

Humber College  
Annual Report  
1992



**“Post-secondary institutions have a role to play if Canada is to develop an innovation-based economy driven by new ideas and knowledge”.**

**Dr. Fraser Mustard, Director,  
Canadian Institute of Advanced Research,  
Humber College, April 1992**

### **A: ENVIRONMENTAL ANALYSIS**

**Today’s college graduates face a job market dramatically altered by global competition, economic volatility, affirmative action, technological change, evaporating middle-management, and the need to be able to adapt and learn in continually-changing organizations. At all levels, businesses and industries are reorganizing, rationalizing and transforming their approaches to leadership and the marketplace. In particular, the recession, longer lasting than anticipated, as well as the formation of huge trading blocks are fundamentally changing the ways Canadians conduct business at home and abroad.**

**While there is an optimism about Canada’s growth prospects in the next economic cycle<sup>1</sup>, the key to the realization of that optimism is the Nation’s ability to develop and enhance the skills of its entire labour force. This will include: the multi-skilling of workers; development of a training culture to create a learning community within companies complemented by just-in-time training; and reliable processes for managing quality.**

**There is a double implication for the colleges to have a role in response to these changes in job and labour markets. As suggested by the Conference Board of Canada in its Employability Skills Profile, the curriculum in all areas must reflect the academic, personal management and teamwork skills currently required in the labour force. At the same time, the College itself must undergo a quality management transformation in order to respond to the effects of these forces on the public post-secondary education sector.**

**The expectation of “one job for life” as a career goal is no longer realistic, hence the College is redefining and redeveloping the nature of career education. For example, since the increasing ease of the world-wide transfer of goods and services demands that every Canadian company competes with the international marketplace for every sale, then a working knowledge of international business cultures and languages will be essential for Business graduates. Redevelopment in terms of the continuity and transferability of the essential competencies for the “new workforce” is manifest in the College Standards and Accreditation Council initiative and the College’s efforts in the area of articulation with secondary schools and universities.**

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<sup>1</sup> The Globe and Mail, August 5, 1992. International Monetary Fund.

Both curriculum and the supporting management and operational processes providing services to the delivery of curriculum are changing in response to the environmental forces described here. Thus, the major focus of this report will be on Humber's efforts and plans to continuously improve while clarifying its direction for the next decade.

Coincident with the quality and improvement developments in the College, there is a need to respond to the employment trend toward entrepreneurship and the growth in small business, self-employment and contract work requiring that potential entrepreneurs enhance their adaptability by developing generic skills<sup>2</sup> such as learning how to learn, problem-solving, communications, and inter-personal and organizational effectiveness. To be competitive, the College must provide both convenient and cost-effective instruction in these skills.

Finally, as urban society continues to suffer a number of deeply disturbing social challenges, the College must respond further. The growing economic disparity between poor and rich and the under-representation of increasing visible minorities raise questions regarding the effectiveness of our current approach to "social justice". Colleges in general have a role to play in promoting a stable and caring Canada in which those who participate successfully in the economic benefits of the society also contribute to the growth and inclusion of all. We must help our students learn that the "commonalities that bind" overshadow the "differences that separate".

## **B: THE INTERNAL ENVIRONMENT**

The 1991/92 academic year has been one of success and accomplishment, while at the same time the College recognizes the need to do more. As illustrated in Appendix II (Student Success: Putting the Pieces Together) the staff have enthusiastically participated in 11 major committees and task forces oriented toward student success.

The processes supporting professional development were analyzed and a new approach based on a three-year planning cycle was initiated for all academic staff. In addition to the planning, curricular, evaluative and ethics initiatives taken (see Appendix II) new ground has been broken with programs such as International Business with its Southeast Asian field placement and The School of Creative Writing with the participation of such renowned authors as Margaret Atwood, Timothy Findley and D. M. Thomas.

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<sup>2</sup> A Lot to Learn: Education and Training in Canada. The Economic Council of Canada 1992, (page 16).

