

Academic & Digital Campus Plans

Employee Consultations

February 8, 10 and 11, 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: How can Humber make post-secondary education more accessible to a highly diverse student and learner population? Consider two definitions of access:

- a. The process of designing and delivering courses to meet the needs of people from a variety of backgrounds, abilities and learning styles.
- b. Recruiting learners such as those direct from high school, mature learners, workers requiring new skills or re-skilling, international students, and professionals.

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. Growing our research and innovation activities

EMPLOYEE FEEDBACK

OUR PROGRAMS

Offerings

- Credentials/Non-Credentials
 - Offer more CPL, upskilling, micro-credentials, stackable credentials, transfer credits, especially block transfers, 2+2, 3+1s, and internal to Humber pathways (e.g., nursing to health care promotion)
 - Offer joint programs (credential, non-credential, diploma, degree, graduate certificates) or courses with industry partners for their current employees.
 - Expand bridging programs (high school to diploma/degrees, degree to graduate certificate), including those targeting internationally trained professionals seeking access to the Canadian workforce.
 - Expand apprenticeship programs.
- Accessible education
 - Offer flexibility:
 - Choice: hybrid, fully face-to-face and fully online programming for all credentials
 - Live broadcasting on-campus lectures on Blackboard for off-campus students.

- Recording for in-person delivery
 - Both asynchronous and synchronous options for all courses
 - Mandatory captioning for all videos/lecture recordings, and language translation.
- Re-imagine scheduling - options that reduce the number of days students are required to be on campus:
 - Semesters where students are on campus for 2 days/week
 - Concurrent academic / classes and WIL
 - Weekend courses
 - Condensed programs
- Create a centralized approach to help mitigate external challenges faced by students (such as lack of food, housing, financing, work-life balance, etc.).
 - Remove / decrease tuition fees
 - Include laptops, bus passes, internet connection, VR headset within tuition
 - Source cheaper textbooks and free open educational resources
 - Enable students to complete their programs after a lapse in enrolment
 - Remove pre-requisites
- WIL/Experiential Learning and Applied Research
 - Enable students, especially postgrad, opportunities to participate in interdisciplinary projects with industry and faculty and provide a course credit for this engagement.
 - Build mentorship programming between faculty and students.
 - Work with industry partners to guarantee placements after program completion.
 - Provide more opportunities for students to engage with industry (e.g., job fairs).
- Interdisciplinarity
 - Incorporate interdisciplinary teaching and collaboration in all programs and outside the classroom to foster discipline-specific skills and the ability to understand how disciplines intersect (e.g., culinary students who understand the link between climate change and food, not just traditional culinary skills; chefs who learn how to leverage technology such as 3D printing, AR/VR, etc. to expand their craft; nurses who learn naturopathic and traditional Chinese medicines; entrepreneurs learn theatre to boost their ability to sell their ideas).
 - Introduce new programs that allow taking courses across multiple departments.

Planning Processes

- Academic planning processes
 - Conduct academic planning more regularly/often.
 - Ensure that continuing professional learning, online programs, and part time programs are valued similarly to full-time programs and in-person learning.
 - Determine the best delivery platform to realize program outcomes.
 - Develop guidelines for hybrid, fully face-to-face and fully online programming.
 - Clarify what constitutes "remote course delivery" and "online delivery"
 - Create a more centralized approach to online design so that faculty use one cohesive package or developmental model for online courses
 - Create a clear policy outlining the minimum requirement for content delivery.
 - Consider offering basic course content online and assessing it with computerized tests; more complex content delivered in-person

