

# FLAS CONNECT



## H I G H L I G H T S

[2025 Humber Showcase](#)

[Celebrating Academic  
Upgrading Graduates:  
A Milestone of Growth  
and Possibility](#)

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# Message from the Senior Dean

**John Stilla, EdD**

While summer is often associated with rest and relaxation, the Faculty of Liberal Arts and Sciences (FLAS) throws productivity, growth, and community engagement into the mix.

In our Summer 2025 issue, you will read about some of the advances FLAS is making in the spaces of artificial intelligence and digital skills in our TESL program; curricular transformation in our mathematics course for the heating, refrigeration, and air conditioning program; and service delivery and excellence within our IELTS Centre.

Building on our reputation of educational excellence both within and beyond the classroom, we are also excited to share in this issue many of our events for and contributions to the broader Humber community. You will read about our participation in Humber's Advising Conference and Humber Showcase, as well as the Reach for the Stars Student Retreat we hosted with [Best Buddies Canada](#). Keeping our focus on advancing equity and inclusion within the Humber community, you will also read about our FLAS Pride event and continued participation in an international literary competition that strives to highlight the voices of all writers, including those from currently and historically marginalized communities.

Our focus on deepening partnerships is also illustrated in this issue, with articles about our annual research analyst program forum, as well as our newest partnership delivering Professional English for STEM as part of a Talent Development Initiative in Strategic Industries in Jalisco, Mexico. This initiative allowed us to partner with our colleagues in the Faculty of Applied Sciences and Technology, demonstrating the power and influence of interdisciplinary collaboration.

Last but certainly not least, we continue to celebrate the success of our students. In this issue, we do so by highlighting our Academic Upgrading graduation ceremony and sharing some work and feedback from our dual credit learners. One learner also shares her experience in a work placement at Hungkuang University in Taichung, Taiwan.

And there is much, much more waiting for you inside! Happy reading, and congratulations to the whole FLAS team on another semester filled with collaboration, growth, and a continued focus on providing education that is equitable, inclusive, and empowering.



# AN UNFORGETTABLE SUMMER ABROAD

**WRITTEN BY SHELILAH ROSARIO AND  
SHARED BY MEGAN HORNBLow**

This past summer, I had the opportunity to represent Humber Polytechnic through a student exchange internship at Hungkuang University in Taichung, Taiwan. As a student from the Professional Writing and Communications (PWC) program, I spent three months working with the university's Office of International Affairs and Public Relations department; an experience that helped me grow in more ways than I imagined.

One of the most memorable aspects of the internship was organizing "Toronto Day," an event that provided Hungkuang's students with a taste of Canadian culture. I also prepared press materials for the event and was interviewed by the local media; an exciting opportunity that allowed me to put my communication skills into practice.



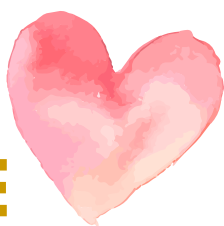
*Photo: Shelilah with fellow interns and student buddies*

Participating in beginner-level Mandarin classes helped me connect better with local people and appreciate the culture from a more personal perspective. Beyond the classroom and office, I built lasting friendships with fellow interns and student buddies from across the globe - Taiwan, Italy, the UK, Malaysia, the USA, Brunei, and more.

What stood out the most to me about Taiwan was how genuinely kind, helpful and welcoming the people were. That warmth made adapting to a new environment much easier and truly wholesome.

This internship pushed me outside my comfort zone and gave me a real-world experience in cross-cultural communication. I'm incredibly grateful to Humber Polytechnic and Hungkuang University for making this exchange possible and for reminding me that learning doesn't just take place in the classroom, but through connection, curiosity and shared experience.

# WHOLEHEARTED AND INCLUSIVE: FLAS AT THE ADVISING CONFERENCE



**BY CHRISTINA MEREDITH AND  
FRANCES SPARANO**

This year's Advising Conference saw a powerful showing from FLAS, with two dynamic sessions that underscored the department's commitment to equity, inclusion, and student-centered advising. Frances Sparano, Irene Kosmas, and Dr. Christina Meredith led sessions that explored how advisors can build meaningful relationships with students by cultivating empathy, reducing barriers, and embracing vulnerability as a path to connection.

The workshops—"Beyond Language Barriers: Inclusive Advising for Multilingual Learners" and "Wholehearted Advising: Applying Brené Brown's Guideposts Through an EDIB Lens"—offered participants tangible, reflective tools to meet the needs of today's increasingly diverse student body.

### **Beyond Language Barriers: Supporting Multilingual Students**

Frances and Irene from the English Department shared insights into the lived experiences of multilingual learners—students whose journeys are shaped not only by academics but also by navigating college life in a second or third language. Their session highlighted how even well-meaning advising practices can create unintentional barriers when communication isn't accessible or culturally attuned.

By encouraging the use of plain language, visual aids, and intentional pauses for understanding, Frances and Irene offered practical tips for making advising more inclusive. They also spoke to the importance of validating student identity and dismantling the stigma that often accompanies language learning in academic spaces.

"Language is not a deficit—it's a superpower," Frances shared. "But our advising practices must reflect that belief through empathy, clarity, and active listening."

Participants engaged in hands-on exercises using real-world advising scenarios, gaining tools to support multilingual students more effectively from initial outreach to ongoing academic planning. While grounded in the needs of English Language Learners (ELLs), these practices are broadly applicable across advising contexts—helping all students feel seen, heard, and supported.

### **Wholehearted Advising: The Power of Vulnerability and Belonging**

In a complementary session, Christina from the Pathways team introduced the concept of wholehearted advising, drawing inspiration from Brené Brown's research on courage, vulnerability, and empathy—reframed through an EDIB (Equity, Diversity, Inclusion, and Belonging) lens. The session asked: What does it mean to show up authentically for students? And how can advisors model the kind of vulnerability that builds trust and connection?