**Student success was exemplified through the award-winning achievements of our students at the Canadian Jazz Competition, Skills Canada and Skills International competitions and the Canadian Student Film Competition.**

**Corporate achievement in developing partnerships was demonstrated with primary examples being the Kodak consortium and the new programming for the Institute of Canadian Banking, thus enhancing industry's perception of the College and in turn the College's sense of itself.**

**The rationalization of some programs and space has enabled Humber to accommodate the introduction of new programs and the expansion of full and part-time enrolment. The new library, student computing facilities and classrooms are occupied at capacity and new approaches to scheduling and maintenance are essential. We are investigating ways to expand our services in continuous learning, fee-for-service industry training, the use of interactive learning technologies and new partnerships. Through the expansion of our continuous improvement initiative, all members of the College will have the opportunity to contribute to the strategies needed to serve our changing community.**

### **C: CONSULTATION AND PLANNING**

**Since 1983, broad College consultation has evolved principally through Humber's Academic Council, the collective voice of students, faculty, support staff and administrators. Academic Council advises the President on matters related to institutional policy and resource allocation and establishes committees and task forces to deal with important issues. The Master Framework Sub-committee of the Council consults with the entire College Community and ensures that issues and priorities are reflected in the Council's agenda and the College's plans. For example, in June 1992, Humber's Task Force on Ethics recommended a Code of Ethics which is being distributed to the College Community for consideration and comment. The Code offers a statement of values and behavioural expectations which complement our shared vision of Humber as a caring, professional and equitable place to work and learn.**

**The rapid rate of environmental change demands flexible planning and consultative processes. Humber has adapted industry's TQM experience to develop a policy deployment process which involves all levels of the organization. Coupled with a focus on customer service and the formation of teams for continuous improvement, this process now drives decision-making in such fundamental areas as business and industry services, academic computing, academic lab enhancement, continuous learning programming, admission processes and program scheduling.**

Through broadly-based consultation both inside and outside the College, Humber continues to improve its ability to provide excellence in skills training and education.

## **D: STRATEGIC PRIORITIES: ACTION AND PLANS**

Humber's 1991/92 Annual Report stressed six long-term priorities: Business and Industry Services and Collaborations, Curriculum Relevance, Student Success, Instructional and Student Service Effectiveness, Professional Development, and Campus Development. These are currently underscored by our commitment to the principles of continuous improvement, including the empowerment of staff, and a focus on service enhancement within the context of growing demand and limited funding. This set of strategic plans speaks to our progress to date and outlines our plans for continuing to improve.

### **I BUSINESS & INDUSTRY SERVICES AND COLLABORATIONS**

#### **Addressing the Environment with TQM**

#### **ACTION:**

- B&IS has developed and launched a unique TQM Consortium Implementation Service. Specifically designed for small and medium-sized companies, we have also been successful in attracting major corporations with this creative and unique approach to TQM through partnerships, while at the same time participating in the program ourselves.

#### **PLANS:**

- in order to maximize the use of resources, B&IS will become increasingly allied with the Academic Divisions within the College, while redesigning its core processes for doing business by eliminating non-value added activities. With shorter cycle times and strategic training and development, the current B&IS workforce will redeploy to begin directly supporting the Academic Divisions. Thus, Humber College will be able to competitively deliver parallel services across a wide market locally, nationally and internationally.

### **The Metro College Consortium Initiative**

#### **ACTION:**

- the Metro College Consortium (MCC) will optimize the collective resources of the four member colleges: Centennial, George Brown, Humber and Seneca. The support of all of the stakeholders in these colleges will ensure an innovative approach to mutually-beneficial collaboration and be realized through a successful application to the Transition Funding Program.

#### **PLANS:**

- the MCC will use the Transitions grant to develop its capability as a resource support to categorize, co-ordinate and standardize common course offerings.

### **Towards a Single Local Training Board for Metro**

#### **ACTION:**

- in April of 1992, Humber College called together the Educational Trainers Forum. This group of 75 representatives of the training community within Metropolitan Toronto supported the formation of a single LOCAL BOARD and struck a 15-member steering committee.

#### **PLANS:**

- the Educational Trainers Forum will build collaboration between all partners in the training sector.

## **II CURRICULUM RELEVANCE**

### **Multi-Skilling Through Interdisciplinary Programs**

#### **ACTION:**

- the development of Interdisciplinary Programs is an innovation which utilizes the diversity and excellence within the College to creatively respond to a growing demand for multi-skilled graduates. For example, the College has developed a full-time Copywriting Post Graduate Program which will use a team approach involving students and faculty in the Graphic Design, Media Sales and Advertising programs.

