

Foreword

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“Embracing an innovation mindset propels curiosity into actionable results.”

These past two years, we have endured challenges yet achieved numerous milestones. The impact of our ability to pivot, take risks and embrace change is apparent in the amount of research that colleges and institutes have achieved throughout the pandemic.

Keeping students at the forefront of our decision-making is even more important today as the future holds unprecedented and unpredictable challenges. Responding to the COVID-19 crisis has demanded that we rise to these challenges with courage and care and remain committed to delivering excellence and creating unparalleled opportunities for student success.

Our ability to successfully do so is evident in our ability to innovate, try new things, and take risks. I am in awe of how much we have all been able to achieve as we continue on the journey of uncovering an ambitious vision for the future of our world.

At the precipice of change, we are responding to our student's needs and industry's demands for skilled labour and an innovative and entrepreneurial mindset. We have addressed this through incorporating new ways of delivering world-class and valuable experiential learning opportunities, improving and elevating virtual learning experiences for our diverse learners, refreshing future-focused strategic priorities, and embodying research and innovation.

New partnerships and the commendable strength and resilience exhibited by our faculty, staff, students and industry and community partnerships, along with the support of relationships with our national and global polytechnic alliances, have assured us that despite the turmoil and upheaval, we have the capacity to endure and innovate.

Author Note

Chris Whitaker PhD is the President and Chief Executive Office of Humber College Institute of Technology & Advanced Learning.

Through research and curiosity, we are able to actualize a state of innovation, that is sustained by the resilience and perseverance of our research community. Perfect examples of these qualities and characteristics are documented in the pages that follow. The authors and researchers continue to investigate without losing sight of the value of dissemination. They document and share their insights and discoveries, queries that may require further research and collaboration to build a better and more cohesive body of evidence, eventually resulting in change.

Researchers and innovators embed students and/or industry at every level of investigation. In turn, they inspire the next generation of emerging researchers and innovators, faculty and students alike who build on the work of those before them. Research-enriched learning merges the stream of content-oriented learning and translates to practical, real-world knowledge, building on future-oriented skills and competencies to meet industry demands. Students participating in research projects become agents of change and innovation.

Augmented by our commitment to continue to inspire, inculcate and provide access to participation in such an environment that celebrates student-involved, experiential learning and a research and innovation mindset, our sandbox remains wide open.

The Journal of Innovation in Polytechnic Education (JIPE) is a collective dissemination platform about communicating the unique value of the polytechnic education model and its collaborative endeavours with other polytechnics. We encourage you to continue to share your story, for in sharing and collaboration lies the true value of education—education that transforms our students and their experiences to build skills and competencies that allow them to compete and stay ahead of the demands of the future.