

Academic & Digital Campus Plans
Academic & Student Affairs Committee
March 8, 2022

CONSULTATION QUESTIONS

Question 1: The global economy and labour market are undergoing massive change related to digital transformation, globalization, and changing demographics. How can Humber ensure that its graduates are well-positioned for the future of work?

Question 2: Partnerships play an essential role in numerous college functions including work integrated learning, research and innovation and academic programming. How can Humber expand and build enduring, reciprocal relationships with industry and community partners?

Question 3: In considering how to evolve and implement the digital campus to meet the changing expectations of our learners and employees, what are the most important characteristics/features of a digital campus?

Question 4: Our Academic and Digital Campus Plan consultations have shown that there are many exciting opportunities for new and enhanced academic and digital campus plan activity. What considerations should Humber make in determining how to prioritize among these many opportunities?

ASA COMMITTEE MEMBER FEEDBACK

OUR PROGRAMS

- Credential Mix/Curriculum
 - Offer a variety of credential options
 - Emphasize practical hands-on learning both in the classroom and through WIL
 - Integrate global perspectives within the curriculum: specific to each course what is happening in that sector of work around the globe and ensure students are looking beyond their own borders
 - Provide digital and in-person international exchanges as part of our programs
 - Take an interdisciplinary approach: Expose students to professions that intersect their fields (e.g., police students understand what it's like to be a social worker)
 - Foster the development of the following skills in our students:
 - Digitally savviness and fluency in a professional work environment
 - Communication skills, Emotional Intelligence, the ability to socialize, and collaborate
 - Systems thinking
 - Language skills (e.g., English fluency)
 - Flexibility
- Delivery
 - Provide more scheduling options
 - Enable students to learn in different ways and at various times of the year and day
 - Enable students to self-learn at their own pace (asynchronous learning)
 - Ensure students are engaged in the classroom (e.g., use gamification and virtual reality)
 - Implement more outdoor classes

OUR FOUNDATIONS

- People/people management
 - Ensure faculty have the skills to teach within today's environment (e.g., digital fluency, EDI competencies)
 - Test our assumptions as to what work is considered remote work

- Create opportunities for faculty to learn new practices through international exchanges
- Systems
 - Ensure Humber has top quality and integrated enterprise systems
 - Hire a lean consultant to assess the digital infrastructure and processes to ensure they are optimal for our needs
 - Ensure the LMS is integrated with the grading and enrolment system
- Academic / Institutional Planning priorities
 - Determine, first and foremost, what students want
 - Determine the right delivery model for each program
 - Consider what is feasible for students, faculty and staff
 - Provide access to programs that meet industry/community needs
 - Frequently assess the skills students need to be competitive in the workforce by consulting PACs and industry/community partners
 - Ensure our programs and services are accessible
 - Consider a “first, best, only model” to sustain Humber’s position as a leader instead of a risk/reward matrix
 - Determine what has the most impact, what is easy to execute vs complicated, and execute the most impactful easy to execute actions first so that we move ahead
 - Provide online services (e.g., career coaching, support system for student mental health)
 - Set ourselves up as a research institution (e.g., hiring students, partners, etc.)
- Digital Campus features:
 - Technology is positioned as an enabler, not a barrier
 - It supports a flexible/agile institution that is responsive to change
 - It doesn’t back away from innovative solutions because of the associated risk
 - Students can personalize (not customize) their experience
 - It considers the life cycle of a student’s Humber experience in its design
 - It addresses both driving and opposing forces to online or in-person education
 - It contains an emphasis on teaching skills through virtual, simulated experiences
 - It includes the development of a virtual concierge that provides answers to student questions
 - It doesn’t overlook student experiences related to living in the “human” world
 - It takes into account online, in-person and hybrid learning experiences/environments
 - It adapts technology to the work environment (e.g., design thinking)
- Partnerships
 - Enhance engagement with WIL/student employment partners
 - Connect with employers who post student opportunities through Humber’s job portal
 - Develop a ‘Referrals’ program where WIL employers provide referrals for students
 - Create highly personalized/emotionally connected partnerships with future employers
 - Better integrate Alumni into Humber
 - Engage them in curriculum development
 - Invite them to guest lecture
 - Engage them in philanthropic activities or partnership relationships
 - Create more reciprocal partnership relationships
 - Provide them with the opportunity to use our indoor and outdoor space free of charge weekends to run conferences (e.g., Lakeshore campus lake and park)
 - Build a strategy and the infrastructure for consistent partnership nurturing and management
 - Create a database of partners (e.g., for faculty to source partnerships for international exchanges)
 - Leverage academic partnerships for international professional exchanges
 - Draw on partners to lead the integration of new technology into the student experience
 - Partner with municipalities, particularly in the technology area
 - Expand the BCTI partnership model to the other COIs