Academic & Digital Campus Plans
Employee Online Form Consultation
January 19-February 18, 2022

CONSULTATION QUESTIONS

Question 1: What skills and training will most benefit future graduates for their careers? Consider both practical/hands-on training and theoretical/foundational knowledge.

Question 2: How can technology be used to enhance employees' and students' experiences?

Question 3: How can Humber make post-secondary education more accessible to a highly diverse student and learner population? Consider a wide range of learners including those direct from high school, people with previous post-secondary experience, professionals, workers requiring news skills or re-skilling, international students, and under-represented students.

Question 4: What one big change could Humber make that would significantly differentiate it from its competitors?

Question 5: What can Humber do to improve the effectiveness or efficiency of its existing academic programming, delivery or resources (e.g., digital resources or technology)?

Question 6: Please share any other thoughts you have to guide the college in planning its academic programs and delivery.

EMPLOYEE FEEDBACK

OUR PROGRAMS

- Credential Mix
  - Provide a wide range of programs/courses to address the needs of our diverse population
    - More PLAR and micro-credentials
    - More programs and certificates that target Humber alumni (e.g., new technology in their field, EDI/IWBKD training).
    - More pathways, particularly between Humber and prominent universities (e.g., University of Toronto), and transfer credit options
  - Build on Humber strengths in animation and music - a stronger connection to performing arts, game studios, and art museums
  - Work with other colleges to offer a wide range of academic and skills-based opportunities
  - Enable students to build their own path during their Humber educational journey, with programming that gives students access to technology and learning that might not fit directly within their programs, but are of interest to them

- Curriculum
  - Develop learner skills and knowledge in the following areas:
    - Critical and independent thinking to create informed opinions/decisions
    - Critical thinking about technology - its capabilities and effects
    - Financial planning and contract negotiation (incl. financial planning software)
    - Leadership, adaptability, problem solving
    - Meta-cognition training for memory retention
    - EDI and oppression
    - Standard workplace software (MS Office apps and basic coding)
    - Media studies and current events – world issues, politics, social movements
    - Research, presentation, listening, debating, public speaking/Toast Masters
    - Technology for the learner's specific sector

- Networking, facilitation and collaboration skills
- Interpersonal skills, confidence, reading and writing skills
- Time Management, self-advocacy skills, conflict resolution
- Professional communication skills (appropriate email communication)
- Digital fluency, design thinking, cultural competency
- Computer, mental health, and social literacy skills
- Data mining/data manipulation skills
- Programming or knowledge of cloud-based applications, fintech (finance technology)
- Life skills
  - Create a richer connection with culture and history to enable students to understand and process their identities and the complexity of Canadian culture.

- WIL/Applied Research
  - Create mandatory WIL
  - Review Humber WIL policies to ensure they enable equitable access for all
    - Offer courses and WIL throughout the year (e.g., including in spring/summer) to decrease student competition for placements
    - Support students to find WIL placements

- Assessment
  - Allow self-assessment

- Delivery
  - Offer flexible learning - choice of in-person, hybrid and online, Hyflex, synchronous and asynchronous delivery, parttime and fulltime options, accelerated programs, flexible scheduling
  - Increase hands-on learning, student engagement, networking, and cross-discipline collaboration within the classroom
    - Create networking events across programs to assist with building interdisciplinarity
    - Build strong student-teacher relationships
  - Use more engagement tools / educational technologies
    - Online simulation / videos / Panopto
    - Extra practice quizzes/tests
    - Smartphone apps (e.g., H5P)
    - MS Teams, Zoom
  - Enhance the classroom set-up
    - Podiums to rest notes and other teaching supplies
    - Screens positioned so that white boards and screens can be used at the same time
    - Chairs and tables with wheels
    - Quieter HVAC systems
    - Small mics so that face-face content can be audio recorded

- UDL/accessibility
  - Make UDL mandatory for all course design
  - Focus on accessibility first when developing programs/courses
  - Enhance the accessibility of program delivery
    - Ensure faculty record lectures/classes
    - Ensure lectures/curriculum is captioned (preferably not auto-captioned)
    - Ensure curriculum/course materials are accessible to students for the entire semester