Participants reflected on Brown's guideposts for wholehearted living, exploring how values like authenticity, compassion, and resilience translate into their advising work. Christina emphasized that the well-being of advisors is foundational to student well-being—and that

investing in our own self-awareness, boundaries, and reflective practice is essential for fostering belonging in others.

“Students know when they’re being seen as a checklist or a person,” Christina noted. “Wholehearted advising is about showing up fully—with empathy, curiosity, and a willingness to grow alongside our students.”

The session offered strategies for embedding EDIB principles into daily advising: from inclusive language to cultural humility to trauma-informed approaches. Through reflective journaling and group dialogue, advisors considered how to build brave, student-centered spaces that honor identity, lived experience, and agency.

## Looking Ahead: Advising for 2035 and Beyond

As higher education evolves, the sessions made it clear that advisors must do more than keep up—we must lead the way. By grounding our work in inclusive communication and wholehearted connection, we can help shape a future where every student, regardless of language or background, experiences advising as a place of support, safety, and growth.

Together, FLAS modeled what it means to work across departments toward a shared goal: equity and belonging in every advising conversation. These sessions weren’t just about strategies—they were about transforming the heart of advising itself.

Christina Meredith  
leading the session

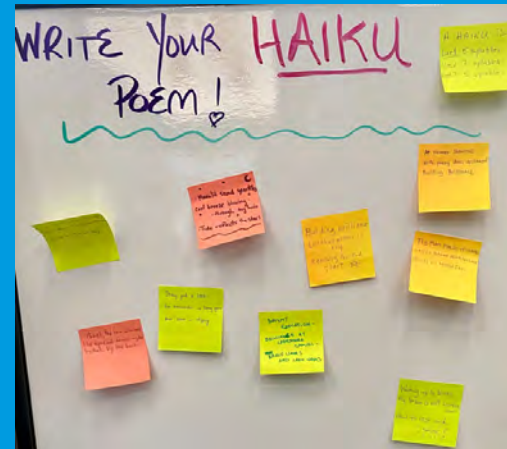
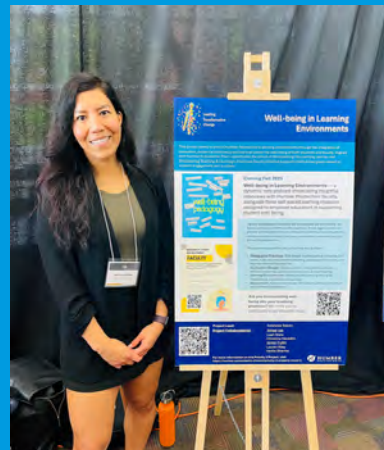
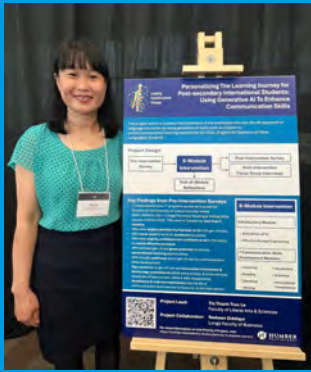


Irene Kosmas and  
Frances Sparano  
presenting their insights





## 2025 Humber Showcase





## ACADEMIC UPGRADING STUDENT AWARDEES

BY TUMPE TROTTER

*This feature is on two graduates of the Academic Upgrading program, who completed the program in 2024.*



*Photo: Picture of Joyti Devi*

### Joyti Devi

*"You didn't come this far to only come this far"*  
- A quote that reminds Joyti that every small step matters.

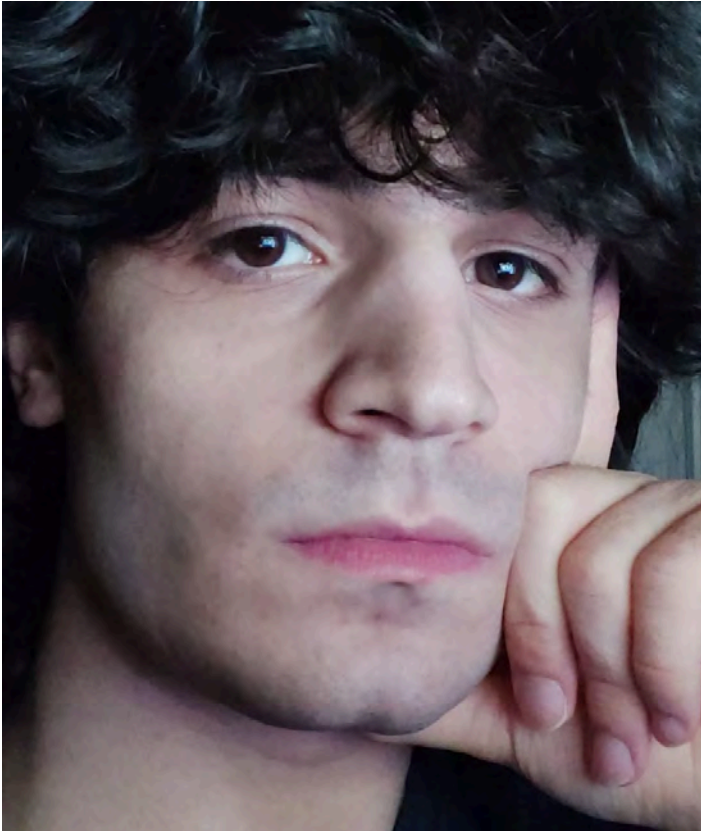
While Joyti is a self-motivated individual, driven to high achievement, she attributes her success largely to a network of a strong support system.

