

FLAS CONNECT



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Message from the Senior Dean

John Stilla, EdD

Building connection and community is core to the Faculty of Liberal Arts & Sciences (FLAS), both within its curricula and its approach to working alongside one another and our partners as we support our incredible learners. In this issue of FLAS Connect, we highlight a community response to the issue of food insecurity, the impact of community volunteers, and the value of building connections through international learning opportunities. We also showcase how FLAS is creating more spaces of connection and belonging through community learning, our FLAS EDIB working groups, and our new exploratory pathways programs that provide an entry point into postsecondary education for learners who have historically encountered barriers to accessing institutions of higher learning.

I continue to be humbled by the heart-centered work that happens within this Faculty every single day, and I'm incredibly grateful to be a part of it.



TO WHAT EXTENT HAVE NETFLIX AND OTHER STREAMING SERVICES CHANGED THE FILM AND TELEVISION INDUSTRY?

WRITTEN BY JACK ANTAYA AND SHARED BY LISA PFAU

Below is an excerpt from Jack Antaya's essay (WRIT 100)

Since 2007, the film and television landscape has shifted so dramatically that it is nearly unrecognizable compared to the industry even 20 years ago. In 2007 the DVD mailing service known as Netflix began to deliver their content in a way that was not possible or even imaginable when they were founded in 1997: online. Since then, many more companies have tried their hand at the video streaming delivery model to varying degrees of success. From the more popular platforms such as Amazon Prime, MAX, or Disney Plus, to their less popular contemporaries such as Tubi, Indieflix, or Mubi.



These platforms have all but replaced more traditional methods of viewing film and television such as cable or movie theatres. In this essay, I will demonstrate the changes Netflix and its contemporaries have made to the popular delivery models of television, the access and ownership general audiences have to their media, the existing payment structures in place for writers and actors and how these changes have given companies unprecedented power to abuse.

Since the popularization of Netflix and other streaming services, cable networks have fallen in popularity. "In 2015, US cable subscriptions declined by 1.13 million, while 2014 saw a loss of only 283,000 subscribers" (Tefertiller, 2018, p. 321). 2015 was the beginning of the end for cable networks where many people were "cutting the cord" so to speak. The last time a shift like this occurred was in 1976 with the advent of cable. But as cable grew in popularity it also grew in price and it became more and more difficult to cancel a cable package. In fact, experts suggest that a contributing factor to the loss of subscribers was the high cost as well as how many options there were for streaming services (Tefertiller, 2018). Audiences value affordability and freedom. Therefore, when a cheaper alternative to cable that allowed total control over what they could watch presented itself, many people decided to cut the cord and switch to streaming services for their primary point of access to media.

References

Tefertiller, A. (2018). Media Substitution in Cable Cord-Cutting: The Adoption of Web-Streaming Television. *Journal of Broadcasting & Electronic Media*, 62(3), 390-407.
<https://doi.org.ezproxy.humber.ca/10.1080/08838151.2018.1451868>

FLAS EDIB COMMITTEE INITIATIVE: PART- TIME TEACHING INFORMATION SESSIONS

BY FLAS EDIB COMMITTEE

In June of 2024, the FLAS EDIB Committee planned and hosted several Part-Time Teaching Information Sessions aimed at bringing together prospective part-time professors keen to explore teaching opportunities at Humber Polytechnic. The carefully crafted event sought to highlight Humber's core values, in particular, its commitment to equity, diversity, inclusion, and belonging.

The outreach proved highly effective. Members of the FLAS EDIB team connected with a number of graduate departments, university career centres, and community organizations that serve new Canadians and other equity-deserving groups from across the GTA. Care was taken to highlight the disciplinary expertise that is and will be needed by FLAS. Individuals who were curious about, or had an interest in, teaching at the college were encouraged to join us for one of four information sessions. The response was encouraging: 299 folks expressed interest; of those who participated, 57% attended one of two online sessions, and 43% attended one of two in-person sessions.



Photo: Associate Dean Chris Irwin speaking at the Humber Lakeshore Part-Time Teaching Information Session

Each session generated a dynamic space for faculty, administrators, and candidates to connect. Whether in person or online, each session was a success in its own way. Those who came in person appeared to really enjoy the face-to-face time with faculty and administrators, while those who attended the online sessions appreciated the accessibility of that format.



Photos: In person attendees of the Humber Lakeshore Information Session

Regardless of delivery, engagement stood out as a highlight. The sessions painted a vivid picture of what it's like to teach at Humber: the qualifications needed, the application process, the college classroom, and the supportive, inclusive culture that defines FLAS. Participants appreciated the transparent overview of the hiring process and teaching expectations; they reported feeling well-informed and encouraged to explore possibilities beyond the information sessions. An informal post-event survey revealed that 89% of attendees found the sessions exceptionally valuable, while 62% reported forming substantial connections with faculty and administrators. Many felt that the event fostered authentic dialogue and a genuine sense of possibilities.

FLAS COMMUNITY SPOTLIGHT

The information sessions buzzed with curiosity, as candidates asked about students, workloads, contracts, and growth, sparking conversations that felt alive and full of possibility. Post-session conversations indicated that people left feeling inspired, with a clear sense of how to join the team. As such, 62 candidates submitted expressions of interest, several of whom subsequently joined FLAS as Part-Time faculty.

