Land Acknowledgement: Honouring the Land

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the “Place of the Black Alders” in the Mississauga language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee, and Wendat peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all. We acknowledge and honour the land we are walking on, the moccasin tracks of our ancestors and the footprints of the future generations to come.
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Welcome Letter

Dear Faculty,

It’s the start of another great year at Humber College. On behalf of the executive and administrative teams, I would like to extend a warm welcome to you all. I am sure that you are all looking forward to an incredibly productive, creative and rewarding experience.

Humber has a long-standing history of providing a high-quality polytechnic model of education. Today, the college offers more than 200 full-time programs and more than 1,400 continuing education career-building and general interest courses, serving more than 33,000 full-time and 23,000 part-time and continuing education students across six faculties and three campuses: North Campus, including Guelph-Humber, Lakeshore Campus and Orangeville. We are a diverse community that is future-focused; dedicated to student success and experiential learning; and to teaching and learning excellence.

Each of our programs is designed to meet the needs and vocational interests of our students. However, our students can only excel when you, the faculty, create a supportive and dynamic learning environment that places student success at the centre of your teaching practice. You play a pivotal role in creating a rich academic experience for students through your commitment to using the latest technology and teaching methodologies in state-of-the-art labs and classrooms that simulate a real-world working environment.

This handbook is designed to help you become familiar with the facilities and resources available to support you as a faculty member at Humber as well as some of our key policies and procedures that we feel will help contribute to and enrich your experience teaching at Humber. My hope is that the information contained within these pages will answer many of your questions, but please feel free to ask for additional assistance when needed, from any of the individuals listed in this handbook. Our doors are always open and we encourage you to share your successes with us.

I wish you all the best as you begin your teaching career at Humber and thank you for your dedication to our students and their academic success.

Chris Whitaker
President and CEO
Humber College Institute of Technology and Advanced Learning
About Humber

Humber, a member of Polytechnics Canada, is committed to student success through excellence in teaching and learning and experiential learning opportunities for students. Humber’s broad range of career-focused credentials include bachelor degrees, diplomas, certificates and Ontario graduate certificates. With more than 200 full-time programs and 1,400 continuing education career-building and general interest courses to choose from, Humber students have access to many opportunities for continuous learning.

Vision

Transforming postsecondary education through global polytechnic leadership.

Mission

Humber develops global citizens with the knowledge and skills to lead and innovate.
Values

Courage
We are bold in charting a new course in high quality education.

Innovation
We drive innovation and creative enterprise.

Equity
We cultivate an environment where all individuals can achieve their full potential.

Health & Well-being
We nurture the health and well-being of our communities.

Sustainability
We preserve our collective future.

2019-2020 Senior Executive Team

President & CEO
Chris Whitaker

Senior Vice-President, Academic
Laurie Rancourt

Senior Vice-President, Transformation and Strategic Partnerships
Rani Dhaliwal

Vice-President, Administration and CFO
Sanjay Puri

Vice-President, Advancement and External Affairs
Alister Mathieson

Vice-President, Human Resources
Lori Diduch

Vice-President, Student and Community Engagement
Jason Hunter

Chief Information Officer
Scott Briggs
Message from the Senior Vice-President, Academic and the Vice-President, Students and Institutional Planning

The strength of our academic faculty, librarians and counsellors is essential to student success. Together, the Academic division and Students and Institutional Planning division are committed to supporting the success of a diverse community of Humber learners, both inside and outside the classroom.

Our Academic Plan is focused on teaching and learning within a polytechnic, postsecondary environment, and outlines a series of goals and strategies that will guide our academic initiatives. Humber remains committed to and focused on our mandate to provide teaching and learning excellence. Our Academic Plan includes the essential integration of academic and non-academic programming. We are committed to providing access to high quality academic programming, and to supporting the social and emotional well-being of our students. We will continue our collective efforts to support an unforgettable student experience both inside and outside the classroom that serves to enrich and inform.

At Humber College, we are proud to support students on their personal and academic journeys, and appreciate your daily commitment to student success.

Laurie Rancourt
Senior Vice-President, Academic
Humber College Institute of Technology and Advanced Learning

Jason Hunter
Vice-President, Students and Institutional Planning
Humber College Institute of Technology and Advanced Learning

Laurie Rancourt

Jason Hunter
About the Office of the Senior Vice-President, Academic

The Office of the Vice-President, Academic provides academic direction and leadership to Humber’s Academic division, specifically, developing, affirming, articulating and sustaining the Academic Plan and framework at Humber. This includes such elements as the program mix, entrance and access standards, graduation requirements and professor qualifications. Within the Office of the Vice-President, Academic you will find Humber’s six Academic Faculties: Faculty of Applied Sciences & Technology, Faculty of Business, Faculty of Social & Community Services, Faculty of Media & Creative Arts, Faculty of Liberal Arts & Sciences and Innovative Learning, and Faculty of Health Sciences & Wellness. The Office of the Vice-President, Academic works collaboratively with the six Faculties, as well as Applied Research & Innovation, Program Planning, Development & Renewal, and International to:

- Ensure the quality of the college’s academic program by developing, implementing and monitoring sound academic policies and procedures
- Provide leadership to the academic development of the college through the planning, developing and implementation of new academic programs and the ongoing improvement of existing programs by ensuring that the college engages in an effective program review process
- Promote and create appropriate linkages with community, business, government and academic institutions through the development of learning partnerships, projects, joint programs, strategic partnerships, articulation agreements and program/service advisory committees
- Take the academic lead to ensure programming and curriculum links to Applied Research are current and relevant learning opportunities for students, faculty and industry partners
- Share in the management of resources and fiscal viability, and participate in a wide range of operational decision-making affecting the current and future effectiveness of the college
- Plan for Human, Financial and Physical Resources for the Academic Division
Humber’s Academic Principles

- We will ensure that learning comes first
- We will uphold integrity in all endeavors
- We will foster the maturation of our polytechnic identity
- We will recognize the importance of place and space
- We will provide a teaching and learning environment that respects and is enriched by our diverse local, national and international community
- We will fulfill our role as a leader in the provincial and national postsecondary education sector

2019-2020 Members of the Office of the Senior Vice-President, Academic

Laurie Rancourt, Senior Vice-President, Academic
Gina Antonacci, Associate Vice-President, Academic
Cynthia Lessard, Executive Assistant
Shovani Samalia, Administrative Assistant
Academic Faculties

Faculty of Applied Sciences & Technology

Faculty of Business

Faculty of Social & Community Services

Faculty of Media & Creative Arts

Faculty of Liberal Arts & Sciences and Innovative Learning

Faculty of Health Sciences & Wellness

Applied Research & Innovation
Program Planning, Development & Renewal
International

See next page for description of Faculties...
Academic Faculties

Faculty of Applied Sciences & Technology
- Design
- Computer Programming
- Software Development
- Engineering Technology
- Skilled Trades

Faculty of Business
- Accounting
- Finance
- Business Management
- Marketing
- Culinary
- Hospitality and Tourism
- Sport

Faculty of Social & Community Services
- Criminal Justice
- Fire Services
- Developmental Services
- Addictions and Mental Heath
- Child and Youth Care

Faculty of Media & Creative Arts
- Art, Animation and Design
- Media and Communications
- Music
- Acting and Theatre Performance
- Comedy
- Writing

Faculty of Liberal Arts & Sciences and Innovative Learning
- Academic Upgrading
- General Arts and Sciences
- English Language Centre
- IELTS
- Innovative Learning hub: Digital Learning, Flexible Learning, Professional and Continuing Education, Teaching and Learning

Faculty of Health Sciences & Wellness
- Nursing
- Funeral Services
- Massage Therapy
- Fitness and Health Promotion
- Nutrition
- Allied Health
- Clinical Research
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Semester Start Checklist

The following is not an exhaustive list of tasks to be performed, but is meant to assist you in preparing for the upcoming semester.

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<th>Pre-teaching Checklist</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have my teaching class schedule? (Banner – MyHumber)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have my class list(s)? (Banner – MyHumber)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have my course outline(s)? (Associate Dean)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have the appropriate resources for my course(s)? (text, articles, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>Do I have any necessary keys?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have my ID/Lenel Card?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I set the dates for the assignments/tests in my course(s)?</td>
<td></td>
<td></td>
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<tr>
<td>Have I verified the presence of my Blackboard courses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I uploaded my course outline(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I uploaded my tentative weekly schedule/critical path?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I visited my classroom(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I know the layout of each classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I know how to operate the podium and its components?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>PODIUM CODE: 1967</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the podium, screens, lights, etc., work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I need flipcharts, markers, chalk, etc.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have enough chairs for my students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I know where the nearest washrooms are to my classroom(s)?</td>
<td></td>
<td></td>
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<tr>
<td>Do I know where the nearest emergency exits are?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I set up my voicemail and email accounts?</td>
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<tr>
<td>Have I checked my mailbox for any room changes and updates?</td>
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<tr>
<td>Have I booked media materials?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I prepared my first lesson? Do I have a formal lesson plan?*</td>
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<td></td>
</tr>
<tr>
<td>Have I planned a break for this class?</td>
<td></td>
<td></td>
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<tr>
<td>Do I need to collect any additional resources?</td>
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<td></td>
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<td>Do I know where the nearest emergency campus phone is?</td>
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<tr>
<td>Do I have my login credentials?</td>
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*To access information on forming lesson plans and first day strategies, visit:  
[ humber.ca/centreforteachingandlearning ]
Blackboard

Blackboard Courses
Blackboard is the Learning Management System of choice at Humber. Faculty are expected to use this software to share course information and to communicate with students on course-specific matters. Student assignments can be submitted, marked and returned electronically via Blackboard. For a full demonstration of how Blackboard can effectively support and improve the classroom experience, refer to The Gold Master Blackboard Course. To access the Blackboard Gold Master site please contact Mark Ihnat Mark.Ihnat@humber.ca

Blackboard courses are automatically created, and only faculty assigned as the responsible teacher to a section will be provided access to the course.

- **Activate your Blackboard Account**
  You use the same account credentials to access Blackboard as you do when logging in to a computer at the college. This account must be activated and the password changed before you can use Blackboard.

- **Log in to Blackboard**
  Go to the website learn.humber.ca Enter your username and password and click “LOG IN”. Once you have successfully logged in, you may access the courses you are teaching by clicking on the link which appears in “My Courses.” From that point on, you can build your course by uploading the latest Humber Template.

- **Blackboard eForms**
  For Blackboard-related requests (adding an instructor, merging/crosslisting courses) refer to the Information Technology Services website its.humber.ca → Support Centre → eForms
  **Note:** You must log-in to access the eForms. Logging in also authenticates you for other Humber services.

  For help files and Blackboard resources, please view the Blackboard 9.1 help website humber.ca/bb91help or click the appropriate help link found directly in your course.

  For additional weekend support, faculty can call the Open Learning Centre (OLC). The OLC also supports students with their Blackboard concerns seven days of the week.

  **Instructional Support Studio**
  
  **North Campus, D225J**
  **Phone:** 416.675.6622 Ext. 4744
  **Email:** waterloo.studentnorth@humber.ca

  **Lakeshore Campus, D112 (Cottage D)**
  **Phone:** 416.675.6622 Ext. 3288
  **Email:** waterloo.studentlakeshore@humber.ca

  **Open Learning Centre**
  - Call the Open Learning Centre (OLC) at 416.675.5049 or 1.877.215.6117
  - Chat with an OLC Representative through the OLC website at humberonline.ca
  Chat support and web-resources (eBrochures, video tutorials, etc.) available through the eLearning website humber.ca/centreforteachingandlearning
Class Lists

Your class lists are available online through MyHumber humber.ca/myhumber

Students can register for classes when registration opens until the 5th day of the semester. They can drop courses for refund within the first 10 days of the semester. After the tenth day of classes, you should verify your class list. If you have students attending your class who are not officially registered, please refer them to the Program Coordinator who can submit a SAF to have them registered if warranted.

You may obtain class rosters with pictures through MyHumber.

Best Practice: Students are more engaged in their learning if their teacher knows their names. Tip: Keep your photo roster with you, play name games as an icebreaker, and use tent cards.

Course Outlines

Curriculum design is of the utmost importance at Humber and we regularly review our course outlines to ensure that they not only reflect Ministry of Advanced Education and Skills Development standards but also the evolving needs of our industry partners. Once outlines have been revised by faculty and approved by the relevant Associate Dean or Director, they can be obtained from the “I” drive. To access the “I” drive, complete the following sequence of steps from any Humber computer:

For Windows

- Click on Windows button.
- Click on Computer.
- From Computer double click on “shares (\humber.org)(I:)”.
- Select Departmental.
- Select Your Department/School (i.e.: Business).
- Select 2019 – 2020 Course Outlines.
- Select the appropriate folder.

For Macs

- Choose Go, Connect to Server from the Finder or press Command+K on your keyboard.
- In the Address box, enter “smb://humber.org/shares/Departmental/”, click the ‘Connect’ button.
- From your desktop, double click on “Departmental” folder Select Your Department/School (i.e.: Business).
- Select 2019 – 2020 Course Outlines.
- Select the appropriate folder.

Humber values sustainability. In our effort to help reduce waste we do not normally print course outlines. As a result, you will need to upload your outline and weekly schedule (Critical Path) to your course Blackboard sites prior to the start of the semester.

For additional help in uploading course outlines to Blackboard sites please visit humber.ca/bb91help/instructor.php
eBooks

The Library has over 3.8 million eBooks available for students and faculty. You are able to browse our collection at library.humber.ca If you would like to include an eBook in your course site, please email copyright@humber.ca with your request. If you have questions about our eBook collection, please contact your librarian library.humber.ca/liaison-librarians

Want to create your own eBook or eResource? Contact the Teaching & Learning Support team at CTLWorkshops@humber.ca or Ext. 5040.

Email

Your email and voicemail accounts will be set up for you by the school’s Business Office Manager, prior to the start of the semester. You will be provided with this access information at the start of the semester.

Every employee of Humber receives a personal email address. Microsoft Outlook is the email platform in use at the College that you can access at any time by visiting mymail.humber.ca

You will find a guide sheet to using the email options in this manual under Appendix.

Please remember that when communicating with your students about academic matters, you are required to use your Humber email account or your Blackboard site. Do not use a personal email address when communicating with students.

humber.ca/policies

Faculty can communicate with students in Blackboard using the Course Message tool.

Best Practice: Students report that they prefer faculty using just Blackboard as the method for classroom electronic communication.

Faculty Mailboxes

Faculty will be assigned a mailbox in the mailroom (at the campus where they are teaching). If you are teaching at more than one campus, you will have a mailbox at both campuses. Please check your mailbox regularly because students will drop off assignments with the school receptionists in the assigned drop boxes for distribution to your mailbox.

How to Access Electronics in the Classroom

Classrooms have fully integrated multi-media platforms designed to enhance the learning experience. All classrooms contain various types of multimedia equipment controlled from a podium at the front of the room.

Podiums consist of a keyboard tray, a mouse, a flatscreen monitor, and a touch screen panel that controls all of the room’s equipment.

If you have questions while in the electronic classroom, you can press the help icon located on the touch screen panel for instructions on how to contact media services. A technician can be dispatched immediately by pressing “2” on the in-class phone. Note: The Podium Password is “1967”
Humber Classroom Redesign Initiative

Humber has upgraded and updated its classrooms to align with 21st-century teaching and learning practices. You can learn more about this project at humber.ca/classroomredesign.

If you are scheduled to teach in one of the new Flexible/Collaborative Classrooms (F202, F212, F220, and the 3rd and 4th floor of the F building, North Campus), we encourage you to visit the space ahead of time to explore and get comfortable. Training and consultation is also available with Gian Michele Pileri, the Educational Technologist on the Teaching and Learning support team. For more information, contact Gian Michele Pileri at Ext. 4869.

ID/Lenel Cards

All faculty need to have a Humber-issued ID/Lenel card. This card will allow you access to a variety of services and facilities at Humber.