Today, as she pursues studies in Nursing, she recognizes the encouraging role played by teachers, classmates, and most significantly, her father, her husband and her mother-in-law. Indeed, the value in a supportive community reminds of the old adage that no man is an island and our best selves emerge when we feel loved, cheered on and strengthened by others. Joyti is deeply grateful for her support system, because they believed in her when it mattered, which gave her the confidence to move forward.

Today, Joyti has transitioned from the Academic Upgrading (AU) program into the Practical Nursing program at Humber, bringing her one step closer to her dream of becoming a nurse. For Joyti, entering the AU program was a longer but necessary road to start the nursing program. For her, nursing is more than just a career choice. It's a calling. But this path has not always been easy. Joyti faced setbacks along the way, including trying to balance personal responsibilities with school, adjusting to school life after an extended break, and like many of us can relate to - dealing with the setback of self-doubt. At times she asked herself questions such as, "Am I good enough? Is it too late to start over?" Joyti made a choice to not give in to the negative self-talk and found her focus and inner strength to keep going. She leaned on the people who cared; she sought help; she was moved by others' faith in her.

For Joyti, the AU program was more than simply an opportunity for second chances, but a journey that meant growth, pride, belief in herself, and a community of people who helped to bring out the best in her.

## STUDENT SUCCESS STORIES



*Photo: Picture of Daniel Picciano*

### **Daniel Picciano**

Daniel Picciano is a successful graduate from the Academic Upgrading (AU) Program, and recipient of the Outstanding Student Award at this year's AU graduation ceremony.

When Daniel joined the Academic Upgrading program, he was facing the stress of coming into a new environment and dealing with a negative self-image. But Daniel's Academic Upgrading journey was transformative in so many ways and set him on a path of success.

At the start, Daniel's primary goal was to obtain the credits to gain admission into his next College program. He was ready to find purpose in his life and fight a good fight. But apart from gaining academic credits, Daniel encountered treasured moments along the way – he regained a positive view of himself; he learned the value of a balanced life, he discovered the meaning of being true to oneself and connected with an encouraging group of instructors, classmates and AU staff who all gave him the confidence to continue his post-secondary journey. In the Fall, Daniel will start the Architectural Technology program at Humber Polytechnic.

We celebrate both Joyti and Daniel and we extend our commendation to all of our Academic Upgrading students. We believe in you!

THE YOU YOU KNEW WAS IN YOU

## RAP RESEARCH FORUM RECAP

BY MARY TAKACS

Since 2013, the Research Analyst Program has hosted an annual Research Forum, an event that presents current trends in the marketing and social research sectors, showcases student work, and supports networking with representatives from industry and the community.

RAP held its 2025 iteration of the Forum in March. This year's theme, Technological Trends in Research: AI Revisited, expanded upon a similar theme of the 2024 Forum, by providing insights into the rapid adoption of AI in marketing research, and demonstrating real-world applications. Panel speaker, Kevin Hare, Executive Vice President, Dig Insights, shared Dig's perspective on AI with a presentation called Building for the Future: Unlocking AI's Potential. His talk included part of a case study of Dig's work with Labatt, that explored how AI is being integrated into the research process, highlighting key areas of impact with practical examples of AI tools. A second panel speaker, Felicia Colasanto, Director of Research, BrandSpark International, presented on AI in survey analysis and gave a live demonstration of an application of a GPT assistant.

The Forum was well-attended by current students and alumni, who engaged with industry representatives from the research departments of a wide variety of organizations, such as CIBC, Phase 5 Consulting, Voice-of-Market, MLSE LaunchPad, HEQCO, Child Development Institute, hem.digital, and Environics.

A portion of the Research Forum was dedicated to a placement organization appreciation presentation, to recognize the valued contributions that industry, community, and corporations make to our students' learning and career success.

Visual summaries of the students' major research projects are presented at the Forum by way of infographic posters. Examples can be found at the [RAP Network site](#).



*Photo: Student work showcased at the RAP Research Forum*



*Photo: Panel speakers, Kevin Hare, Executive Vice President of Dig Insights, and Felicia Colasanto, Director of Research of BrandSpark*

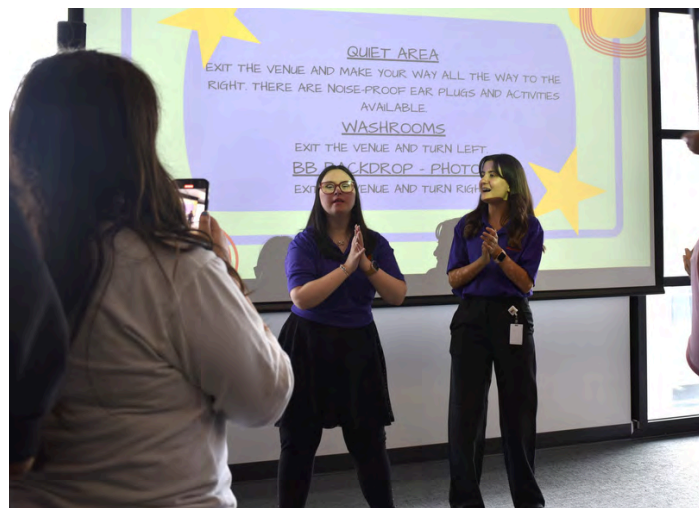


# BUILDING BELONGING: IMPACTS OF THE “REACH FOR THE STARS” STUDENT RETREAT

BY LAUREN ABELA

On March 31st, the FLAS team welcomed over 150 students, educators, and community members from across the GTA for the “Reach for the Stars” student retreat—an unforgettable day of connection, creativity, and celebration. Co-hosted by Best Buddies Canada and supported by Humber’s Community Impact Fund, the event brought together students with and without intellectual or developmental disabilities (IDD) to build skills, friendships and confidence in a space rooted in inclusion.

