

Academic & Digital Campus Plans

Faculty Consultations

April 19, 2022

CONSULTATION QUESTIONS

Question 1: What can Humber do to improve the effectiveness or efficiency of its existing academic programming, delivery, or resources? Some things to consider:

- a. What can we do to ensure that our academic programs are of the highest quality and meet both the needs of our learners and the labour market?
- b. How can we leverage digital resources or technology to enhance/improve our existing academic activities?
- c. What faculty and staff training would enable us to enhance/improve our existing academic activities?

Question 2: Humber's Centres of Innovation are important differentiators for the college which bring together interdisciplinary teams of community and industry partners, faculty, and students to solve real world problems.

- What can Humber do to enhance research and innovation?
- How can we better leverage the Centres of Innovation?

Question 3: What one big change could Humber make that would significantly differentiate it from its competitors? Some broad areas to consider:

- a. Building and leveraging strategic partnerships
- b. Developing new credentials, programs, pathways, and/or curriculum
- c. Enhancing access through program and course design and delivery

EMPLOYEE FEEDBACK

OUR PROGRAMS

- Credential Mix and Pathways
 - Keep developing new programs and pathways.
 - To support pathways, streamline and align certificate to diploma to advanced diploma or degree. Take a broader view of the pathway.
 - Encourage meaningful pathways within faculties and across faculties - so students can maximize the skills/ knowledge they acquire at Humber
 - Offer students options – credentials, online and/or in-person, etc. and ensure learners know they exist
- WIL/Experiential Learning/COIS/Research & Innovation
 - Invest in integrated learning opportunities for students and industry partners
 - Support students to engage in capstone projects
 - Balance research and innovation with programs and teaching
 - Decide whether the COIs are meant to be a cobweb that integrates into the classroom or a parallel layer to what is done in the classroom (top driven from the learning)
 - Consider having the COIs proactively engage programs, faculty and students in conversation (in person or on-line or hybrid meetings)

- Use systems thinking with shared values and ideals as to what research and innovation look like so that all parties are aligned and support it equitably across the institution to enable faculty and students to engage meaningfully
- Design capstone courses to include the community, industry partners, faculty and students
- Ensure that Humber supports community partners (e.g., refugee groups)
- Interdisciplinary learning and collaboration
 - Create mechanisms for interdisciplinary learning and collaboration / Break down the institutional silos
 - Create mechanisms for faculty who teach the same course to collaborate
 - Create mechanisms for part time instructors to meet other faculty
 - Use systems thinking institutionally so that we are looking at things holistically
 - Link faculty to future employers who work in industries that are very different from their training and background
 - Focus time and effort on silos, communications and collaborations.
 - Reframe how Humber labels departments, faculties and divisions, so that students see Humber as an innovative living lab where they can take interdisciplinary programs and learn from various departments and faculties to become more well-rounded learners and better employees and managers in their careers.
 - Positioning the campus as a living lab - an "academic division" suggests students are disconnected from potential learning from all the things Humber does.
 - Have senior leadership roll out interdisciplinarity consistently across the institution and create compliance mechanisms
- Skills
 - Build soft skills in the classroom, not just hard skills (e.g., emotional intelligence)
 - Prepare students for VUCA – a world of Volatility, Uncertainty, Complexity and Ambiguity
 - Teach adaptability and demonstrate it through Humber curricula to meet individual learner needs
 - Model online work etiquette so that students learn it

OUR PLANNING PROCESSES

- Academic Planning
 - Separate online and in person lectures for courses
 - Allow faculty to use a blended approach to ensure the design aligns with the curriculum (e.g., assign a reading and then bring students together to discuss)
 - Improve the synergy between administrative policies and program delivery
 - Create clear guidelines and support for Accessibility Consultants, instructors and faculties as to how to facilitate remote learning
 - Provide clarity and definitions for what quality online looks like through collaboration.
 - Systems and processes need to include a student / user perspective
 - Create formal mechanisms for faculty consultation about administrative policies and their impact on students

- Align the different administrative functions with the actual academic business cycle (e.g., virtual open house is held when faculty are scrambling to finish marking)
- Course development
 - Create best practices that are inclusive in nature; focus on UDL
 - Place more emphasis on assisting faculty to develop accessible online learning materials and provide them time to do this work.
 - Ensure faculty record lectures so that students can revisit the lecture material.
 - Ensure that initial course design supports students who are Deaf and Hard of Hearing (e.g., videos are captioned)
 - Consider a Cyberweek each year that supports staff and students to teach and study online and keep skills up to date
 - Offer students rewards for participating and staff rewards for incorporating learnings into their ways of working.
 - Invest time and resources in the planning and development of courses using UDL from the onset
 - Do not apply one course format to all others - synchronous, asynchronous, or in person.
 - Ensure our staff understand UDL and outcomes-based approaches
 - Allow faculty to choose their course content to keep their courses current
 - Bring in industry partners to talk about their current working environment
 - Integrate the UN's sustainability goals into more courses and programs
- Academic integrity
 - Increase institutional support around cheating/plagiarism (e.g., Proctortrack); move away from SafeAssign as it is inadequate
 - Ensure that all recordings and digital tests or exams are application based
- Planning and consultation forums
 - For such consultations, use a whiteboard to collect, organize, and connect ideas
 - Keep doing what you are doing:
 - “This was the most legitimate consultation session I have ever attended. I like that you allowed and read all posts.”
 - “This was an excellent experience. Lots of great ideas and potential has been raised.”
 - “We have so many great tools already created that can guide us going forward (e.g., past strategic plans)”.
- Institutional Research
 - Ensure we have the metrics and processes to properly track where our students go after graduation
 - Study the student online learning experience (e.g., international and equity-deserving students) and then determine how to support those who study online

