

FACULTY FORUM

f t @gbcstaffdev

Issue 2 / Volume 1 / Summer 2016

It is with great pleasure that I welcome readers to the second issue of the Faculty Forum newsletter. The intent of this newsletter is to be a means of communication for faculty by faculty.

Published by Organizational & Staff Development, the goal of Faculty Forum is to provide another way for faculty across the College to learn from others' reflections on teaching and learning, to promote evidence-informed practices for the classroom, and to share valuable resources that support our ongoing work. Working in such a large college can sometimes make connecting challenging; with this in mind, we have been exploring ways to open up a space for members of our college community to feel a stronger sense of connection with each other. Feeling a sense of community is an important part of overall well-being, not only for our students but also for faculty.

As we begin the Fall term, it is not only students who are looking forward to the possibilities of the upcoming academic year! Here are some exciting things that the team at Organizational & Staff Development have been doing to build connections amongst faculty:

This past June, we hosted the annual Learning & Development Retreat up at Geneva Park. We had the pleasure of working with Susan Toews, and members of her team from Student Affairs, who shared their expertise, and led sessions on supporting mental health & well-being for all staff groups. Faculty, Support Staff and Administrators had the chance to connect with one another and learn about ways to support a healthy college campus through some excellent workshops, including "safeTALK" and "Building a Culture of Care in your Working Environment."

Another exciting collaborative project that we have been working on in conjunction with Kate Klein (Research & Education Coordinator for the Healthy Campus Initiative) and Juanita Wattam (Service Integration & Development Leader for the Retention & Persistence Project) is a Faculty video series entitled "FacultyConnect." This ongoing project is an online hub of videos featuring GBC's own faculty sharing their best practices in



fostering well-being in the classroom. For the last five months we have been busy filming and interviewing faculty about creative but concrete ways that they support students' well-being. These videos are available for your viewing pleasure at georgebrown.ca/facultyconnect.

Another recent ongoing initiative that has been supporting faculty professional growth and connection has been the Faculty Learning Circles. Faculty Learning Circles (FLC's) bring together small groups of faculty to critically reflect on, and discuss issues around teaching and learning. Last year we had 14 faculty participate, and we hope to provide more of these groups moving forward. Interested faculty can check out PD Place or contact Staff Development for more information.

This edition of Faculty Forum features submissions from faculty across the college as well as some service areas that directly support the work that faculty are engaged in.

We plan on publishing our next edition of Faculty Forum in the Winter term, so if you have an idea (big or small) for an article, we invite you to share these with us.



We hope you enjoy this edition of Faculty Forum!

JACQUELINE MACCHIONE

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Teaching, Learning & Assessing Critical Thinking Skills

BY: VALERIE SCOVILLE

Professor/Coordinator,

Centre for Preparatory & Liberal Studies: English as a Second Language

According to Daniel Munro, co-author of the Conference Board of Canada's 2014 report *Skills—Where Are We Today? The State of Skills and PSE in Canada*, "Canada is doing quite well in producing people with university, college, and trade credentials. But actual skills attainment in a number of key areas, like critical thinking, numeracy, innovation and employability skills, is underwhelming." In order to better address this gap, for the past 3 years a consortium of 3 colleges and 3 universities have been working on a project funded by Higher Education Quality Council of Ontario (HEQCO) designed to discover better ways of teaching and evaluating essential employability skills.

For George Brown's participation in the project, we focused on critical thinking skills. Over the past 3 years, several professors from a range of

programs were involved in discussions, curriculum revision, assignment creation, and blind marking, all leading to the development of a rubric designed to assess 6 constructs of critical thinking: clarifying the issues, identifying evidence, analyzing ideas, critiquing contradictory information, acknowledging assumptions, and describing conclusions.

The rubric is intended to be as relevant, useful and flexible as teachers need it to be. It can be used fully or in part, revised to suit a particular assignment, applied for marks or feedback, or employed as a guide to develop teaching strategies and assessment tools. It gives us a common language with which to understand critical thinking skills and to help our students better apply them in their particular subject areas and workplaces.

A handbook entitled *Critical Thinking Learning, Teaching and Assessment* is available through your Chair or through Academic Excellence. You can also find it online at the Academic Excellence page on Insite.