Requests for classroom keys to specialized classrooms should be made to your Program Coordinator or your Business Manager. If deemed necessary, faculty will then be issued the appropriate classroom keys. In some cases, access to your room is via your ID/Lenel card. Once you have obtained your ID/Lenel card, access will be activated by the faculty’s Business Office Manager or designate. The faculty member bears sole responsibility for the return of each key and access card entrusted to him or her. ID/Lenel cards should be obtained from the IT Support Centre at the following campus locations:

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<tr>
<th>Campus</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Campus</td>
<td>NX210</td>
</tr>
<tr>
<td>Lakeshore Campus</td>
<td>A212</td>
</tr>
<tr>
<td>Orangeville Campus</td>
<td>0208</td>
</tr>
<tr>
<td>Carrier Campus</td>
<td>Main Reception</td>
</tr>
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</table>

Lost/Stolen Keys and Access Cards

Any person losing a key(s) or ID/Lenel access card must notify the Program Coordinator or Business Manager immediately to ensure against a compromise of the system.

Replacement Costs

A nonrefundable replacement charge of $20 will be made for each key or ID/Lenel access card that is lost/stolen. If a key or access card is damaged please return it to the faculty’s Business Office Manager and it can be traded for a replacement at no charge.
As an academic institution, paper use is a major concern. Humber purchases recycled paper that contains minimum 50% post-consumer waste (PCW) and Forest Stewardship Council (FSC) certified. These sustainable approaches can reduce paper use:

- Switch to digital media where possible.
- Use digital textbooks and Blackboard.
- Print double-sided. The default on all college printers is double-sided.

Materials and Supplies

Faculties try to keep a variety of teaching supplies on hand. Supplies are normally kept in supply cupboards within each faculty at our campuses, and inventory levels are monitored regularly. If you require any teaching supplies that you cannot find in the faculty’s supply cupboard, please see one of the program staff and an order will be placed.

Sustainability is one of Humber’s values, and we encourage posting information to Blackboard; however, a multi-function photocopying machine is available in each of the main faculty office areas. In areas where you require a code, this will be provided to you by program staff. In some faculties no code is required. In this case you will receive a printing account code from the faculty’s Business Office Manager. Please remember, as a professional practice, to cite the source (refer to page 58, Copyright). It is an important part of respecting intellectual property and modelling proper technique to your students.

Please remember that for any jobs larger than a class set (60 pages), please use the Xerox Print Centre and allow two business days turnaround time. You will need to complete a print order form available at the Xerox Print Centre and online.

You can also submit an online, and electronic version of any document that you need printed to the Xerox Print Centre.
Parking Permits

Staff can initiate their Humber Park Admin account and obtain parking permits by logging in through their MyHumber and clicking on the Services tab.

[link: humber.ca/myhumber]

Permits are required for permit parking lots on campus between the hours of 7:00 a.m. and 9:00 p.m., Monday to Friday. Your staff ID card will be programmed for lot access if you have a valid parking permit. If driving only occasionally, automated pay on exit visitor parking is available at North Campus in Lot 6, 8, 10, and the aboveground garage accessible from Driveway A.

Faculty working more than 24 hours weekly are considered to be full-time and must pay the equivalent of $293.25 per semester via bi-weekly parking payroll deduction as approved by the Humber College Board of Governors. Faculty working 24 hours or less per week qualify for the discounted part-time parking semester permit rate. Part-time faculty must purchase their permit online through their MyHumber with payment up front by credit card or Interac direct payment at the beginning of each semester. Part-time faculty are not eligible for staff parking payroll deduction.

There are two options for part-time faculty at the North campus for semester permit parking:

**Option 1:** Lot 4, an on-campus perimeter lot accessible from Driveway A, at a rate of $88 per semester.

**Option 2:** Lot 1 and 13, accessible from Driveway A & E, at a part-time upgraded rate of $176 per semester (first come, first serve— limited availability)

At Lakeshore campus the part-time staff semester permit is valid only in West Lot 1, 3199 Lake Shore Blvd. West, with entry off of Twenty Third Street, at a rate of $88 per semester. Permit is also valid at the Annex, 3120 Lake Shore Blvd. West.

If driving only occasionally, automated pay on exit visitor parking is available at North Campus (Lot 5, 6, 8, 10 and in the aboveground parking garage) effective September 2018. A “pay and display” license plate visitor parking system is active at Lakeshore Campus, 3199 Lake Shore Blvd. West.

There is no charge for parking at Humber College campuses on weekends.

Humber College Parking Regulations and municipal by-laws are enforced at all Humber College campuses. It is the sole responsibility of the person parking to ensure that their vehicle is parked in accordance with these rules and regulations, and only in the lot authorized by the permit. It is also required that a valid permit be hung from the rear-view mirror with valid information facing outward, so it is clearly visible to parking enforcement from outside of the vehicle.

For additional information please visit our website at: [link: humber.ca/facilities/parking-transportation]
Textbooks
If you require textbooks or other resource materials for your course, you must let your Program Coordinator know well in advance. In many cases these will be provided for you well in advance of your class by program staff. It can take over two months from the time books are ordered to the time they are available in the campus book store.

At Humber, we also strongly encourage the integration and use of digital resources and eBooks that are offered via Humber’s Library.

Timetables
Your timetable, including room locations, is available online through MyHumber

humber.ca/myhumber

Please check under the Faculty and Advisor tab and click on ‘Faculty Week at a Glance.’

At the start of the semester, we may have to move your class to another classroom. When this happens, you will be notified via email. Students will also receive an email for a room or time change. You can also verify this information on MyHumber under ‘Faculty Week at a Glance’ or ‘Active Assignments.’

Voicemail
Full-time employees get a personal mailbox and a voice-messaging number. This number is a way for students, faculty and staff to contact you. This will be supplied to you by your faculty’s Business Office Manager. You will find a guide sheet to using the voicemail options in this manual under Appendix.

Welcome to MyHumber
MyHumber provides students and faculty the ability to view and manage information about courses, grades, fees and more. It offers applicants the ability to track application status and manage next steps for admission. For employees, MyHumber delivers access to forms and information needed to perform many operational tasks.
During the Semester

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Accessible Learning Services

Humber College is committed to providing an inclusive learning environment for students with disabilities. To support this mission, our Accessibility Consultants in Accessible Learning Services partners with students and faculty to ensure that the academic environment is accessible. When barriers to learning are identified, Accessible Learning Services supports students by offering a range of confidential services such as academic accommodations, assistive technology training and learning supports. When a student encounters a barrier to access, Accessible Learning Services facilitates students in creating accommodation strategies. This connection is engaged by:

1. The student contacting the Student Wellness & Accessibility Centre to meet with an Accessibility Consultant to share information about their disability or review disability-related documentation. Based on this information, appropriate accommodations are established in order to minimize the impact of disability or disabilities within the academic environment.

2. Accessible Learning Services drafting an accommodation letter that outlines the relevant information pertaining to the accommodations to be implemented by faculty as it relates to the delivery and assessment of course content.

3. Students electing to either share their accommodation letter independently, or request that Accessible Learning Services distribute their accommodation letter to faculty. If sent through our office, faculty will receive an email to access the Web Portal specific to faculty where they can view the details of the letter. Please note: letters that students personally distribute are NOT made available on the portal.

4. Accommodations required during tests being supported by writing in Testing Services. The student must notify their faculty each time, with sufficient advanced notice, of their intent to utilize the Testing Services environment. Faculty will then be required to provide the test indicating the accommodations to be used by the student directly to Testing Services via a referral form.
It is important for faculty to acknowledge and respond to students’ accommodation requests in a clear, respectful and timely manner. This includes responding to all disability-related extension and testing accommodation needs.

Accommodation letters are renewed every semester as a check in with students to ensure their accommodations remain relevant to disability needs and program outcomes. This process is quickly completed through the Accessible Learning Services website.

Faculty with questions about accommodations are invited to contact Accessible Learning Services. On occasion, faculty may need to explore whether or not an accommodation request interferes with the essential requirements of a course. Faculty members are encouraged to discuss this with Accessible Learning Services.

Contact

North Campus
2nd Floor LRC
Phone: North Campus & Orangeville Campus
416.675.5090

Lakeshore Campus
Welcome Centre, 2nd floor,
2 Colonel Smith Park Dr.
Phone: 416.675.6622 Ext. 3331
accessible-learning@humber.ca
humber.ca/student-life/swac/
accessible-learning
humber.ca/accessibleportal

Attendance

There is a strong relationship between attendance and academic achievement; higher grades are associated with regular class attendance. As adult learners, college students are responsible for attendance punctuality and for facilitating a positive and productive learning environment. All students are expected to complete all assignments and write all tests/exams during the normally scheduled dates and times.

Note: Students who miss class due to illness, death in a family, etc. should be provided an opportunity to make up missed tests, lab and in-class assignments. Discuss the situation with your Program Coordinator or Associate Dean if necessary.

For courses involving computer lab work, practical lab classes, significant classroom group activities or student/industry guest presentations, absenteeism is generally not permitted and may result in a failing grade for the course. The specific number of absences permitted is clearly stated in the individual course outlines. Please refer to your course outline to identify attendance requirements.
Frequent absenteeism may be symptomatic of other issues and/or problems. Changes in student behaviour and levels of engagement need to be investigated. For direction and support, please notify your Program Coordinator with regard to further action.

Class Cancellations/Absences

Class Cancellations due to Illness
If you have to miss a class due to illness, you must contact the faculty as soon as possible.

Any class cancellations will be posted by the faculty on the classroom doors. Class cancellation notices can also include instructions for your students regarding readings, assignments, etc. In some cases, we may be able to provide coverage for your class; therefore, it is imperative to notify your faculty/department as soon as possible.

Please post your class cancellation on your Blackboard course sites along with instructions for your students regarding readings, assignments, homework, etc.

Class Cancellations due to Weather
On rare occasions, classes may be cancelled due to hazardous weather or emergency situations. To this effect, announcements are made on the front page of the college website (humber.ca), as well as on local media stations and by recorded message to anyone telephoning the college at 416.675.6622.

Additional closure notification can be found through Humber Alert (refer to page 52) and social media accounts:

facebook.com/humbercollege
twitter.com/humbercollege

Grading Rubrics
Rubrics are predefined grading frameworks that allow an instructor to efficiently and reliably assign grades. Rubrics are shared ahead of time with students, so that they know the criteria by which their work will be graded.

Many program areas will have specific grading rubrics that will be shared with you at the start of your semester. Rubrics can be easily uploaded and added to your Blackboard course sites.

The Teaching & Learning Support website also contains some terrific resources that can help you create your own rubrics. Please visit: bit.ly/ctl-rubrics
Guest Speakers and Field Trips

Humber is committed to providing students with an exceptional education experience that is both engaging and dynamic. There are many ways to create dynamic learning environments for your students where learning goes beyond the classroom walls and allows them to learn by doing.

Guest Speakers

Where and when appropriate, faculty may invite industry or guest speakers to visit their classes as a way of supporting teaching and learning. Before inviting a guest speaker, you should speak to your Associate Dean or Program Coordinator.

Note: Guest speakers can also be easily incorporated into the classroom experience virtually using the Blackboard Collaborate Ultra tool.

Field Trips

Before you may proceed with any arrangements to take your students on a field trip, you must submit a written request to your Associate Dean and Program Coordinator. Such a request should be submitted at least 10 days prior to your trip. This is necessary for insurance purposes. Students are protected under Humber’s insurance coverage only when you have written approval, a Humber faculty or staff is in attendance and the trip is related directly to the curriculum. Contact your Program Coordinator for details. For additional ideas regarding experiential learning opportunities visit the Teaching & Learning Support team at:

humber.ca/centreforteachingandlearning

Best Practice: To encourage deep learning while on a field trip, ask students to either prepare a report/presentation or have them blog or tweet about the field trip.
The Humber Student Success (HSS) survey is administered each year to all students after the Fall midterm exams. There are four purposes of the HSS survey:

- To identify students who may be at risk of attrition.
- To understand our diverse student population in terms of sociodemographic and other factors (e.g., culture and ethnicity, sexual identity, disabilities) so that we can assess the extent to which we are meeting their needs.
- To understand students’ goals throughout their program and the extent to which we are meeting their academic and career goals.
- To gain a broad understanding of students’ support needs to allow for service planning and resource allocation.

Each year, communications will be sent out to academic personnel reminding them of the survey and asking them to encourage students to complete the survey.

The results of the survey are distributed to all faculties and the broader campus community each year.

If you have questions about the HSS survey, please contact Jelena Dukic, Associate Director, Institutional Research, Institutional Planning and Analysis at Jelena.Dukic@humber.ca or 416.675.6622 Ext. 4914.

Key Performance Indicators (KPIs)

The Key Performance Indicators (KPIs) (refer to Appendix page 102) are a method of measuring how well colleges in the province of Ontario meet the needs of students and the marketplace and is used as a basis for performance funding. KPIs also ensure that programs remain strong, responsive and needs-focused. The KPI Student Satisfaction Survey is administered annually during the first two weeks of February, by an independent body, on behalf of the Ministry of Training, Colleges and Universities in conjunction with Colleges Ontario.

The five key performance indicators listed below are used to measure the performance of colleges in achieving ministry-stated outcomes and objectives.

- Graduate Employment
- Graduate Satisfaction
- Employer Satisfaction
- Student Satisfaction
- Graduation Rate

Please familiarize yourself with the questionnaire (see Appendix) so that you may be able to understand ways in which students may be asked to rate their experience at Humber and in your courses.

For more information on Ministry KPIs, go to: humber.ca/strategicplanning
Student Feedback

Student Tests/Assignments

Timely and constructive feedback in response to students’ work is an integral part of the learning process. Students should be able to assess their progress in a course as early as possible. Instructors’ responses should inform, guide and encourage students in their learning.

Best practice indicates that students should have preliminary feedback on their performance within the first two weeks of class. Subsequent feedback at regular intervals and all feedback on tests/assignments/projects should be received by students within a two-week period.

Best Practice: Utilizing the Grading & Grade Book functions on Blackboard is a useful way to track student grades and allows you to release grades to students, letting them know where they stand in the course. For more information on posting grades to Blackboard visit the Help Centre at the Teaching & Learning Support team at: humber.ca/centreforteachingandlearning

Collection and Distribution of Student Work

The Ontario Freedom of Information and Protection of Privacy Act requires that the college protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction.

Student tests and assignments fall under the definition of personal information and reasonable security arrangements must be taken when receiving and returning tests and assignments.

Collecting Students’ Assignments

If assignments cannot be handed in during class time, they can be dropped off in each faculty’s “Assignment Drop Box” located outside of the faculty’s main office at each of the campuses. These will then be date stamped and placed in your mailbox. An alternative would be to have students upload assignments to Blackboard 9.1. You can use this technology for uploading and tracking student submissions.

Returning Students’ Tests/Assignments

It is the professor’s responsibility to return graded tests and assignments directly to the student. Tests and assignments should NOT be placed in faculty mailboxes or in any other public area for pickup. Students are not permitted to handle exams or assignments other than their own.

Students should also have access to their marks via Gradebook on your Blackboard course site in order for them to gauge their progress in your course.

Best Practice: When providing written feedback, do not use red pen or place students’ grade/comments on the cover page. Using red pen, in certain cultures, is perceived as stressful and may impede learning. (note 1) Tip: Use green, purple or any colour except red.

Student Feedback Questionnaires (SFQs)

At Humber, we value feedback and seek opportunities to engage in discussion and dialogue about our performance with all of our stakeholders.

Each semester, all of our classes are involved in the digital Student Feedback Questionnaire (SFQ) process during which students are asked to provide feedback on their courses and on their learning experience. We encourage you to familiarize yourself with the SFQ questions that can be found at www.humber.ca/sfq, so that you can understand ways in which students will be asked to rate their learning experience at Humber. Digital SFQs are scheduled to take place after midterms, but before the last week of the semester. For specific dates related to when your digital SFQ will be available and when it will close, please refer to humber.ca/sfq/process/critical-dates

It is also important for you to receive feedback from the majority of your students, so you are encouraged to announce the SFQ dates well in advance, embed the digital SFQ link in your Blackboard site, and use class time to discuss and officially launch the SFQ. Remind students of the importance of the SFQ both for Humber and for yourself as a teacher-practitioner.

