

WE ARE MAKING A DIFFERENCE

# SOC&COM

## Research and Social Innovation

*YEAR IN REVIEW*  
*2021-2022*

**WE ARE  
FUTURE FOCUSED**

## Black Girls and Dolls Navigating Race, Class, and Gender in Toronto



Janet Seow, faculty member in Humber's **Bachelor of Child and Youth Care** (B-CYC) program, and PhD Candidate in the Department of Humanities at York University, has recently had an article, **Black Girls and Dolls Navigating Race, Class and Gender in Toronto**, published in the journal **Girlhood Studies**.

The article explores the racial and cultural meanings of dolls in young people's everyday lives and how doll play is complicated by racist and classist representations of racial and gendered norms, and the implications in black girls' ability to navigate barriers that reinforce racial inequalities and social hierarchies in Toronto. This research presents doll play experiences of children and youth, and shows how playing, and conversely not playing with dolls, helps young people understand what it means to "be Black" in Toronto.

The article is accessible through **Humber's Academic library**.

## ONGOING RESEARCH IN THE FSCS

### *Student research projects:*

#### Community Consultation and Needs Assessment Capstone

*(Fall 2021 – Winter 2022) /*

##### COMMUNITY DEVELOPMENT CAPSTONE PROJECT

Building upon a Community Consultation and Needs Assessment conducted over the summer for the GARDENS, Bachelor of Community Development Capstone students will gain further insight and find ways to better engage with community members to co-create the projects as the GARDENS evolves its programming. This project will be overseen by Ayesha Amin, Global Learning and Strategic Initiatives Coordinator at FSCS, and Kavelle Maharaj, Event Coordinator and Community Liaison, at the Office of the Principal.

#### The COIL Learner Experience

*(Fall 2021 – Winter 2022) /*

##### COMMUNITY DEVELOPMENT CAPSTONE PROJECT

This Capstone Project will explore the learning experience and outcomes of Collaborative Online International Learning (COIL) Initiatives across the FSCS and wider College community. This project will be overseen by Stephanie Byer, Manager, International & Strategic Initiatives and Rebecca Trautwein, Manager, Global Learning and Engagement.



## ONGOING RESEARCH IN THE FSCS (cont'd)

### Engaging and Educating Young-Adult Cannabis 2.0 Consumers / DANIEL BEAR

This project seeks to engage and educate young-adult cannabis users (18 – 30) to impact long-term cannabis consumption practices, thereby having the best potential for improving public health and wellbeing outcomes. This study began in early 2020, and since then, the research team has completed the first phase of data collection and has moved forward to phase two of development and production.

### Affordable Housing Needs in South Etobicoke / SALOMEH AHMADI

Research is underway on determining issues around the cost of living for low-income and working class citizens, and how can a Community of Practice be created to sustain advocacy efforts to support new models for affordable housing through social policy change. Some achievements to date include workshops on: Above Guideline Rents, Housing Rights and Community Benefits, the formation of an Advisory group, presentations to over 40 organizations at the South Etobicoke Community Coordination Plan cluster, a monthly community newsletter, and the launch of a **website**.

### Community Agency Partnerships: Best Practices for the Creation of Healthy Communities / ANN CORBOLD

Youth who are at risk of entering the criminal justice system, especially those who become gang-involved, need the support of multiple community agencies. Although there is strong evidence to support implementing a network response, there is limited information on how best to do it.

This is a three-year project currently in phase two.

### Experiences of hope, self-compassions and authentic collaboration: Foundations for a consumer-informed compassion-based human services (HS) delivery framework in a Canadian Context / SARA NICKERSON-WHITE AND TINA LACKNER

This study seeks to collect co-created lived experience narratives from HS Canadian consumers and providers about their lived experiences of hope, self-compassion and authentic collaboration in the course of HS service delivery.

## ONGOING RESEARCH IN THE FSCS (cont'd)

### **(CTL Teaching Innovation Fund) Pedagogy and Practice: Teaching Diversity in the Classrooms / SOHEILA PASHANG, JASPREET BAL, CHRISTINE MCKENZIE, JOANNA AMIRAUT, NEIL PRICE, RAI REECE, AND JUAN JARAMILLO OROZCO**

This research project aims to: Identify gaps and strengths of the existing pedagogical approaches used in teaching diversity related content; Understand how faculty use social justice, anti-oppression, anti-racist, and human rights lenses as part of their practice; Explore the experiences of faculty teaching diversity related content and the reaction of their students to course material and Explore the experiences of students and incorporate their voices into the curriculum. The data collection is complete and the team is working on completing the final report.