From hands-on workshops and an AI-powered photobooth to dancing, pizza, and inspiring guest speakers, the day was filled with joy and growth as they learned about pathways into post-secondary and employment. As one volunteer shared, “Many students came in shy and uncertain, but little by little, they opened up. All they needed was a safe place to be themselves.”



*Photo: Buddies Jessica Rotolo and Lauren Abela leading a fun activity at the Reach for the Stars event*

This event wouldn’t have been possible without our incredible sponsors and supporters: the entire Best Buddies Canada team, Humber Alumna Jessica Rotolo, and our dedicated FLAS staff—Barbara, Mariel, Nora, Anthony, Simran and Anna, to name a few. Huge thanks to our vendors Jor-el Payne (The Magen Group), Catherine Chambers (Let’s Make It), Teisha Gentles (Hidden Smirk), as well as Chartwells Catering, IT, Facilities, Parking, Healthy Breaks, and all our volunteers and donors (including Nature’s Emporium, Michael’s Craft Store, Lush, Mars, and Peter & Paul’s).



*Photo: Attendees having fun during the workshop*

To learn more, feel free to read Chris Clay’s article available [here](#).

This is just the start! The Best Buddies Chapter at Humber will be returning this Fall 2025 semester with more student-led inclusive events for the whole community. Follow along on Instagram @BestBuddiesGH.

## FLAS CELEBRATES PRIDE

BY MATTHEW HARRIS

On Tuesday, June 10, members of FLAS organized our first Pride celebration for the staff and students of Humber. Held in the first-floor concourse of the LRC, attendees were invited to play games, colour Pride imagery and eat snacks. Students won prizes for taking part in Pride Bingo and Pride Trivia. Some of the attendees wrote hopeful and positive messages for the community on the Pride Message Board. There was also a Pride photobooth where students could take selfies against a rainbow balloon backdrop. It was lots of fun!

Amid all the fun and celebration, students were provided information about the courses FLAS offers that focus on 2SLGBTQ+ subjects. This includes SOCI 277 Sexual Diversity, a course that “explores the history of the gay and lesbian movement.” The shared resources also included information about professors in our faculty who are part of the 2SLGBTQ+ community.



*Photo: (from left to right) Liberal Studies AD Chris Irwin, Placement Advisor Megan Hornblow, Associate Director of Operations Nora Esperanza, PCs Jessica Freitag, Candace Iron, and Matthew Harris celebrating Pride*

FLAS Pride was a team effort: the FLAS Program Coordinator team (Anne, Candace, Sara, Melanie, Kaukab, Kate, Neesha, Jessica and Matthew) worked with the FLAS Social Committee's leads (Megan H. and Megan M.) to put on the event. Barbara organized the infrastructure for the event. And Mariel created our beautiful FLAS Pride marketing. The multi-talented Marylou worked with Candace to create the balloon arch. And John found funds in a difficult time so the team could buy snacks for the event.



*Photo: Megan Hornblow and Chris Irwin with Sarah Hassan and Anne Lyden at the FLAS Pride celebration*

The event was a big success. In a response to our feedback survey, a student said, “I was so happy I happened to stop by for this event. Everyone made me feel very welcomed. I had fun!” It is events like FLAS Pride that help Humber students feel included in the Humber community. Thanks to everyone for attending, and Happy Pride!



# THE POWER OF THE LEAGUE FOR INNOVATION INTERNATIONAL STUDENT LITERARY AWARDS

**BY LEANNE MILECH, DAVE MILLER, AND NEESHA MEMINGER**

As lifelong writers, we each remember the thrill of our first literary contest wins. These wins were crucial milestones on our paths to becoming confident writers.

Since we know how important it is to receive validation as an emerging writer, it is our great pleasure to have recently participated as judges in the annual League for Innovation in the Community College's International Student Literary Awards.

The competition is open to all students enrolled in League member colleges. Each year, students are invited to enter a piece of writing in one of six categories: Fictional Short Story, Creative Nonfiction, Personal Essay, Poetry, One-Act Play, and Spoken Word.

The first tier of the competition takes place at the local college level. At this initial stage, local judges choose a winner in each category who then go on to the international competition. This year, the Humber winners whose pieces were submitted for the international competition are Caroline Tuccinardi (Creative Nonfiction), Rochelle Becker (Fiction), Zoe Stein (Poetry), and Koda Christensen (One-Act Play).

All international entries receive a Certificate of Merit and publication in the League's student literary awards anthology. A winner is also chosen in each category. Last year, University of Guelph-Humber student Taryn Infante won first place in the short story category at the international level, a powerful moment in her writing life.

Fittingly, this year's competition theme was The Power of Imagination and Play. Beyond the thrill of a potential local (or international!) win, Humber students who submitted works this year received the opportunity to develop their own authentic voices.

This opportunity is crucial in today's landscape. As generative AI tools become deeply integrated into our lives, many students are foregoing the development of their authentic voices for the ease of engaging with this new technology.

While generative AI is a powerful tool that can aid learning—and even enhance creativity—it is not a replacement for the human voice, nor can it give students the deep feeling of satisfaction that arises from communicating authentically.

We look forward to continuing to support Humber students as they navigate their paths to becoming confident writers, both as learners in the classroom and as empowered creatives who will achieve continued success in the League literary competition.