The digital SFQ provides space to ask your students up to three specific personalized questions. You can find a list of suggested questions on the SFQ website, but you are free to create your own. When adding questions to the SFQ please be sure that the question is framed so that the most desirable answer is in the ‘Strongly Agree’ column.

You may want to solicit feedback from your students sooner in the semester and at more regular intervals. This can be easily accomplished in many different ways. Visit the Teaching & Learning Support website to access a variety of helpful tools and resources that you can use throughout the semester.

For any additional questions regarding the administration of the SFQs, please contact the Director of Digital Learning or your Associate Dean. bit.ly/ctl-feedback

Best Practice: Use a variety of Classroom Assessment Techniques (CATs) to assess student learning and to better understand your effectiveness as a teacher. For more information go to: humber.ca/centreforteachingandlearning youtube.com/HumberCTL
Student Tests and Assignments

Your students are expected to complete all tests, assignments and exams within the time frames and by the dates indicated on the course’s critical path found in Blackboard 9.1. Any changes to the evaluation scheme contained in the course outline must be approved by the Associate Dean and then discussed with the class and confirmed in writing.

Submission of Grades

All students registered in postsecondary, postgraduate and degree-level courses will receive a midterm grade, which in conjunction with discussions with their faculty member, is to contribute feedback on academic performance and provide students with a realistic idea of their performance to date.

At the end of each term, all students registered in credit courses will receive a final grade reflective of their achievement of course outcomes.

The Office of the Registrar will establish and post to the Academic Calendar (see Appendix) midterm and final grade due dates and grade release dates, which will indicate when grades will be available for students to review.

Faculty are required to submit midterm and final grades each term according to the deadlines posted in the Academic Calendar.

Faculty are required to submit midterm and final grades for all students on their class lists, including students who have not attended the class or have failed to officially withdraw from the course.

Please note that midterm grades are not considered part of the official grade point average and will not appear on the students’ official transcript.

Grades are to be entered via the Faculty tab on MyHumber. See Faculty & Staff Learning Resources for how to enter grades.

humber.ca/academic-calendar
At the End of the Term

34 Academic Complaints/Appeals
34 Academic Regulations
35 Changing a Student’s Grade
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37 Submitting Final Grades
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Academic Complaints/Appeals

Student Appeal Procedure

Students should be aware they have the right to appeal a course, grade or a program standing.

When a student disagrees with a grade received or any decision resulting from the Academic Regulations, the following informal procedure should be followed before making a formal appeal:

- The student should first discuss the matter with you, the instructor, in an attempt to resolve the disagreement.
- If the matter remains unresolved with the instructor, the student should discuss the matter with the Program Coordinator.
- If the student is not satisfied at this point, the student meets with the Associate Dean to try to resolve the situation at the faculty level.
- If the student is still not satisfied at this point, the student meets with the Senior Dean to try to resolve the situation at the faculty level.

If the student is still not satisfied, a formal appeal in writing may be initiated to the Registrar’s Office. Such documentation must be completed within 10 days from the end of the course. Full details can be viewed online at humber.ca/academic-regulations

The outcome of a formal appeal is officially communicated to the students and all parties involved.

Academic Regulations

Humber’s Academic Regulations contain important information and processes. You are encouraged to make yourself familiar with Humber’s Academic Regulations. Please note that our Academic Regulations can vary depending on which program you are teaching at Humber. To view the Academic Regulations visit humber.ca/academic-regulations and select the appropriate title below:

- 2019–2020 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies
- 2019–2020 Admission Requirements & University Regulations for the Bachelor of Nursing Degree Program

Please note that Academic Regulations apply to all credit courses and programs at Humber. Faculties may have specific supplementary procedures that derive from the Academic Regulations and are communicated to students when they first begin their studies. These supplementary procedures are often included in faculty-specific, or program-specific handbooks available from the Program Coordinator and/or the Associate Deans.
Policies and Procedures - Academic

In addition to our Academic Regulations, there are many different policies and procedures that govern Humber’s day-to-day operations. For example, there are several policies in place at Humber that focus on teaching and learning:

- Academic Freedom Policy
- Academic Honesty of Faculty and Staff Policy and Procedure
- Copyright Policy
- Fair Dealing Policy
- Student Feedback Questionnaire Policy

All of our policies are available on Humber’s website at: humber.ca/policies

Auditing a Course

Where applicable, a student may apply to audit a course. A student must obtain written permission to audit a course from the appropriate Associate Dean and present the authorization to the Office of the Registrar at the time of registration. Students who are auditing courses will not be evaluated nor will credits be earned. The regular fee applies.

Last Day to Drop a Course without Academic Penalty

Students can drop courses on MyHumber. Additional information can be found at humber.ca/withdrawal-information. The last day to withdraw from a course without academic penalty is two-thirds of the way through the course. Students are encouraged to check the academic calendar for the exact date (see Appendix).

Continuing Education (CE) students wishing to withdraw from a CE course need to withdraw one full business day before the second class takes place. Kindly note, drop dates may vary depending on the course and we recommend contacting the faculty/department that delivers the course for accurate information.

After that, the course will remain on the student’s record with the grade earned showing as a final grade.

Grades will be reported in percentages, unless otherwise specified in the course outlines. A pass in each course will be fifty (50%) unless otherwise indicated.

For further information, visit humber.ca/academic-regulations

Changing a Student’s Grade

Under extenuating circumstances, faculty will have six weeks, following the end of the semester, to reassess a student’s final grade and submit any changes to the Office of the Registrar for input. Changes beyond six weeks will be permitted only if authorized by the senior dean and/or designate.
Progression/Promotion Meetings

At the end of term, many of Humber’s programs have progression or promotion meetings to review our students’ academic progress. Your participation in these meetings is crucial as decisions regarding academic standing can only be made when the appropriate faculty come together to review a student’s academic record.

Information regarding the date and time of progression/promotion meetings will be provided to you by the Program Coordinator.

Retaining Student Work and Grades

Each academic faculty is required to retain unreturned graded tests, assignments and final exams for 12 months after the end of term, or 12 months after the date of the last use.

Please provide a copy of these items along with a copy of your final grades to your Program Coordinator or designate as indicated by your faculty’s Business Office Manager or Associate Dean.

Samples of Student Work for Degree Study

We are also required to retain samples of degree student work in the terminal stage of the program and for the breadth of courses. During the registration process, degree students indicate their agreement to the collection of sample work. Files may be stored electronically. Video or photo images of completed work for design/studio projects are appropriate. Samples must be sorted and reflect student work that is exemplary, average and minimally acceptable. There should be sufficient numbers of assignments for external reviews to randomly select samples from each category. No personal information (e.g. student name, ID number, etc.) should appear on the samples.
Submitting Final Grades

Midterm and Final Grades
You are required to submit both midterm and final grades for all of your students, in each of your classes. At Humber, we submit grades electronically using MyHumber. Information will be distributed to faculty several weeks in advance of each deadline illustrating the MyHumber grade submission process. Faculty are encouraged to submit grades as early as possible. At the end of each semester, you will also be required to submit a copy of your final grades and a grade breakdown to your faculty. These copies are used to help respond to student and program enquiries as well as requests from the Office of the Registrar when grades are missing or incomplete.

If you have been in touch with a student about an extension on a piece of work past the end of the semester, use an INC grade in MyHumber. Once you select INC, you will be asked for the numerical grade that the student will receive if the final piece of work is not completed. If you have not changed the INC grade within 6 weeks, the grade will default to that numerical value.

Please refer to the Academic Calendar dates in the Appendix.

Tests, Assignments and Exams

Final Exams and Tests
At Humber we strive for academic excellence and introduce processes that emphasize academic integrity in all that we do. Tests and exams are opportunities to allow students to demonstrate academic excellence and integrity.

Test and Exam Protocol and Conduct (note 1)
Consider using some or all of the following suggestions when conducting an examination:

- Students may not enter the test/exam room until the faculty member is present and has directed the students to enter.
- Seats may be pre-assigned by the faculty member.
- Students may be asked to provide a valid student ID card, with photo, to be eligible to write the examination. No other identification will be accepted. Note: CE students do not have ID cards; however, a valid government issued photo ID can be used.
- Students are to bring only what is necessary to the test/examination room. All personal effects are to be stored in the students' lockers, or in an unsupervised, designated area in the exam room, as determined by the faculty member.
- All cell phones and other electronic devices must be turned off and placed with other personal belongings/bags in the designated area, or in plastic cases.

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note 1 Modified from the Policy Handbook, Faculty of Social & Community Services
Students must be punctual for all tests and examinations. Students must stay in the examination room for the first 30 minutes. After 30 minutes, students may exit quietly by submitting their exam/test and all paper used during the exam to the faculty member.

- Once a student has left the examination room, there will be no re-admittance. Students are directed to use the washroom prior to entering the exam.
- No student is permitted to leave the examination room in the last 15 minutes of the exam.
- Students are to follow the instructions of the faculty member for collection of exams and dismissal procedure at the end of the exam/test.
- Faculty members have the authority to direct students to move to another seat during the test/exam.

Students Missing Exams

All tests and assigned course work, as described in the course outline, will have the due date announced in class prior to the actual date. Advising students to synchronize their Outlook and/or Google calendars via Blackboard would be ideal in helping them track important dates. However, it is the student’s responsibility to be aware of the test dates and assigned course work. Students who are late for tests will not be given extra time, unless there are extenuating circumstances. If a student misses an evaluation, they must contact the course instructor within 24 hours of the evaluation to discuss an extension or seek permission to write a make up test/assignment. Permission to make up the missed evaluation is granted by the faculty member and you are encouraged to discuss such requests with the Program Coordinator to ensure consistency in decision making. Please note that information regarding make up tests and/or evaluations must be included in course outlines. Please review the outline carefully to ensure that you are following established program policies.

Best Practice: Review current research on Academic Integrity Policy and see Humber’s Academic Integrity Policy on the Teaching & Learning Support Team website.

bit.ly/CTL-academic-integrity
Services

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41 Advising & Student Academic Support
42 Applied Research & Innovation
43 Athletics
44 Centre for Healthy Living
45 Community Outreach & Workforce Development
46 Programs for Newcomers to Canada
47 Additional Humber Services For Newcomers (Advising and Student Academic Support)
49 Department of Public Safety
49 Alert Button
50 Campus Security
50 Campus Walk Program
50 Emergency Preparedness
51 Emergency Contact Information
51 Non-Emergency Numbers
51 Evacuation
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52 H.E.A.R.T. Program
52 Humber Guardian App
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71 SoTL Research, Scholarship and Publishing Opportunities
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75 Top 10 Technical Services for Employees
Aboriginal Resource Centre

The Aboriginal Resource Centre (ARC) works in partnership with regional Aboriginal communities to ensure Aboriginal students are supported and connected to their learning environment—academically, culturally and socially. We assist Aboriginal students in making the transition to the challenges of college life while creating awareness and appreciation of Indigenous cultures and histories in the greater campus community.

Interested in learning about Indigenous knowledges and perspectives and how to include them in curriculum? Want to learn about culturally appropriate protocols and practice? The Aboriginal Resource Centre welcomes all faculty and staff who are interested in learning about Indigenous peoples, histories, traditions and cultural practice. Connect with us to sign up for upcoming cultural safety trainings and learn more!

Contact:

North Campus
(Learning Resource Centre)
Second Floor, Room 2137, Ext. 5424

Lakeshore Campus
(Welcome Centre)
Third Floor, Room 301
416.675.6622 Ext. 3299
aboriginal@humber.ca
humber.ca/aboriginal
Advising & Student Academic Support

Academic and Career Success Centre

Advising & Career Services is a partner in students’ success, empowering them to become engaged, adaptable and informed decision makers. Our Career and Student Success Advisors (CSSAs) offer advising, services and programs to support students on their educational journey and to prepare them for future careers. Students today have complex needs and sometimes require outside-the-classroom assistance with their academic success or could benefit from some assistance in making choices relating to their future career and educational pursuits.

Our CSSAs are also assigned to each academic faculty and are there to provide one-on-one support to students. Faculty members are welcome to refer students to the CSSAs and consult with them when they identify students needing additional support.

We offer the following services:

- New Student Advising
- Career Exploration
- Educational Pathway Planning
- Employment Preparation
- Career Connect (Humber’s job posting website)
- Internationally Trained Immigrant Advising

We also have Career Support Peers who are student leaders and help with:

- Resume Review
- Cover Letter Review
- LinkedIn Advice
- Interview Preparation/ Mock Interviews

For more information, connect with your academic faculty’s CSSA and visit our website: careers.humber.ca

Peer Assisted Learning Support (PALS)

- Assignment Calculator
- Learning Skills Workshops
- Note Taking Services
- The PASS Program
- Peer Tutoring

Refer to page 64 for more details.
Humber has a strong culture of innovation and applied research excellence and encourages and supports the growth of applied research collaborations and partnerships. Applied research at Humber is student-centric: student training and skills acquisition drive applied research projects, which serve to strengthen the curriculum by identifying and showcasing skill development. Applied research at Humber also provides faculty with opportunities to remain current on rapidly changing market needs and requirements.

Humber Applied Research & Innovation (ARI) supports faculty researchers by:
- Fostering relationships and facilitating research projects with industry and community partners.
- Offering and identifying potential funding opportunities.
- Assisting in the development of research projects, proposals and grant applications.
- Delivering workshops and other professional development activities for faculty interested in developing research partnerships.
- Providing project management and administrative support for research projects.

To learn more about Humber ARI
humber.ca/research

Applied research is the systematic and original investigation of a problem, need or new entrepreneurial opportunity with practical implications identified either by a third party (industry or community) or through analysis, with a goal of achieving a measurable and practical outcome.

Contact:
Darren Lawless, PhD
Dean, Applied Research & Innovation
416.675.6622 Ext. 4525
Darren.Lawless@humber.ca

Ginger Grant, PhD
Associate Dean, Applied Research & Innovation
416.675.6622 Ext. 5528
Ginger.Grant@humber.ca
**Athletics**

Many of the activities and facilities of the Athletic Department are available to you free of charge. A variety of fitness and recreational equipment is available from the customer service hub in each area. Requests for specialty items, or a large quantity of items, should be made with a staff member in Athletics well in advance of the need.

**Hours of Operation:**

**Fitness Centre (North & Lakeshore):**
Monday to Friday: 6:30 a.m. to 11:00 p.m.
Saturday & Sunday: 8:00 a.m. to 5:00 p.m.

**Main Gyms (North & Lakeshore):**
Check website or call for up-to-date schedules & information
(North Ext. 5699, Lakeshore Ext. 3525)

**Fitness Centre (Orangeville):**
For up-to-date schedules and information, contact Morag Tierney Ext. 5902

**Carrier Campus: Main Reception**

**Activities & Facilities**
- Weight Room
- Cardio Room
- Group Fitness Classes
- Open Gym (basketball, volleyball & badminton)
- Day Use Lockers & Showers
- Special Events

**Entry & Usage Requirements**
- Valid Staff ID Card
- Proper Gym Attire & Footwear

**Equipment Usage (No Charge)**
- **Fitness**—functional training items, bands, mats, skipping ropes, etc.
- **Gym Equipment**—volleyballs, basketballs, badminton racquets & shuttles, etc.
- **Recreation Equipment**—frisbees, flag football, soccer, floor hockey, lacrosse, etc.

**Lockers & Towels (No Charge)**
- Day use lockers available inside change rooms.
- Locks must be removed at the end of each day.
- Locks available for purchase during office hours.
- Towel service available from customer service desk.

**Services (Fee For)**
- Personal Training
- Nutritional Consulting
- Massage Therapy
- Paramedical Services* (i.e. Osteopathy, Pedorthic Care, etc.)

*Please check website for up-to-date services available.
Centre for Healthy Living

The Centre for Healthy Living (CHL) offers experiential learning opportunities for our students while delivering high-quality wellness services to our faculty, staff and community.

