

Academic & Digital Campus Plans

Student Consultations

February 14 - March 23, 2022

PARTICIPANTS

Consultations were held with students associated with the following areas:

- **LGBTQ+ Resource Centre:** February 14, 2022
- **Student Ambassadors:** February 14 & 16, 2022
- **The BASE:** February 15, 2022
- **Indigenous Education & Engagement:** February 15 & March 23, 2022
- **IGNITE:** February 15, 2022
- **International Student Ambassadors:** February 22, 2022
- **Pathways:** February 25, 2022

CONSULTATION QUESTIONS

Question 1: What could Humber do to better prepare you for your future career?

Question 2: How can Humber use technology and digital resources to improve your learning experiences?

Question 3: What one big thing could Humber do to set it apart from all other colleges and polytechnic institutions in the province?

STUDENT FEEDBACK

OUR PROGRAMS/OFFERINGS

- Industry integration/Networking
 - Increase opportunities to interface/network with Humber and other PSE professors and Humber alumni and industry and community partners both within the classroom and outside of internships so that students know the careers available in their sector and the skills they require for jobs in their fields
 - Create more partnerships with external communities and organizations
 - Invite them to guest speak at online/in-person forums/events or within the classroom
 - Have students undertake field visits or attend community meetings and job fairs
 - Hold an “Industry Day” each semester where the industry and community partners present on their activities and current sector trends
 - Engage students in field projects with potential employers
 - Increase opportunities for students to build authentic relationships with one another, recognizing that online is not a substitute for in-person relationship building
- Work-integrated learning
 - Increase opportunities for hands-on experience within and outside the classroom to enable students to apply course knowledge (e.g., labs, mock situations, work/field placements/trips)
 - Increase the number of WIL opportunities in each program
 - Increase access and support to securing student paid WIL, particularly for international students (e.g., more staff are needed)
 - Ensure there are WIL options available and accessible from every student’s location
 - Ensure each WIL opportunity meets a set of standards (e.g., the job is as advertised, is safe; the pay is equivalent to the work)

- Encourage students to enroll in professional practice co-curricular courses and to access these resources prior to searching for work (co-op or otherwise).
- Applied Research
 - Better integrate applied research into programming
 - Ensure there are opportunities for students to engage in applied research
 - Engage students in projects that enact social change
 - Ensure research practices disaggregate data on the populations being researched (e.g., race, 2SLGBTQ+, income levels, etc.)
- Credentials/Programs/Courses
 - Offer more courses on gender identity (e.g., like the one in Community Services)
 - Offer electives that better map to the skills and experiences students need for employment
- Pathways
 - Create a more pathways with Guelph-Humber and other universities
- Delivery
 - Offer flexible delivery options to meet the diverse student needs based on content and learning outcomes and supported by the appropriate technology (e.g., online, in-person and hybrid, scheduling flexibility, synchronous and asynchronous, HyFlex)
 - Enhance the use of engagement tools in the classroom to make it more interactive and to connect students (e.g., videos, breakout groups, virtual reality, photos, links)
 - Implement and sustain culturally relevant and accessible delivery within all courses
 - Ensure programs are accessible
 - Ensure courses are live streamed, recorded and accessible throughout the semester
 - Enable students to complete assignments online and at different times
 - Enhance the use of accessibility tools in the classroom and UDL
 - Require faculty to turn on their cameras, use captioning, voice attachments, audio, voice/speech-to-text, and transcription during classes and on recordings
 - Improve the granting of academic accommodations process
 - Review and enhance current technology and supports to accessible learning
 - Notetaking technology is not as good as a real person
 - Auditory learners need better supports
- Curriculum
 - Increase interdisciplinary learning so that learners interface with a broad range of professors and industry and community professionals within their sector to help them understand how their work intersects and their perspectives in tackling sector challenges
 - Diversify the course content
 - Reconsider the utility of textbooks / one textbook as the way to provide the most current and diversified content
 - Include content from multiple scholars and industry professionals
 - Consider including virtual modules
 - Ensure the content of all courses is culturally relevant
 - Encourage social entrepreneurship in all courses
- Skillsets
 - Reassess the skills taught and how they are taught in each program to ensure they encompass those employers require
 - Effectively teach "soft skills" in a virtual environment (e.g., interpersonal skills - how to interact, break the ice, say hi, to manage conflict, work as a team)
 - Teach technical skills like basic/foundational HTML or coding, documentation skills and how to use spreadsheets (e.g., Excel)
 - Teach professional practice skills (e.g., how to advocate for yourself, resume and cover letter writing)
 - Teach students to use course technology and the rules of the classroom early
 - Teach about plagiarism