OUR ACADEMIC PROCESSES & SYSTEMS

- Academic Planning and Quality
  - Continue to create industry-responsive and cutting-edge programs
  - Enhance the quality of our online programs
  - Review each existing academic program and determine at least one complete section to be offered in a hybrid or fully online format (except for fields placement for programs like early childhood, nursing etc.)
  - Invest in Open Educational Resources (OER)
  - Create a stronger presence on Pressbooks and the H5P studio
  - Provide students credit for participating in networking events

- Partnerships
  - Build community partnerships with employers and professional associations (e.g., offer business building skills to health care professionals) to offer certifications (e.g., PMP)

- Digital systems and tools
  - Ensure access
    - Be mindful that students and employees have different technology and data access
    - Provide faculty/students with the latest technologies and train them on a regular basis
    - Create one central resource directory (e.g., licenses for technology - Zoom, Padlet, etc.)
    - Ensure digital resources are user-friendly and available through the Humber library or academic schools/faculty
    - Create institutional memberships to educational tools / unlimited free licenses to all instructors for various platforms (e.g., Kahoot, Padlet)
    - Make technology available at no cost to faculty
    - Make Zoom and Teams Humber-endorsed platforms
    - Invest more in classroom technology tools and ensure that each classroom has a camera, mic, and speaker
  - Enhance the LMS and LMS communication
    - BB ultra limitations: cannot embed HTML, drag modules with any ease, it isn't aesthetically pleasing (see Fanshawe College's LMS)
    - Blackboard app and Blackboard features like testing and Safe Assign need improvements (e.g., Testing in Ultra no longer provides the option to disable test backtracking; students see all the questions at once)
    - Online technology privacy settings need to control course content viewing
  - Consult faculty when making technology decisions:
    - LMS decisions made by committees in which faculty real decision-making power
    - Classroom technology
    - Big changes, like a Blackboard upgrade - institute during lulls in academic programming
  - Enable the faculty to see all students in a virtual classroom, and the students to choose whether they are seen by other students

STUDENT SUPPORTS

- Financing/Technology support
  - Make education more affordable
    - Create flexible tuition payment plans
    - Offer more bursaries and scholarships, and create ones specifically for accessible learning students
    - Provide more avenues for students to rent and buy laptops, such as offering loaner devices to students for use by semester

- Include data, software and classroom ready technology devices in student fees
  - Enhance personalized IT support and access to learning the technology before courses commence and more information on how to access them (e.g., recorded video tutorials on navigation and use)

- Transition programming
  - Create mandatory academic integrity seminars before courses start and signed pledges
  - Create a Humber employee-student mentorship program for under-represented students
  - Offer boot camp style programs to support student success prior to the start of the academic term (e.g., 2–3-week session to provide program-specific tips and strategies)

- Services
  - Offer professional development through webinars and LinkedIn Learning
  - Offer resume and cover letter workshops at the end of each program
  - Offer opportunities for project-based learning
  - Offer more personal face-to-face student services
  - Provide services through live support / online chat
  - Invest in AI tools to analyze and answer student questions

FOUNDATIONS

- Digital Campus
  - Enable more flexible geographic learning and working participation
  - Develop a seamless hybrid working/learning experience that connects more people, more easily
    - Integrated systems for studying or working remotely
    - The ability to fluidly move between online and in-person
  - Build accessibility requirements into technology policies and purchases
  - Provide better access to more digital resources (e.g., images, particularly in the realm of contemporary art, Indigenous art and culture, photography, etc.)
  - Steer away from creating a digital campus based on the current brick-and-mortar classrooms and teaching models
  - Be mindful of introducing major changes during busy periods (move to BBUltra)

- Institutional Planning
  - Create a streamlined college wide reporting mechanism that is efficient for faculty to use
  - Ensure that Humber's strategic plan core values are operationalized
  - Continue to collect student feedback in various ways including focus groups and townhalls
  - Create mandatory policies that address topics such as diversity and inclusion, accessibility, design of courses, academic material selection
  - Develop a customer service orientation within the central departments (HR, Finance, IT, etc.) that focuses on supporting student-facing departments