Humber's emphasis on inclusivity and faculty support was evident throughout, as new hires later shared with the FLAS EDIB team that what they experienced at the event felt like a true taste of what was to come. Attendees rated the session an impressive 4.76 out of 5, and, notably, 12 candidates transitioned into Part-Time teaching roles—a clear measure of the impact.



Photo: Attendees of the session at Humber North engaging in discussions



Photo: Professor Sara Hassan presenting at the Humber North Part-Time Teaching Information Session

Diversity was not just the *raison d'être*, but also the result, of the initiative's success. New hires included individuals from historically underrepresented groups, affirming Humber's commitment to equity, diversity, inclusion and belonging. The outcomes spoke volumes: an expanded and more diverse candidate pool, increased hires from underrepresented backgrounds, and a streamlined, ahead-of-time recruiting process (thereby minimizing the need for last-minute ad hoc hiring).

Ultimately, the FLAS EDIB-led Part-Time Teaching Information initiative wasn't just about filling new teaching positions. It was about growing our community, welcoming new faces, and strengthening bonds between prospective instructors and the institution. There's room to make it even better, but this event already shines as a compelling model of effective recruitment. It is proof that with care and purpose, recruitment can do more than hire—it can inspire, include, and set the stage for a thriving, diverse teaching community at Humber.



Photo: Program Coordinator Matthew Harris speaking at the Humber North Part-Time Teaching Information Session

The FLAS EDIB Committee is (painfully) aware that the current enrolment crisis emerged on the heels of the Part-Time Teaching Information Sessions. Needless to say, minus these unfortunate circumstances, this EDIB initiative would likely have resulted in the addition of even more new hires. As we navigate through these turbulent times, the FLAS EDIB Committee hopes that the lessons learned here are not forgotten when we do find ourselves in calmer waters.

CELEBRATING STUDENT APPRECIATION MONTH (SAM): A FEAST OF GRATITUDE, CONNECTION, AND COMMUNITY

BY MARIA LUCIA DI PLACITO

For the second consecutive year, the Faculty of Liberal Arts and Sciences (FLAS) was delighted to host Student Appreciation Month (SAM)—a dedicated time to recognize, support, and celebrate our students. This year's events were met with tremendous enthusiasm, reinforcing the sense of community that defines FLAS.

Food, Fun, and Fast-Disappearing Waffles

Our Free Food Days at the North Campus drew an impressive turnout! A particular crowd favorite was the breakfast waffles served with jam and hazelnut spread—gone faster than a deadline extension request. Of course, we ensured a variety of options to accommodate all dietary preferences, including delicious banana bread, ramen, and fruit cups.

And what pairs best with free food? Free prizes, naturally! During our Free Food Day events, lucky winners walked away with \$25 Pizza Nova gift cards! Meanwhile, at the Lakeshore Campus, generous professors took student support to the next level by providing Free Food Bags, and we extend our heartfelt appreciation for their efforts.



Photo: Candace Iron, FLAS Program Coordinator and member of the SAM Committee, presenting at the Munch 'n Chat event

Munch 'n Chat: Food for Thought (and Stomachs)

New to SAM this year was the Munch 'n Chat Community Gathering, an event designed to nourish both body and mind. Held on Friday, March 21 at the North Campus, this gathering provided students with a welcoming space to engage with faculty, staff, and peers while also learning about food security resources by Chef Jagger Gordon, owner/operator of Toronto's Feed It Forward. Best of all, attendees not only enjoyed a free meal, courtesy of SAM and Gordon's kitchen, but also had the chance to win fantastic food gift cards. A heartfelt thank you to Alex Shvarts for facilitating SAM's connection with Chef Jagger Gordon and for his invaluable support at the event

SAM Winter 2025: A Resounding Success!

This year's SAM celebrations left a lasting impact on our FLAS community, and we extend our deepest gratitude to all faculty members who helped spread the word. A special shoutout goes to Professor Aileen Herman, Anthony Riga, Christeen Dyer, and Senior Dean John Stilla for their unwavering support.

Until next time,
The SAM Committee



STUDENTS AND COMMUNITY

HOME, CONNECTION, AND VULNERABILITY: HUMBER STUDENTS EXPLORE SOCIAL EQUITY AND SUSTAINABILITY IN AARHUS, DENMARK

BY ELINOR BRAY-COLLINS

Over reading week this March, 25 of Humber's Systems Thinking Degree students traveled to Aarhus, Denmark, for a faculty-led trip in collaboration with VIA University College. The trip built on a Collaborative Online International Learning (COIL) exchange between Humber's Thinking in Systems course and VIA's Design for Change course in fall 2024. It focused on three learning objectives tied to the UN SDGs—social welfare, equity, and urban sustainability.

Experiential learning was central to the itinerary, including insights from experts on Danish culture and “why it is so hard to settle in Heaven”, city tours led by previously unhoused people, walks through coastal forests with herds of deer, and time spent with VIA students. A capstone reflection session helped students process their experiences.

Igor, an international student, described the experience: “Going to Denmark was like leaving Plato's cave. The contrast in how Denmark navigates social issues and the deep level of trust in society was striking. Seeing babies sleeping unattended outside shops tells me people truly feel safe—and when you feel safe, you can focus on more than just daily survival.”