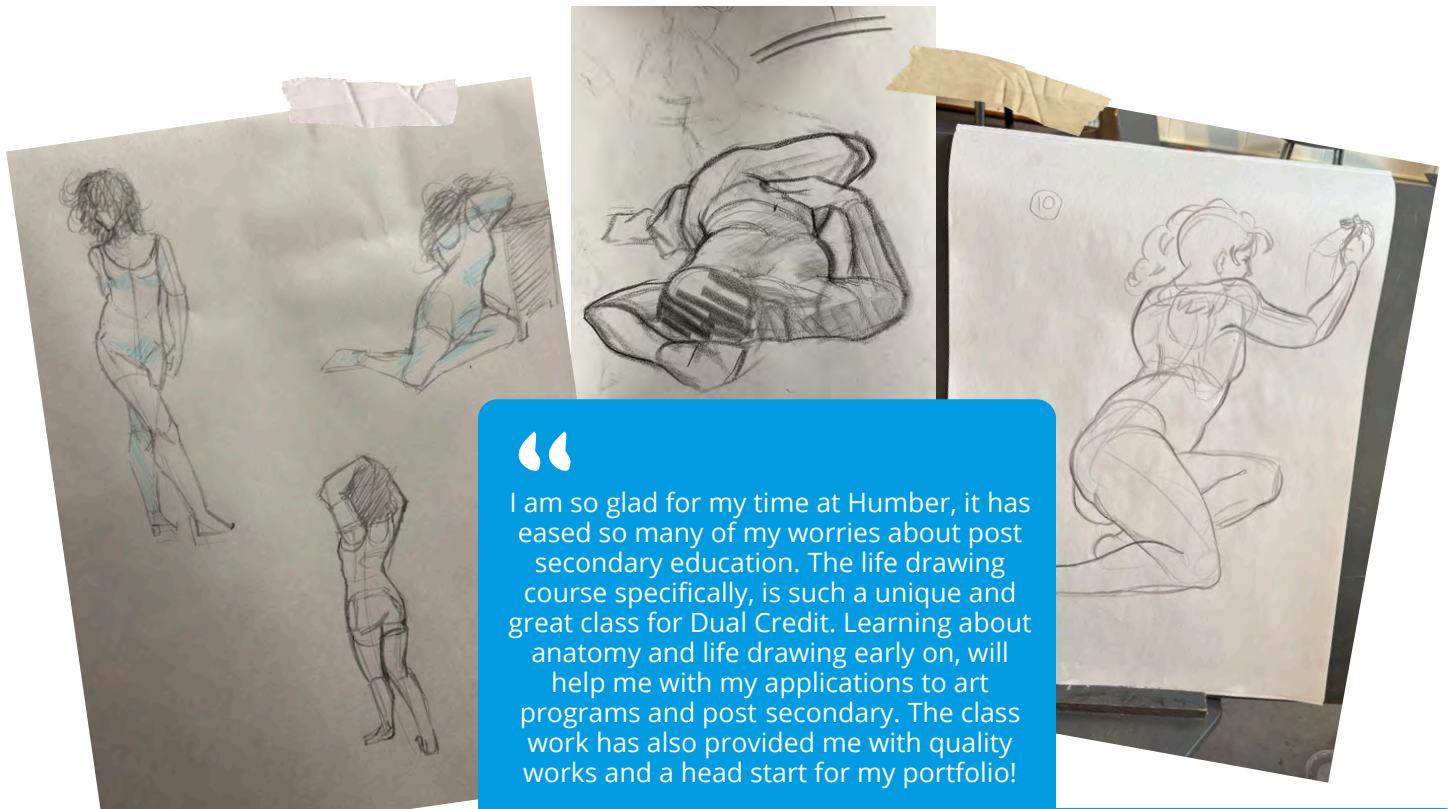


# STUDENTS AND COMMUNITY

## DUAL CREDIT PROGRAM: ANIMATION ART

BY TUMPE TROTTER

The Dual Credit program allows eligible students in high school to take college courses or Level 1 apprenticeship training that counts towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. Humber Polytechnic offers courses from across the Faculties, to students from various school boards in the GTA every semester. In Winter 2025, Dual Credit students took one of the popular courses, Animation Art, and we captured some of their amazing work below!



I am so glad for my time at Humber, it has eased so many of my worries about post secondary education. The life drawing course specifically, is such a unique and great class for Dual Credit. Learning about anatomy and life drawing early on, will help me with my applications to art programs and post secondary. The class work has also provided me with quality works and a head start for my portfolio!

BRIANNA GAO



This dual credit program for life drawing has not only been a blast, but it also has helped me improve my anatomy and my tolerance for drawing things that I thought would be way too difficult. After doing gesture drawings for both short and long periods of time, I can safely say I feel more comfortable drawing full bodies now. If I'm given the choice again I will most definitely attend dual credit, I loved how mature the atmosphere was and enjoyed learning from my professor!

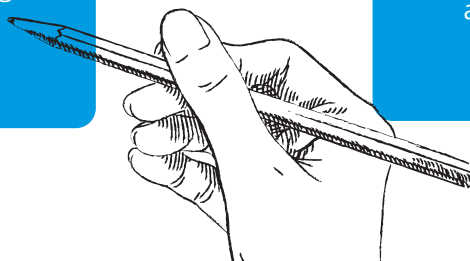
In the future I'll have a more realistic outlook on what a college environment is like after experiencing it, so I'll be a lot more prepared with this knowledge.

KEIRA WOODWARD



With my professor I learned how to look at what I was seeing in front of me and look for the landmarks. Doing this not only helped with keeping accurate proportions in my drawings, but also gave me a better understanding of what I was actually drawing. In my opinion understanding what you are drawing, the shapes, structure etc. is more important than just copying down what you see. From this incredible experience, it has made me grow as an artist exponentially pushing my skills to the next level even through only a short time. My advice would be to take any opportunity to learn a new skill or even refine one you already have, and above all just be eager to learn!!