Services provided include:

- Wellness workshops (including stress management, nutrition etc.)
- Appointments with Massage Therapy Students
- Personal Training
- Fitness Assessments
- Nutrition Assessments and Goal-Setting
- Nutrition for Healthy Living Online Course
- Heartwise™ Exercise Classes
- Wellness Coaching

In addition to workshops and appointments, you can also stop by the CHL for quick health and wellness tips and tricks!

Visit hrt.humber.ca/food-fitness-services/centre-for-healthy-living.html or stop by A107 (North) to learn more!

For more information, please contact Lori Short-Zamudio lori.short-zamudio@humber.ca.
Community Outreach & Workforce Development

Community Outreach & Workforce Development (COWD) supports people in our communities that may not traditionally access education and employment. We do this by collaborating with Humber faculties and departments in partnership with community agencies and government to offer a broad range of programs and services to assist youth, Indigenous Peoples, newcomers to Canada, unemployed and underemployed individuals, to enter postsecondary education, apprenticeships and meaningful work opportunities.

humber.ca/community

Programs and Services:
- Community Employment Services
- Newcomer Programs
- Pre-Apprenticeship and Training Opportunities
- Community Youth Initiatives
- Partnership Development (community & industry)
- Community Connections

Community Employment Services

Humber Community Employment Services provides a full range of employment and training services and resources for job seekers to support them in reaching their employment goals. These services are delivered in the community at five different locations in the Toronto West and Brampton area. In each location job seekers have access to free information and resources, employment related workshops, individual employment assistance and access to training and jobs. In addition, staff work directly with employers to support them in their hiring and training needs. These services are funded by Ministry of Training Colleges and Universities (MTCU) and in part by the federal government of Canada, and Immigration, Refugees and Citizenship Canada (IRCC).
Humber Community Employment Services can help you with:

- Access to Job Postings
- One-to-One Career Planning, including online assessments that explore options to support employment goals
- Job Search Workshops, including webinars and e-modules
- Educational Advising
- Employment and Training Supports
- Second Career Applications
- Mentoring for Newcomers to Canada
- Information and Referrals to Other Services within your community
- Canada Ontario Job Grant
- On-line job postings and resources
- Job Fairs and more

jobs.humber.ca

These services are available at five locations across the Greater Toronto Area. Find us by visiting

jobs.humber.ca/contact.html

Programs for Newcomers to Canada

Humber College is dedicated to helping internationally trained professionals to meet their educational and career goals. Many internationally trained professionals have benefited from the educational opportunities and services that Humber College provides, namely:

- Free Occupation-Specific Language Training
- Bridging programs that offer short-term technical training and job-search support
- Newcomer Advising Services

Free Occupation-Specific Language Training

Language training courses are offered in Entrepreneurship, Sales and Marketing; Project Management; and Technology. These courses focus on workplace culture, language skills and help newcomers communicate effectively on the job.

newtocanada.humber.ca/language-training/occupation-specific.html

Bridging Programs

These are short-term technical programs designed specifically for newcomers to Canada who are internationally trained professionals. The programs are intensive, with the objective to ensure that newcomers gain the skills and knowledge that are in demand by employers in Canada. Most importantly, students enrolled in these programs will have access to individualized career planning support, as well as assistance from Job Developers, who contact hiring employers and develop job leads for the students.
Classes take place on evenings and weekends. Humber offers the following Bridging Programs for Newcomers To Canada:

- Engineering Skills Enhancement
- IT Infrastructure
- .NET Developer
- Supply Chain Management

Additional Humber Services For Newcomers (Advising and Student Academic Support)

Newcomer Advising Service
Humber’s advisors can guide you in the following areas:

- Exploring programs and courses that will ultimately support a newcomer’s educational goals
- Admission and enrolment process
- Academic and skills upgrading options
- Bridging programs for internationally trained professionals
- Language Assessment and training programs for newcomers
- Referrals to community resources
- Assessment and evaluation of prior education and experience

Pre-apprenticeship Training Programs are designed to help individuals interested in the trades to build required skills needed to pursue apprenticeship opportunities. There are no fees to participate in these programs. Textbooks, safety equipment and tools are also provided free of charge.

Community Youth Initiatives
These initiatives provide stimulating academic experiences that venture beyond the scope of the traditional classroom and are designed to get students thinking about their future careers.

Pre-apprenticeship Training Programs are designed to help individuals interested in the trades to build required skills needed to pursue apprenticeship opportunities. There are no fees to participate in these programs. Textbooks, safety equipment and tools are also provided free of charge.

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These initiatives provide stimulating academic experiences that venture beyond the scope of the traditional classroom and are designed to get students thinking about their future careers.

Pre-apprenticeship Training Programs are designed to help individuals interested in the trades to build required skills needed to pursue apprenticeship opportunities. There are no fees to participate in these programs. Textbooks, safety equipment and tools are also provided free of charge.
Youth Transition Program

Humber’s Youth Transition Program (YTP) is a postsecondary access program to assist local youth (ages 19-29) to transition successfully to college whether they have completed high school or not. Participants are provided with a postsecondary experience that includes advising, mentoring, career exploration and core academic skill-building. Youth create a personalized pathway plan that provides a step by step plan for achieving their academic and personal goals. In addition, participants also receive ongoing Humber support in the form of an advisor for up to a year after completing the program. This program is a great transition into Academic Upgrading or applying directly to postsecondary programs. Lunch and transportation is also provided.

humber.ca/community/youth

Community & Partnership Development

In order to support long term economic and social development of Humber’s local communities, COWD is extensively involved in developing and stewarding relationships with community and industry partners. This partnership development is key to the ongoing projects and programs that support access to education, training and the workforce for those who are outside of traditional pathways and opportunities. COWD sits on 40+ community, industry, government and local tables in order to contribute to community development initiatives that actively support workforce development for equity seeking groups. One of these networks is the Council of Educators Toronto, which brings together colleges, universities and school boards to collaborate on access initiatives.

councilofeducators.ca

Community Connections

COWD actively brings together community, industry and internal Humber collaborators to develop and implement initiatives and projects through the Humber College Community Partnership Fund, or external funding opportunities. COWD offers an expertise in project management, proposal writing and seeks opportunities that will engage current Humber faculty and students for shared capacity building. Anyone with a project, program or experiential learning idea is welcome to reach out to have a conversation about how COWD can support.

humber.ca/community/contact.html

humber.ca/community/in-the-community/partnership-fund.html

humber.ca/community/in-the-community
Department of Public Safety

The Department of Public Safety is committed to ensuring the safety and security of Humber College’s students, staff and faculty. A comprehensive list of services coupled with close community relations with Toronto Police Service, Toronto Fire Service and Crime Stoppers allow Public Safety to maintain a safe and secure learning and work environment.

Your familiarity with the following emergency procedures and Public Safety services will help ensure that you, your students and your colleagues are prepared to respond in the event of an emergency.

Alert Button

Using the Alert button is easy. Simply press the button labeled “Alert” and the phone will do the rest (fifth key from the top). You do not need to activate the speakerphone, lift the handset, or dial any numbers. Simply pressing the button is enough.

The button functions like a silent alarm. Pressing the button discretely notifies Public Safety that an urgent security response is needed.

Examples of circumstances when pressing the Alert button may be appropriate include the following:

- You are busy providing urgent assistance (i.e. First Aid, CPR etc.).
- You feel calling security will only escalate a situation.
- You are alone and experience a medical emergency.

Note: the Alert Button does not replace the Ext. 4000 Emergency Line.

Please continue to call Ext. 4000 if you experience an emergency, witness a crime in process or require urgent assistance.
Campus Security

The security team is available 24 hours a day, seven days a week, and employs a wide array of trained professionals to assist Humber students, staff, faculty and visitors. Security Reception is located at the entry to NX101 at the North Campus and in M106 at the Lakeshore Campus.

The following security programs and services have been implemented to keep Humber’s campus safe and secure:

- Campus patrols by uniformed security guards
- Campus Walk Program
- Humber Emergency Auto Response Team (H.E.A.R.T)
- Interior and exterior emergency phone system
- Posted security notices
- Work Alone Service

For more information on Public Safety’s programs and services or to view the locations of the campus Emergency Phones, visit the Humber College Department of Public Safety website at humber.ca/publicsafety

Campus Walk Program

The Campus Walk program provides a walking partner for students, employees and visitors who wish to be accompanied to their vehicle on the property, to the campus residence or anywhere within the perimeter of the campus property.

To request this service:
1. Contact Public Safety at:
   a. **North Campus**: Security Reception by NX101 or phone 416.675.6622 Ext. 8500
   b. **Lakeshore Campus**: Security Reception in M106 or phone 416.675.6622 Ext. 8500

2. Campus Walk will then meet the person requesting the walk at their chosen meeting place.
3. The Campus Walk team will present identification.
4. The person(s) requesting the walk will be accompanied to their requested location.

Emergency Preparedness

In an emergency situation, contact Security by calling 416.675.6622 Ext. 4000 from an on-campus phone, your cellphone or an emergency phone located around campus. Emergency phones are a free direct line to Security. You will be required to provide the following information:

- Your name
- Your location
- Location of the incident
- Nature of the emergency

For non-emergency situations, such as Campus Walk, room openings or other inquiries, Security can be contacted at 416.675.6622 Ext. 8500.
Emergency Contact Information

Humber North and Lakeshore Campuses
Humber Orangeville
Humber Transportation Training Centre
Police/Fire/Ambulance

For safety information and security updates, visit the Public Safety website at humber.ca/publicsafety

Non-Emergency Numbers
Public Safety (North and Lakeshore)
416.675.8500 or Ext. 8500

Evacuation
1. Exit the building immediately if you are able to do so safely.
2. Notify anyone you encounter to exit the building immediately.
3. Call 911. Provide as much information as possible.

If you are unable to exit the building safely, immediately go to the nearest area where you feel safe. Follow the lockdown instructions.

Lockdown Procedures
1. Listen for instructions via the public address system.
2. Gather others from open areas.
3. Close and lock the door.
4. Cover windows if possible.
5. Identify the location of injured persons by placing signs in exterior windows.
6. Get low and lie on the floor or crouch behind desks.
7. Silence cell phones or devices that generate noise.
8. Do not answer the door.
9. Call 911 if you have specific information about the threat.
10. Do not evacuate until contacted by the Toronto Police Service or the Department of Public Safety.

For more information on lockdown procedures and the lockdown video visit:

humber.ca/publicsafety/services/emergency-management/lockdown

Fire Procedures
Duties of Instructors during Emergencies
When you are in a classroom, lab and other assembly or work areas, and the fire alarm bells sound, proceed as follows:

- STOP the class and any learning activities.

Upon Hearing a Fire Alarm
If Intermittent Signal (beeping sound every two (2) seconds)
- Stand by and prepare to leave the building.
- DO NOT use the elevators.

If Continuous Signal (three (3) fast beeps followed by a short pause)
- Close doors behind you.
- Leave building by the nearest exit.
- DO NOT use the elevators.

Important Note: If you encounter smoke, use an alternate exit. If smoke is heavy in the corridor, it may be safer to stay in your area. Close doors, block openings and stay low to the floor at a window if available.
Upon Discovery of Fire
- Leave fire area immediately.
- Close doors behind you.
- Sound the fire alarm, pull manual alarm station.
- Leave the building by the nearest exit.
- **DO NOT USE THE ELEVATORS.**

Provide assistance to any persons with accessibility needs you encounter while evacuating. If you are unable to do so, tell them to stay where they are and that you are getting them help. Immediately inform Security where this person(s) is located.

H.E.A.R.T. Program
The Humber Emergency Auto Response Team (H.E.A.R.T) is a program designed to help anyone who is experiencing vehicle problems while on-campus.

To access this service, call Parking Services at 416.675.6622 Ext. 8500 or through any emergency telephone. Parking Services will dispatch someone to help you get on your way safely.

If Parking Services is unable to get you on your way, they will provide access to a telephone and the appropriate contact information to arrange emergency assistance.

Humber Guardian App
The Department of Public Safety has released the Humber Guardian app for Apple, Android and Blackberry Smartphones.

- [humber.ca/publicsafety/services/humber-guardian-app](humber.ca/publicsafety/services/humber-guardian-app)

The Guardian is designed for Humber students, staff and faculty and provides quick access to campus safety and security resources, emergency contact information, safety services and a safety toolbox.

Humber Alert
Humber College strives to provide a secure and safe campus for its students, employees, and visitors. To keep the Humber community informed about emergency situations, the college offers Humber Alert. This emergency notification system is offered by Blackboard Connect.

This service is available to everyone in the Humber community. To subscribe, simply click on the link below and register to receive important information and instructions during an emergency. You can register multiple emails and phone numbers to receive messages by voice, text and email.

- [humber.bbcportal.com](humber.bbcportal.com)

Work Alone
The Work Alone program is for staff and faculty who work past standard business hours. This service allows you to register with security for periodic check-ins to ensure your safety when working late.

You may request this service by:
- Checking in at Security Reception,
- Notifying a security guard, or
- Calling 416.675.6622 Ext. 8500 or 416.675.8500.
Digital Learning

The Digital Learning Division oversees four critical areas:

- Instructional Support Studio (The Studio)
- Open Learning Centre (OLC)
- Online Course Development, Maintenance and Management
- The Creative Studio

Supporting all forms of content delivery (web-facilitated, hybrid delivery and online delivery), the Digital Learning Division and its staff focus on andragogy and technical support, helping faculty and staff engage in eLearning practices. eLearning extends beyond the classroom, as faculty, staff and students engage in eLearning practices on a daily basis as they pursue “personal learning agendas, leisure learning and online learning as an adjunct to daily life.” (note 1)

For information related to Digital Learning and Digital Learning workshops please visit humber.ca/centreforteachingandlearning

Faculty Blackboard Support
Instructional Support Studio

Faculty can learn how Blackboard can be a powerful and effective tool—one that complements and enhances the teaching and learning environment. Faculty are encouraged to consult with our Faculty Support Digital Specialist, Donna Sparkes Donna.Sparkes@humber.ca, to learn more about Blackboard’s capabilities.

Faculty Help Website humber.ca/bb91help/instructor.php
Blackboard Twitter Announcements and Support: @HumberBbSupport

note 1 Haythornthwaite and Andrews, 2011

Bb H.U.B. (Blackboard Help, Updates and Bugs) bit.ly/HumberBbHUB

North Campus D225J Ext. 4744
Lakeshore Campus D112 Ext. 3288

Monday 8:30 a.m. to 4:30 p.m.
Tuesday to Thursday 10:30 a.m. to 6:30 p.m.
Friday 8:30 a.m. to 4:30 p.m.
Saturday and Sunday

Basic Blackboard support is available to all faculty through email, remote access and telephone.

Students Blackboard Support
Open Learning Centre (OLC)

As faculty, encourage your students to use the following support tools:

Student Help Website humber.ca/bb91help/student.php
Blackboard Twitter Announcements and Support: @OLCHumber
Open Learning Centre (OLC) humberonline.ca
North Campus  D225  416.675.5049 or 1.877.215.6117  (OLC@humber.ca)

Monday to Friday
8:30 a.m. to 8:00 p.m.

Saturday and Sunday
9:00 a.m. to 5:00 p.m.

HumberEDU YouTube Channel
The HumberEDU YouTube Channel enables open access to engaging educational content, created by some of Humber’s most creative faculty, and viewed by learners all over the world.

Subscribe to HumberEDU by visiting
youtube.com/HumberEDU

The Creative Studio
North Campus D225
Lakeshore Campus A112

Panopto
Panopto is Humber’s academic video streaming platform. Designed to help you record, edit, search and stream curriculum videos, Panopto will help you better engage with your learners and easily share content with your colleagues.