- Create mechanisms to involve all departments and programs in planning process / decision making (e.g., new programs or credential creation lab space redesign, course consolidation, technology allocation, etc. and to create a community within the faculty and around the program
- Create mechanisms to build interdisciplinarity
 - Hold inter-departmental meetings focused on departments showcasing their programs/courses to foster sharing of course content and opportunities to cross-pollinate.
- Create stronger academic misconduct standards and better tools to monitor it
- Planning research
 - Enhance the future-focus of academic planning, particularly when looking at where programs and sectors will be in the future by creating institutional structures or mechanisms to access this information:
 - Create or enhance mechanisms to regularly dialogue with industry and community partners to identify their human resource needs and the current and future trends in their fields
 - Set up an industry research committee which can be used by various departments to research the market needs to inform our programs.
 - Create an institutional process to collect additional meaningful data from graduates (short term and long-term) to keep programs current and relevant
 - Allocate more resources to learner analytics/learner experience research
 - Conduct research on our students, industry trends and our processes:
 - Students who do not complete their programs
 - Alumni 5 years after graduation (look for those who are successful in their field vs those who were not to determine what made the difference)
 - Learners who started but did not finish their course of study
 - Industry in Canada and abroad where Humber is currently not present to determine how we might be able to add value.
 - Immigration department data to see which skilled worker jobs are popular in immigration and then use it to create affordable programs in Canada to increase workforce in such professions
 - How to assess critical thinking and 'soft skills' required by employers
 - The different needs of undergrads and grads
 - The efficiency of our learning design, approaches and technologies
- Technology planning processes
 - Assess new technology for its ability to contribute to learning goals
 - Use analytics to understand how students use technology
 - Invest in enterprise systems to enable cost sharing
 - Take an inventory of the current teaching and learning technology usage to determine where to invest
 - Budget for digital technology
 - Create an inventory of the different technologies and software Humber uses with details on the instances you would use it for all staff to access.
- Program planning
 - Ensure adequate resourcing for year-round curriculum renewals / reviews.
 - Connect with industry partners to determine the programs/courses needed for their workforce and discontinue programs that are not competitive or relevant

- Speed up program re-development process to enable us to respond to industry changes
 - Integrate HLOs across program curricula by enhancing faculty supports for HLO integration and create an assessment and review plan/process to evaluate our success (how we know that the HLO mindsets and soft skills are being brought into the classroom and how do students know they have developed these skills)
 - Incorporate accessibility/Universal Design for Learning into the curriculum and its delivery from the onset.
 - Design our full-time programs so that they are pathways to lifelong learning to keep learners coming back for skill/training during their careers
 - Enable full time programs to be completed on a part time basis.
- Course communications
 - Clearly articulate program expectations

FOUNDATIONS

Our People

- Employee recruitment and retention
 - Increase the representation of racialized peoples and Indigenous peoples amongst faculty
 - Hire more staff to provide student and faculty support (e.g., accessible learning services and instructional designers)
 - Address the inequities between contract faculty and fulltime faculty (incl. training)
 - Provide faculty more time to undertake PD and integrate the learnings into their courses (e.g., UDL, EDI, Indigenous education, sustainability, online course tools) and to have options in terms of how they access training (e.g., offering digital technology training online, in-person or in a hybrid format)
- Training/skill development/PD (employees)
 - HLOs (Mindsets: EDI, sustainability, systems thinking; Meta skill: critical thinking; Skills in action: collaboration, communication, digital fluency, innovation, leadership, professionalism, strategic problem-solving)
 - Indigenous education/knowledge/worldviews
 - Accessibility/inclusive design/UDL and Instructional design
 - Digital fluency and Technology related to their fields (make it mandatory for all faculty teaching online to complete Teaching in a Digital World certification)
- Partnerships
 - Build/enhance partnerships with:
 - Employment centres, community organizations and their communities
 - PSEs in Canada and around the world
 - Industry to share how technology is being incorporated into their workplaces.
 - Other jurisdictions (twinning programs e.g., St. Vincent and The Grenadines)
 - Rethink partnership agreement clauses
 - Build exclusive partnerships/agreements with industry partners to offer programs or joint programs tailored to their needs.
 - Ask industry partners to commit to offering students work integrated learning/applied research project opportunities and employment after graduation

- Build more partnerships with PSEs to create pathways for students who could benefit from a practical component, or where diploma students could feed into Humber Bachelor programs or where students receive a credential from each PSE
- Be more systematic about integrating alumni back onto campus to connect with current students; recruit them to be educators; seek their financial support.

