

**Academic & Digital Campus Plans**  
**Humber College Council Consultation**  
**February 17, 2022: 4:10 - 5:10pm**

**CONSULTATION QUESTIONS**

**Question 1:** What faculty and staff training would position us to meet the challenges of the future and enhance our existing academic activities?

**Question 2:** How can Humber leverage digital resources or technology to enhance / improve our existing academic activities?

**Question 3:** How can Humber ensure that our academic programs are of the highest quality and meet both the needs of our learners and the labour market? Are there new program areas we should consider?

**Question 4:** 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. Growing our research and innovation activities

**HCC MEMBER FEEDBACK**

**OUR PROGRAMS**

**Offerings**

- Offer learners more options: accelerated programs for professionals, expanded dual credentialing, modularized and self-paced education
- Develop a new program area: Data Analytics and AI programs and micro-credentials.
- Teach students critical thinking, digital fluency, and the implications of a digitalized world on their sector/industry (e.g., AI)

**Planning Processes**

- Develop competency-based education
- Define what is hybrid, blended, online and distance
- Use data driven program decision-making
  - Define learner needs
    - Consult students/alumni (e.g., hold focus groups)
    - Consult/create mechanisms to obtain information from frontline staff who work with students
  - Define industry needs
    - Conduct environmental scans and labour markets analysis
    - Leverage our PACs to inform programming (development and keeping courses relevant)
  - Conduct quality assurance reviews
  - Leverage COSSID data to facilitate faculty discussions about curriculum, planning, program renewal, QA process overall
  - Apply systems thinking methodology to look at Humber's entire system to identify where we have information but no mechanism to make use of it.

## FOUNDATIONS

### Our People

- Hire more full-time teachers so that they can dedicate more time to their jobs
- Re-evaluate faculty hiring practices and how we assess qualifications
- Recognize that our competition for our staff (and students) is global

### Our Processes and Tools

#### Technical supports and learning

- Create / enhance tools to support technology learning and distribute widely
  - Reservoir for online teaching tips and tricks
  - Individualized support for instructional design
  - A digital asset catalogue
  - Mechanisms to share technology and how we are using it across the institution
- Expand / create access to technology
  - Simulation lab
  - Technology trials from digital suppliers
  - Software licenses

#### Digital resources/technology

- Tomorrow's Educational Technology Apps (e.g., Blockchain, [Metaverse](#), Next thing Technologies)
- Use AI (e.g., chat boxes) to provide student assistance

#### Training/skill development/PD (employees)

- Curriculum delivery
  - HyFlex
  - 3D technology
  - Online communication (expressing empathy, providing customer service, etc.)
- Curriculum development
  - Flexible course design
  - HLOs integration
  - Accessibility (e.g., captioning) and universal design for learning principles
  - Instructional design
  - Video production (camera, production, lighting, angle)
  - Adult learning principles
  - How to use open educational resources (OER)
  - Applied research integration
  - Equity (how to implement it)
  - The scholarship process (from developing a RQ to the Evaluation Methodologies)
  - Human-Centred Design (working from the end user--student and designing curriculum backwards)
  - Competency based learning (to facilitate "nimble" movement from online to face-to-face, blended, hybrid delivery)

## AREAS OF DIFFERENTIATION/POTENTIAL DIFFERENTIATION

### Our polytechnic identity

- Better communicate the difference between a college, polytechnic and a university

- Offer flexible learning - offer online, accelerated options, micro-credentials, part-time programs, flexible degree completion, including rethinking scheduling (e.g., block scheduling)
- Increase our focus on accessible education - more pathways and transfer options - transfers from CPL to a fulltime program (reject the binary of fulltime and parttime) and enhance PLAR
- Build and highlight “real-world” experiential learning and work integrated learning opportunities for students and truly integrate them into programs, including applied research opportunities that makes a social service impact within Canada and abroad.
- Create executive training (e.g., media relations) and micro-credentials through the IGS (i.e., social media, issues management)
- Offer micro-credentials for industry boards/organizations (e.g., fitness credential for those interested in policing in collaboration with the Ontario Police College)
- Consider giving credit for LinkedIn Learning courses or similar models
- Offer more articulation of transfer credits and skills recognition.
- Ensure program quality and responsiveness to the changing needs of the labour market and learners
- Have students start with a micro-credential and then have these courses count towards a diploma.

#### Our reputation and citizenship

- Lead Anti-racist Education in Canada
- Develop and offer Indigenous education and EDI to Humber’s broader community
- Profile our HLO mindsets (“Folks don’t come to Humber to become a sustainability expert. They come here to become a nurse, designer, firefighter, etc. They leave with that AND could have a deep understanding and know how to take climate action/contribute to sustainability, the 94 Calls to Action (and all the HLOs) in their career.”)
- Consider a subscription model for education (people pay a low monthly fee and take self-paced classes)
- Have introductory courses available for no charge or at a reduced cost; if students want to continue on, have them pay for future courses
- Use Humber platforms and resources as outreach (e.g., enable free access to our internet network for low-income communities around our campuses)
- Use a person-centred approach to education
- Assess the drivers of our reputation: Products, Innovation, Workplace, Governance, Citizenship, Leadership, and Performance. (<https://www.reptrak.com/reputation-intelligence/what-is-it/>).