For more information, or to upload your first video, visit panopto.humber.ca

Contact:
Mark Ihnat
Director, Digital Learning
416.675.6622 Ext. 4752
Mark.Ihnat@humber.ca

Darren Richards
Manager, Creative Productions
416.675.6622 Ext. 5825
Darren.Richards@humber.ca

The Creative Studio
Crafted for innovation and creativity, the Creative Studio is centred at the intersection of education and imagination. Our commitment is towards advancing the state of postsecondary scholarship, and merging it with the best in creative technology. We offer great support to faculty using teaching technologies in the creation of content. Using tools such as Lightboard, Camtasia and Videoscribe, the studio has all of the ingredients needed to produce outstanding videos to share online or display in the class. In addition to supporting the production of course content for faculty, we also turn the cameras on the teaching process itself, by interviewing Humber professors about best practice and promoting their voices on Teaching & Learning Support’s YouTube Channel:

youtube.com/HumberCTL

For more information, contact
Darren.Richards@humber.ca
Dining Options

The Humber Room is a full-service upscale-casual restaurant, located at Humber’s North Campus. World-class lunches and dinners are prepared by students in culinary programs at Humber who are studying to become chefs. The service in the restaurant is provided by students studying in hospitality and event management programs at Humber.

The Humber Food Truck and Gourmet Express offer quick, fresh and affordable meals prepared by students. Drop by to check out what our students are cooking up today!

Hours of Operation vary by semester. For details, please call 416.675.6622 Ext. 4732/5022 or visit hrt.humber.ca/food-fitness-services/hungry.html

Nourishing more students than anyone else

Through serving nutritious, better-for-you foods, engaging with our campus communities, and innovating our cafés with new technologies, we go beyond providing just a meal:

- As College’s Ontario first and only Fair Trade Designated campus, we serve fair trade coffee, tea and chocolate on campus
- Buy Local program allows us to source directly from the farmers and producers of great local ingredients in the region. Our Eat Local campaign is a great time to try out harvest season flavours in our menus (October)
- Stop Food Waste Day is dedicated to bringing attention to the overwhelming surplus of food that never gets eaten
- Look for our “Did you Know” posters to learn about the various sustainability actions we are taking to make our food services better for you, the community, and the planet

Humber has a passion for providing quality food with a focus on freshness, satisfaction and value. This is reflected in the freshly prepared menus and the hallmark brands we offer such as Tim Hortons, Starbucks, Booster Juice, Pizza Pizza, Van Houtte Fairtrade Coffee, Subway, Teriyaki Experience, and many more. By offering Halal, Vegan or Vegetarian options, Humber is committed to providing food that meets the needs of the Humber community. For additional information and hours of operation, please visit dineoncampus.ca/humber
Galleries

Humber Galleries provide spaces where contemporary art and polytechnic learning come together and influence each other. Humber’s core values of creativity, innovation, problem-solving, adaptability, and collaboration guide our mandate. Our main display space, L Space, along with our pop-up locations, are accessible sites of social, political, educational and philosophical inquiry. We are an active collaborator in the social and educational fabric of Humber College, our neighbourhood, and the contemporary art discipline. Art is a way to talk about complex and difficult things and bring different perspectives into the world, and the Galleries are a place for everyone. We welcome opportunities to co-design responsive class visits and curriculum overlaps in relation to our exhibitions from each of Humber’s six faculties. Set up a meeting with our Coordinator to share your teaching plans and discuss possibilities.

For additional information, please visit humbergalleries.ca or find HumberGalleries on social media.

Location:
L Space
L Space Room L1002
19 Colonel Samuel Smith Park Drive
Toronto, ON M8V 4B6

Hours of Operation:
Monday to Friday
10:00 a.m. to 4:00 p.m.

Contact:
Kyla Ross, Coordinator,
Centre for Creative Business
Innovation & Galleries
416.675.6622 Ext.3423
Kyla.Ross@humber.ca
Human Resources and Organizational Effectiveness

Employees enjoy a supportive employee experience here at Humber. Human Resources and Organizational Effectiveness (HROE) offer a comprehensive and highly competitive total compensation package designed to attract and retain top talent. Some benefits employees have access to include:

- Extended Health and Dental Care
- Life Insurance coverage
- Short Term Disability & Long Term Disability coverage
- Pension enrollment
- Professional development

Employees are able to access and take action on their own behalf using the new Human Resource Management System (HRMS) via Employees Direct Access (EDA). Employees can enter absences; complete time cards; update personal information, enroll for benefits and more from anywhere.

Additionally, employees have 24/7 access to HR support through our HR Support Centre using Ext. 5001.

Please visit hrs.humber.ca to learn more.

Centre for Human Rights, Equity & Diversity

Human Rights, Equity and Diversity has been a formal program in Humber’s Human Resources Services since the 1990s and its mandate is to assist Humber in increasing equity, diversity and inclusion throughout the college. The Centre provides programs and services that recognize the intersectionality and interlocking of socially constructed identities. All Centre initiatives integrate a holistic framework that addresses the simultaneity of the individual’s experiences. This intersectional and integrative approach, grounded in a practice of care, is woven throughout the Centre’s programs and services.

What We Do

Increase Human Rights, Equity, Diversity and Inclusion Awareness

We provide Human Rights, Equity, Diversity and Inclusion training, and harassment/discrimination prevention education through workshops, library exhibits, and educational resources. We deliver a speaker series with notable presenters on human rights and equity topics. We provide group and one-to-one customized support and resources on Equity, Diversity and Inclusion.

Ensure Legislative Compliance

We lead and coordinate compliance with Accessibility for Ontarians with Disabilities Act (www.ontario.ca/laws/statute/05a11), the Anti-Racism Act, Employment Equity Act (www.ontario.ca/laws/statute/17a15), Occupational Health and Safety Act (www.ontario.ca/laws/statute/90o01), the Ontario Human Rights Code (www.ontario.ca/laws/statute/90h19) and the O. Reg. 131/16: Sexual Violence At Colleges And Universities (www.ontario.ca/laws/regulation/160131) through policy development and targeted educational awareness and communication strategies.

We support the Truth and Reconciliation Commission of Canada: Calls to Action (trc.ca/assets/pdf/Calls_to_Action_English2.pdf)
We promote college and community-wide initiatives to increase representation among faculty and staff in the four employment equity designated groups (Indigenous people, women, racialized people and persons with disabilities) as well as persons with diverse gender and sexual identities.

**Strategic Communication and Relationship Building**

We work collaboratively with stakeholders across the college. We maintain an up-to-date and compelling Human Rights, AODA & EDI website that provides comprehensive and current online resources (hrs.humber.ca/support/support-resources/humanrightsresources/human-rights-diversity-resources.html). We work with local, national and international communities, community organizations, and other postsecondary institutions to enhance Humber’s visibility.

**Ensure Timely Complaints Resolution**

We investigate complaints pursuant to Humber’s human rights-related policies. We provide early intervention into human rights-related concerns through consultation, mediation, conciliation and referrals to internal and external resources.

**Co-lead Humber’s Equity, Diversity and Inclusion Committees**

We support and co-lead Humber’s Equity, Diversity &Inclusion Taskforce (hrs.humber.ca/human-rights-equity-diversity/edi-taskforce/edi-taskforce.html), Equity, Diversity and Inclusion Committee (hrs.humber.ca/human-rights-equity-diversity/diversity-committee/about.html), AODA Committee (hrs.humber.ca/human-rights-equity-diversity/aoda/about.html) and Sexual Assault/Sexual Violence Awareness Committee to champion innovative thinking in their respective areas. We support the development and functioning of affinity groups throughout the College.

**Location:**

Centre for Human Rights, Equity & Diversity in Human Resources Services  
5th Floor, Humber College, 205 Humber College Blvd. Toronto, Ontario M9W 5L7

**Hours:**

Monday to Friday: 9:00 a.m. to 5:00 p.m.  
Evening appointments are available with advanced notice. humanrights@humber.ca

**Contact:**

Nancy Simms, Director,  
Centre for Human Rights,  
Equity & Diversity  
416.675.6622 Ext. 4425  
Nancy.Simms@humber.ca

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**Accessibility for Ontarians with Disabilities Act (AODA)**

The goal of the Accessibility for Ontarians with Disabilities Act (2005) is to “develop, implement and enforce accessibility standards” to ensure accessibility for all Ontarians.

For more information on the AODA and to access the online training modules, please visit hrs.humber.ca/human-rights-equity-diversity.html

**Contact:**

Adam Benn, Manager,  
Centre for Human Rights, Equity & Diversity 416.675.6622 Ext. 5685  
Adam.Benn@humber.ca
Humber Child Development Centre

The Humber Child Development Centre is a unique laboratory school, connected to Humber College’s Faculty of Health Sciences & Wellness. The Centre offers quality education and childcare to 20 infants, 30 toddlers and 48 preschoolers.

The Centre is open Monday to Friday, from 7:30 a.m. to 6:00 p.m. and is located in FX101, North Campus.

To apply or register for the waitlist or for more information please contact the Director, Grace Ragogna at Grace.Ragogna@humber.ca

Visit healthsciences.humber.ca/resources/labs/child-development-centre.html for more information.

International

International provides specialized services for international students and assists students with questions regarding study and work permits, transition, housing, health insurance and employment. In addition to acting as a resource to students, Humber Global provides various opportunities for students to learn more about Canada and meet new friends. Humber Global also houses many resources on work and study abroad, multiculturalism and other international issues.

Visit International.humber.ca for more information.

Humber North Campus
LRC 2185, Front desk Ext. 5067

Humber Lakeshore Campus
H100A, Front desk Ext. 3178

Enquiries: international.humber.ca/contact.html

Contact:

Kim Smith
Associate Director International Admissions and Student Services
416.675.6622 Ext. 5968
Kim.Smith@humber.ca
Libraries

The library offers a wide range of resources and services to support teaching and learning at Humber. Visit us in person at the North campus on the 4th floor of the LRC Building, at the Lakeshore campus in the B building and at the Orangeville campus in the Alder Street Library (in the Recreation Centre). Library hours change throughout the year. For current hours visit library.humber.ca

Access

Your Humber username and password is all that’s required to access electronic resources online at library.humber.ca. A library card is required to sign out print materials—visit the circulation desk with your faculty card to activate your account.

For University of Guelph-Humber Library Services, please visit guelphhumber.ca/library for details.

Collections and Instruction

The library offers a wide range of print and electronic resources to support teaching and learning at Humber.

Our collection of print books, journals, DVDs and music is updated throughout the year. Our ever-growing eBook, electronic journal and streaming media collection contains nearly 4 million titles that can be accessed anywhere, anytime, via our website.

If you have questions about research and access, or suggestions for resource acquisition, please contact your librarian library.humber.ca/liaison-librarians

Student Research Skill Development

Your liaison librarian can also support your teaching and course development by building your students’ research skills through class visits, by assisting with assignment development and by providing eLearning content.

Copyright

Humber College is required to comply with Canadian Copyright Law and institutional licensing agreements. This means that the reproduction, use and dissemination of copyright protected materials, regardless of format, are subject to certain limits and restrictions.

It is the responsibility of Humber faculty to be aware of the restrictions and to copy and distribute materials in accordance with institutional directives. For details on allowable limits, visit library.humber.ca/copyright

The library is here to support you. If you have any questions regarding the appropriate use of print and online materials, please contact library copyright staff at copyright@humber.ca.
Marketing, Communications and Government Relations

This team provides resources and support to faculty in the areas of marketing, advertising, internal communications, social media, media relations and public affairs. Our focus is on strengthening Humber’s reputation and brand and connecting employees, students and partners with information about the college. Our efforts also help promote new programs, recruit students and raise awareness about the benefits of polytechnic education through events, success stories, news releases and more. For complete brand guidelines and communication resources, visit humber.ca/brand

VIP Invites and Announcements

Are you asking a politician to give a guest lecture? Are you presenting an award to an alumni? Would you like an elected official to attend one of your events on campus? The team will provide outreach and arrange invites for all campus visits and events on behalf of all faculties/departments. This includes contacting invitees, organizing tours on campus and arranging opportunities for Humber’s administration to meet with our guests to help build on relationships and find new ways to support students.

Marketing Services

- Design and marketing consultation
- Marketing/brand initiatives
- Advertising campaigns
- Viewbook and Calendars

Web/Digital Media Services

- Website consultation, design and development
- Web analytics

Government Relations Services

- Promote Humber's unique brand of polytechnic education
- Advocate for Humber priorities and help find new funding and partnership opportunities

Communications Services

- All external news inquiries, outreach and opportunities
- Communications and public relations campaigns
- Event and recruitment-focused multimedia (video and photos) services and consults
- Articles on humber.ca/news
- Social media consults and best practices
- Communiqué (internal staff and faculty website)
- College-wide events calendar

Lori Falvo
Associate Director, Marketing
416.675.6622 Ext. 5481
Lori.Falvo@humber.ca

Jenna Donelson
Public Affairs Manager
416.675.6622 ext. 5281
Jenna.Donelson@humber.ca

Emily Milic
PR and Communications Manager
416.675.6622 Ext. 5778
Emily.Milic@humber.ca

Melissa Dumas
Digital and Social Media Manager
416.675.6622 Ext. 5748
Melissa.Dumas@humber.ca
The Faculty of Liberal Arts & Sciences and Innovative Learning has established facilities at the North Campus and Lakeshore Campus to help students who need assistance with writing and math. Students at the Orangeville Campus or at Carrier Drive can connect with the Math & Writing Centre via their online tutoring services.

**Math Support**
The Centre offers math help to all Humber and Guelph-Humber students. Students do not require appointments in order to get help. The math tutors help with a broad range of topics including basic mathematics, remedial mathematics, mathematics of finance, statistics, quantitative methods, technical mathematics and calculus. The tutors can also help with math components of other courses such as nursing and physics. To find out more about how the tutors can help your students, drop by and speak with one of the staff members.

**Writing Support**
The Centre provides students with a chance to refine their writing skills and to get help with individual assignments. Friendly tutors welcome the opportunity to work with students one-on-one and in small group settings on any writing issue, whether it is related to thesis development, research, documentation techniques, or analytical and technical reading abilities, regardless of a student’s program of study.

Further reading comprehension skill development and language skill development workshops are also offered and tailored for English as a Second Language (ESL) learners, along with conversational and pronunciation support.

Students can reserve a tutor through our online booking system at

- [humber.mywconline.com](http://humber.mywconline.com)
- [liberalarts.humber.ca/about/learning-resources/writing-centre.html](http://liberalarts.humber.ca/about/learning-resources/writing-centre.html)

**Humber North Campus**
Dan Andreae Math & Writing Centre
Learning Resource Commons, 3rd floor

**Humber Lakeshore Campus**
Lakeshore Math & Writing Centre F201
By appointment

**Orangeville Campus**
Available online
Office of Sustainability

Humber’s Office of Sustainability supports the college’s vision to provide national leadership in developing sustainable campuses. We observe the definition of sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (note 1).

Activities of Humber’s Office of Sustainability include:

- Collaborate with all areas of the college to embed sustainability into everything we do.
- Engage with various stakeholders to implement sustainability projects, initiatives and events, in and out of the classroom and in our communities.
- Track and publish progress towards our sustainability goals.
- Co-facilitate our faculty and staff Sustainability Champions Program to support faculty with how to teach sustainability concepts in all courses.
- Provide information and support on sustainability topics through presentations, workshops, tools, etc.
- Work with faculty to connect campus projects with classroom learning.
- Build partnerships to connect the campus with the Sustainable Development Goals (sustainabledevelopment.un.org/?menu=1300).

On our website you will find information on topics such as:

- Campus sustainability events and news
- Fairtrade product locations on campus
- Sustainable commuting to/from our campuses (transit, carpooling, biking, etc.)

- Recycling and waste on campus
- Conserving energy and water on campus
- Listing of programs and courses related to or that teach sustainability
- Resources such as how to run a sustainable event on campus
- Volunteer opportunities for student

For more information related to any of our programs and services, please get in touch.

humber.ca/sustainability or email us: sustainability@humber.ca
Follow us: twitter / instagram / facebook @SustainHumber

Visit us in person (an appointment is suggested)

Humber North Campus, E103
Humber Lakeshore Campus, By appointment

Contact:

Lindsay Walker, BEng, MASc,
LEED Green Assoc.
Manager, Office of Sustainability
416.675.6622 Ext. 5829
Lindsay.Walker@humber.ca

Devon Fernandes, M.A.
Sustainability Specialist,
Office of Sustainability
416.675.6622 Ext. 4651
Devon.Fernandes@humber.ca

note 1 WCED, 1987
Peer Assisted Learning Support

The Peer Assisted Learning Support (PALS) team is here to help with student learning at the North and Lakeshore Campus through peer led learning supports.