#### **PLANS:**

- to develop further Interdisciplinary Programs to meet industry needs in such areas as design, and manufacturing technology.

### **Continuous Learning Innovations**

#### **ACTION:**

- "Future Directions for Continuing Education" (the College's Continuous Learning Plan) stresses three priorities: instructional and program quality, marketing to the community, and night school facilities. Thus, the College has initiated a number of actions, which include:
  - a more formal program of curriculum evaluation to ensure quality and currency of course content;
  - the implementation of formal orientation and improved evaluation for part-time faculty;
  - clearer and more "user friendly" marketing literature;
  - utilizing College facilities in lighter demand times.

#### **PLANS:**

- to expand the role of Advisory Committees in enhancing the relevance of part-time programs;
- to expand part-time and short-term programming--particularly summer school;
- to evaluate student reaction to Continuous Learning innovations.

### **New Program Initiatives**

#### **ACTION:**

- **New Program Development continues to be a priority at Humber. The introduction of the International Business Program (Germany), the Financial Services Program, and The School of Creative Writing provide unique, innovative and timely learning opportunities for our students.**

#### **PLANS:**

- **to continue to develop relevant new programs through market research and consultation with existing Advisory Committees and business and industry.**

### **Advanced Training**

#### **ACTION:**

- **as part of our Advanced Training initiative, Humber has moved to adapt seven diploma programs for university graduates and experienced individuals from industry. The College has also completed development of the 32-week Copywriting Program.**

#### **PLANS:**

- **to institute a Plastics Technology Program prior to September 1, 1993;**
- **to continue to develop high level/advanced training programs for experienced, mature students.**

### **Instructional and Program Accountability**

#### **ACTION:**

- **Humber maintains several internal and system initiatives in the area of Instructional and Program Accountability:**



- a sub-committee of Academic Council produced a detailed response to the CSAC position paper and staff members from the Health Sciences and Human Studies divisions are actively involved in the provincial pilot projects;
  - on-going Program Review ensures that students receive education and training which is relevant and in demand;
  - regular, formative Course Evaluations by students contribute directly to the quality of instruction.
- operational reviews starting in September 1992 will assess and recommend changes in all College services.

**PLANS:**

- to evaluate and enhance where appropriate, the College's Program Review mechanism;
- to strengthen the role of Program Advisory Committees in advising on quality and recommending change;
- to increase classroom visitations by Academic Chairs.

### **III STUDENT SUCCESS**

#### **Generic Math Skills**

**ACTION:**

- to better meet the needs of an increasingly diverse student population, Basic Mathematics instruction is being restructured;
- interactive math instruction and computer math assessment software options are being investigated.

**PLANS:**

- the remedial math curriculum will be contiguous with multiple-entry points ensuring that all students can access math studies at their own skill level and finish when the required skills have been mastered;
- a computerized diagnostic test will facilitate the appropriate placement of students who lack the basic skills needed to succeed in their chosen program;

- a branched, adaptive, computerized math placement test will place students into their program of choice.

### **A Remedial Ladder for the Underprepared Student**

#### **ACTION:**

- the Remediation Task Force delivered its final report in February 1992. The College has adopted recommendations to improve Admissions, Testing, Program Revision/Development and Accommodation of Student Needs.

#### **PLANS:**

- to develop a continuous language skills curriculum focused on student needs to complement and integrate with the remedial math curriculum.

### **A Better Link with Secondary Schools and Universities**

#### **ACTION:**

- Humber has considerably expanded the network of articulation activities to include agreements with all high schools in the City of Etobicoke, City of York, Metro Separate and City of North York Boards of Education. Installation of the College English Computer Placement Tests in secondary school permits grade 11 and 12 students and teachers to better understand the skills needed to succeed in College. Thus, students are able to take positive actions toward meeting college admission requirements well in advance of their secondary school graduation.

#### **PLANS:**

- this strategy of providing placement tests will be expanded to include Mathematics in 1992/93;
- to coordinate Secondary School Articulation ventures with all Central Region colleges;
- to explore further University articulation initiatives in Business, Health, Communication Arts and Technology.

