

June 22, 2021

Re: Humber Tomorrow

To: Chris Whitaker, President and CEO; Laurie Rancourt, Senior Vice-President, Academic; Rani K. Dhaliwal, Senior Vice-President, Transformation and Strategic Partnerships; Jason Hunter, Vice-President, Students and Institutional Planning; Lori A. Diduch, Vice-President, Human Resources; Sanjay Puri, Vice-President, Administration and CFO; Kelly Jackson, Associate Vice-President, Government Relations, Marketing and Communications; Scott Briggs, Chief Information Officer.

Dear Humber Executive Team,

As faculty at Humber College, we join with the administration in looking ahead with optimism to a future beyond the pandemic, and we too are eager to ensure the many lessons of this difficult time are not wasted. We agree that online learning can increase the accessibility of education in some instances, and that, in light of the past year, examining these opportunities is appropriate.

We are concerned, however, that the mission outlined in [Humber Tomorrow](#) is a significant shift from the objectives previously shared in Humber's Strategic Plans and Annual Reports. Humber Tomorrow promises a swift dismantling of elements of Humber's pedagogy that have contributed to strong student outcomes for decades. We further note that the plan aligns with Colleges Ontario's [Future of Ontario's Workers](#) document released in June 2020, suggesting that this direction was in fact formulated before the pandemic, not simply in response to it.

We also know from Colleges Ontario's 2020 [Environmental Scan](#) data that our students face numerous barriers to accessing education, some of which lifted with the virtual turn in response to the pandemic, while others rapidly worsened. We would like clarity on the wide array of formats that fall under the umbrella term "flexible learning" and more evidence that these options will enhance students' access to learning without compromising educational quality.

We write, therefore, with the following questions about the rationale for these changes:

- How will educational quality be prioritized in decisions about new modes of delivery, and what is the pedagogic basis for this shift in Humber's concept of "hands-on" learning?
- What data is being used to back these changes in delivery modes?
- How will an increasingly virtual delivery model allow students to develop the communities of learning and the lasting social and professional networks they need and that their college experiences should give them?
- Research and our own experience has shown the virtual delivery model to be deeply exclusionary. What specific actions will be taken to ensure that the proposed changes will

improve and not add to the significant challenges faced by our equity-deserving and other marginalized students?

- How will the greater workload of new delivery formats and development of required skill-sets be addressed for both full- and non-full-time faculty?
- What is the financial basis for this new direction and how will any resulting savings be invested in student outcomes?

We look forward to your answers to these questions explaining how these changes will improve rather than damage the education and college experience of our students. We are sure you would agree that their learning is our first priority and concern in all our work at Humber.

Sincerely yours,

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