The PALS office supports students via the following services:

Learning Skills Workshops: Free, drop-in and online workshops available to all students at the North and Lakeshore campuses. We also offer in-class presentations by faculty request. Please connect with our Peer Learning Programs Coordinator who is available to tailor the presentations to the needs of your students. Topics include Time Management, Exam Preparation, Presentation Skills and many more!

Note Taking Services: Available to students registered with Accessible Learning Services, who have a note taking accommodation listed on their accommodation letter. PALS coordinates note taking services for these students.

Looking for more information? Check out our faculty resources on our website.

The PASS Program: PASS = Peer Assisted Study Sessions. This program is a partnership between PALS and the Academic faculties to support high risk courses with high levels (30% or more) of withdraws, fails or low class marks. It is best suited for historically difficult courses that challenge all students. The PASS Program is a weekly drop-in study session with a peer leader who encourages deeper learning through activities and incorporating learning strategies.
Peer Tutoring: One-on-one and study group help for students requiring course-specific help. Our tutors are upper year students who were successful in the class (Received a grade of 80% or higher) and have the desire to help students succeed. Tutoring is free and available online and in-person all year round.

Peer Tutor in the Classroom: Peer tutors are available to support students in class with the supervision of a faculty member. For more information, please connect with the Peer Tutoring Coordinators or visit our website.

Online Supports are also available to students including (please add the below with the others currently listed):

Online Peer Tutoring: Students can continue to access free peer tutoring in a user-friendly interface. The platform provides a virtual space for collaborative learning through real-time audio, video, chat and whiteboard.

Online Learning Skill Workshop Videos: Quick snippets of our best skills strategies to manage their busy student lives.

Live Streamed Learning Skills Workshops: Many of our in person workshops are also available by live stream. Students can log in remotely and participate using Blackboard Collaborate.

Assignment Calculator: The assignment calculator is a tool to help students stay organized and view assignments as a series of manageable steps. Students plug in the anticipated start date of the assignment and the due date as well as the assignment type. The calculator will break down the steps of the assignment and when the steps should be completed. It is a great time management tool to help students plan their assignments for multiple classes.

For more information on PALS services, please visit one of our Centres, or check us out online humber.ca/learningresources

Locations:

Humber North Campus
Learning Resource Commons, 3rd Floor

Humber Lakeshore Campus
Welcome Centre in the Academic & Career Success Centre, 1st Floor

Please see current hours of operation on our website.
Program Planning, Development & Renewal

The Program Planning Development & Renewal (PPDR) department is Humber’s centralized office for all matters pertaining to quality academic programming: the cultivation of ideas, the development of new programs, on-going improvement and compliance processes, and liaison with all Humber’s academic and service units, governmental departments and agencies, accrediting and professional bodies, industries and institutional partners.

- PPDR receives new ideas for programs and pathways, and jointly with faculties conducts research for the selection, refinement and approval of the most promising ideas to move towards full development.
- PPDR leads and facilitates the development of new initiatives as well as review and renewal of existing programs, curriculum, pathways and articulation agreements, and shepherds these through quality assurance, funding and formal approval processes.
- PPDR guides academic faculties in the review of their programs and pathways in order to maintain compliance with Humber and governmental regulations, accrediting standards, articulation and partnership agreements, quality assurance and continuous improvement processes.
- PPDR liaises with MTCU, agencies and partner institutions and contributes to internal policy and procedural changes.

For more information, please visit our website: humber.ca/ppdr

Program design & development balances stakeholder priorities
Student Success & Engagement

Student Success & Engagement (SSE) comprises a range of services that share the common goal of supporting students’ personal and academic success. The various services are designed to provide support and resources to students, faculty and staff, taking the approach that each student’s education is enhanced by the range of opportunities and interactions available both inside and outside of the classroom.

Services include:

- Athletics and Recreation
- Black Academic Success & Engagement
  ➢ humber.ca/thebase.html
- Residence Life
  ➢ Living in Residence
  ➢ humber.ca/residence
- Student Life Programs (including Leadership Development and Orientation activities)
  ➢ First Year Experience
  ➢ humber.ca/student-life/fye
  ➢ Co-Curricular Record
  ➢ humber.ca/student-life/ccr
  ➢ LGBTQ
  ➢ humber.ca/lgbtq
  ➢ Leadership Workshop By Request Program
  ➢ humber.ca/studentleadership
  ➢ Orientation
  ➢ humber.ca/orientation
  ➢ Student Code of Conduct (Non-academic behaviour)
  ➢ humber.ca/knowthecode
  ➢ Student Wellness and Accessibility Centre (refer to page 25 for more details)
  ➢ Counselling Services for your students
  ➢ humber.ca/student-life/swac/health-counselling/resources/faculty
  ➢ Health Services for your students
  ➢ humber.ca/student-life/swac/health-counselling
  ➢ Testing Services (refer to page 74 for more details)

For more information related to any of these services, please contact the Office of the Dean of Students at Ext. 4872, or visit Humber’s website for specific office locations and contact information.

wegotyou.humber.ca
The Teaching & Learning Support team is dedicated to supporting teaching innovation and excellence across the institution. The team provides a place for conversation and inspiration to energize and mobilize innovative, evidence-informed teaching practices; it serves as a hub to the Humber community, supporting the vision of Humber as a leader in polytechnic education. The following highlights provide a glimpse into just a few of the many opportunities available to faculty.

Professional Learning

Culturally Inclusive Educator Certificate (note 1)

The Culturally Inclusive Educator Certificate (CIEC) program is an externally accredited certificate program designed for people teaching, training, facilitating or advising in the public and private sector. The certificate comprises five courses to help strengthen, and enhance participants’ intercultural knowledge, communication, curriculum development and differentiated teaching skills when teaching and supporting international students in higher education. Upon completion of the certificate, participants will have developed a framework of actions they can integrate into their own practice.

Each course is offered online for a total of 15 weeks throughout each semester. Upon successful completion of the five courses, participants receive a Certificate of Completion.

Register online humber.ca/centreforteachingandlearning

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note 1 The TEP, TEC, CIEC has been accredited by Educational Developers Caucus (EDC) and Staff and Educational Development Association (SEDA).
Inclusive Curricular Design Certificate

The Inclusive Curricular Design Certificate (ICDC) adopts the Universal Design for Learning (UDL) framework to offer a robust and accessible learning experience for all students. The principles of inclusive curricular design and UDL focus on a proactive rather than reactive approach to course design and are founded in equity, collaboration, flexibility and accountability. This certificate addresses the idea that students are not meant to fit into a traditional “one size fits all” model of education and that applying the principles of inclusive design will ensure that the range of student diversities, abilities, and needs are being met through a number of teaching and learning strategies.

The Certificate is comprised of nine learning modules, a coaching session and a final application activity. Upon successful completion of these components, participants receive a Certificate of Completion.

Teaching Effectiveness Certificate (note 1)

The Teaching Effectiveness Certificate (TEC) program is an externally accredited certificate, designed for those interested in the field of teaching or private sector training. The courses within this certificate program provide participants with an opportunity to develop essential teaching competencies by exploring and applying effective practices in teaching and learning.

Each course is delivered over two or three Saturdays and is also offered online for a total of 12 weeks throughout each semester. Upon successful completion of the five courses, participants receive a Certificate of Completion.

Teaching in a Digital World Certificate

The Teaching in a Digital World Certificate (TDWC) program is designed to meet the needs of a diverse group of learners with varying degrees of teaching experience in the online and/or hybrid environment. While teaching in an online environment shares many characteristics with face-to-face teaching, it is a fundamentally different educational experience for instructors and students.

The certificate comprises three sequential individual courses that are designed to develop essential teaching competencies. Participants engage as a learner, facilitator, and beginner developer over the three (3) courses.

Courses are only available online. Upon successful completion of all the courses,
Individual Consultation on Teaching and Learning

Consulting services are also available on a one-on-one basis. Support is provided on issues related to teaching and learning, instructional design and the use of educational technology.

Educational Technologist

One-on-one consultation regarding the use of educational and emerging technology to enhance teaching practices is available through the Teaching & Learning Support team.

For more information, contact Gian Michele Pileri at Ext. 4869.

Teaching Squares

A great way to learn new teaching approaches and practices is through the observation of peers. In Teaching Squares, Humber faculty invite their colleagues to visit their classes, and engage in informal conversation and reflection about ‘what works’. For more information or to take part, contact the Teaching & Learning Support team at CTLWorkshops@humber.ca.

Conferences

Conferences are a wonderful opportunity to explore best practices, to learn new teaching and learning methodologies, and to network and share ideas. Humber currently hosts two conferences annually, as described below.

The Part-time Teachers’ Conference provides an opportunity for part-time faculty within the GTA to listen to each other and learn from both industry experts as well as to receive guidance and mentorship from full-time faculty in regard to their teaching practice. Saturday, March 21, 2020 at the North Campus.
Showcase is Humber’s year-end faculty celebration. Most notable is the opportunity for faculty to showcase their teaching and learning innovations, as well as the opportunity to be inspired by their peers. Thursday, June 4, 2020 at the Lakeshore Campus.

League for Innovation in the Community College

Humber College is a proud member of a group of vanguard colleges with membership in the League for Innovation. Every year the League honours outstanding innovations that have been recognized by member institutions as Innovation of the Year. These innovations represent faculty and staff achievements that advance learning throughout the institution. It is also an opportunity for peers to recognize college employees who have designed and implemented significant innovations that positively impact the education of students at Humber. Employees from all employee groups (full-time and part-time faculty, administrators and support personnel) are eligible for nomination. Peers submit nominations to the President. To see the 2019 League for Innovation Awards winners, go to youtube.com/HumberCTL.

Tools, Resources and Templates

The Teaching & Learning Support team has built an extensive repository of teaching tools, resources and templates. To help you reach your teaching and learning goals. You can access resources through humber.ca/centreforteachingandlearning.

HumberCTL YouTube Channel

The HumberCTL YouTube Channel is designed to celebrate our success stories, learning events, and teaching practices. Learn from other faculty as they share new and innovative teaching techniques, study established best practices and future trends in postsecondary instruction, and watch as real students praise their favourite teachers for the exceptional learning experiences they have received. The HumberCTL YouTube channel provides a medium for our faculty to work as one, ensuring that our students receive only the best in postsecondary education. Be sure to subscribe to the HumberCTL YouTube channel at youtube.com/HumberCTL.

SoTL Research, Scholarship and Publishing Opportunities

The Scholarship of Teaching and Learning (SoTL) is defined as the systematic investigation of teaching and learning through a scholarly lens, that is shared with the broader teaching and learning community, with the goal of advancing the practice of teaching. It also supports Humber’s commitment to evidence-informed practices and decision-making.
Teaching Innovation Fund (TIF)
The Teaching & Learning Support team provides a comprehensive support package to help Humber faculty (full-time, part-time, or partial-load) develop and conduct a research project focused on a teaching and learning question. The fund includes up to $1,400.00 per faculty member (which may be pooled together for larger, collaborative projects), a research workbook, and assistance from the Teaching & Learning research support team. All faculty that complete the two 2-hour proposal development workshops and submit an acceptable proposal are awarded the fund.

For more information, contact Siobhan Williams Siobhan.Williams@humber.ca

Teaching and Learning Research Certificate (note 2)
An externally accredited program designed to build knowledge, capacity, and enthusiasm for Scholarship of Teaching and Learning (SoTL) research. The courses provide an opportunity to develop knowledge of research design and implementation, an appreciation of ethical and professional research practices, experience conducting research in the classroom, and an opportunity to engage in peer review and dissemination of research findings. The program includes 3 courses:

TLRC.001 Spring 2020 (onsite)
TLRC.002 Fall-Winter 2020-2021 (online)
TLRC.003 Spring 2021 (hybrid)

For more information, email CTLResearch@humber.ca

Scholars’ Café
Interested in staying current with the scholarly teaching and learning literature? The scholars’ café meets on a monthly basis to discuss a paper from the literature—it’s like a book club, but for journal articles. Conversation is lively and informal, and it always proves to be an intellectually stimulating opportunity.

Scholarly Writing Boot Camps
The Teaching & Learning Support team offers three-day writing retreats as a chance to make a commitment to get a piece of scholarly writing done, by dedicating a consolidated period of time to writing in a quiet group retreat context. Camps are typically offered three times per year, with limited spaces available. Priority is given to: those who have completed research through the Teaching Innovation Fund; those who have not attended a writing boot camp before; and those who can commit to attending the entire boot camp. Applications are further adjudicated based on writing quality, project progress to date, and articulated time to completion.

Writers’ Collective
Have a piece of writing you’re trying to get finished? A dissertation? A journal article? A book? The Writers’ Collective is an on-campus writing group that meets every other week to write together for a few hours. Everyone is welcome—drop in for as long as you are able to stay.

For more information, email CTLResearch@humber.ca

note 2 The TLRC has been accredited Staff and Educational Development Association (SEDA).
Humber Press
Humber Press is a scholarly press that originated in the 1970s and was relaunched in 2013. The purpose of the press is to disseminate the knowledge, research, scholarship and creativity of Humber’s faculty, students and interested writers. It offers encouragement and support and provides an outlet for participation in the wider academic and professional community through publishing. humberpress.com

Journal of Innovation in Polytechnic Education (JIPE)
JIPE is an online, open-access journal published by Humber Press that is devoted to publishing peer-reviewed papers that investigate and expand teaching and learning within the polytechnic educational context. JIPE especially encourages contributions exploring the impact of innovative teaching and learning practices that push the boundaries of traditional approaches to learning or educational delivery. The journal publishes original empirical papers, brief reports, innovation Spotlights, review papers, and occasionally, book reviews. Submissions can be made online at: jipe.ca

Additional Teaching and Learning Research Support
The Director of Scholarship of Teaching & Learning (SoTL) and accompanying team in Teaching & Learning Support provide a sounding board to faculty to assist in helping to frame ideas and questions about teaching and learning project possibilities. This helps:

- Enhance the quality of our students’ learning experiences;
- Evaluate teaching strategies that are already in use in the classroom;
- Assess and measure the impact of learning approaches, qualitatively and quantitatively;
- Pilot innovative and flexible learning approaches for engaging students and faculty; and
- Help with other teaching and learning scholarly activities (conference presentations, manuscript writing and graduate studies).

For more information, please contact the Teaching & Learning Support team at Ext. 5836 or email Heidi Marsh Heidi.Marsh@humber.ca

Teaching & Learning Support Offices:
North, D225, Ext. 5040
Lakeshore, H206, Ext. 3329

Contact:
Heidi Marsh
Director, Scholarship of Teaching & Learning
416.675.6622 Ext. 5836
Heidi.Marsh@humber.ca
Testing Services

Testing Services offers a quiet and controlled space for students to write their tests outside of the classroom. Testing Services runs a full service Test Centre at both the North and Lakeshore campuses. Occasional hours are available at the Orangeville campus. Our centres are monitored by trained invigilation staff.

**Our services include:**
- Admission Testing
- Placement Testing
- Make-up or missed tests
- External Institution Testing
- Tests for students with disabilities who require accommodation such as access to a computer or assistive technology.

For up-to-date hours of operations, online test submission details, test referral forms and rules and regulations please see our website at:

[> humber.ca/student-life/testing-services](https://humber.ca/student-life/testing-services)

**Locations:**

**Humber North Campus**
Learning Resource Commons
Second Floor (LRC 2141), Ext. 4712

**Humber Lakeshore Campus**
Welcome Centre,
2 Colonel Samuel Smith Park Drive,
WEL307, Ext. 3228

**Humber Orangeville Campus**
Room AL204, Ext. 5902
Top 10 Technical Services for Employees

Information Technology Services (ITS) is responsible for the delivery of all centrally-managed technical services available to the Humber and Guelph-Humber community.