### **(SOTL) COIL: Exploring Pedagogy and Project Design / CHRISTINE MCKENZIE**

Christine has completed the research interviews with faculty involved in facilitating the USIL/Humber COIL partnership in Fall 2019 (both at Humber and at USIL) and is working on disseminating findings.

### **Universal Design for Learning Project / PHILIP BURGE**

Dr. Professor Burge is currently the principal investigator of a study on Universal Design for Learning entitled, "UDL Implementation Driven by Course Outline Review: A Pilot Project". He and co-investigators are examining the perceptions and experiences of Humber College teaching faculty, accessibility consultants and an expert in UDL (from Humber's Centre for Innovative Learning) during a recent re-design effort.



## Social Innovation Survey: **INFORMING SOCIAL INNOVATION AT HUMBER**

The Faculty of Social and Community Services has launched a Social Innovation Survey to support the development of Humber’s Centre of Social Innovation.

The purpose of the survey is to solicit feedback from internal and external stakeholders to inform, shape and advance Humber’s Centre for Social Innovation. A broad range of stakeholders are invited to share their experiences, expertise, and perspectives including faculty, staff, students, community partners, and Program Advisory Committee members.

The Centre of Social Innovation will make up part of Humber’s network of Centres of Innovation (COIs) which is pioneering a new model of education that brings together interdisciplinary teams of faculty, students, and partners to solve complex, industry-relevant problems. Humber’s COIs are focused on five areas of strength and industry growth:

- The Centre for Innovation in Health & Wellness
- The Barrett Centre for Technology Innovation
- The Centre for Creative Business Innovation
- The Centre for Entrepreneurship
- The Centre for Social Innovation

COIs foster experiential learning opportunities for Humber students and prepare them to become the innovative and strategic problem-solvers of tomorrow. Collectively, the COI Network bridges the gap between innovation and application, concepts and commercialization. The Network is supported by exceptional resources

including six Faculties, each with a specialized focus; expertise in more than 180 program areas; 11 Centres of Excellence; and the Office of Research & Innovation.

### The Faculty of Social & Community Services

The Faculty of Social & Community Services provides leadership in cross-college social innovation activities in collaboration with a range of academic, community, and industry partners. For example, through 1.2 million dollars in funding through the College and Community Social Innovation Fund of the Natural Sciences and Engineering Research Council of Canada (NSERC) faculty, together with community partners, are engaged in co-creating new locally driven solutions to today’s complex social challenges. To read more about these projects, click [here](#).

**Help inform, shape and advance Social Innovation at Humber:**  
Complete the survey [here](#) for your chance to win one of three \$25 gift cards!





## Knowledge Sharing on the Legalization of Cannabis in Canada

Humber's Harm Reduction Partnership (HHaRP) Working group hosted a discussion event on November 17, 2021, for faculty and staff across Humber to learn about cannabis legalization in Canada – including policy implications and approaches to harm reduction. At the event, **Legal Cannabis Three Years In: Harm Reduction, Impact, and Moving Forward**, information was shared on lessons learned and safe cannabis usage.

This event aimed to share knowledge about a topic that many people may have unanswered questions about but are unsure where to find up-to-date information. Led by Dr. Daniel Bear, professor at FSCS's **Bachelor of Criminal Justice** program, and his research team, participants got the opportunity to benefit from the opportunity of learning from experts within the institution, who shared their knowledge.