#### **IV INSTRUCTIONAL AND STUDENT SERVICE EFFECTIVENESS**

##### **Classroom and Lab Retrofit**

###### **ACTION:**

- the College is following a plan for the systematic prioritization of financial resources for classroom and laboratory retrofits. As a result, the Applied and Creative Arts labs are being enhanced on the recommendation of a cross-functional planning team which has implemented the first two phases (\$400,000) of a multi-million dollar plan. Additionally, a number of classrooms have been refurbished and refurnished;
- Computer Lab enhancement in this fiscal year represented an expenditure of approximately \$400,000.

###### **PLANS:**

- to annually implement additional phases of Applied and Creative Arts and Technology lab retrofits and classroom refurbishing.

##### **Learning Technologies**

###### **ACTION:**

- the Committee on Learning Technologies (COLT) is playing a proactive role in planning and coordinating academic computing, interactive technologies and faculty skills development. The Committee's capital equipment replacement process, new lab establishment plans and professional development programming are progressing according to plan.

###### **PLANS:**

- During the 1992/94 period the College will focus on expanding its multi-media presentation capability in large lecture rooms and develop on- and off-campus interactive learning facilities to support Humber's program initiatives.

### **Intercultural Service Development**

**ACTION:**

- **The Humber College Intercultural Centre was opened in March 1992. The Centre provides a variety of services:**
  - **organizing and implementing educational activities that promote intercultural communication and awareness;**
  - **information for working or studying abroad;**
  - **referrals to services and organizations internal and external to the College;**
  - **promotion of Student Associations;**
  - **specialized services for International Students, including orientation activities, health insurance, immigration enquiries and employment regulations;**
  - **the Centre co-sponsors College-wide activities such as Employment Equity Workshops, Multi-cultural Festivals, workshops on Black History--including racism and cross-cultural communication.**

**PLANS:**

- **to offer a full range of services to the College community during 1992/93.**

### **Our Student Residential Community**

**ACTION:**

- **a fully-functioning and energetic Residence Life Council has been established. The Council, which meets bi-weekly, has planned and carried out a wide variety of social, recreational and educational activities. These include: personal safety/self-defence classes, first-aid courses, aerobics classes, and a poetry and writing club;**
- **a student-administered "Walk Home" program with 80 volunteers is now in place;**
- **occupancy throughout the academic year remains extremely high.**

**PLANS:**

- to target the summer period for increased occupancy as on-campus activities such as The School for Creative Writing and language-training courses become more numerous.

**V PROFESSIONAL DEVELOPMENT****Taking Responsibility Through Planning****ACTION:**

- three-year professional development plans have been implemented for faculty, support staff and administrators involved in the academic sectors of the College. Each staff member has had the opportunity to identify their personal and professional development priorities and discuss with their supervisor how these can contribute to their own aspirations and the excellence for which the College strives.

**PLANS:**

- to monitor and evaluate the effectiveness of the three-year plans.

**The Mentorship Initiative****ACTION:**

- a comprehensive New Teacher Development Program is now in place. Pivotal to this program is mentorship--a supportive partnership between successful, experienced professors and newly-hired professors.

**PLANS:**

- assessment and evaluation of a formative nature will be done over the next year for full-time faculty, while a program for part-time faculty will be initiated.

### **The Variety of Professional Development Opportunities**

#### **ACTION:**

- the Professional Development Department continues to offer a wide variety of programs, conferences, workshops and courses in support of the human resource development needs of all three employee groups at Humber. Some of these opportunities include:
  - undergraduate, graduate and doctoral studies programs;
  - the Humber Showcase of Innovative Practices;
  - Support Staff Appreciation Week;
  - the Great Teachers Seminar;
  - the Career Development Fund for Support Staff.

#### **PLANS:**

- to increase and expand as many opportunities to part-time faculty as possible.

### **Recognizing Achievement**

#### **ACTION:**

- Humber's Staff Recognition and Awards Program honouring 45 recipients during the past year celebrates the leadership and excellence of those who, through their example, inspire all members of the Humber community.

#### **PLANS:**

- to continue to recognize individual achievement and expand the program to include teams and groups for their outstanding improvement efforts and accomplishments.