Lucy highlighted hands-on learning: “I can't put into words how much this trip meant to me—both academically and personally. From exploring urban hubs to witnessing sustainability in action, every experience was a lesson.”



Photo: Humber's Systems Thinking Degree students in Aarhus, Denmark

For Michelle, the trip was full of firsts: “It was my first time flying, my first time overseas, and the longest I've been away from home. It was exciting to see how another country operates.”

As the trip progressed, three themes emerged: Home, Connection, and Vulnerability. How do these experiences shape both human and non-human beings across societies? What can they teach us about interdependence and belonging? Students on the trip reflected deeply on how societies function—and how we can contribute to, and reimagine our own. These themes will shape the planning for a second iteration of this trip in 2026 as we continue encouraging students to step beyond their comfort zones and engage with the world in meaningful ways.



Humber students enjoying
their time in Denmark!



VOLUNTEERISM IN THE ACADEMIC UPGRADING PROGRAM – STELLA HU'S EXPERIENCE

BY TUMPE TROTTER

In the Academic Upgrading program, there is a group of students who consistently volunteer when called upon to support activities. Their participation is vital to the success of events and their value cannot be overlooked.

One of these student volunteers is Stella Hu. Stella is a committed and diligent Academic Upgrading student, interested in pursuing the Traditional Chinese Medicine program at Humber. For Stella, her success at Humber is more than just academic. She considers volunteering an important and enriching part of a student's experience, explaining that for her, it gives her a sense of belonging. As such, she has consistently volunteered for graduation and orientation events as well as other activities. She describes volunteering as an opportunity to learn and build soft skills. For example, while she engages in campus tours, Stella has not only become very familiar with the campus, but she has increased her self-confidence, having to engage with inquiring students, and has acquired leadership and teamwork skills. Stella admits that initially she felt a sense of nervousness, questioning her abilities to communicate effectively. But, with some determination and the right mindset, she was able to overcome her fears.

Furthermore, Stella shared that volunteering offered her the chance to demonstrate the learning she received from one of her ACE courses – Skills for Success.



Photo: Portrait of Stella Hu, one of the Academic Upgrading Program volunteers

Stella believes that volunteering offers many advantages to students, enabling them to integrate more seamlessly in the post-secondary environment and a chance to make friends and great connections. According to Stella, many of her peers are looking for volunteering opportunities, an indication that this act of self-service is still alive and well. It has definitely been a win for the Academic Upgrading program to have students like Stella in the program.

SUCCESSFUL HOLIDAY FOOD DRIVE SUPPORTS GRAB 'N GO FOOD BANK

BY CANDACE IRON

From November 20 to December 17, generosity and community spirit were in full force as FLAS in partnership with the Humber Library, Faculty Union, Staff Union, and Career & Advising Services, launched the first Holiday Food Drive in support of the FLAS Grab 'n Go Food Banks at the North and Lakeshore Campuses.

With the goal of ensuring that no member of the Humber community goes without food support during the winter months, the food drive garnered overwhelming participation from students, staff, faculty, and administration, helping to stock the shelves of the food carts throughout the winter term.

Overall, the Holiday Food Drive exceeded expectations, raising an incredible amount of support for the Grab 'n Go Food Banks.

Overseen by Candace Iron at the North Campus, and Sarah Armenia, Sarah Henderson, and the Library at the Lakeshore Campus, the Grab 'n Go Food Banks provide essential supports to individuals in the Humber community facing food insecurity and have grown to become a lifeline for many students, in particular. With rising costs of living, the demand for services like these is greater than ever, making this year's food drive more important than ever.

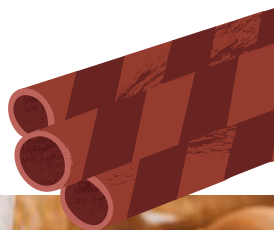
The drive encouraged donations of non-perishable foods, canned goods, and other essential pantry items. Nearly all areas of Humber participated - student and faculty organizations, unions, faculties, and departments collected food items at their holiday parties and meetings, while individual members of the Humber community filled donation bins, which were placed in key campus locations.

The college community came together in a big way; upwards of 2055 food items were donated during the food drive!!!

The success of this year's Holiday Food Drive is a testament to the power of collaboration and the willingness of the college community to support one another.

Thank you to everyone who contributed and made the Holiday Food Drive such a success—your generosity has made a lasting impact in our community.

Please visit our wall of gratitude:





MATH KANGAROO

BY MONA BAYANI-KEYVANI

The Canadian Math Kangaroo Contest (CMKC) is a volunteer-run, not-for-profit organization which aims to spread the joy of mathematics. The CMKC Corporation is administered by mathematicians and teachers of mathematics who cooperate with other professionals to provide an atmosphere and conditions suitable for motivating students to learn.