	Exceeds expectations	Meets expectations	Below expectations	Inadequate
1 Clarifies the issue to be discussed and/or the position to be argued in this paper	<ul style="list-style-type: none"> Clearly states the specific issue/position to be discussed or argued in the paper Provides additional information about why and how this issue was selected 	Clearly states the specific issue/position to be discussed or argued in the paper	Identifies but does not clearly state the specific issue/position to be discussed or argued in the paper	Does not acknowledge the issue/position to be discussed or argued in the paper
2 Identifies the sources of ideas or evidence used in developing the argument or conclusions	<ul style="list-style-type: none"> Identified sources of ideas/evidence are relevant to the assignment and credible Identifies a broader or more comprehensive range of sources than is required 	Identified sources of ideas/evidence are relevant to the assignment and credible	Some identified sources are either irrelevant to the assignment, questionable or not credible	Does not identify the sources of ideas/evidence
3 Analyses the ideas or evidence to develop the argument or conclusions	<ul style="list-style-type: none"> Analysis both integrates and synthesizes all of the identified sources of ideas/evidence Analysis is logical Analysis is on topic Analysis leads to, strengthens and focuses the argument or conclusions 	<ul style="list-style-type: none"> Analysis includes all the identified sources of ideas/evidences Analysis is logical Analysis is on topic Analysis leads to and supports the argument or conclusions 	<ul style="list-style-type: none"> Analysis reflects some but not all of the identified sources of ideas/evidences Analysis is not logical Analysis is not on topic Analysis does not lead to or support the argument or conclusions 	Does not include an analysis
4 Critiques contradictory evidence, information, experts' opinions and/or methodologies	<ul style="list-style-type: none"> Identifies and questions/ challenges contradictory evidence, information, experts' opinions and/or methodologies as presented Analyses the strengths and limitations of the evidence being challenged 	Identifies and questions/ challenges contradictory evidence, information, experts' opinions and/or methodologies as presented	Accepts contradictory evidence, information, experts' opinions and/or methodologies without question or criticism	Does not acknowledge contradictory evidence, information, experts' opinions and/or methodologies
5 Acknowledges personal biases or assumptions	<ul style="list-style-type: none"> Articulates/explains personal biases or assumptions Acknowledges the relevance or impact of personal biases or assumptions on their analysis or conclusions 	Articulates/ explains personal biases or assumptions	Acknowledges but does not articulate personal biases or assumptions.	Does not mention or recognize personal biases or assumptions
6 Describes conclusions	<ul style="list-style-type: none"> Conclusion is logical Conclusion arises from effectively synthesized and thoroughly evaluated evidence in the argument Solutions are prioritized where there is more than one 	<ul style="list-style-type: none"> Conclusion is logical Conclusion is rooted in/linked to the evidence in the argument Solutions are prioritized where there is more than one 	<ul style="list-style-type: none"> Conclusion lacks logic Conclusion is weakly linked, if at all, to evidence in the argument Where an attempt has been made to prioritize solutions, there are gaps in logic and/or understanding 	<ul style="list-style-type: none"> Conclusion is absent, incorrect or irrelevant to the evidence in the argument Where there is more than one solution presented, these are incorrectly or not at all prioritized

PLAGIARISM

It's time to have the talk and practice what you preach

BY HEATHER BUFFET

Librarian, Academic Services & Learning Resources: Library Learning Commons

There inevitably comes a point in every semester where faculty will start questioning what they can do about plagiarism. When tackling a problem like plagiarism a good first step is to ask yourself the following questions: what is plagiarism, why would a student plagiarize, and do I exhibit best practices in my instruction?

First up is the easy part; what is plagiarism? Plagiarism is an ethical offense, which occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging the source. A more thorough and official definition can be found in the Student Code of Conduct and Discipline Policy.

Plagiarism can be further broken down into conscious plagiarism—submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source; and the misuse of sources—carelessly or inadequately citing ideas and words borrowed from another source.

The reasons for each differ and range from a blatant disregard to genuine misunderstanding. Students could fear failure, feel an assignment is unimportant, think cheating is easier than putting in the effort, and they may not view the consequences as important. Alternatively, they may not understand how to integrate other's ideas or words with their own writing. Students may be confused about how and when to cite sources; instructors may assume that students have already learned appropriate academic conventions of research and documentation.