BECK WILLIAMSON





## CELEBRATING ACADEMIC UPGRADING GRADUATES: A MILESTONE OF GROWTH AND POSSIBILITY

BY CHRISTINA MEREDITH AND TUMPE TROTTER

On July 4th, we proudly celebrated the graduation of over 60 learners from the Academic Upgrading program—an inspiring event that marked not only academic achievement but also perseverance, transformation, and new beginnings.

The Academic Upgrading program plays a vital role in opening doors to post-secondary education and career advancement. Designed for adult learners seeking to strengthen foundational skills in English, math, science, and computers, the program empowers individuals to meet admission requirements and thrive in future academic pathways. Many of this year's graduates are now preparing to transition into a wide range of Humber programs—turning their hard work into exciting next steps.

This celebration is more than a graduation—it is a recognition of courage, commitment, and the belief that education can change lives. Each graduate's journey reflects the transformative power of second chances and the value of inclusive, learner-centered support.

We would also like to take the time to recognize the recipient of the Senior Dean's Award, Joyti Devi, and recipient of the Outstanding Student Award, Daniel Picciano, who excelled in their Academic Upgrading classes and who found new motivation and confidence to start their full time programs at Humber."

We extend our heartfelt thanks to the Academic Upgrading staff and faculty, whose unwavering dedication, compassion, and guidance have made these successes possible. Your efforts continue to shape brighter futures, not just for your students, but for the communities they go on to serve.

Congratulations to all our graduates—you are proof that it's never too late to begin again, and that every step forward is a step toward something greater.



## DID YOU KNOW?



### WELCOME TO THE HUMBER IELTS CENTRE— WHERE GLOBAL DREAMS BEGIN

BY MOJGAN HABIBI

Over the years, I've had the privilege of managing test centres in a variety of settings—from large private language schools to, now, a vibrant public polytechnic. One thing I've come to realize is that many of our colleagues may not fully understand what we do in the IELTS department, or how our work contributes to the broader mission of the institution. So, I'd like to take this opportunity to shed some light on who we are, what we do, and why it matters.

The International English Language Testing System (IELTS) is one of the world's most trusted and recognized English language proficiency exams. It assesses four essential skills—Listening, Reading, Writing, and Speaking—and is a gateway for non-native English speakers to pursue academic studies, professional careers, and immigration opportunities across the globe. IELTS scores are accepted by thousands of postsecondary institutions, employers, and governments worldwide.

In our department, we take this responsibility seriously. We follow **rigorous procedures** to safeguard the integrity of this high-stakes exam. Every test session is the result of **thorough planning, strict quality control**, and a deep commitment to providing a **smooth and supportive experience** for every test taker.

What makes us truly special is our people. From the IELTS Office team to Supervisors, Invigilators, and Examiners—everyone plays a vital role. Their hard work and teamwork help us grow and reach more test takers every day. And we're excited to keep moving forward, together.

We're actively building new partnerships that will allow us to expand our reach, create more job opportunities, and support the professional growth of our current staff. Through collaborations with local language schools, we're also offering internships to newcomer students, helping them gain valuable experience and a sense of belonging. We're proud to be the first workplace for many of them—a place where they feel welcomed and empowered.

Looking ahead, our long-term vision is to add to our Continuous Professional Learning department an inclusive, multi-exam testing hub—not limited to IELTS alone. We are currently in the process of negotiating the addition of other language proficiency tests to our offerings. This expansion will allow us to better serve a diverse range of learners and test takers, while continuing to thrive as part of Humber's mission to support education, inclusion, and opportunity.

In short, the IELTS department is more than just a testing center. We are a bridge to opportunity, a launchpad for careers, and a community of professionals committed to excellence, inclusion, and growth.



## DID YOU KNOW?

### FLAS MENTORSHIP: THE LITTLE ENGINE THAT...DOES THE 2025 MENTORSHIP LUNCHEON

BY ALYSON RENALDO

On June 3rd, 2025, the FLAS full-time Mentorship and Onboarding Programme held its graduation luncheon. Stakeholders, including FLAS Admin, Programme Facilitators, The FLAS EDIB & The English Department's Recruitment and Retention Committees cheered as Samer Hijazi, Kaukab Kamran, Thi Thanh Truc Le, Aaron Saad and Estefania Toledo were formally acknowledged for having matriculated through our three-month mentorship programme.

The 2024-25 Mentors: Mona Beyani-Keyvani, Ermira Cami, Renee Griffiths, Beth Washburn & Jonathan Zeyl, were also formally thanked for their leadership, commitment and professional generosity. Finally, the Recruitment and Retention Committee was also honoured for their leadership and incubation of our faculty's onboarding and training; two of our four programmes were produced by this committee work.

FLAS boasts four structured mentorship programmes. There are the cohort specific: Full-Time, Contract Faculty and New PC initiatives and The Welcome Mat(t) series, available for all faculty members.



*Photo: Recognition given at the graduation luncheon*



*Photo: Professor Beth Washburn being recognized at the luncheon*



*Photo: Professor Thi Thanh Truc Le wearing her Humber hoodie*

With our consistent commitment to faculty wellness, FLAS propels beyond Watty Piper's inspiring message within the children's book, *The Little Engine That Could*, to being the little engine that 'does'.

The mission of FLAS is very simple: to provide every Humber student with superior learning and a motivating class experience. However, while the task is (seemingly) simple, the elixir for achieving our mission can be complex and painstaking. Events like our mentorship luncheon remind us to actively celebrate some of the wins within our formula.

Congratulations again to our wonderful new full-time faculty!

Please click [here](#) to view the video of FLAS Mentorship & Onboarding journey.