## Wolfgang Vachon's Audio Drama on Child and Youth Care

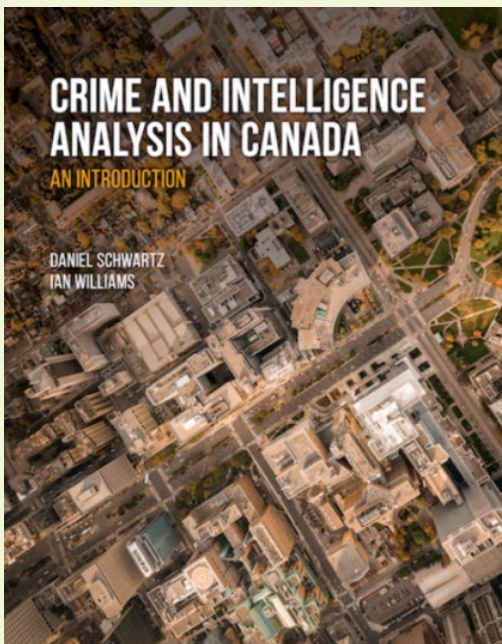
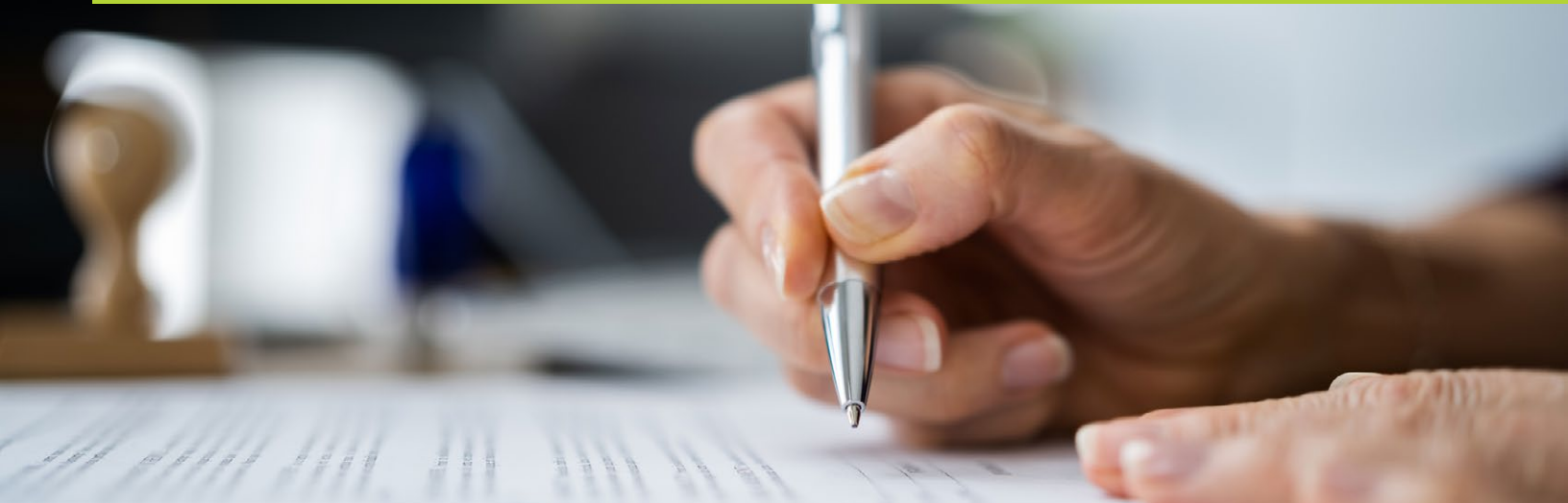
**Child and Youth Care (CYC)** instructor, Wolfgang Vachon, with help from fellow faculty Shaheen Ariefdien, created a research-based fiction podcast as part of his PhD, exploring the experiences of CYC practitioners (CYCPs) who have lived in residential placement as children and youth before becoming CYCPs. The audio drama, which is called **Tuning into Child and Youth Care**, uses a novel research method called Audio Drama Inquiry, transforming research findings into engaging fictionalized narratives. These audio dramas are freely accessible ([www.ReFiled.ca](http://www.ReFiled.ca)) to anyone who is interested in learning more about the benefits, hazards, and opportunities of lived experience in social services.



## Kerry Watkins on Investigative Interviewing

**Due Process – The Interviews**, is a podcast that examines Canada's Criminal Justice System. **Protection, Security and Investigation (PSI)** program faculty and retired police officer Kerry Watkins, was a guest on a recent episode, **Bridging the Gap**. Kerry discussed topics including investigative interviewing, collaborations between researchers and police officers, police training, interviewing techniques and models, false confessions, and more. Listen to the episode [here](#).





