Humber College Sustainability Faculty Champions
Statement of Purpose

Humber's Sustainability Faculty Champions group is a community of professors and instructors representing all academic faculties. The purpose of this group is to build professional capacity and drive inter-faculty initiatives on curriculum development and teaching & learning practices. The outcomes of this group are aligned with Humber's Institutional Learning Outcomes (ILO) framework.

The Sustainability Faculty Champions held its inaugural meeting in Spring 2018.

Sustainability Faculty Champions leads:

Lindsay Walker, Associate Director, Office of Sustainability
Heidi Marsh, Director, Scholarship of Teaching and Learning

Primary goals:

The group's primary goals in the first two years of operation have been to:

1. Build within each member the capacity for knowledge and understanding about sustainability and what it means at Humber. This is in service of on-going sustainability leadership initiatives.
2. Build awareness about sustainability and the UN's Sustainable Development Goals across the institution, driven by the Faculty Champions. Large-scale engagement needs to occur before changes at the curricular level.

Membership:

The Sustainability Faculty Champions group is a Community of Practice, designed to be an open forum for inter-faculty dialogue on sustainability best practices in curriculum and the larger classroom experience. It also serves as a venue for faculty professional development on sustainability. It is open to academic faculty and instructors across all six academic Faculties, and all other employees at Humber.

In addition to numerous one-time attendees, the Faculty Champions meetings are regularly attended by a core group of 12-15 faculty members.

Meeting structure:

Faculty Champions meetings occur on a regular schedule, 2-3 times per academic semester. Meetings offer faculty best practices and external speakers for professional development opportunities. Members also engage in training to implement sustainability success metrics within the classroom.

Additional information:

For additional information on the Sustainability Faculty Champions, please contact Lindsay Walker, Associate Director, Office of Sustainability, and Faculty Champions co-lead, at lindsay.walker@humber.ca.

HUMBER

INSTITUTIONAL LEARNING OUTCOMES FRAMEWORK

Approved November 26, 2018

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Humber graduates are ready to:

ADAPT to a rapidly evolving workplace and world

LEAD positive change locally and globally
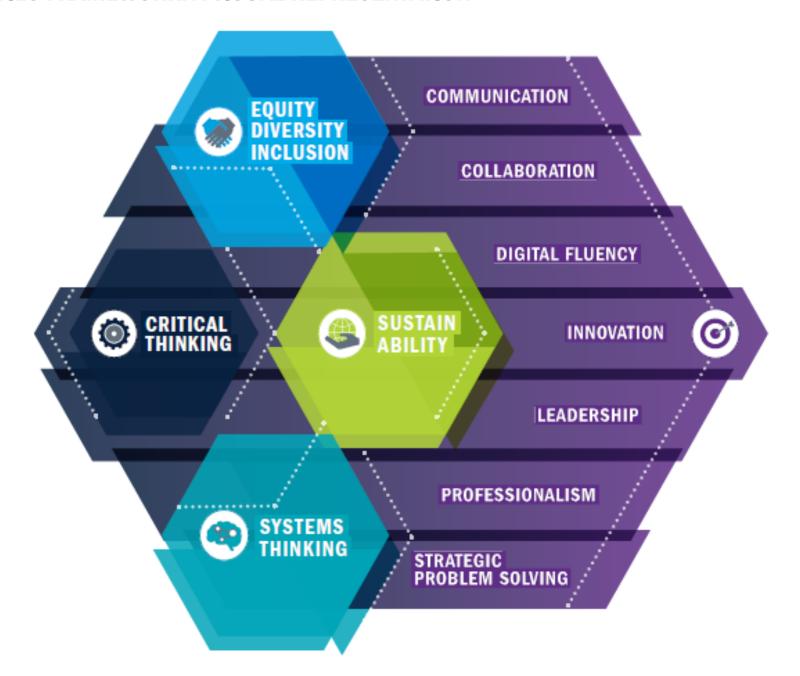
SUCCEED in their chosen careers

To our students:

As a Humber student, you will be immersed in a transformative 21st century learning experience. You will build deep knowledge and expertise in your chosen field. At the same time, you will develop **core skills** and **mindsets** that will support your success throughout your life. These skills and mindsets will set you apart in an increasingly competitive job market. They will also differentiate you as a leader in your workplace and community.

Humber's core skills and mindsets are called our **Institutional Learning Outcomes (ILOs)**. Our ILOs define the unique qualities of Humber's polytechnic approach to education. They were developed by our faculty, staff and students in collaboration with our industry and community partners. Our ILOs also align with the top employability skills and mindsets recognized globally as critical to graduates' success now and into the future.

During your time at Humber, you will have multiple opportunities both within and outside the classroom to develop your core skills and mindsets. By taking full advantage of these opportunities, you will build your capacity to showcase what you have to offer to employers.