# Meet the FLAS TEAM

BY FRANCES SPARANO

*In this issue, we interview Lori McLeod as we dive into her world and take immense pride in her roles and accomplishments.*

### What motivated you to pursue a career at Humber and in education?

Since 2000, I have worked in postsecondary education across Canada in diverse roles including Professor, Learning Strategist, Curriculum Developer, Instructional Designer, and Accessibility Counsellor. After earning my MA in Adult Education with a focus on accessibility, I have remained committed to creating inclusive learning environments. When I learned about Humber Polytechnic's new Pathways programs for students historically underrepresented in postsecondary education, I was inspired to be part of it.

### What are the primary responsibilities and challenges in your current role?

As a course developer, I am responsible for everything from writing course descriptions and outcomes to planning experiential learning, booking guest speakers, and preparing for the first day of class. As a professor I'll be facilitating the courses, asking for ongoing feedback from students and other professors, and working towards continuous improvement in all aspects of the courses.

Challenges have been minimal thanks to a strong, collaborative team. We take an agile, consultative approach—continually refining our ideas and adapting based on research and student feedback.

### What is a project in your role that you are proud of?

I am especially proud of the wide range of experiential learning activities we have curated, grounded in Universal Design for Learning. Students can choose from a "menu" of activities aligned with their interests



**Lori McLeod**

**Professor,  
Pathways, Faculty of Liberal Arts and Sciences**

- like attending guest lectures, fitness events, or community initiatives - offering authentic insight into future academic paths and career options.

### How do your contributions support the success of FLAS?

As a lifelong learner and advocate for neurodiverse students, I bring a co-learner mindset to the classroom. My goal is to share experiences across generations while learning from students' unique perspectives. One quote that guides me is the following Facebook meme:

'...after 25 years of teaching I have realized that my favorite thing to say, when a student walks in late, is this: "I'm glad you're here." David Theriault

This makes my heart happy and during the tumultuous times in which we are living, we all need to hear this!

### Could you share something personal about yourself, perhaps a dream, a goal or something people might not know about you?

Health and wellness have become a personal passion. I recently completed Yoga Teacher Training in Bali - becoming the first grandmother (I have twin grand toddlers) at the school to earn certification! My dream is to open a small yoga and wellness business, combining my commitment to lifelong learning with community care.

## HUMBER POLYTECHNIC SELECTED FOR PHASE I AND II TALENT DEVELOPMENT INITIATIVE IN STRATEGIC INDUSTRIES IN JALISCO, MEXICO

BY SAMANTHA ROACH

Humber Polytechnic, through the Faculty of Liberal Arts and Sciences' Continuous Professional Learning (FLAS CPL) Department, has been selected as one of only three Canadian higher education institutions to lead a transformative international education initiative for learners in Jalisco, Mexico.

As part of the Professional English for Talent Development in Strategic Industries program, Humber was chosen following a competitive call for proposals. This initiative, spearheaded by Languages Canada in partnership with the Ministry of Innovation, Science and Technology of Jalisco, Universidad Tecnológica de Jalisco, and supported by Global Affairs Canada, aims to enhance the global competitiveness of Mexico's strategic industries by strengthening the professional and technical English proficiency of students, faculty, and young professionals.

The program focused on four high-impact sectors:

1. Electro-mobility / Zero Emission Vehicles
2. Artificial Intelligence
3. Digital Technologies
4. Data Science and Analytics

In Phase I, Humber conducted language testing for over 400 participants and developed and delivered a Professional English for STEM certificate program to 118 learners from Jalisco State, including senior undergraduate and graduate students, industry professionals, and faculty members.

Building on this success, Phase II featured the development and delivery of a specialized certificate titled Technical English for Digital Technologies, with a focus on Cybersecurity. This program was co-delivered online by subject matter experts from both the Faculty of Liberal Arts and Sciences (FLAS) and the Faculty of Applied Sciences and Technology (FAST), reaching an additional 28 learners.

This initiative reflects FLAS CPL's commitment to workforce development and international partnerships. We are proud to contribute to the advancement of technical English language skills that empower young professionals and educators in Mexico's most dynamic industries. FLAS CPL extends its sincere gratitude and thanks to the leaders, staff and faculty from FLAS and FAST whose expertise and dedication made this international collaboration a success.



*Photo: Cover page of the Technical English for Digital Technologies, with a focus on Cybersecurity proposal*



# BUILDING DIGITAL SKILLS IN TESL: TECHNOLOGY IN THE CLASSROOM

BY JANET MOORE

The TESL (Teaching English as a Second Language) program is a one-year, post-graduate course offered to those interested in teaching adult learners of English. Our graduates go on to work in LINC, adult ESL, college EAP courses, private language schools and overseas. This year, the program has expanded its Teaching with Technology course from one semester into two, and will launch the first of the newly designed courses in September.

Over the years, the job of a language instructor has changed in a myriad of ways. In particular, there has been an increasing reliance on technology and digital tools to support the language learning environment. For example, language programs often incorporate LMS sites into their classroom practice, as we do here at Humber with Blackboard. Since COVID, conducting classes virtually has become increasingly common.

Faculty have heard from past cohorts that they'd like to see more in-depth practice with integrating tools into their teaching practice and a greater breadth of topics covered. In addition, the 2024 program review included recommendations for broader coverage of digital tools, online instructional strategies and AI. This past Fall and Winter, Janet Moore and Patricia Glogowski reimaged the course across two semesters, scaffolding outcomes to meet these recommendations and the demands of the industry. In consultation with other TESL faculty, they've also endeavored to weave technology practice throughout the other courses in the program.



### What is already being taught?

In the one-semester iteration of the course, students built an LMS course page, developed online communication strategies and conducted classroom activities incorporating interactive digital tools while considering concepts such as online safety, accessibility and copyright.