## Daniel Schwartz Co-Authored book on Crime & Intelligence Analysis

Daniel Schwartz, **Protection, Security and Investigation (PSI)** program faculty and Program Coordinator, has co-authored the book ***Crime and Intelligence Analysis in Canada***, which introduces crime and intelligence analysis in Canada, and examines analytical methods, information systems, technologies, and governance issues, and is aimed towards both students and professionals working in the field.

## Steve Ursel Researches the Prevalence of Countermeasures during Law Enforcement Pre-Employment Polygraph Exams

Steve Ursel, faculty in the **Police Foundations Program (PFP)**, is conducting a study with Dr. Craig Rivera of **Niagara University**, on law-enforcement pre-employment polygraph testing, which has received IRB (Institutional Review Board) approval and is expected to be completed in April 2022.

The research aims to examine how prospective law enforcement applicants prepare for a pre-employment polygraph exam, and focuses on what type of research applicants conduct, and whether they are prepared to try to deceive polygraph test results to help themselves pass the exam.

Participants will be adult Criminal Justice students at a University in the United States, considering employment opportunities in law enforcement. They will be offered an opportunity to take a pre-employment polygraph exam to help prepare them for a future, real law enforcement polygraph test. Following this, they will be polled to determine the type of research they conducted and whether they had arrived for their test with the intention of trying to alter their physiology (countermeasures) to skew the polygraph test results.

This quantitative study was designed to provide a better understanding into the prevalence of planned countermeasures employed during a pre-employment polygraph and how social media sources may have influenced the examinee to employ them. The hope is that the results will provide law enforcement hiring managers and polygraph training personnel empirical data that could be used in examiner training initiatives, in initiating transparency in the pre-employment polygraph programs, and developing better methods of challenging flawed social media information.

# eCampusOntario Releases Second Round of Virtual Learning Strategy Funding

On November 4, 2021 eCampusOntario released its call for Expressions of Interest (EOIs) for the Second Round of funding in support of the Government of Ontario's Virtual Learning Strategy (VLS).

Building on an initial investment of \$50 million in virtual learning in January 2021, an additional \$8 million will now be made available by eCampusOntario through this Second Round of the VLS. \$7 million is available through the EOIs launched on November 4.

Ontario's eligible publicly assisted Indigenous institutes, colleges and universities will be able to apply for

funding. A more detailed eligibility list is included in EOI documentation available on this page.

The Ministry of Colleges and Universities continues to respond to the need for virtual learning supports that enable access to high-quality learning through this extension of the Virtual Learning Strategy.

January 14, 2022, at noon (ET) is the deadline for application submission.

Explore Funding Application and learn more **here**.





# SOCIAL INNOVATION SURVEY

As we plan for the future of the Humber College Lakeshore Campus, it is important to consult and include all voices in our community as we move through the process.

Humber's Faculty of Social and Community Services (FSCS) launched a Social Innovation Survey to support the development of the **Centre of Social Innovation (CSI)**, which will be housed at the Lakeshore campus.

The CSI will be part of Humber's network of **Centres of Innovation**, which brings together faculty, students and partners, to tackle real-world challenges in health and wellness, technology, business and entrepreneurship, in addition to social innovation.

Thanks to everyone who completed the CSI survey for their help in creating positive change in our community.

Respondents identified employment, education and training, reduced inequalities and poverty reduction as critical priorities to explore. In addition, more than half of those community members said that they could see themselves being directly involved in social innovation work as participants, volunteers or principal investors.

This is good news and indicates that we're headed in the right direction.



February 2022

## SOCIAL INNOVATION SURVEY SUMMARY

Explore how you can get involved by contacting [Stephanie.Byer@humber.ca](mailto:Stephanie.Byer@humber.ca), Manager, International and Strategic Initiatives.

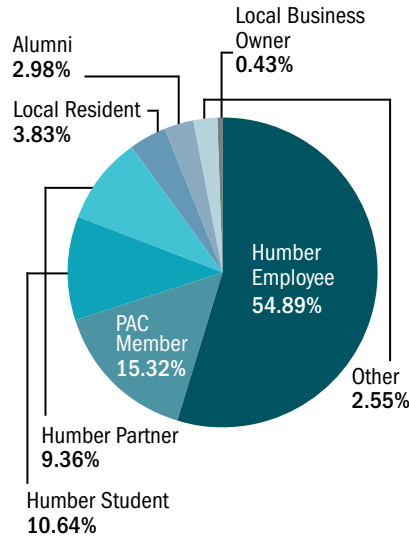
**A total of 235 respondents** participated in the CSI Social Innovation Survey