So how do you combat plagiarism? Never assume someone else has given them the talk. Explain plagiarism and have a clear policy outlined for the students. Make sure your expectations are clear and in writing. Add this information to a class outline or include it with assignment instructions. When discussing plagiarism with your students I find it helps if you can come up with real-world examples. Citing sources can feel like just another hoop for a student to jump through. But when they find out Beyoncé has to cite her sources it might make attribution feel a little less onerous.

Practice what you preach. You can't expect from your students more than you would expect from yourself. Provide reading/source lists with the proper citations. If you are taking material from a text or an article in your slides or assignments use quotations where appropriate and include

“Never assume someone else has given them the talk. Explain plagiarism and have a clear policy outlined for your students.”

the citations as you would expect your students to. If they don't see academic attribution in practice how will they know when and where to use it?

For more tips and information visit the Library Learning Commons which has great resources on their website that can help you and your students Avoid Plagiarism. Also, check out the Copyright Literacy for Ontario College Employees course that is available for all employees on PD Place.

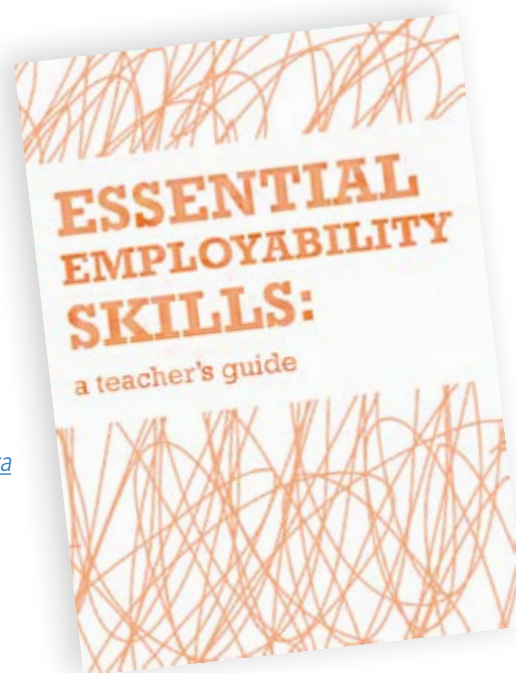
Essential Employability Skills Resource Update

All graduates with the following Ontario College credentials—Ontario College Certificate, Ontario College Diploma and Ontario College Advanced Diploma—must be able to reliably demonstrate the Essential Employability Skills learning outcomes required in each of six categories: Communication, Numeracy, Critical Thinking & Problem Solving, Information Management, Interpersonal and Personal skills. Often there are misconceptions or confusion as to how the development of these skills can be integrated at both the course and program levels.

Over the past academic year, the Office of Academic Excellence has been busy working on developing a new resource for faculty around Essential Employability Skills. Working in conjunction with Organizational & Staff Development, we facilitated EES seminars for interested Faculty. These sessions helped to inform what information would be helpful for the upcoming booklet that will be available in print as well as on Insite. Keep an eye out for this fun and interactive resource coming this fall!

If you have questions or concerns, feel free to contact Jessica Paterson at the Office of Academic Excellence:

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FACULTY READS



BY LAZ SIMEON

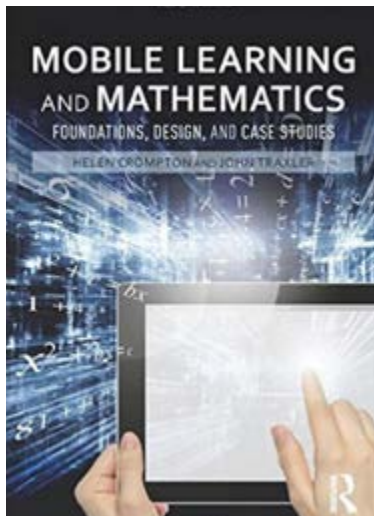
Faculty Facilitator, Organizational & Staff Development

The advent and widespread use of mobile electronic technology has transformed the way we communicate, collaborate, and create new knowledge and artifacts. Educators have been keen to explore the teaching and learning applications of this technology because they understand it has

the potential to change what they're currently doing in the classroom and, indeed, extend the learning context to include the bigger world outside the classroom walls. Helen Crompton provides a wonderful definition of mobile learning, which is referenced in this book, as "learning across multiple contexts, through social and content interactions, using personal electronic devices" (2013, p. 4). However, Crompton's definition has proven to be a challenge, a high standard, for many would-be practitioners of mobile learning. Too often the use of the technology (the "devices") becomes the centre of attention, and not enough work goes into developing learning activities and assessments that foster "social and content interactions" in "multiple contexts." In other words, mobile learning frequently means using iPads or smartphones (but most likely, just laptops) in the classroom, which is fine but it doesn't walk us through the door and into the world of experiential education that these devices open up.