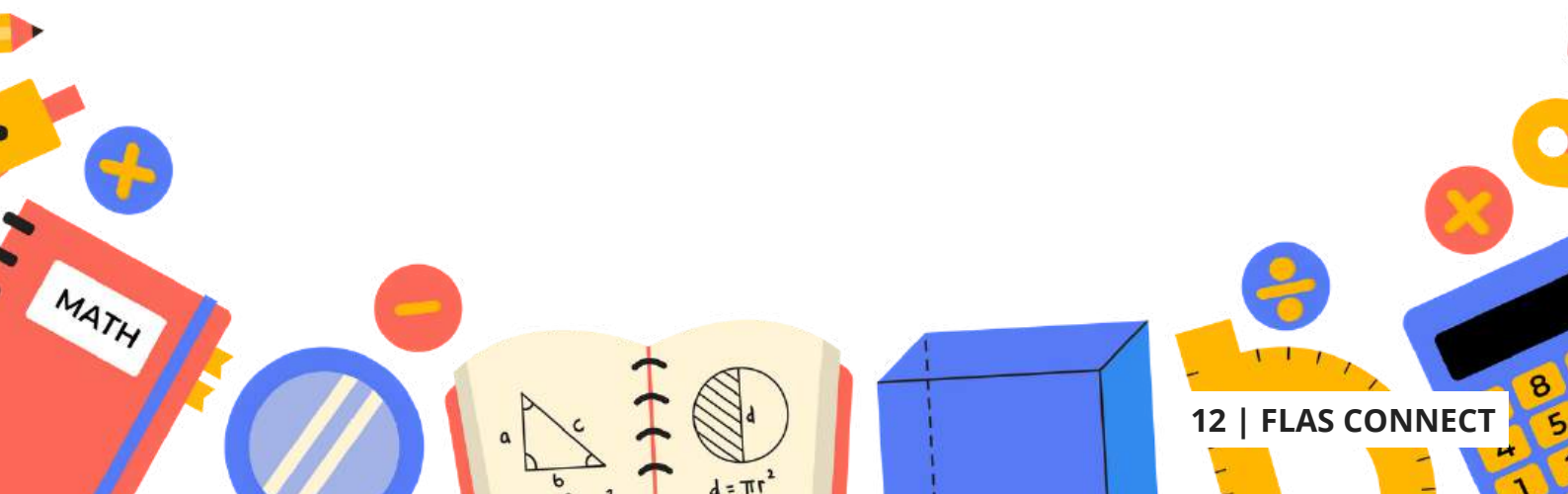
The contest game "Math Kangaroo" originated in France in 1991 and quickly became very popular among students in many European countries. Several years later, the association Kangourou sans Frontières was founded, and it now organizes the event. In the past several years, the geography of the participating countries has been extended outside Europe, to USA, Paraguay, Mexico, Canada, etc. Currently there are 51 locations across Canada, and it continues to grow.

The purpose of CMKC is to spread the joy of mathematics among youth in an inclusive environment and to also inspire them to apply these skills in their life choices. At the same time, CMKC provides a good challenge for mathematically promising students who might be under-served in the current public education system.

Humber joined the CMKC in collaboration with the University of Toronto in 2015 to host 40 students at our Lakeshore campus. In 2019, Humber acted as an independent centre and grew our participation to about 80 students. As of now, we are at our max capacity of 150 contestants.

Over the past few years, our goal at Humber has been to create a safe and comfortable environment for kids and their families in our Etobicoke community to have fun with math. It is so inspiring to see our young mathematicians grow and to be able to meet new brilliant, vibrant faces every year. It is noteworthy to say that we have noticed a great increase in the number of young female mathematicians over the past few years.

It is an absolute joy to see the kids and their parents come to Humber every year in March and make the contest day one happy family day. This year's contest was on Sunday, March 23. It is important to say that none of this would be possible without the help of Math Centre tutors and our volunteer math faculty. We are always looking forward to welcoming more volunteers to our team; don't worry no math skills are required 😊



CHEW ON THIS

BY ZORIANNA ZURBA AND
NATHAN RADKE

We are excited to announce Chew on This, a new lunch and learn series, which shines the spotlight on faculty voices from within FLAS.

Chew on This brings together faculty, staff, and students outside of the class with pizza and coffee to fuel discussion and community. Faculty are given 40 mins to present digestible versions of their research interests. After the presentation, there is time for discussion and conversation.

In the fall semester Chew on This will rotate between the North and Lakeshore Campuses. The inaugural Chew on This featured Nathan Radke and Lee Kuhnle discussing conspiracy theory and chemtrails. In March, Armando Alfaro looked back at a year of queer pop culture. In April, Marcus Singleton brought us together to discuss hip hop pedagogy, and hip hop as resistance and a space for self-definition.

If you have some food for thought to contribute at an upcoming Chew on This, please reach out to:

nathan.radke@humber.ca

zorianna.zurba@humber.ca



Photo: Professors Nathan Radke and Lee Kuhnle discussing conspiracy theories at the first Chew on This.

FLAS CPL LAUNCHES NEW LANGUAGE PROGRAMS

BY NIMMY JOHNSON

We are excited to announce the launch of our new French and Spanish Certificate Programs. These online certificates are designed for learners to build a solid foundation in both languages. Whether you want to enhance your travel experience, improve your communication skills, or open doors to new opportunities, these certificates are the perfect starting point. The following language certificate programs are currently offered, in addition to Everyday English and other advanced French language certificates.

1. Foundations of Everyday French
2. Foundations of Everyday Spanish

Certificate Highlights

- A blend of 26 hours of flexible asynchronous learning and 16 hours of live, interactive sessions (2 hours per week).
- Access to Rosetta Stone for additional language practice and support.
- Earn a Certificate of Completion at the end of the program.
- Each course is a recommended prerequisite for the next, and learners are expected to complete them in sequential order for the best learning experience.