Our Processes and Tools

- Recruitment processes
 - Build a streamlined and institution-wide recruitment process
 - Leverage alumni, industry partners and specialty high schools to recruit
 - Continue to be an access institution – take anyone as they are and help them achieve their goals
 - Increase advertising and marketing for all programs to various target groups (e.g., potential students, employers, parents, international students, etc.), but particularly to new markets, including mature and current students
 - Enhance partnerships with the schools to ensure students are aware about the benefits of studying at a polytechnic education
 - Enhance partnerships with agents, agencies and our own Humber employees who are based in Canada and in countries around the world to recruit international students
 - Ensure recruitment is a year-round process in Canada and across the world; including events, virtual webinars, information sessions, and social media posts
- Admissions process:
 - Ensure it is bias free and accessible
 - Enhance access to 'bridge' courses for students who are missing only 1 or 2 key pieces for admission
 - Enhance mechanisms to assess prior learning and work experience / PLAR and to help learners understand the PLAR process
- Faculty onboarding
 - Create a streamlined onboarding process for new faculty/new hires who are coming from industry as they transition into teaching and working with students.
 - Determine how current systems impact the onboarding process (e.g., HRMS) and faculty preparedness for course delivery for particular faculty groups (e.g., part time).
- Continuous Improvement
 - Form a Humber improvement committee where people can bring ideas to make improvements on a continuing basis
 - Investigate and introduce better ways of evaluating staff performance than SFQs
- Co-curricular activities
 - Integrate HLOs
 - Ensure they are accessible
- Technical support and learning

- Offer mandatory training in the use and leveraging of technology for everyone who teaches or studies hybrid and fully online
- Determine mechanisms to assess student suitability for academic delivery (online, in-class) to ensure we meet needs.
- Require that the first online / hybrid class be focused on learning to use the LMS and course technology
- Digital resources/technology
 - Invest in new more advanced online technologies to provide a seamless and consistent experience:
 - In-house video recording studios, advanced e-learning authoring tools (like Articulate), animation and modeling software
 - Chat bots to answer questions when staff are unavailable
 - Electronic in-house proctoring
 - User-friendly LMS that allows faculty to make revisions to online courses
 - Ensure faculty leverage the technology to make it more accessible, interactive and hands on
 - Narrative PPTs that cover key points and can be viewed multiple times
 - HI flex (concurrent online and in person capacity)
 - Owl, KUBI modems
 - Panopto Videos, Augmented and Virtual Reality (AR/VR)
 - Multiple cameras and tripods to teach practical courses
- Student supports
 - Enhance collaboration between faculty and student support services to understand and address the impact of social determinants of health on academic performance
 - Create mentorship programs to help students stay at the college
 - Create mentorships between current and new students before they start their program to assist with the transition
 - Offer a mandatory online self-paced course that international students have to take to prepare for education in Canada to fill gaps of different education systems (incl: resources to adjust in Canada, importance of academic integrity).

AREAS OF DIFFERENTIATION / POTENTIAL DIFFERENTIATION

- Our polytechnic identity
 - Better promote Humber as a polytechnic – consider a name change
 - Promote our hands-on skill development to supplement a theory-based program
 - Promote our partnerships (see above) and Centres of Innovation
 - Offer pathways between university degrees to Humber graduate certificates and international credential pathways both into and out of Humber programs.
 - Provide flexible learning and rapid credentialing (through pathways and flexible learning) - a more fluid approach to all our programming and moves away from the part-time/full-time binary
 - Create CPL programs that feed into MCU funded diplomas, degrees or graduate certificates.
- Our people (“People make the difference”).
 - Implement Team Teaching to provide different perspectives on the same subject

- Build workforce diversity (e.g., equity-deserving, sectors/fields, experience, research)
- Hire thought leaders
- Our offerings (including those listed under our polytechnic identity)
 - Consider each program area and create something that sets us apart (such as our COIs)
 - A widespread policy that would attract students (e.g., free/no-cost textbooks, research, zero-waste campus, UDL, HLOs) to garner international attention or media attention
 - A "Build your own credential" program; diplomas/degrees where students pick and choose their courses
 - Implement cutting edge delivery
 - More in-house content creation rather than using external references/books/links/videos
 - A 3d modelling/animation team which instructors/SMEs could use to create innovative content
 - Promote our student services, values and reputation
 - Current services: Academic Centres, SWAC / counselling services, library services, the entire Student Success & Engagement department
 - HLO mindsets ("You don't come to Humber to be a sustainability expert. You come to Humber to become a chef, a designer, a firefighter AND you will learn what sustainability means to you in that career choice"; "We recognize "soft skills" as "core skills": the real determinants of career success".