Whatever your goals and aspirations – wherever your future takes you – your education at Humber will lay the foundation for your success. As a Humber graduate, you will be **READY.**

THE ILO FRAMEWORK: A VISUAL REPRESENTATION

EQUITY DIVERSITY INCLUSION

COMMUNICATION

COLLABORATION

DIGITAL FLUENCY

CRITICAL THINKING

SUSTAIN ABILITY

INNOVATION

LEADERSHIP

SYSTEMS THINKING

PROFESSIONALISM

STRATEGIC PROBLEM SOLVING

WHY AN ILO FRAMEWORK?

Being a 21st century career-ready citizen means having the knowledge and skills to achieve professional and personal success while contributing meaningfully to our communities.

Humber's ILO framework articulates the unique qualities of our graduates. The framework consists of three components - key mindsets, core skills and an overarching meta-skill - that function synergistically to form the building blocks of career-ready citizens.

Within the ILO framework, the key mindsets express a worldview focused on equity, sustainability and systems thinking. The core skills – collaboration, communication, digital fluency, innovation, leadership, professionalism and strategic problem-solving – are the practical tools that transform these key mindsets into behaviour and action. Critical thinking stands alone as the meta-skill that drives all the other components of the framework.

CRITICAL THINKING: OUR META-SKILL

Meta-skills are higher-order skills that drive the performance of all other skills. At Humber, we focus on critical thinking – thinking about thinking - as the meta-skill that Humber graduates use to mobilize their core skills and key mindsets.

As critical thinkers, Humber graduates have awareness of their thinking process and apply this process to behaviour and action. They approach issues with an open mind, questioning all perspectives and systems of thought. They assess and analyze all relevant information, and accurately and comprehensively represent key issues. They communicate and collaborate effectively with others to achieve well-reasoned conclusions and make evidence-based recommendations.

CRITICAL THINKING IS:

- analysis
- evaluation
- inquiry
- awareness of self and others
- well-reasoned conclusions
- mathematical reasoning

OUR KEY MINDSETS

Mindsets shape worldviews. At Humber, we nurture three key mindsets that are crucial to the well-being and prosperity of individuals and communities: equity, diversity & inclusion (EDI), sustainability and systems thinking. These three mindsets determine the behaviour and action of Humber graduates in work and life.

EQUITY, DIVERSITY & INCLUSION

An equity, diversity & inclusion mindset enables us to create a fair, just and inclusive world. As equity-minded individuals, Humber graduates have a deep understanding of and respect for human diversity, intersectional identities and cultural complexity. They act with empathy, compassion and humility to remove barriers and create equal opportunity for all individuals and communities.

EQUITY, DIVERSITY & INCLUSION IS:

- anti-racism
- anti-oppression
- empathy, compassion & humility
- equal opportunity
- global citizenship
- intersectionality

SUSTAINABILITY

A sustainability mindset enables us to think and act with our collective future in mind. As sustainability-minded individuals, Humber graduates lead by example. They promote sustainable practices in their professional and personal lives. They act responsibly in environmental, economic and social ways that protect our planet and contribute positively to the well-being of our communities.

SUSTAINABILITY IS:

- economic responsibility
- environmental responsibility
- social & civic responsibility

SYSTEMS THINKING

A systems thinking mindset enables us to effect real change by harnessing the interconnectedness of all things. As systems thinkers, Humber graduates approach situations by knowing the limits of their own knowledge and engaging multiple perspectives. They are curious, compassionate and courageous thinkers who actively break down silos and promote holistic, emergent problem-solving.

SYSTEMS THINKING IS:

- courage
- holistic and emergent problem-solving
- interconnectedness
- limits of knowledge
- multiple perspectives

OUR CORE SKILLS

Core skills are the practical tools we need for learning, work and life in the 21st century. At Humber, we focus on seven core skills: collaboration, communication, digital fluency, innovation, leadership, professionalism and strategic problem-solving. Driven by critical thinking and shaped by our key mindsets, these core skills ensure Humber graduates have the tools to be career-ready citizens.

COLLABORATION

Collaboration skills enable individuals to work with others effectively to achieve a common goal.

COLLABORATION IS:

- active listening
- conflict resolution
- emotional intelligence
- goal-setting
- individual accountability
- self-regulation

Key words:

assist, awareness, compassion, contribution, coordination, diplomacy, feedback receptiveness, flexibility, judgement, negotiation, open-mindedness, participation, positivity, relationship management, respect, responsibility, self-reflection, teamwork

COMMUNICATION

Communication skills enable individuals to convey information effectively.

COMMUNICATION IS:

- clarity & conciseness
- credibility & integrity
- purpose & audience
- strategic networking

- tone & medium

Key words:

active listening, articulate, confidence, convince, correspond, diplomacy, discuss, express, inform, listen, non-verbal empathy, open-mindedness, personal profile development, persuade, read, respect, self-reflection, share, tact, write

DIGITAL FLUENCY

Digital fluency skills enable individuals to use and adapt to digital tools, manage information, conduct research, and create and communicate effectively and ethically in digital spaces.

