
  - Enhance marketing and recruitment to attract and meet the needs of diverse learners
    - Seek out diverse students
    - Determine and remove barriers in our recruitment strategies for potential learner groups
    - Apply a systems-thinking lens to determine learner and enrolment shifts
    - Ensure we have a quality product before marketing them
    - Market the unique / different aspects of Humber from other PSEs (e.g., polytechnic)
    - Communicate "feel-good stories" to attract students