As the title suggests, this book looks at how this new technology can be applied to change how we teach mathematics by taking the lesson out of the classroom and into the schoolyard. To this end, Chapter 1 provides an important theoretical discussion that provides important direction for anyone interested in pursuing the m-learning tack. The authors, Sandra F. Sawaya and Ralph T. Putnam, provide a "framework for designing learning activities that support connections between school mathematics and out-of-school problems and contexts" (p. 9). Their framework rests on three

broad issues to which the authors believe "teachers or designers should attend when creating meaningful mathematical learning experiences involving the use of mobile devices: (a) mathematics learning goals, (b) learning activities in which learners will engage, and (c) affordances of the technology to be used—in this case, mobile technology" (p. 10). In short, while many subject-specific apps are available that can be used in the design of learning activities that advance learning outcomes, we have to look at the native features of smartphones and tablets (i.e., their portability, versatility, and tactile interfaces) to understand what makes them great tools to teach and learn math. Because of its overarching theoretical framework, this chapter alone is reason enough to read this book.

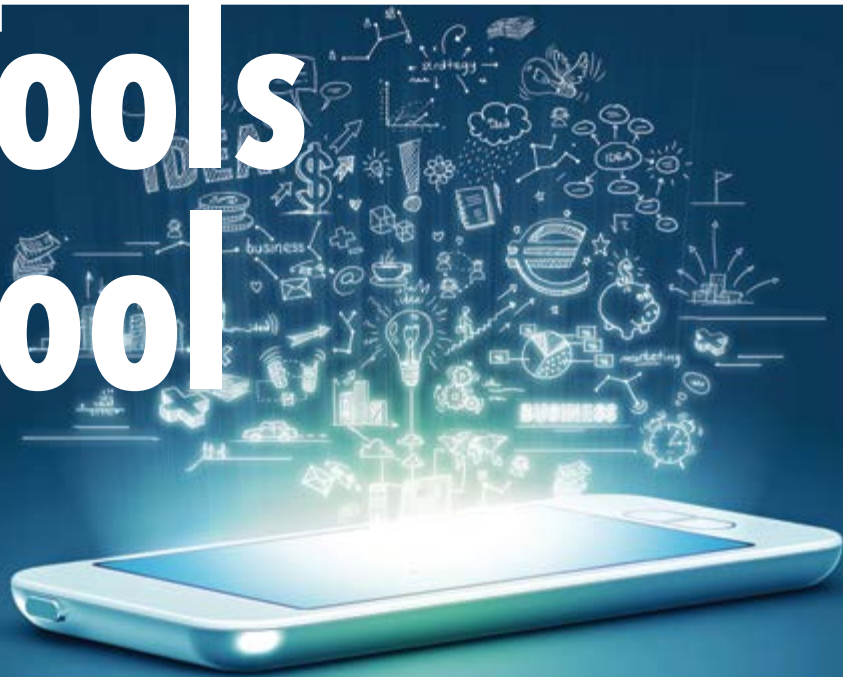


Many of the contributors to the book examine m-learning in the K-12 context, which admittedly limits its applicability to higher ed. It doesn't take much, however, to see how we might use the examples in the book to help reshape our thinking in our own math classes. In chapter 5, Wajeeh Daher and Nimer Bay'a describe a learning activity they conducted with their students that required them to light candles in the schoolyard and measure how long it took the candles to melt after a certain amount of time. Students also had to use their mobile devices to take notes and record their findings using the smartphone's camera. No surprise, the wind extinguished the candles' flames, so the students had to improvise ways to keep their candles from blowing out, and the recorded this activity, too.

The result was that the mobile devices enabled a real-world experience that facilitated broader discussions and reflections on learning and the nature of social interaction (p. 66).

Sadly, examples of learning activities like the one above aren't plentiful in the research studies captured in this book. The simple fact is that math surrounds us. And there's no better way to understand its importance in our day-to-day lives than creating m-learning activities that require learners to engage in the world of mathematics that's already out there. Next time you're on Instagram, search for #pythagoras, and you'll see what I mean.