DIGITAL FLUENCY IS:

- data analytics
- ethics & security
- information management
- multi-platform competency
- new media literacy
- online etiquette

Key words:

access, assessment, critique and evaluate information, copyright law and licensing, cultural contexts, digital technologies, design, responsibility, professional reputation management, recognizing purpose, responsible information sharing, security and safety, self-regulation, social media literacy

INNOVATION

Innovation skills enable individuals to think creatively and critically to generate new and different ideas.

INNOVATION IS:

- curiosity
- design thinking
- entrepreneurialism
- targeted creativity
- vision

Key words:

creativity, comfort with ambiguity, connecting the dots, curiosity, divergent thinking, generative, improvisation, incubation, intuition, inventive lateral thinking, navigating the grey, predictive thinking, rigor

LEADERSHIP

Leadership skills enable individuals to inspire, motivate and empower others to achieve positive, common goals.

LEADERSHIP IS:

- coaching & mentoring
- empowerment of others
- mentoring
- being a positive influencer
- role-modelling
- vision
- working in diversity

Key words:

awareness, change-maker, collaboration, commitment, communication, conviction, cooperation, courage, delegation, diplomacy, empathy, ethics, facilitation, fearless agility, feedback, honesty, humility, initiative, integrity, motivation, passion, perseverance, persuasion, positivity, prioritization, reducing ambiguity, reliability, resolving problems, responsibility, self-reflection, trustworthiness

PROFESSIONALISM

Professionalism enables an individual to exhibit behaviour and actions that enhance personal reputation and contribute positively to success in the workplace.

PROFESSIONALISM IS:

- accountability
- adaptability
- confidence
- ethics & responsibility
- field/industry readiness
- resilience
- resourcefulness

Key words:

communication, continuous learning, emotional intelligence, enthusiasm and engagement, flexibility, honesty, humility, initiative, integrity, leadership, organization, passion, perceptiveness, persistence, positivity, prioritization, respect, self-reflexivity, self-regulation, time management, trustworthiness

STRATEGIC PROBLEM-SOLVING

Strategic problem-solving skills enable an individual to predict and define a problem, and to determine the best approach to achieving a solution.

STRATEGIC PROBLEM-SOLVING IS:

- applying knowledge, skills and prior experience
- critical judgement
- context awareness
- effective decision-making
- evaluation of merits of solutions
- pre-emptive evaluation

Key words:

analysis, application, assess, decision making, develop, evaluation, idea generation, identify, initiative, iteration, judgement, lateral thinking, making connections, methodology, open-mindedness, patterns, planning, process, risk management, self-directed, transformative thinking, trends

RESOURCES

Meta-skill: Critical thinking

Faculty resources:

AACU. (n.d.). *Critical Thinking VALUE Rubric*. Retrieved from
https://www.aacu.org/value/rubrics/critical-thinking

Assessing Learning Outcomes: Thinking Critically about Critical Thinking and Written
Communication Skills
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pages/metacognition/

Other institutions on critical thinking:

Central Piedmont Community College. (n.d.). *Critical Thinking.* Retrieved from
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Dublin Institute of Technology. (n.d.). *Critical Thinker.* Retrieved from
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Seneca College. (n.d.). *Critical Thinking and Problem Solving.* Retrieved from
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University of Plymouth. (n.d.). *The critical and creative learner.* Retrieved from
https://www.plymouth.ac.uk/your-university/teaching-and-learning/plymouth-compass/the-critical-and-creative-learner
Seneca College. (n.d.). Critical Thinking and Problem Solving. Retrieved from
http://open2.senecac.on.ca/sites/coreliteracies/critical-thinking-and-problem-solving/

University of Plymouth. (n.d.). The critical and creative learner. Retrieved from
https://www.plymouth.ac.uk/your-university/teaching-and-learning/plymouth-compass/the-critical-and-creative-learner

Key mindsets

Equity, diversity & inclusion

Faculty resources:

AACU. (n.d.). *Civic Engagement VALUE Rubric.* Retrieved from https://www.aacu.org/civic-engagement-value-rubric

AACU. (n.d.). *Ethical Reasoning VALUE Rubric.* Retrieved from https://www.aacu.org/ethical-reasoning-value-rubric

AACU. (n.d.). *Intercultural Knowledge and Competence VALUE Rubric.* Retrieved from
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United Nations. (2015). *Sustainable Development Goals.* Retrieved from https://sustainabledevelopment.un.org/sdgs

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Seneca College. (n.d.). *Intercultural Knowledge and Global Perspective.* Retrieved from
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Core skills

Collaboration

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Communication

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Digital fluency

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Innovation

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