What we can do for you...

#10 Equipment Rental
A variety of audio/visual equipment is available to borrow at no cost. Laptops, digital camcorders, speaker systems and document cameras are among the most popular items. Please visit A212 at Lakeshore or NX210 at North to sign out what you need. We will even show you how the equipment works before you go!

#9 Assessment Systems
Planning to administer a multiple-choice or true/false assessment? Consider using Humber's answer sheet scanning service (available at no cost) to grade the results. Download the official answer sheet and a Quick Reference Guide from our web site. Graded material is typically ready an hour after being dropped off for scanning.

#8 Office 365
Office 365 is a cloud-based, productivity service compatible with all computing devices. It includes web versions of Word, Excel, PowerPoint and Outlook and is accessible from anywhere in the world. It also includes one terabyte of storage space. Log into Office 365 at humber.ca/office365 using your Humber credentials to get started.

#7 Email & Calendaring
Outlook 365 is a personal organizer. In addition to email and calendaring functionality, it also features contact, notetaking and task management tools. And, it synchronizes with mobile devices! Access your content using the Outlook desktop client, Outlook Mobile, or by visiting myMail.humber.ca from anywhere in the world.
#6 Copy/Print/Scan/Fax
Multifunction devices have been deployed throughout all campuses to facilitate copy, print, scan and fax needs. That said, please consider the environment and only print when necessary. And, as much as possible, print double-sided and avoid colour. Go to myPrinting.humber.ca to wirelessly print to select campus printers.

#5 Network Access & Security
Humber has multiple high-speed Internet links. Secure, wireless Internet access is available across all campuses as my Wi-Fi@Humber. Log in with your Humber credentials. Guest wireless services are also available. Humber is also a member of eduroam, a secure, worldwide, Wi-Fi roaming service, for your Internet convenience.

#4 Audio, Video, & Web Conferencing
Looking for a better way to communicate? Consider using WebEx, an on-demand collaboration, online meeting, Web conferencing and videoconferencing tool. WebEx lets you see attendees, whiteboard thoughts, share your screen, record meetings and poll participants. Service is free. Visit the myMeeting.humber.ca portal to get started.

#3 Educational Technology & Support
Many learning spaces at Humber are equipped with enabling technology (data projectors, multimedia pods, interactive whiteboards, computing devices, etc.) to support teaching and learning. Advanced spaces also feature flexible furniture options. Priority technical support is available through the in-room telephones in most learning spaces.

#2 File Storage
Secure, storage space is available on Humber’s network to host data files. Look for the H-drive on centrally managed computers. Files stored on the H-drive are available to you from any on-campus computer and at myFiles.humber.ca from anywhere in the world. Files are backed up nightly and can be easily restored if accidently deleted.

#1 Help & Support
We are here to help! Call, email, or chat with us. Technical support is available 24 hours a day, seven days a week, and 365 days a year at no cost. No problem is too big or too small; our friendly and knowledgeable analysts are always happy to help. You can also visit us at one of our campus service outlets during business hours.

Phone:
416.675.6622 Ext. 8888
Toll free at 1.866.484.6622

humber.ca/techtalk
its.humber.ca

Locations:
Humber North Campus: NX210
Humber Lakeshore Campus: A212
Carrier Campus Main Reception

Operating Hours:
Monday to Friday 7:30 a.m. to 8:00 p.m.
Saturday and Sunday 8:45 a.m. to 4:15 p.m.
Closed for statutory holidays.
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100  Humber Lakeshore Campus, West Campus
101  Humber Orangeville Campus
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106  Student Feedback Questionnaires (SFQs), online courses
108  Student Feedback Questionnaires (SFQs), face-to-face courses
110  ITS Quick Reference Guides
# Academic Calendar

Humber Postsecondary—Certificates, Diplomas and Graduate Certificates  
Fall 2019

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Deposit Due for Fall 2019</td>
<td>Wednesday, June 19, 2019</td>
</tr>
<tr>
<td>Registration Begins for Fall 2019</td>
<td>Monday, July 22, 2019</td>
</tr>
<tr>
<td>Orientation</td>
<td>Monday, August 26, 2019 to</td>
</tr>
<tr>
<td></td>
<td>Friday, August 30, 2019</td>
</tr>
<tr>
<td>Public Holiday (Labour Day)—College Closed</td>
<td>Monday, September 2, 2019</td>
</tr>
<tr>
<td>Day &amp; Evening Classes Begin</td>
<td>Tuesday, September 3, 2019</td>
</tr>
<tr>
<td>Last Day To Add A Course</td>
<td>Monday, September 9, 2019</td>
</tr>
<tr>
<td>Balance Of Fall Fees Due</td>
<td>Monday, September 16, 2019</td>
</tr>
<tr>
<td>Last Day To Drop A Course For Refund</td>
<td>Monday, September 16, 2019</td>
</tr>
<tr>
<td>Summer Graduation Status Available</td>
<td>Friday, October 4, 2019</td>
</tr>
<tr>
<td>Public Holiday (Thanksgiving)—College Closed</td>
<td>Monday, October 14, 2019</td>
</tr>
<tr>
<td>Fall Reading Week (No Classes, College Open)</td>
<td>Monday, October 21, 2019 to</td>
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<tr>
<td></td>
<td>Friday, October 25, 2019</td>
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<tr>
<td>Mid Term Grades Due</td>
<td>Friday, November 1, 2019</td>
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<tr>
<td>Tuition Deposit Due for Winter 2020</td>
<td>Wednesday, November 6, 2019</td>
</tr>
<tr>
<td>Fall Convocation</td>
<td>Thursday, November 7, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw From a Course Without Academic Penalty</td>
<td>Friday, November 15, 2019</td>
</tr>
<tr>
<td>Registration Begins for Winter 2020</td>
<td>Monday, November 18, 2019</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Friday, December 13, 2019</td>
</tr>
<tr>
<td>Final Grades Due by Faculty at 6 p.m.</td>
<td>Wednesday, December 18, 2019</td>
</tr>
<tr>
<td>Holiday Period Begins—College Closed at Noon</td>
<td>Tuesday, December 24, 2019</td>
</tr>
</tbody>
</table>
# Humber Postsecondary—Certificates, Diplomas and Graduate Certificates
## Winter 2020

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<tr>
<td>Day &amp; Evening Classes Begin</td>
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<td>Last Day To Add A Course</td>
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<td>Monday, September 16, 2019</td>
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<td>Summer Graduation Status Available</td>
<td>Friday, October 4, 2019</td>
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<td>Fall Reading Week (No Classes, College Open)</td>
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Canadian Press Style—Quick Reference

Capitalization
- Program/course names are capitalized but not the corresponding credential
  - The Floral Design certificate program
  - The Critical Care course
- Capitalize formal titles that directly precede a name
  - President Chris Whitaker, Vice-President Rani Dhaliwal
- Lower-case titles that appear after a name, or are set off from a name by commas
  - Laurie Rancourt, senior vice-president academic
  - The director of communications, Andrew Leopold
- Capitalize the name of an office, department or faculty when it appears in full as a formal name; lowercase informal or short forms
  - Faculty of Applied Sciences & Technology; the faculty; applied tech
  - Office of the Registrar; the office; the registrar’s office
  - Office of Student Success and Engagement; the student success office
- Modified down style
  - Use a modified down style, that is, where a reasonable choice exists, use lowercase. Basic rule: Capitalize all proper names, trade names, government departments and agencies of government, names of associations, companies, clubs, religions, languages, nations, races, places and addresses. Otherwise, lowercase is favoured.

Numbers
- Whole numbers: write one to nine as words, 10 and up as numerals
  - The student bought four coffees and 12 bagels for his classmates. It was the fifth week of classes, and the 13th time he had waited in line at Tim’s.
- Use numbers when writing decimals and with uncommon fractions
  - 0.54, 2 ½ days
  - three-quarters, two-fifths

Academic
- BA, MA, PhD
- B.Comm, B.Sc, M.Sc, P.Eng
- bachelor’s degree, master’s degree
- postgraduate, postsecondary

Other abbreviations
- U.S.
- a.m. and p.m.

General note: Above all else, be consistent!

Last updated: April 2016

Note: these are general principles followed on the Humber website, in media documents and in corporate publications.
## Frequently Called Numbers

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<th>Telephone</th>
<th>Extension</th>
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<td>Aboriginal Services (North)</td>
<td>416.675.6622</td>
<td>Ext. 5424</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ext. 5675</td>
</tr>
<tr>
<td>Accessibility Learning Services (North)</td>
<td>416.675.5090</td>
<td></td>
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<tr>
<td>Accessibility Learning Services (Lakeshore)</td>
<td>416.675.6622</td>
<td>Ext. 3331</td>
</tr>
<tr>
<td>Accounting Centre (North)</td>
<td>416.675.6622</td>
<td>Ext. 4929</td>
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<tr>
<td></td>
<td></td>
<td>Ext. 5503</td>
</tr>
<tr>
<td>Accounting Centre (Lakeshore)</td>
<td>416.675.6622</td>
<td>Ext. 3889</td>
</tr>
<tr>
<td>Advancement &amp; Alumni Relations</td>
<td>416.673.0152</td>
<td></td>
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<tr>
<td>Awards &amp; Scholarships</td>
<td>416.673.0152</td>
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</tr>
<tr>
<td>Arboretum (Nature Centre)</td>
<td>416.675.6622</td>
<td>Ext. 5009</td>
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<tr>
<td>Athletics (North)</td>
<td>416.675.5097</td>
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<tr>
<td>Athletics (Lakeshore)</td>
<td>416.675.6622</td>
<td>Ext. 3237</td>
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<tr>
<td>Athletics (Swimming Pool)</td>
<td>416.394.6050</td>
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<tr>
<td>Applied Research &amp; Innovation</td>
<td>416.675.6622</td>
<td>Ext. 4098</td>
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<td>Call Centre/Customer Service</td>
<td>416.675.6622</td>
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<tr>
<td>Catering Services</td>
<td>416.675.6622</td>
<td>Ext. 4238</td>
</tr>
<tr>
<td>Camp Choice (North/Lakeshore)</td>
<td>416.675.6622</td>
<td>Ext. 4735</td>
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<td>Campus Bookstore - Follett (North)</td>
<td>416.675.5066</td>
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<td>Campus Bookstore - Follett (Lakeshore)</td>
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<td>Centre for Employee Benefits (401 The West Mall)</td>
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<td>Chaplaincy Services (North/Lakeshore)</td>
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<td>Counselling - Educational and Psychological (North)</td>
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<td>Counselling - Educational and Psychological (Lakeshore)</td>
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<td>Department</td>
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<td>Faculty of Health Sciences &amp; Wellness (Emergency Skills)</td>
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<tr>
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<td>Radio Humber (Campus Radio Station)</td>
<td>416.675.6622</td>
<td>Ext. 4913 (Station Manager)</td>
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<td>Writing Centre (North)</td>
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<td>Xerox Canada Copy Centre</td>
<td>416.675.6622</td>
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</table>
Humber College Campus Locations

1. HUMBER NORTH CAMPUS (NO)
   205 Humber College Blvd.
   Toronto, ON  M9W 5L7
   Tel: 416.675.5000
   enquiry@humber.ca

2. Humber Arboretum
   North Campus
   Tel: 416.675.5009
   arboretum@humber.ca

3. Humber Transportation
   Training Centre (GA)
   55 Woodbine Downs Blvd.
   Toronto, ON  M9W 6N5
   Tel: 416.798.0300
   truck.info@humber.ca

4. Humber Centre for Trades and Technology (CAR)
   110 Carrier Dr.
   Toronto, ON  M9W 5R1
   Tel: 416.675.5000
   enquiry@humber.ca

5. Humber Education & Training Solutions (ETS)
   30 Carrier Drive
   Toronto, ON  M9W 5T7
   Tel.: 416.675.5000
   enquiry@humber.ca

humber.ca/maps

Map is not to scale.
6. **HUMBER ORANGEVILLE CAMPUS (OR)**
   Alder St. Recreation Complex
   275 Alder Street
   Orangeville, ON L9W 5H6
   Tel: 416.675.5000 or 1.877.675.3111
   Fax: 519.941.8068
   enquiry@humber.ca

7. **Humber Arts Common (ART)**
   3253 Lake Shore Blvd. West
   Toronto, ON M8V 1M2
   Tel: 416.675.5000
   enquiry@humber.ca

8. **Humber Fitness Centre**
   3244 Lake Shore Blvd. West
   Toronto, ON M8V 1M1
   Tel: 416.675.5000
   enquiry@humber.ca

9. **Humber Arts & Media Studios (BIR)**
   300 Birmingham St.
   Toronto, ON M8V 2E6
   Tel: 416.675.5000
   enquiry@humber.ca

10. **HUMBER LAKESHORE CAMPUS – WEST (LA)**
    3199 Lake Shore Blvd. West
    Toronto, ON M8V 1K8
    Tel: 416.675.5000
    humber.ca/lakeshorecampus
    enquiry@humber.ca

11. **Humber Medical Centre (MED)**
    3170 Lake Shore Blvd. West
    2nd Floor Toronto, ON M8V 3X8
    Tel: 416.675.5000
    enquiry@humber.ca

12. **Humber Fashion Institute (FAS)**
    3166 Lake Shore Blvd. West
    Toronto, ON M8V 1L6
    Tel: 416.675.5000
    enquiry@humber.ca

13. **STUDENT WELCOME AND RESOURCE CENTRE (WEL)**
    (Home of the Lakeshore Grounds Interpretive Centre)
    2 Colonel Samuel Smith Park Dr.
    Toronto, ON M8V 4B6
    Tel: 416.675.5000
    enquiry@humber.ca

14. **Humber Centre for Justice Leadership (AN)**
    3120 Lake Shore Blvd. West
    Toronto, ON M8V 1L3
    Tel: 416.675.5000
    enquiry@humber.ca

15. **HUMBER LAKESHORE CAMPUS – EAST (LA)**
    21 Colonel Samuel Smith Park Dr.
    Toronto, ON M8V 4B6
    Tel: 416.675.5000
    enquiry@humber.ca

16. **Centre for Entrepreneurship (G)**
    17 Colonel Samuel Smith Park Dr.
    Toronto, ON M8V 4B6
    Tel: 416.675.5000
    enquiry@humber.ca

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**TRANSIT TO HUMBER**

Brampton Transit/Züm
905.874.2750
brampton.ca/en/residents/transit

Go Transit
416.869.3200
gotransit.com

MiWay (Mississauga Transit)
905.615.4636
mississauga.ca/portal/miway

Toronto Transit Commission (TTC)
416.393.4636
 TTC.ca

York Region Transit (YRT)/Viva
905.762.2100
yrt.ca

Parking and campus maps are available at
humber.ca/maps
Humber North Campus

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

B - Basement / 1 - Main Floor / 2 - 2nd Floor / 3 - 3rd Floor / 4 - 4th Floor / 5 - 5th Floor / 6 - 6th Floor

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Humber North Campus

A
Aboriginal Resource Centre.................. LRC-2
Academic & Career Success Centre ... LRC-1
Academic Upgrading……………………. LRC-5
Accessibility Services ....................... LRC-2
Accounting Centre .......................... E-2
Administrative Offices
  · President............................... LRC-6
  · Vice-Presidents ..................... LRC-6
Admissions ................................. LRC-1
Advancement & Alumni Relations...... LRC-5
Applied Research & Innovation........ D-2
Arboretum ................................. ARB
Art Galleries
  · Aboriginal Art......................... E-1
  · Guelph-Humber Gallery ............ GH-1
  · Humber Gallery ..................... LRC-1
Athletics & Recreation
  · Athletics Office ...................... A-1
  · Community Pool .................... AX-1
  · Fitness Centre/Weight Room ...... A-2
  · Gymnasium .......................... A-1
  · Sports Injuries Clinic .............. A-1
Atrium .................................. GH-1
AV Graphics ............................. D-2