Cool Tools for School



BY DIANE MOORE

M.Ed., CMF, CCDP

Professor, Community Services: Social & Community Services

As faculty, we're encouraged to find ways to incorporate technology into our curriculum. That's easier said than done, as we're often hard-pressed to find time to explore new tools and find ways to incorporate them into our courses. While on

sabbatical this past year, I took a certificate in online teaching through the Online Learning Consortium. I had a chance to experiment with a few useful tools many educators are using in online, hybrid and face-to-face classrooms and was pleasantly surprised to find they took much less time to learn than I expected. Here are a few you might find useful, along with my assessment of how easy they are to learn. They are all free and work just fine as links or documents posted in Blackboard.

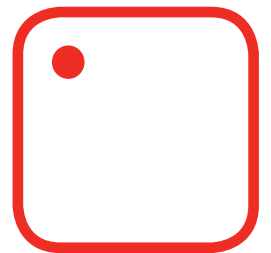
Voicethread is an application that allows you and your students to view and comment on documents and presentations. Students can post comments, questions or responses in audio, video or text form. This encourages interaction between instructors and students in online or hybrid courses and complements face-to-face classwork by encouraging virtual discussions outside of class. Students who are reluctant to participate in face-to-face discussions may feel encouraged to offer comments as they have time to think about what they want to say. I found Voicethread quick to learn and easy to navigate. There is no software to download. voicethread.com



Popplet is a nifty mapping tool for laying out complex information in a visual form that you save in PDF. You can display any subject matter in a colourful, creative and simple form that's easy to see at a glance. You can put different headings or points in separate boxes and show how they are connected. This can help students to chunk detailed information into components, and shows how each component relates to the whole. Popplet takes very little time to master and doesn't require any software download. You can see an example of a Popplet embedded in a Voicethread file at voicethread.com/share/7942396popplet.com



Screencast-O-Matic is a wonderful tool used to capture anything that appears on your computer screen and incorporate it into a video recording. You can toggle between different documents and record both the visual on the screen and the audio of your presentation. You have the option of appearing as part of the visuals captured on-screen or not, and can use the pointer feature to draw viewers' attention to critical points on the screen. You may have to download the software depending on your computer operating system. Of the three I've listed here, this one takes a bit more time to learn, although not much. screencastomatic.com



There is a great list of "Top 100 Tools for Learning," at c4lpt.co.uk/top100tools, that is released annually, but don't let the number of tools scare you. Consider picking just one to try out from the many that are available to educators. Once you get started you might find, as I did, that you become hooked on learning about cool tools for school.

Connections Count: Relationships Matter

BY JUANITA WATTAM

Service Integration & Development Leader,
Academic & Student Affairs: Community Partnerships

Juanita Wattam is seconded from faculty to lead the three-year college-wide student retention strategy—the goal of which is to raise the first-to-second year retention rate by 10% in three years.

“Students feel a sense of real belonging when someone inside the college knows who they are and connects with them” – Conston 2015.

One of the benefits of leading the retention project has been my ability to connect with faculty across our College to discuss the tools, techniques and strategies that work to support our students. I’ve been amazed by the creativity and energy that each of you brings to your learning environments. One aspect of this work that has most impacted me is the culture of care you create for students. Retention research shows caring environments don’t arise spontaneously. Welcoming student spaces and strong student connections stem from thoughtful planning processes. The retention initiative aims to further support faculty and staff in creating supportive connections with and among students for their individual and collective flourishing.

Connecting with oneself.

When I first started teaching here over 15 years ago, I was uncertain about my ability to guide my students to any greater understanding. While I had a lot to share, I wasn’t sure that I had the ability to inspire my students in the ways that I had been inspired by the professors I most admired when I was a student. I was worried that I wouldn’t be able to connect with them. In order to cope with my insecurities, I decided to look to

“I began telling more stories about my life as a student and about my career, and laughing with my students.”

my past and adopt the traits and characteristics of my former professors. (Later, I found out that this process was called “apprenticeship by observation.”) While this worked for a short while, before long I felt like I was being inauthentic. It didn’t sit right with me. I was reminded of the words of Oscar Wilde, “Be yourself. Everyone else is already taken.” I began slowly to show my students who I really was by telling more stories about my life as a student and about my career, feeling okay if I made mistakes, and laughing with my students. In other words, we connected. I know that their learning and my teaching is better because of it.