**Over 75%** of respondents shared they had some awareness of what represents Social Innovation

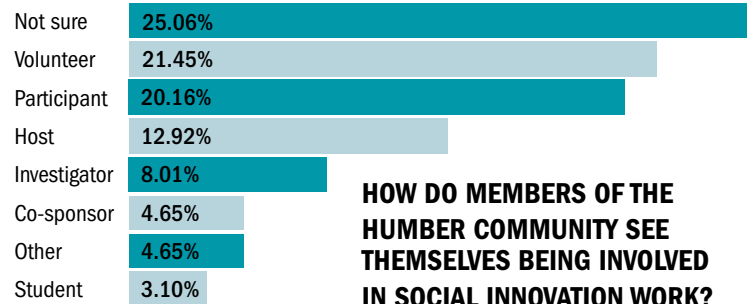
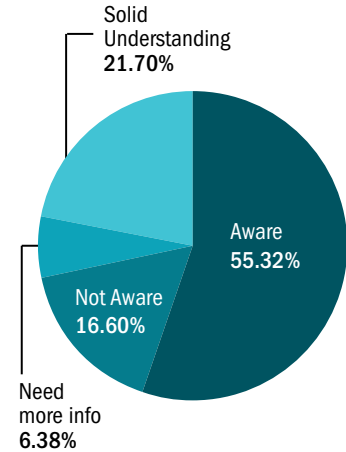
**Half of all respondents** could see themselves directly involved in social innovation work as a **participant, volunteer or principal investigator** working on social innovation projects

**Employment, Education and Training, Reduced Inequalities and Poverty Reduction** were identified as three key priorities to explore

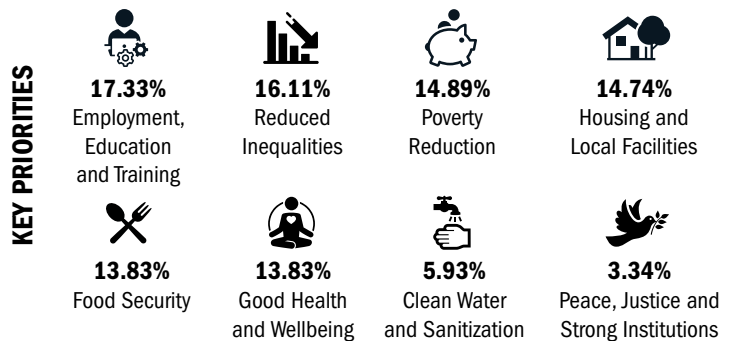
### SURVEY ENGAGEMENT



### WHAT IS YOUR AWARENESS OF SOCIAL INNOVATION?



### HOW DO MEMBERS OF THE HUMBER COMMUNITY SEE THEMSELVES BEING INVOLVED IN SOCIAL INNOVATION WORK?



Article adapted from the EL Press March Edition, [read more here](#).

If you are interested in learning more about how you can participate in social innovation and the CSI, please contact Stephanie Byer, Manager of International and Strategic Initiatives, FSCS, at [stephanie.byer@humber.ca](mailto:stephanie.byer@humber.ca).

# Humber Takes Second Spot in Canadian Research Ranking



Humber College is the second top research college in the country, according to rankings released by **Research InfoSource Inc.** Humber continues to set the stage for postsecondary teaching and learning, on both provincial and national levels.

Research Infosource Inc. ranked Humber in first place in the category of Industry Research Income and third place in the category of Research Partnerships. Humber's impressive ranking is in part due to the

result of a strong network of research partners, as well as Humber's five **Centres of Innovation** which create learning opportunities for students, faculty, and industry partners to work together to solve real-world challenges. Another highlight shows Humber ranked second on the list of **Canada's Top 50 Research Colleges of 2021**, specifically the **Barrett Centre for Technology Innovation**.

Read more in the **Humber Today** article.