OUR PEOPLE

- Employee management
 - Better connect part time and partial load faculty to the college

- Plan faculty staffing better so that part time and partial load faculty are not asked to teach a course with little advance notice
 - Ensure the partial load/contract faculty contract system includes the time required for more advanced and accessible course design (e.g., adding captions)
 - Pay partial load and contract faculty or decrease their course loads / provide sabbaticals for their involvement in research and innovation or to meaningfully incorporate their professional development learnings
 - Consult part time/partial about how to add research and innovation into their contract workweek
- Partnership
 - Partner with global organizations or with UofT Centre for Entrepreneurship, Stanford etc. to host events where students present their business ideas to venture businesses who may fund the students' ideas
 - Generate more research and innovation opportunities with industry partners through the IGS campus state-of -the art facilities
 - Use the following initiatives as examples of how we can partner with international colleges/universities/institutions: Map the System Competition at Humber (partnered with Oxford University and partner institutions at Map the System Canada and Global), Humber Global Systems Gap Challenge (partnered with all of our partner colleges/universities around the world); COIL projects
 - Collaborate with Teachers' Unions
- Organizational Culture
 - Build a culture that is truly collaborative and eager to recognize problems to find solutions
 - Do things right and do the right things – focus on both efficiency and effectiveness
 - Focus on the human element/component – people are behind our operations

OUR PROCESSES AND TOOLS

- Technology tools
 - Improve access to Owl or Pivots to record lectures in class
 - Create corporate access to Zoom
 - Purchase a Kahoot license as students love it
- Technical support
 - Continue to recognize that not all students or staff have regular access to technology; use it to enhance the learning, but ensure it doesn't create a barrier
 - Incorporate technology using systems design thinking; not the view that we are a servant of technology
 - Roll out new technology requirements in a phased approach to ensure the entire college is not affected by the same bugs at the same time
 - Create service standards and customer feedback loops to ensure IT concerns are addressed
 - Ensure access to technology is strategic and aligns to teachings and projects
 - Review IT processes that involve faculty to ensure they are user friendly (e.g., process involved when a computer isn't working: phone in, wait 10 min for technician, answer a bunch of questions such as serial numbers, etc.)
 - Have the end user test the technology

- Ensure computers and podiums always work, including microphones so that faculty can record lectures
 - Ensure there is always immediate support on hand when it is needed
 - Enable faculty to call IT directly, not through a call centre where it takes 20-30 minutes to respond or requires an e-form.
 - Ensure laptop etc. connection setups are consistent across all classrooms
 - Provide support to Hyflex to ensure it runs smoothly (e.g., microphones, group work)
 - Test computers every day before faculty arrive and find it not working.
- Learning Management system
 - Improve BlackBoard Ultra functionality
 - Ensure the LMS has essential functions like group collaboration tools, textbook, etc.
 - Have best practices and consistency reflected in Blackboard sites to support accessibility and students in online and/or in-class courses
 - Rethink the timing of introducing new LMS technology (e.g., mid-year, during a pandemic is not a good time)
 - Check out the Math department's IDEAS (<https://ideas.humber.ca/>) as a model of OER resource for course delivery and assessments
- Student experience
 - Address the growing number of "black holes" where students get referred continuously elsewhere with no solution to their issue
 - Start the semester with activities to support students re: coping with stress
 - Support newcomers with the transition to Canada and PSE
 - Offer more placement and job searching support to international students
 - Focus on making the connection with students so that they want to come back to Humber after graduation for further learning, skills, development, personal growth
 - Recognize the importance of the type of learning FLA offers to enhance the student experience at Humber

AREAS OF DIFFERENTIATION / POTENTIAL DIFFERENTIATION

- Our polytechnic identity
 - Be an access institution
 - Create more integrated learning (e.g., ensure students in each program learn about sustainability)
- Our people / culture
 - Recognize that it is our people and our culture and campus environment that glues our campus together – it is our unique selling point
 - Highlight and support faculty well as they set Humber apart from other institutions and build our unique identity and the Humber community.
 - Move away from giving supports to faculty based on employment status
 - Use systems thinking to break down silos between our people and create an inclusive culture
 - Draw on and invest in faculty expertise and experience to create new courses and program innovations