B
Backyard, The Ignite
(formerly Amphitheatre, outdoors) ...... KX-1
Biowall .................................. GH-1
Bookstore ............................... H-1
Broadcast Centre ......................... L-2

C
Capital Development & Facilities
Management ............................... D-1
Camp Choice ............................. LX-1
Centre for Human Rights, Equity
  & Diversity .............................. LRC-5
Centre for Urban Ecology ............. U
Child Development Centre .......... FX-1
Community Outreach & Workforce
Development ............................. H-2
Community Room ....................... NX-1

Computer Labs
(Open Access Learning Spaces)
  · 1 ..................................... H-2
  · 2 ..................................... N-2
  · 3 ..................................... LX-1
  · 4 ..................................... D-1
Concourse ................................. E-1
Conference Services ................. R-1
Counselling Services ................. LRC-2
Culinary Arts & Sciences
(Canadian Centre for) ................. D-1
Culinary Arts Demonstration Lab ..... E-1
Customer Service ..................... LRC-1
  · Admissions & Registration
  · Financial Aid

D
Dean of Students ......................... LRC-2
Dental Clinic ............................. KX-2
Design Centre ........................... N-1
Doris Tallon Room ..................... K-B

E
Ecology Centre, Urban ................. U
Education & Training Solutions .... ETS

F
Faculty Offices
  · Applied Sciences & Technology .. NX-2
  · Business ............................. E-2
  · Health Sciences & Wellness ...... M-2
  · Hospitality, Recreation & Tourism . B-1
  · Liberal Arts & Sciences and
    Innovative Learning ................ LRC-5
  · Media & Creative Arts .......... K-1
Financial Management ............... D-1
Financial Aid/Awards .................. LRC-1
Financial Services & Planning ...... B-3
First Aid (See Health Centre/Security)

Food Services
  · Ackee Tree ............................. E-1
  · Food Emporium ..................... K-B
  · Gourmet Express .................. E-1
  · GH Cafe ............................. GH-2
  · Hawk’s Nest ........................ C-1
    · Booster Juice
    · Pita Pit
    · Pizza Pizza
  · Humber Room ...................... EX-1
• Java Jazz ........................................ H-1
• Staff Lounge .................................... K-2
• LinX Lounge .................................. LX-1
• Residence Café ................................ R-1
• Starbucks ...................................... LRC-1
• Tim Hortons ................................... IE-1

G
Games Room .................................. KX-B
Governors’ Boardroom ..................... LRC-6
Greenhouses .................................. G-1

H
Health Centre/Nurse ......................... LRC-2
Human Resources .............................. LRC-6
Humber Spa .................................. A-1

I
Ignite .............................................. KX-2
International Centre ........................ LRC-2
IT & Media Services Centre ............... NX-2

L
Library .......................................... LRC-3&4
Lecture Theatre ............................... E-1
Lost & Found (Security Office) .......... NX-1

M
Mailroom ....................................... N-B
Marketing & Communications ........... LRC-6
Massage Therapy Clinic .................... A-1
Math Centre ..................................... LRC-3

O
Open Access Learning Spaces ........... H-2, N-2, LX-1, D-1

P
Peer Assisted Learning Support .......... LRC-3
President’s Boardroom ..................... LRC-6
President’s Office ............................. LRC-6
Print & Copy Shop ............................ H-1
Program Planning, Development & Renewal ........................................ LRC-6
Purchasing Services ....................... B-3

R
Receiving ....................................... N-B
Recruitment (Student) ...................... LRC-1
Registrar’s Office ............................ LRC-1
Registration (Customer Service) ....... LRC-1
Research (Institutional) .................... D-1
Residence Life ............................... R-1

S
Security Office (Public Safety) ....... NX-1
• Campus Walk
• First Aid
• Lost & Found
Seventh Semester Room ................. K-B
Spa .............................................. A-1

G
Strategic Planning & Institutional
Analysis ........................................ LRC-6
Student Centre, Ignite .................... KX
Student Events .............................. E-1
Student Residences ...................... R/S/T

O
Student Success & Engagement
(Student Services)
• Aboriginal Resource Centre ...... LRC-2
• Student Life ................................. LRC-2
  • First Year Experience ...... LRC-2
  • First in the Family .......... LRC-2
  • Multi-Faith Centre .... LRC-2
  • Orientation ...................... LRC-2
  • Student Conduct .......... LRC-2
  • Transition & Leadership .... LRC-2
• Student Wellness &
  Accessibility Centre .......... LRC-2
  • Accessibility Services .... LRC-2
  • Counselling ............... LRC-2
  • Health Centre .......... LRC-2
• Peer Assisted Learning Support LRC-3

T
Teaching & Learning Support .......... D-2
Testing Services ............................. LRC-2
Tours, Campus ............................... LRC-1
Tzu Chi Clinic of Traditional Chinese Medicine ........................................ C-1

U
University of Guelph-Humber .......... GH
Centre of Urban Ecology ............... U

W
Writing Centre .............................. LRC-3

Y
Youth Enrichment Program .......... H-2
Humber Lakeshore Campus
3199 Lake Shore Blvd. West, Toronto, Ontario M8V 1K8
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Humber Lakeshore Campus, East Campus

(Robert A. Gordon Learning Centre)
21 Colonel Samuel Smith Park Dr.

humber.ca/maps

MAIN FLOOR PLAN
(Buildings C, D, E, F, G, H, I, J, K, L, M and N)

Social & Community Services Office/Classrooms.......................... C/D/E
Classrooms/Faculty Offices/Labs.............................. E
Media Studies & Information Technology Office/Math & Writing Centre/Classrooms/Labs .... F
Centre for Entrepreneurship ........................................ G
Business School Office/International Centre/Accounting Centre/ .............................................. H
Classrooms/Faculty Offices/Labs..................... I
English Language Centre/ Liberal Arts & Sciences Faculty Offices/Classrooms/English for Academic Purposes (EAP) Labs............. J
Student Centre/Ignite Office/Games Room . K
Lakeshore Commons/Cafeteria/Broadcast Centre/Classrooms/Labs .................... L
Security/Facilities Management/Tim Hortons M
Central Plant/Receiving/Mailroom (below ground) ............................................. N
Key Performance Indicators (KPIs)

Ontario Colleges of Applied Arts and Technology
KPI Student Satisfaction and Engagement Survey
Humber College

This survey provides you with an opportunity to give feedback about your program and your college. It is not an evaluation of this specific course, subject or teacher.

SECTION A:
1. Please mark the alphanumeric code identifying your program and campus in the following selection box. A list of codes has been printed on the back of the instruction sheet provided to you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
</tbody>
</table>

2. In which semester/term/level are you currently enrolled?

1 2 3 4 5 6 7 8 Other

SECTION B: Please think about how the learning experiences in THIS PROGRAM relate to YOUR future, and then rate the importance of, and SATISFACTION with the following:

(If you choose ‘NOT APPLICABLE’, move to the next question. Do not complete the IMPORTANCE or SATISFACTION questions.)

This program...

3. Provides you with skills and abilities specific to your chosen career.

4. Provides you with skills and abilities helpful for your future life outside of work.

5. Helps you understand your career options.

6. Develops your writing skills.

7. Develops your speaking skills.

8. Develops your math skills.

9. Develops your ability to work with others.

10. Develops your ability to solve problems.

11. Develops your computer skills.

12. Helps you understand further education opportunities.

13. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.

Please do not mark in this area.

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Page 1
### SECTION C: Please think IN GENERAL about ALL your courses and ALL your teachers in this program, and then rate the importance of, and YOUR SATISFACTION with the following:

(If you choose ‘NOT APPLICABLE’, move to the next question. Do not complete the IMPORTANCE or SATISFACTION questions.)

<table>
<thead>
<tr>
<th></th>
<th>IMPORTANCE</th>
<th>SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>14. Teachers are up-to-date/current in their fields.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. Teachers' presentation of the subject material.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. Helpfulness of teachers outside of class.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. Promptness of feedback on your work.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. Helpfulness of feedback on your work.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. Quality of the learning experiences related to the background theory and concepts of your program.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Quality of the learning experiences related to the practical skills or hands-on aspects of your program.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Quality of the learning experiences related to any online instruction.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>22. Quality of field placements, clinical experiences, internships or co-op work terms.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23. Usefulness of assigned course materials (e.g., books, other readings, software, etc.).</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>24. The OVERALL quality of the learning experiences in this program.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### SECTION D: Please indicate YOUR usage of the following services. Rate how important they are to YOU, and if you used them, rate YOUR SATISFACTION with them.

<table>
<thead>
<tr>
<th></th>
<th>USAGE</th>
<th>IMPORTANCE</th>
<th>SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don't Use</td>
<td>Low Use</td>
<td>High Use</td>
</tr>
<tr>
<td>25. Library/Resource Centre services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>26. Tutoring services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>27. Academic advising services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28. Personal counselling services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>29. Services for students with disabilities.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30. Bookstore services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>31. International Office and other international student services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>32. Office of the Registrar services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>33. Health services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>34. Food services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>35. Campus Safety and Security services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>36. Financial Aid services (please comment on the service provided, not the amount of money received).</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>37. Services for finding a field placement, clinical experience, internship or co-op work term.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>38. Career advising and job search assistance.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>39. The OVERALL quality of the services in the college.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
**SECTION E:** Please indicate YOUR usage of the following facilities/resources. Rate how important they are to YOU, and if you used them, rate YOUR SATISFACTION with them.

<table>
<thead>
<tr>
<th>Facility/Resource</th>
<th>USAGE</th>
<th>IMPACTANCE</th>
<th>SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Library facilities/resources (e.g., physical space, books, journals, online databases)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Internet connectivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Lab/shop facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Individual/group study space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Social spaces (e.g., lounge areas)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Recreation and athletics facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Accessibility of buildings, classrooms, and lab/shops for students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Cleanliness of buildings and rooms (e.g., classrooms, hallways, study spaces, washrooms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. General condition of buildings and campus grounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. The OVERALL quality of the facilities/resources in the college</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION F:** Please rate the importance of, and your satisfaction with:

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. The usefulness of the college program information you received before your first class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. The concern of people at this college for your success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Your overall college experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION G:** Please think IN GENERAL about all your courses and experiences at this college.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Degree</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Encourages you to spend time on your coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Provides support to deal with your coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. Provides support to deal with your non-academic responsibilities (e.g., work, family, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Provides information on social opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. Provides information on student financial aid services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. Has at least one person you can rely on for useful information (e.g., teacher, counsellor, other staff, student)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Provides you with challenging courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION H:** Please think IN GENERAL about all your courses and experiences at this college.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. Participate in class discussions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Present information to your class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. Work with other students on assignments/projects?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. Review an assignment/project before submitting it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Complete homework assignments/projects on time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Discuss your course performance with a teacher?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Work hard to meet the demands of your courses?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION I: The college is interested in understanding demands on students’ time while at college.

Estimate to the nearest hour, how many hours you spend in a typical 7-day week doing each of the following:

67. Traveling to and from the college. .................................................................

68. Coursework outside of class. .................................................................

69. Participating in college activities other than attending classes or labs. .................................................................

70. Participating in volunteer activities. .................................................................

71. Working for pay. ........................................................................

72. Providing care for dependents (e.g., children, spouse/partner, relatives, etc.): .................................................................

SECTION J: To help us group responses, please provide the following information about yourself: (No information which could identify an individual will be reported.)

73. You identify as:
   - Female
   - Male
   - Other gender identity

74. Your age is:

75. Your first language is:
   - English
   - French
   - Other

76. The education you completed before entering this program includes: (Select all that apply.)
   - High school diploma
   - College upgrading
   - Some previous college
   - College diploma
   - None of the above

77. Your main goal in enrolling in this program is: (Select only one.)
   - To prepare for employment/career
   - To prepare for further college or university study
   - To pursue an interest or for personal development
   - Other

78. You are registered as:
   - Full-time student
   - Part-time student

79. Are you enrolled at Humber College on an International Study permit?
   - Yes
   - No

80. Has either of your parents/guardians ever attended a university or college?
   - Yes
   - No

81. Do you consider yourself to have a physical, intellectual, mental health or learning disability?
   - Yes
   - No
   - Prefer not to say

SECTION K: College-Specific Questions

82a. Do you want to self-identify as an Aboriginal Person? (An Aboriginal person is considered a person related to, or descended from, the Original Peoples of Canada).
   - Yes
   - No

82b. Select the description(s) that you self-identify with:
   - First Nation (Status/Non-Status Indian)
   - Métis
   - Inuk (Inuit)
   - I use an alternative term to describe my Aboriginal ancestry and/or identity (e.g. Anishinaabe, Treaty #3). Specify:

SECTION K: College-Specific Questions

83. I have developed friendships at Humber.
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree

84. My program is directly related to the type of work I want after I graduate.
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree

85. I normally go to all of my classes.
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree

86. I believe I am in the right program.
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree

87. I am certain that I will successfully complete my program.
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree

Thank you for your participation.
# Student Feedback Questionnaires (SFQs), online courses

[link: humber.ca/sfq/faq/]

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>What questions are included in the SFQ for online courses?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course site was up to date and ready as of the start of the semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning materials were presented in a clear manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course site was well organized and easy to navigate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning activities (e.g. assignments, discussions etc.) helped me think critically about the topics in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A variety of teaching methods (e.g. group work, multi-media, case studies, web links, etc) were used in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were opportunities for me to actively participate in the course as a learning partner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pace the professor set for completing the course was appropriate for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor appropriately managed student behaviour/interaction within the course site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor returned assignments and tests within a 2-week period.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor responded to me with a courteous tone and professionalism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor provided clear direction about how student work would be evaluated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor interacted with me and contributed to the experience in a manner that helped me learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor provided me with useful feedback about my progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor responded to my course-related questions within 24 – 48 hours (except on weekends).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overall, the professor's performance was...

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

### Open Ended

Other comments you would like to share with your professor.

### Compared with other courses I have taken, my effort in this course was...

<table>
<thead>
<tr>
<th>Greater</th>
<th>The Same</th>
<th>Less</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

### Overall, the learning experience in the course was...

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

### Overall, the quality of the course was...

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

### Open Ended

What did you like most about the course?

What would make this course a better learning experience?

### Professor Question 1

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

### Professor Question 2

### Professor Question 3
## Student Feedback Questionnaires (SFQs), face-to-face courses

Visit [humber.ca/sfq/faq/](http://humber.ca/sfq/faq/)

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor was well prepared for each class/lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor presented his/her materials in a clear manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pace the professor set for the course was appropriate for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor helped me think critically about the topics in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor used a variety of teaching methods (e.g., group work, multimedia, case studies, lecture, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor treated me with courtesy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor provided clear explanation about how student work would be evaluated in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way the professor taught helped me learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor provided me with useful feedback about my progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor managed student classroom behaviour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor motivated me to learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor responded to my course-related voice message(s) or email message(s) within 2 school days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professor returned assignments and tests within a 2-week period.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compared with other courses I have taken this semester, my effort in this course was...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall, the learning experience in this course was...

YOUR PROFESSOR’S QUESTIONS. Answer any additional questions provided by your professor using bubbles 16-18.

<table>
<thead>
<tr>
<th>Professor Question 1</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Question 2</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Professor Question 3</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

COMMENTS

Your comments are highly valued and will assist the professor with this course.

What did you like about the course?

[OPEN ENDED]

What would make this course a better learning experience?

[OPEN ENDED]
ITS Quick Reference Guides

Download the latest Quick Reference Guides from:

- its.humber.ca or email SupportCentre@humber.ca

- Copy/Print/Scan Fax Quick Reference Guide
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(# waste container)

### gal. of water
(# days of water consumption)

### lb CO₂
(# miles driven)

### MMBTU
(3, 343 60W light bulbs for one hour)

### kg NOₓ
(emissions of one truck during 1 day)

Environmental impact estimates were generated by calculateur.rollandinc.com

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