Connecting with colleagues.

Last winter and spring semester I had the joy of working with several faculty members who agreed to be a part of an Engaging Academic Learning Task Force. As a group, we shared ideas about how to increase awareness of retention practices to better support student success across the College. Getting together every other week with this group of committed faculty made me realize how important it is as faculty to have

ongoing conversations about teaching and learning. The result? A handy tip sheet to help support other college faculty in creating connections with students*. And an added bonus for me is that I have several more faculty colleagues that I see as friends and mentors. Nicki Monahan, Ashley Booth, Stephanie McKean, Karen Sniezek, Frank Menezes and Jonathan Lau thank you so much for your humour, intelligence and care in this work. Collaborating with this group has reinforced my belief that our working environment is strengthened when we can support and connect with each other. Connection is vital to our ability to thrive at work.



Connecting with students.

“Students feel a sense of real belonging when someone inside the college knows who they are and connects with them” – Conston 2015.

Faculty know intuitively that the best learning takes place when connection happens: when students connect new material with their own experiences and prior learning, a powerful ladder of learning is constructed. Many faculty members also know that deep learning takes place when students feel connected to their professors and other students in the class. You won’t be surprised then, that retention research backs this up. Students who persist, perceive that “they are known by at least one of their teachers as they reach the latter half of their first year” (Krause 2005, 61). This is in large part because learning is “fundamentally a social process” and the importance of creating learning spaces that facilitate personal connections cannot be overstated (Lomas 2015, 3). Often students’ “most memorable college experiences involve connections with others” (Krause 2005; Lomas 2015, 3). And, it is the meaning that students derive from these supportive personal connections that generates a sense of energy, enthusiasm, and belonging on campus (Tinto 2015).

This fall, members of the retention committee, will invite faculty to a workshop where we can share the many ways we create supportive connections with our students. It will also be an opportunity to find out about the other strategies our college community is employing to foster connection. The workshop date will be posted to PD Place soon!

*The tip sheet can be found at georgebrown.ca/facultyconnect. If you would like a hard copy, please email Jackie Macchione at jmacchio@georgebrown.ca

See back for article reference list.

Faculty Reflections...



“For better or worse the classroom should provide no space to hide. Ask a question, be asked a question, make a comment, present an opinion and own it.”

BY HOWARD GERHARD

Professor Centre for Preparatory & Liberal Studies: Liberal Arts & Sciences

I recently attended a workshop on the future of the classroom, as part of the Tech Day conference, which allowed me to reflect on how I see both the purpose and structure of today's classroom and how it might change in the future. Does the traditional classroom have a future; will we still want and need it in the 21st century? Surprisingly, I've been teaching at the College for almost 50 years and have never really thought about this in any depth.

I'm often amazed and intrigued whenever I attend a conference or workshop on teaching and learning that they are all held in an auditorium or classroom that has the same shape and function that the earliest classrooms, those at the University of Paris in the 13th century, for instance had. I think to myself, "What is so enduring and valuable in this paradigm?"

The traditional classroom is a social milieu. It has walls that unite the people within it in terms of purpose, expectations and behavior. We are all there for the same reasons to teach and learn and that is to be accomplished with reference to each other. In other words the expectation, in that space, is not to learn as individuals but as a group involving exchanges and debates and applying all the rules that govern social interactions. Unfortunately, I find a lot of the technology used in classrooms, like mobile devices and laptops, are designed for individual use and so by their very nature are antithetical to the basic functioning of the classroom. Smartphones, for example, draw you into a private world and away from a social one. With small screens and muted sound, their messages are for one individual, maybe shared with the student sitting beside you but no one else. This competition between the social milieu and the private technology results in tension and conflict within the classroom. According to a 2015 study by EDUCAUSE, a majority of students believe in class use of mobile devices are distracting to themselves, other students and their instructors.

Face-to-face exchanges within the classroom are immediate and spontaneous. There is, of course, danger in face to face communication. You can never be sure how the other person will respond. This is why texting is a popular alternative: Minimal risk and more control of exchanges. But risk is good. Risk is an important part of the classroom experience and of learning. Students are encouraged to ask questions and voice opinions in front of others. There will be no hiding behind the anonymous- and superficial-likes and dislikes of the internet.