FLAS CPL is offering a 20% discount on course fees for all employees! Use the code SAVE20 when registering to receive your discount. For more information, including course dates and registration details, please email cplliberalarts@humber.ca

IELTS OPENING IN CAMBRIAN COLLEGE

BY JC VARGAS

When I joined Humber in August last year, I promised to lead the expansion of Humber Polytechnic IELTS Test Centre's test delivery capacity. With the support of my team and line managers, we achieved this goal. I'm thrilled to announce that Cambrian College is now an IELTS on Computer test venue!

Our computer lab, with 40 workstations, is in a quiet, well-lit wing of the college, equipped with top-notch technology for a seamless IELTS test experience. Although securing the British Council's approval was a bit challenging, never did we slow down on finding ways to make it happen. After completing the setup and documentation, we quickly received approval. After opening the test sessions, within three days, all seats were fully booked!

So last month, I drove to Sudbury and conducted the training for our invigilators in Sudbury. The next was our launch and I am proud to report that our first IOC session went smoothly, earning us 5-star reviews on Google. Test takers praised our excellent invigilators and venue, with some requesting more computer-based tests in Sudbury.



Photo: The Humber IELTS team at Cambrian College



Photo: Humber launches IELTS on Computer at Cambrian College

To meet the demand of weekend test takers, starting the third week of March, we have offered regular Saturday and Sunday IELTS on Computer sessions at Cambrian College, with three time slots per day: AM1, PM1, and PM2. I'm confident we'll excel and become the "best-performing IOC test venue in North America", as per the VCS Deliver Manager of the British Council.

Additionally, we've secured infrared headphones for our IELTS on Paper test-takers, enhancing their listening test experience. Stay tuned for more updates in the next issue of this newsletter!

DID YOU KNOW?

HUMBER GLOBAL SUMMER SCHOOL

BY KIMMY DO

Did you know that Humber's Global Summer School (GSS) enables you to earn academic credit in just three weeks — while meeting students from around the world and building real-world skills?

The Faculty of Liberal Arts & Sciences (FLAS) has always been at the heart of the GSS, offering some of the most dynamic and impactful courses. Check out these exciting options led by FLAS this year:

Social Entrepreneurship: People, Profit and the Planet

This course explores how business thinking can be harnessed to tackle global challenges like poverty, environmental degradation, and human rights abuses. This course emphasizes the role of social responsibility in business, showing how the "three Ps"—people, profit, and the planet—can be balanced to create transformational changes.

Foundation of Sustainability

Discover sustainability through Indigenous Ways of Knowing, Doing, and Being. Go beyond the classroom with field trips, guest speakers, and hands-on activities that explore how Indigenous knowledge shapes real solutions to today's environmental challenges.

New! Upper-Level Degree Breadth Elective:

Thinking in Systems: How to Understand and Tackle Complex Problems

Want to solve the world's toughest challenges? Learn systems thinking to untangle global issues — like climate change, inequality, and pandemics — and design better solutions through team projects and real-world case studies.



Photo: Humber's Global Summer School students



Photo: Graduation Day at the Global Summer School

Program dates: July 14 – August 1, 2025 | 8:30–11:30 a.m. (Mon–Fri)

Registration opens March 24, 2025 |

Deadline: May 9, 2025

Learn more:

humber.ca/global-summer-school

Meet the FLAS TEAM

BY FRANCES SPARANO

In this issue, we interview Sonia Hoy and the EDIB Committee from FLAS as we dive into their world and take immense pride in their roles and accomplishments.

What motivated you to pursue a career at Humber and within the educational sector?

My history with education and Humber is an unusual one. I grew up close to the North campus and still live on the same street. In the early days, family worked at Humber. I have seen it change over 40 years. From the days I spent helping the secretaries in my elementary school office, to my time as a Work Study in Humber's Instructional Support Studio, I always felt a pull towards learning and academics. Although I thought about eventually working in a school, I was inspired to join the legal world and enrolled in the Law Clerk program at Humber. After working for a law firm on Bay Street, I grew tired and uninspired by the fast-paced, highly competitive, and often impersonal feel of Toronto's legal scene. I knew I needed a change and was told by a friend working at Humber about a perfect role for me. To me, it was truly a homecoming!

What motivated you to join FLAS, and how long have you been part of it?

An opportunity came to me in 2008 as English Secretary. I didn't think I would be considered, but to my surprise the lead of the hiring panel and English AD, Joe Aversa, telephoned me the following morning after my interview. I was elated and ready to take a risk. From that point forward, I was "adopted" into the FLAS family and have acted as support for both the English and Liberal Studies Departments, the latter of which is my current role.



Sonia Hoy



**Program Support Officer,
Faculty of Liberal Arts and Sciences**

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

Challenges are everywhere, but it's how you confront them that makes a difference. I tend not to dwell on them but try to move past them and learn from them. My primary responsibility is assisting our students and our faculty, in any way I can. My role isn't front facing all the time, so I'm often helping "behind the scenes" or through email. In addition to all the registration and course support matters I deal with daily, my desk at the North has also become a welcome, safe space for all those that need a rest or a quick chat. For my Liberal Studies family, I am their main point of contact whenever they need anything related to their courses or just need to be pointed in the right direction.