# Soheila Pashang on Teaching Diversity

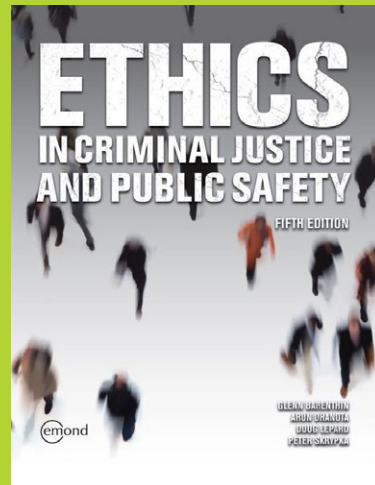
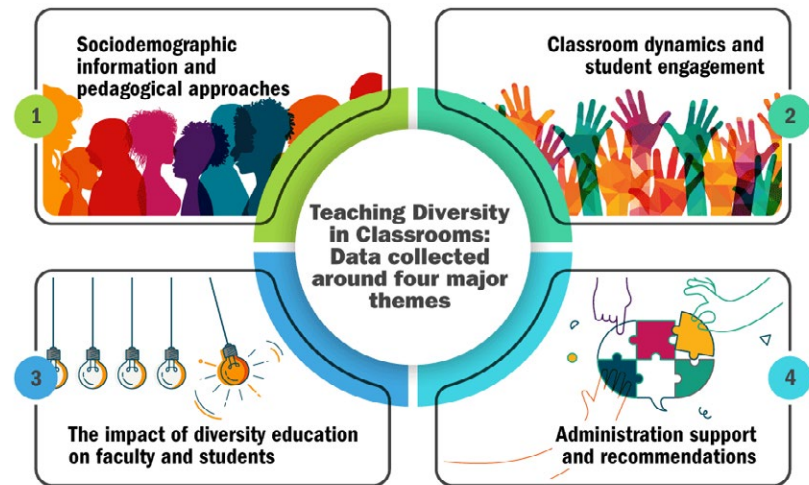
**Dr. Soheila Pashang**, faculty in the Faculty of Social and & Community Services (FSCS), has taught and researched the topic of social justice for many years. In her most recent research on the topic, entitled *Pedagogy and Practice: Teaching Diversity in Classrooms*, Soheila and her research team interviewed faculty and students from within the FSCS, and divided the data into four major themes:

- Sociodemographic information and pedagogical approaches
- Classroom dynamics and student engagement
- The impact of diversity education on faculty and students
- Administrative support and recommendations

Along with Soheila as research lead, the research team also comprises **Jaspreet Bal** and **Christine McKenzie**, professors in the FSCS, along with Humber Associate Deans **Joanna Amirault** and **Theresa Knott**. External investigators **Neil Price**, Dean at Fleming College, **Rai Reece**, faculty at Ryerson University, and research assistants from Humber, **Trisha Harber**, **Juan Jeramaillo**, and **Valentina Tasillo** also contributed.

Applying anti-racism, anti-oppression, anti-colonial, intersectionality, feminist, and equity theoretical frameworks, the team examined the various ways in which diversity education impacts students and faculty inside and outside classroom spaces. “Our research is among a very few in Canada to explore barriers that might hinder diverse groups of students from reaching their potential” notes Soheila on the importance of this research topic. The hope is that this research will help to create a more informed, conscious, and inclusive discourse about social justice at Humber. Humber’s commitment to equity, diversity, and inclusion requires a willingness to confront, challenge, form allyship, advocate, influence, and negotiate change. Read more about Soheila and her research on diversity [here](#).

Read online at [communityservices.humber.ca/news](https://communityservices.humber.ca/news)



## Arun Dhanota co-publishes textbook on Ethics in Criminal Justice

**Police Foundations Program (PFP)** program coordinator, Arun Dhanota, co-authored the Fifth edition of the textbook *Ethics in Criminal Justice and Public Safety*, to be published by **Emond Publishing** later this year, in 2022.

For this, Arun’s first published textbook, she collaborated with her co-authors, Glenn Barenthin, Doug Lepard and Peter Skrypka, all former police officers and current academics, since 2020. The textbook can be used across institutions as it covers topics of ethical reasoning and principles in public safety and criminal justice, and this edition has been updated to reflect timely issues related to criminal justice, including policing during the COVID-19 pandemic, addressing systemic discrimination, policing and BIPOC communities, harm reduction approaches used in British Columbia, as well as reviewing the code of ethics across criminal justice professions (e.g., policing, corrections, lawyers, judges).