- Offer an orientation course on the technology or ensure the first class of each course focuses on how to use the LMS, Zoom/MS Teams, PowerPoint, Google, etc.
 - Consider incorporating a partial credit course on technology into each program
 - Better link students to digital learning resources (e.g., “how to” guides, real time support)
- Teach students to source peer-reviewed research and weed out “fake” research
 - Make peer reviewed research requirements part of assignments
- Prepare learners to conduct inclusive research
 - Ensure disaggregated data is collected for analysis (e.g., LGBTQ+, income levels)
- Provide opportunities for all students to learn about Indigenous ways of being, knowing and doing and to bridge cultural gaps
- Require students to take a course on equity and accessible learning
- Academic/Institutional Processes
 - Consult faculty as to the technology they require to learn and teach
 - Create mechanisms (e.g., focus groups) at the course, program and institutional level to collect student feedback on an ongoing basis and ensure follow up (e.g., service standards)
 - Assess program courses to ensure there is no duplication
 - Clearly communicate course curriculum prior to registration
 - Streamline key assignments due dates across the program so that assignments are not due at the same time
 - Enable students to review online exam questions/answers prior to submission
 - Prioritize equity
 - Plan for students with intersectional identities (e.g., racialized students with a disability)
 - Create inclusive/equitable research processes in all programs
 - Personalize the student experience (e.g., build on current Indigenous programming)

STUDENT SUPPORTS

- Technology and technology services
 - Enhance technology and equipment services and ensure services are communicated and are easily accessible to all students, are centrally located, and a contact is provided for them
 - Provide free software commonly used in the workplace or specific to a student’s industry (e.g., Adobe Suite, Photoshop or video editing software)
 - Enable all students to rent equipment, not just students who use it in their programs (e.g., photography gear on loan)
 - Extend the North campus’ Genius Bar to the Lakeshore campus and to online formats for remote students
 - Offer training on how to use the required software; Create a virtual series that is accessible for students 24/7
- Library Technology & Services
 - Improve the library technology/platform (e.g., enable better access to digital content through advanced search functions/ filters, and create a more user-friendly interface)
 - Enable access to virtual versions of required textbooks through the library
- Wellness programming
 - Enhance support to students transitioning from high school to college (e.g., more FYE and orientation programming)
 - Increase the number of student wellness and accessible learning staff to ensure students receive more timely responses
 - Offer in person *and* online supports to ensure international students can access them
 - Create more mechanisms to enable students to connect and share experiences, build community, and enhance their personal development (e.g., spaces on campus, in virtual settings)
 - Create student-led groups to engage and empower students and their initiatives

- Build more in person social opportunities and discussion groups around student identities to create community (e.g., LGBTQ+)
 - Connect the two campuses, including a shuttle bus service
 - Provide more communal gathering spaces (café, bar, restaurant) that are not dependent on a commonality (e.g., photography clubs)
 - Increase partnerships with industry and community who can provide student scholarships
- Services
 - Enhance services and ensure they are centrally located
 - Apply the North campus' Genius Bar model to other student services (e.g., career services, SWAC) and make them accessible to remote students
 - Ensure daycare is accessible and available at both North and Lakeshore campuses
 - Offer a shuttle service between the two campuses
- Communications
 - Increase mechanisms that ensure learners know about all of Humber's resources (*"Humber has great resources; Students need to hear more about them."*)
 - Create an easily navigable one stop shop for Humber student resources (e.g., financial aid, digital fluency supports - workshops and software)
 - Enhance advertising to professional practice co-curricular resources and courses
 - Create a personalized experience for each learner to enable students to easily find the information they need (e.g., using the website)

FOUNDATIONS (PEOPLE, PROCESSES AND TOOLS)