Can you share an accomplishment or project in your role that you take particular pride in?

I am a member of several committees at Humber. For example, I have been a member of the Degree Breadth Approval Committee since 2015. As a result, I was selected and played an important role on the team working on the Postsecondary Education Quality Assessment Board (PEQAB) degree breadth review in Fall 2023. This review happens every 7 years. I did tremendous amounts of work pulling various parts of the review together, from collecting student assessment samples from faculty, to managing our course inventory so we could properly identify outlines to be used in the review, to actively contributing to the design of a new student online interface for degree breadth selection.

**To find out more about PEQAB, please click here: <https://peqab.ca/>*

In what ways do you envision your contributions fostering the overall success and growth of the Faculty?

As we are in a time of renewal, I think Liberal Studies needs me now more than ever. My 17 years here give me a unique perspective, as I've seen many of the "new and latest" initiatives implemented and replaced as time has gone by. That in itself will help us change the way we offer electives and look back at past practices that might work (or can be reworked) for today's needs.

From the support staff end, I'm collaborating with my colleagues, through our new committees, to come up with new and improved ways of onboarding new staff and providing mentorship programs and opportunities for professional development. This will help our support staff excel in their roles and encourage growth within this essential branch of the FLAS family.

We would like to get to know more about the person behind the professional role. Could you share something personal about yourself, perhaps a dream, a goal or something people might not know about you?

I am a Humber College class of 2001 graduate from the Law Clerk Diploma Program (with honours). I also completed the Professional Communication Certificate and Administrative Professional Certificate at Humber.

I am trilingual and can speak, understand, and read English, French and Italian. In addition to being raised in a trilingual family, I spent half of my elementary school years in French Immersion and took the first three levels of Italian at Humber. As most of my family is in Montreal, QC, I spent most of my youth travelling between ON and QC several times a year.

My spouse is a military veteran and former Humber student, and we've been featured on Humber Love (through the Alumni Office). I have been a past and present member of various Canadian Forces Veteran groups, American Legion Auxiliary, and the Warriors Day Parade Council (the parade happens at the CNE in August every year in commemoration of Canada's military and their allies).

I have 2 awesome children (a boy, 11, and a girl, 7) who keep me very busy, but I wouldn't have it any other way.

In August 2013, I received the Support Staff Distinguished Service Award at the Humber College President's Breakfast.

Genealogy and historical research is one of my hobbies. I've helped with research and editing for the following books by Dr. John Steckley:

- [*Sophia B. Jones*](#)
- [*Huron-English/English-Huron Dictionary*](#)

Meet the SUPPORT STAFF EDIB COMMITTEE

BY SIMRAN GOEL AND THE FLAS SUPPORT STAFF EDIB COMMITTEE

At Humber Polytechnic's Faculty of Liberal Arts & Sciences (FLAS), the Support Staff EDIB committee is dedicated to fostering a sense of community and belonging among support staff. The committee consists of members: Christeen Dyer, Simran Goel, Shima Kar, Lauren Abela, Tamia Cox, and John Stilla. Together, we work to address issues and learn about each other's cultures.

We have organized several activities to strengthen relationships and promote inclusivity. One of our first initiatives was a "Greetings/Salutations" event, where we learned greetings in multiple languages, including Hindi, Italian, Hungarian, Polish, Bangladeshi, Spanish, and Caribbean dialects. This event celebrated linguistic diversity and created an open environment.

We also hosted an EDIB Bingo event, allowing staff to engage in conversations about ethnic backgrounds, accessibility apps, and creating inclusive environments for students and meetings. This activity enhanced our understanding of diverse experiences.

Additionally, we launched a Padlet, an online platform where we feature festivals and uniquely special days, including International Women's Day and World Epilepsy Day to increase awareness. Currently, the page for April allows everyone to add or edit days they want to be recognized within FLAS, promoting inclusivity. [Here is the padlet link.](#)

Finally, we held a potluck during the support staff retreat, offering desserts from various cultures, celebrating the culinary diversity within our team.

The Support Staff EDIB committee is committed to creating a supportive, inclusive environment and looks forward to continuing its efforts to promote diversity within the FLAS support staff community.



FLAS Support Staff
enjoying snacks from
around the globe!



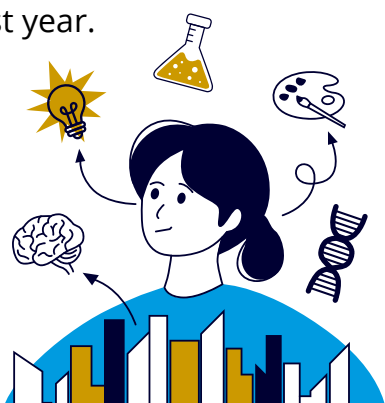
HUMBER POLYTECHNIC INTRODUCES NEW EXPLORATORY PATHWAYS PROGRAMS TO SUPPORT STUDENT SUCCESS AND INCLUSION

BY CHRISTINA MEREDITH

In an effort to bridge gaps in post-secondary access and success, Humber Polytechnic has launched its new Exploratory Pathways Programs. These are specifically designed to open doors for students who completed workplace-level courses in high school, as well as for the growing number of students unsure about which post-secondary program to choose. This initiative seeks to address two major issues: the limited pathways available to students who completed workplace-level courses, and the high number of high school graduates delaying post-secondary education or struggling in their first year due to choosing the wrong program.