### New this year

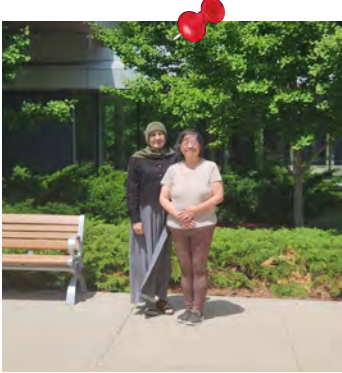
Now, in addition to these concepts, students will focus on a greater breadth of digital tools, investigate the complexities of AI in connection to assessment and lesson design, develop class materials that are AODA compliant and facilitate virtual classroom activities, ensuring career readiness and confidence.

Thanks to John Stilla, Michelle Jordan, Frances Sparano and Irene Kosmas for their ongoing support of the course development. Janet and Patricia are also grateful to their TESL colleagues for all of their input and insight throughout the development process and across the coming year.

## COURSES HIGHLIGHT

# BRINGING MATH TO LIFE IN HRAC: NEW COURSES ON THE HORIZON

BY KAUKAB KAMRAN



My colleague Irene and I are excited to share an update with the FLAS community: we are currently developing two new mathematics courses tailored specifically for the Heating, Refrigeration, and Air Conditioning (HRAC) programs. These courses are designed to be application-based, with a strong focus on relevance and engagement, helping students connect mathematical concepts directly to their trade.

We've been fortunate to receive outstanding support from our Associate Dean, Colleen Ball, who has guided us throughout the process—from the initial course design to the development of interactive content, including questions and review materials.

To deepen our understanding of the program's practical context, we requested a visit to the Carrier Drive campus. Ian MacLachlan, Program Coordinator for HRAC, generously gave us a tour of the newly renovated labs. We're also grateful to their Associate Dean, Michael Auchincloss, for facilitating the visit. This experience provided valuable insight into the hands-on work students engage in and helped us identify where math skills—such as measurement, calculation, and graphical interpretation—can directly support their learning.

In the second course, we've included a short presentation component where students demonstrate the skills developed in the first course. They'll be asked to show their foundational understanding and explain how they can apply mathematical concepts to their field of study and real-world scenarios. This activity helps us assess how well the first course resonated with them and offers a window into their learning journey and ability to apply math beyond the classroom.

These new courses will run consecutively and replace the current math offerings, which were originally designed for a broader range of programs, including mechanical engineering. While those courses provided a solid foundation, they didn't always align with the specific needs of HRAC students. The new curriculum is customized to the HRAC context, ensuring students are both supported and challenged in ways that are meaningful to their field.

We're looking forward to seeing how these changes enhance student engagement and confidence. It's a privilege to contribute to a more focused and relevant learning experience for HRAC students.

# EMPOWERING CLASSROOMS, INSPIRING FUTURES – BEASTRO

BY MICHAEL PASKARU



I started BeAstro Inc. which is a give back to the community project organization operating in the Greater Toronto Area. We expand access to meaningful learning experiences by equipping post-secondary students to support elementary school teachers who are often stretched beyond capacity. By bridging the gap between college students and overburdened classrooms, BeAstro enhances the educational environment for both teachers and students alike. Our volunteer “Agents” assist with in-class engagement, foster positive student interactions, and model respectful learning behavior — all while gaining invaluable hands-on experience that complements their academic and career goals. Together, we’re building a stronger, more resilient educational ecosystem —one classroom at a time.

We support classroom literacy, cultural expression, safe artificial intelligence use, and much more. We also provide support to students and small-group interactions, thus mitigating social isolation among students who may face academic, social, or language barriers. In doing so, we strengthen teachers’ ability to build meaningful relationships across diverse and busy classrooms, creating ripple effects of connection and belonging.

We create a strong sense of belonging for our volunteers within the community while helping them build a meaningful foundation for their future careers. By connecting them with real in-classroom experience, we provide our Agents with a competitive edge when applying to teachers’ college or related graduate programs such as family therapy, social work, child and youth care, educational psychology, speech-language pathology, school counseling, and other fields that prioritize direct engagement with diverse student populations. Through their time with BeAstro, volunteers not only gain relevant skills and references, but also become part of a network committed to uplifting education from the ground up.



## PUBLICATIONS

### Negation in English and other languages

Otto Jespersen

Edited by

Brett Reynolds

Peter Evans

With an introduction by

Olli O. Silvennoinen

### **Brett Reynolds**

#### Negation in English and other languages

This new critical edition of Jespersen's landmark book provides a wide ranging analysis of the forms, functions, and historical development of negation. With an impressive array of historical examples from many languages, it traces the evolution of negative markers, analyzes how negative prefixes modify word meanings, and reveals coherent cross linguistic patterns.

### Diverging the Popular, Gender and Trauma AKA THE JESSICA JONES ANTHOLOGY

EDITED BY  
Mary Grace Lao, Pree Rehal, and Jessica Bay

### **Mary Grace Lao**

#### Diverging the Popular, Gender and Trauma AKA the Jessica Jones Anthology

Diverging the Popular, Gender and Trauma AKA The Jessica Jones Anthology is a collection of accessible written yet critical discussions of the Netflix adaptation of the Marvel Jessica Jones character addressing comics history, the hero narrative, trauma, and gendered roles and spaces.

Eli E. Goldwyn  
Sandy Ganzell  
Aaron Wootton  
Editors

### Mathematics Research for the Beginning Student, Volume 2

Accessible Projects for Students After Calculus

### **Kehinde O. Ladipo**

#### "Numerical Simulation of Arterial Blood Flow" in Mathematics Research for the Beginning Student, Volume 2

"Numerical Simulation of Arterial Blood Flow", characterized seemingly complex blood flow in humans using differential equations. The arterial blood flow is translated into impactful visualization through simplified numerical programming.

## FLAS NEWSLETTER TEAM

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*Thank you to all contributors and interviewees for participating in the creation of our summer issue*



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**HUMBER**  
POLYTECHNIC