- Employee Professional development
  - Continue the free certificate programs for current faculty professional development
  - Ensure faculty are given paid time to participate in professional learning/learn new skills and incorporate the learnings into their materials, courses and classrooms, in particular: digital technology, accessibility and universal design, inclusive learning
  - Train faculty on edtech and the LMS tools

- HR Recruitment and Management

- Hire more fulltime faculty and support employees
    - Hire more support services staff and within each Faculty to respond to student requests and inquiries
    - Open up funding opportunities to all staff instead of just full-timers
- Increase the representation of equity-deserving groups among Humber staff
- Create staff appreciation mechanisms beyond awards (say thank you to them individually)
- Consider rotating Program Coordinator duties within fulltime faculty teams
- Create pathways for part-time faculty to achieve partial load or full-time professor status
- Offer flexible staff participation opportunities (e.g., participate in team meetings virtually)
- Ensure pay equity and market competitive salaries
- Increase size of director and above portfolios (i.e. span of control)
- Ensure faculty's intellectual property - class discussions, lectures, slides, etc. will not be used or sold by the college once they are on the college's system
- Provide job security to faculty – it enables faculty to focus on their students, course/curriculum development, and being up-to-date and current with scholarship
- Create more opportunities for faculty across departments and programs to meet/collaborate
- Hire faculty with training in online education and who have developed innovative pipelines
- Allow staff to work from anywhere

- Marketing and Communications
    - Articulate the advantage of our brick-and-mortar facilities
    - Market to prospective students from underrepresented communities
    - Keep communications with students brief and to the point and deliver in a variety of formats
    - Diversify advertising, moving away from billboards

DIFFERENTIATION

- Our Credentials/Programs and delivery
    - Offer flexible learning
    - Build programs that incorporate accessibility and Universal Design for Learning (UDL)
    - Emphasize WIL (emulate co-op programs at institutions like University of Waterloo or University of Sherbrooke) and offer multiple mandatory co-op placements
    - Ensure Humber graduates can research, present, listen, debate, think critically
    - Off more micro-accreditations
    - Offer a suite of education offerings for entrepreneurs (e.g., business skills to health care professionals)

- Sector leadership
    - Specialize in cross-discipline collaboration, technology access, innovation opportunities, and connecting students from different skill areas
    - Be a sector leader in offering online/hybrid course offerings across all disciplines to allow users from around the globe to attend Humber courses virtually from anywhere
    - Be at the forefront of academic integrity; create a college wide culture of academic integrity
    - Take greater steps towards polytechnic education
    - Become a global, rather than community, college
    - Advocate for more provincial funding
    - Collaborate, rather than compete, with other colleges to offer a wide range of academic and skills-based opportunities/programs to Ontario students.
    - Build community partnerships with employers, professional associations
    - Create mandatory policies that address diversity and inclusion, accessibility, course design and academic material selection - policies that set a standard for the digital campus and homogenize the standards everyone can expect from a Humber experience

- Our People/People Management
  - Hire geographically diverse staff
  - Hire more full-time faculty
  - Ensure all faculty have the necessary skills and knowledge to design accessible, flexible and inclusive learning experiences
  - Ensure pay equity and salaries are market competitive
  - Increase equity-deserving groups' representation among faculty and middle-senior leadership
  - Support researchers and educators equally
  - Increase incentives for going over and above / excellence

- Student supports/services
  - Make data and technology a part of student fees
  - Support students with finding WIL placements
  - Continue to provide cutting edge learning opportunities that meet the needs of the future workforce demands and lifestyle needs
  - Create community across the college between students, faculty, staff and industry/ community partners
    - More student events, clubs and activities (polar bear dip, Karaoke contests, pub nights)
  - Offer more affordable tuition for domestic and international students
  - Enhance academic counseling throughout the student lifecycle (1 Applicants; 2 Enrolled current students; 3 Graduates / alumni; 4 Life-long learning)
  - Consider adding to each Humber program website a self-assessment option that assists students with program decision-making (e.g., anticipated program time commitment, list of pre-requisite skills that would support success and/or a list that summarizes key skills that will be developed, program delivery formats)
  - Have students build a portfolio of their best work to which they add after each course

- Infrastructure/Digital Campus
  - Offer a more robust LMS
  - Renovate existing old buildings and create a flagship campus in downtown Toronto