The Challenge of Uncertainty After High School Graduation

Over 50% of direct-entry students from high school experience uncertainty when it comes to choosing a post-secondary program. Many of these students either postpone transitioning to college or university the year after graduation or enroll in a program that does not align with their skills, interests, or long-term career goals. Unfortunately, this often leads to a lack of motivation and a higher likelihood of dropping out or switching programs after a difficult first year.



For students who completed workplace-level courses in high school, the barriers to post-secondary education can feel even higher. These courses, often designed for direct workforce entry, leave students with fewer opportunities to access post-secondary education. Humber Polytechnic's Exploratory Pathways Programs tackle both of these challenges by offering a comprehensive, exploratory, and skill-building experience aimed at preparing students for success.

Building a Strong Foundation for Success

At the heart of Humber's Exploratory Pathways is a focus on developing the metacognitive and foundational skills necessary to thrive in post-secondary education. These programs offer structured opportunities for skill-building and students will complete core academic subjects such as English, mathematics, and general electives that will be eligible for transfer credit, ensuring that students have the essential knowledge they need for more advanced post-secondary studies.

The Power of Exploration: Finding the Right Program

For many high school graduates, uncertainty about what program to pursue is a major factor in delaying or struggling with their post-secondary education. Recognizing this, Humber's Exploratory Pathways Programs offer students the chance to explore different academic programs and fields of practice before committing to a specific area of study.

Rather than diving into a single, narrowly defined program right out of high school, students in the Exploratory Pathways can sample a variety of disciplines, including technology, health sciences, creative arts, business, and social services. This exposure helps students identify their interests, strengths, and potential career paths, reducing the risk of choosing a program that does not align with their aspirations.

OUT OF THE BOX

The exploratory nature of the program includes hands-on learning experiences, workshops with industry professionals, and opportunities to meet faculty members from different fields. Students can attend career exploration events, work on real-world projects, and participate in interactive workshops that showcase what each program and industry has to offer. The exploratory pathways programs include:

General Arts and Sciences: College Transfer Certificate (09181). Great for students who have gained the foundational skills in high school workplace-level courses.

General Arts and Sciences: Degree Transfer Certificate (GA111). An excellent choice for students who have the high school courses but want to explore different program and career options and/or develop their academic confidence.

General Arts and Sciences: University Transfer Diploma (09111). An opportunity for student to take the time to explore, build skills and confidence while considering their future pathway options.

General Arts and Sciences: Technology (09071). For students who are interested in pursuing an Engineering degree at Humber but may be missing courses and/or want to boost their GPA.

Pre-Health Sciences Pathways to Diplomas and Degrees (PH111). An excellent option for students who want to explore different careers in health sciences, boost their knowledge and grades and get hands-on experience in our science labs.

Addressing Barriers to Access and Inclusion

Humber's Exploratory Pathways Programs are also a significant step forward in promoting equity and inclusion in post-secondary education. For students who completed workplace-level courses, the traditional barriers to post-secondary access have often been rooted in a lack of academic preparation or limited confidence in their ability to succeed in college. Humber's approach addresses these barriers head-on, offering students academic support, personalized advising, and mentorship to ensure they feel empowered to take the next step in their educational journey.

A Pathway to Success

Humber Polytechnic's Exploratory Pathways Programs represent an important innovation in post-secondary education. By providing workplace-level graduates and uncertain students with the opportunity to build foundational skills, explore a variety of disciplines, and receive comprehensive support, Humber is ensuring that more students have the tools they need to succeed in post-secondary education.



SUSTAINABILITY-THEMED WRIT COURSE LAUNCHING IN THE FALL

BY ELENA DEGREGORIO AND ERIN HARVEY

After several years of independently piloting ways to integrate Humber's mindsets into our courses, we saw the potential for synergy. So, for the past year, we've been working together to build a non-linear, modular, sustainability-themed WRIT course that is going to be piloted in the Fall 2025 semester by Erin and Elena.

By "non-linear," we mean that module arrangement is flexible. Each self-contained module follows a structure based on one of Project Zero's ("visible thinking" research team at Harvard University) K-12 thinking routines called "Parts, Perspectives, Me": for each module, first, students find sources and identify the parts of a community; then, students use a tool to discover the relationships between the parts; and finally, students create a document that communicates their ideas. This iterative process supports student learning, particularly when course delivery is asynchronous.

As the course explores whether communities are sustainable, why they aren't, and how to change them, students' capacity for "big picture" thinking grows. The "elements of sustainable communities" articulate our goals or desired outcomes. Furthermore, these elements inextricably link sustainability and EDIB and inspired topics for the modules such as Water Insecurity in Indigenous Communities, The Impact of Technologies on My Career, Local Urban Sustainability Challenges, My Language and Literacy Journey, Food Insecurity in My Community, and Sustainable Technologies.

Low-stakes, low-tech prewriting activities help students unpack the course's "big picture" questions. We use a range of tools to "make thinking visible" such as the ladder of inference, affinity grouping, and ripple effect map. Then, students document their insights using forms such as a personal water narrative, "What If?..." scenario, interactive e-poster, modified stakeholder analysis with an interview, (multilingual) personal learning philosophy, briefing note, and proposal. Future iterations of the course could include creative options and more opportunities for community engagement.