- Faculty/Staff
 - Enhance faculty diversity so that students can better connect with faculty (e.g., younger faculty; faculty from equity-deserving groups, with varying experiences and skills)
 - Ensure faculty are grounded in the subject matter they teach (e.g., Indigenous faculty teaching Indigenous courses)
 - Have an Indigenous elder available to all students to provide support and create awareness of alternative ways of thinking
- Human Resource Management
 - Review outdated pre-Internet elements within collective agreements to allow faculty to better adapt to digital learning
- Training/skill development/PD (employees)
 - Require faculty to take a course on equity and accessible learning
 - Ensure professors have digital literacy: understand how to effectively use and leverage the course technology (e.g., the calendar). Use it to:
 - Create breakout groups
 - Communicate course requirements and due dates
 - Post/share learning materials in an organized and timely way
 - Make announcements
 - Record/pre-record lectures
 - Better link faculty to digital learning resources (e.g., "how to" guides, real-time support)
 - Ensure faculty and staff are knowledgeable about all the resources available to students so that they can appropriately advise students.
 - Enable IGNITE the opportunity to present their upcoming year's plans to Humber staff to ensure that Humber employees are aware of all the student supports available (e.g., at HCC meetings)
- LMS
 - Reassess the new LMS (BlackBoard Ultra) to enhance its user-friendliness
 - Review the navigation and email organization - have documents open immediately rather than require they be downloaded
 - Create a separation between inbox and sent messages

- Address issues with break-out / group meeting rooms (e.g., recording function)
 - Address the Collaborate functionality on different browsers
- Continue to use the LMS when in-person classes resume as a one-stop shop for all course information
- Reduce the number of upgrades so that students are not constantly relearning how to use it (e.g., calendar is hard to find)
- Technology Experience
 - Review [Deloitte's Smart Campus](#)
 - Consider a Canva educational account for all students to use for all classes
 - Make technology seamless
 - Better integrate Guelph-Humber and Humber systems
 - Decrease the number of Microsoft Authenticator security logins required
 - Implement a common streaming service across all programs

AREAS OF DIFFERENTIATION/POTENTIAL DIFFERENTIATION

Our Programs/Offerings

- Credentials
 - Increase Humber's master's degree programming
 - Ensure Humber degrees meet other PSE eligibility requirements (e.g., for a Masters degree)
 - Offer sports analytics program/sports performance analysis (would be the first in Canada)
- WIL/Applied Research
 - Enable students to work and learn (e.g., services run by students who are studying at Humber (e.g., food services run by culinary students; health and wellness programming run by fitness and health students)
 - Integrate the disciplines/extend the Arboretum's learning by leading model to other areas (e.g., restaurant business management done by business management students and food supplied by the culinary students) while mentored by Humber employees
 - Provide more research opportunities for students
- Delivery
 - Offer multiple delivery methods so that students can choose how they want to learn
 - Increase access to work integrated learning so that students are linked to industry and community organizations prior to graduation
- Faculties
 - Create a version of Shark Tank in each Faculty where students present their ideas to alumni, industry and community partners for feedback and support
 - Attach each program to a specific offering or initiative (e.g., "sustainable closet" for Fashion) or to a centre of innovation, excellence and entrepreneurship with opportunities for all students to engage with them
 - Provide multiple opportunities for students to obtain experience in their fields (e.g., student run magazine that is part of your program)
- Academic/Institutional Planning
 - Create more student consultation/feedback mechanisms (e.g., town halls; focus groups where students engage with senior leaders; student councils)

Student Supports

- Social determinants of health supports
 - Reduce tuition during times like COVID-19
 - Build more on-campus residences and/or buy property around Humber's campuses and rent it out to students at reasonable prices
 - Enhance the student access to affordable and nutritious food options on campus
 - Offer a free shuttle between campuses and key city areas or discounted public transit

- Create a structure/environment that enables students to maintain a school-life balance
- Invest more in international students in terms of work opportunities and virtual services (e.g., guarantee them an on-campus job)
- Consider international tuition fee caps with criteria for increases clearly articulated
- Better support low-income students (e.g., scholarships, paid internships, research opportunities, including ones specifically for low income and single parent students)
- Connect students to employers for scholarship options (e.g., more Magna partners)
- Campus Apps
 - Create one integrated Humber app that merges all Humber apps (Guardian, Campus, Wallet, etc.) with One-card built in as a digital student ID
 - Create a centralized platform / app / location for student events and resources

Foundations (People, Processes and Tools)

- Faculty
 - Enhance diversity (e.g., from equity-deserving groups, with varying experiences / skills)
- Human Resources Management
 - Provide more support and job security for part time faculty
- Sustainability
 - Find more environmentally friendly ways for students to commute to campus
 - Continue to focus on minimizing Humber's environmental impact

*Continue current initiatives that set Humber apart.
Students are already saying "Humber is the best college" – Student participant*