Twelve years ago I experimented briefly with i-clickers in my classes. Some believed that this piece of technology would be a real asset to teaching. But I stopped using them after a few semesters because I realized that there was an inherent message delivered to students by their use. Education has been espousing, forever, the dictum that "there is no such thing as a stupid question." And now, with the use of these i-clickers it seemed there was, because they allowed you to ask questions and communicate with the teacher and your fellow students anonymously. You could hide within the walls of the classroom. This was not a message I wanted to give my students. For better or worse the classroom should provide no space to hide. Ask a question, be asked a question, make a comment, present an opinion and own it.

So what is the classroom of the future? I'm not sure. As colleges move towards more flexible learning environments, what impact will this have on the traditional classroom, and in turn, student learning? Perhaps we will see the demise of the conventional classroom and we will need to design one more along the lines of a learning commons or contemporary library with carrels and ports for individual use. But let's keep a few rooms with walls just in case someone wants to return to the 13th century University of Paris or hold a workshop on the future of technology in the classroom.

WORKSHOPS

Here are some of the Professional Development workshops being offered during September. Be sure to check out PD Place for a complete list!

DATE	DAY	TIME	TITLE	
SEPTEMBER	7	Wednesday	1:00pm – 3:00pm	Creating a Positive Classroom Environment
	9	Friday	10:00am – 12:00pm	Creating a Positive Classroom Environment
	13	Tuesday	10:00am – 12:00pm	Rubrics
	14	Wednesday	1:00pm – 3:00pm	Making Groups Work (An Overview)
	15	Thursday	10:00am – 12:00pm	Multiple Choice Tests
	16	Friday	9:30am - 11:30am	Active Learning
	20	Tuesday	1:00pm – 3:00pm	Powerful Questions
	21	Wednesday	1:00pm – 3:00pm	Outcomes Based Learning Workshop Series #1
	23	Friday	9:30am - 11:30am	Outcomes Based Learning Workshop Series #1
	28	Wednesday	1:00pm – 3:00pm	Outcomes Based Learning Workshop Series #2
	30	Friday	9:30am - 11:30am	Outcomes Based Learning Workshop Series #2

A Message from the GREEN TEAM

Did you know that George Brown College has a Green Plan? It sets goals for reducing the College’s eco-footprint, integrating environmental stewardship into our everyday and professional lives and frames the opportunity to integrate triple bottom line sustainability learning into the curriculum.

The College has committed to “create a college experience that enhances student satisfaction...by ensuring resources are used as responsibly, ethically and efficiently as possible.” At GBC, we model best practices to reduce our ecological footprint. This is one way to address the fundamental problems of unsustainable development, and allows us to play a major role in the education, research and information exchange necessary to make the transition to an equitable and sustainable future for all.

Many employers are interested to hire graduates conversant in sustainability who can contextualize their knowledge for work-specific opportunities and challenges. Since 2014, GBC has committed to ensuring that every program contains at least one course that contains at least one learning outcome addressing social, environmental and/or economic sustainability.

In 2014, GBC conducted a Sustainability Across the Curriculum Audit to evaluate sustainability in core content. Based on audit results, GBC now has reliable benchmarks that students are learning (and being evaluated on)

their knowledge, skills and attitudes about sustainability issues. As a result, the College is now well positioned and informed as to the opportunity to increase the degree to which sustainability is learned and taught in our programs.

The whole College community has a role to play, and faculty can contribute to these goals by demonstrating best practices in terms of Education for Sustainability (EfS) such as:

- Think about ways in which you can emphasize social, environmental and economic sustainability themes in your course learning outcomes.
- Save Paper: Take advantage of tools like Blackboard and Office 365 to share documents, collaborate, make revisions in one place, from anywhere, anytime, and almost any device; if you have to use paper, print double-sided.
- Re-think Your Drink: Opt for reusable coffee mugs and water bottles instead of disposables.
- Conserve Energy: Turn off the lights and equipment when you leave a room.

The College’s Green Team is now working towards a new Sustainability Plan for 2017-22 that will set new targets for greening facilities and operations. It will also set out strategies to promote innovation and foster an understanding of the need for teaching and learning that integrates sustainability principles as well as life and work style practices that respect the environment and conserve resources.

We welcome your ideas for how we can breathe new life into the next phase of the plan and increase engagement with the College community.