Thank you to our colleagues for the ideas exchanges that have influenced the course's development.



PROGRAM COORDINATORS RETREAT: TEAM BUILDING THROUGH ART WITH ARTIST, PATRICK HUNTER

BY CANDACE IRON

On February 25, an all-day FLAS Program Coordinators Retreat took place at the Lakeshore Campus.

While the morning was devoted to sharing information, discussing new developments at Humber, and addressing concerns, the afternoon was focused on fostering teamwork and building connections and friendships through creativity and art. The highlight of the retreat was a painting session led by local Indigenous artist, Patrick Hunter, who joined virtually from Northern Ontario, where he is facilitating art classes in small communities. Hunter is a Two-Spirit, Ojibwe painter and graphic designer from Red Lake, Ontario, who strives to create art that makes people happy, believing that art and creative confidence can help us build a better world (patrickhunter.ca).

During the workshop, Hunter guided the coordinator team through the creative process while he shared stories, memories, and explained some of the Indigenous iconography found in his artworks, which are inspired by the Woodland Style of Norval Morrisseau (1932-2007) (patrickhunter.ca).

For example, the eagle, who soars high above the land, was described as a wise and majestic messenger, symbolic of strength, wisdom, bravery, and freedom. Hunter's explanations guided the PCs as they chose one of his designs for the Seven Grandfather Feathers to be the subject of their canvases.

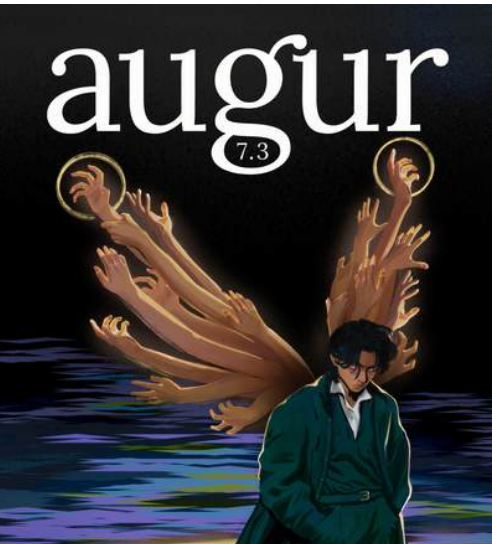


Photo: FLAS Program Coordinators' painting session with Patrick Hunter

In the end, the workshop was a nice way to end the day, with the participants not only learning new artistic techniques, but also gaining a deeper appreciation for the value of creativity in their busy, and oftentimes stressful, professional lives.

As Liberal Studies PC, Aileen Herman, stated, "The workshop led by Patrick Hunter was an excellent opportunity to learn about Indigenous art forms and Two-Spirit identities. It was also a welcome chance for the FLAS PC team to engage in a shared creative, stress-free, mindful experience."

When the retreat came to an end, the finished paintings were collected. They now form a collaborative artwork, which can be found in the FLAS waiting area at the North Campus, where it acts as a symbol of the retreat's overarching themes of unity and collaboration, while reminding us that the connections between colleagues can be strengthened through shared experiences, creativity, and a bit of paint.



David Miller

"Flesh and Blood" in Augur Magazine (Issue 7.3), December 2024

In a future Toronto (now part of the larger Great Lakes City), a young City worker grapples with an AI version of his deceased father that is gaining self awareness, while also beginning to recognize a widening distance with his life partner.



Mostafa Hasrati

The role of literature in resisting social change: A small-scale case study. Theory and practice in adult learning, literacy and social change: International perspectives and case studies. In Robinson-Pant, A. & Kell, C. (Eds.). Bloomsbury Publishing

This book chapter argues that literacy does not necessarily lead to social development. Literacy practices, such as reciting literature, might even impede social change. This chapter draws upon Persian literature to showcase how concepts, like misogyny and racism, are perpetuated through teaching literature, effectively creating a barrier to social development.



Arundati Dandapani

Beyond Reality or Promise: The Pitfalls and Potential of Synthetic Data

This discussion at Stevens Institute of Technology on synthetic data explores its potential and challenges including in healthcare and finance where privacy concerns limit real data use. We debate its capacity to replace human generated insights, emphasizing that synthetic data should complement rather than replace human intelligence, requiring ethical guidelines, governance, and oversight.

FLAS NEWSLETTER TEAM

Mariel Alano

Digital Marketing Assistant

Barbara Cam

Administrative Assistant

Michelle Jordan

Associate Dean, English (Acting)

Frances Sparano

Manager, English Language and Communications Programming

Tumpe Trotter

Manager, Pathways Program

Kate Zhang

Program Coordinator, Math

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



CONTACT INFORMATION

<https://liberalarts.humber.ca/>

✉ flas@humber.ca

North Campus

LRC 5th Floor

205 Humber College Blvd.,
Toronto, ON M9W 5L7

Lakeshore Campus

MED Building - Level 3

3170 Lakeshore Blvd W, 3rd floor
Etobicoke, ON M8V 3X8

J Building

27 Colonel Samuel Smith Park Dr,
Etobicoke, ON M8V 4B6



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