## **VI CAMPUS DEVELOPMENT**

### **North Campus**

#### **ACTION:**

- the "North Campus Master Plan Review", emphasizing organic order, intensification and integrated activities, has been approved in principle by the College's Board of Governors.

#### **PLANS:**

- to consult broadly, within the College and external community, on North Campus development.

### **Lakeshore Campus**

#### **ACTION:**

- a joint venture agreement between the Ministry of Government Services and Humber College has now been signed confirming the intent of moving the Lakeshore Campus from the former Teachers' College site to the Lakeshore Psychiatric Hospital buildings and land;
- grants to retrofit the exterior of the "Cottages" have been obtained with a completion date of March 31, 1993;
- extensive involvement of students, staff and members of the surrounding community continues as part of the campus planning process.

#### **PLANS:**

- to effect a smooth transition for those students and staff who will comprise the initial transfer to this site.

## **Support and Ancillary Services**

### **Health, Safety and Security Improvements**

#### **ACTION:**

- **Metrac and Inducon security audits have been carried out and the Safety Escort Program has been implemented;**
- **street-proofing, date rape and emergency procedures seminars have been conducted by Metro Police and safety experts;**
- **a Crisis Emergency Response Team has been set up;**
- **a Victim Assistance Program has been established to handle a wide variety of potential events;**
- **lighting in carparks, in walkways and at key exits has been improved in an ongoing program.**

#### **PLANS:**

- **to carefully monitor the effectiveness of actions taken to date;**
- **to continue implementation of additional safety and security measures.**

### **Human Resources Initiatives**

#### **ACTION:**

- **major strategic responses have been focused on Employment Equity through the Employment Equity Committee;**
- **professional development of staff consultants and managers is a major initiative, allowing them to take a more proactive role within the College.**

#### **PLANS:**

- **the development of a Part-Time Staff Service will assist the Human Resources Department to support the screening, recruitment and placement of a multicultural part-time staff more representative of the community we serve.**



### **Improving Admissions Procedures**

#### **ACTION:**

- additional self-service and automated processes to enhance direct services to students and the public have been implemented. The voice response unit is now fully operational and handles up to 400 calls each day;
- on-line transcript services are now available and with an administration fee student transcripts will be made available free-for-life. This will provide better student and graduate services and reduce the administrative overhead of collecting and processing transcript payments.

#### **PLANS:**

- in keeping with our focus on continuous improvement, a significant review of our admission criteria and procedures, including correspondence, will be undertaken in preparation for the 1993/94 implementation of Central Application Processing.

### **User-Focused Ancillary Services**

#### **ACTION:**

- customer service in all ancillary areas has been improved through the use of customer surveys, staff training and guaranteed product availability;
- a Copy Centre is being introduced, providing white printing, laser printing and report binding services to students and staff;
- new initiatives are being introduced regarding second-hand textbooks and computer hardware, resulting in improved service and prices.

#### **PLANS:**

- research is currently underway to investigate and develop the College-wide debit/ID card for 1993/94.

## **E: SYSTEM-WIDE ISSUES**

The following represent the major challenges that confront the Colleges across the system:

- To actively participate in effective collaborations with business and industry on a local and provincial level in order to respond effectively to the needs of employers and employees.
- To develop innovative partnerships with international businesses and corporations through international studies and field placements as well as staff exchanges and visiting speakers.
- To meet the needs of the underprepared student through an integrated proactive process which will include improved liaison with secondary schools and, when necessary, remediation.
- To participate cooperatively in the OTAB process in order to serve the needs of all workers in Ontario.
- To respond to the new competitive unrestrained position of foreign post secondary institutions operating in Canada and, in particular, Ontario.
- To participate fully in the development of Prior Learning Assessment and effectively implement recommendations.
- To promote the development of new learning techniques including interactive and multi-media technologies.
- To effectively interact with secondary schools and degree-granting institutions utilizing a series of articulation agreements which will provide for all citizens a life-long education ladder.
- To work closely with all stakeholders in promoting governance of the Colleges which is open and devoted to serving the needs of all.

## **APPENDIX 1**

### **Humber College Mission Statement**

**Humber College is a comprehensive college of applied arts and technology, meeting the diverse needs of the people of the Province of Ontario. It is a socially responsive adaptive institution that is an integral member of its community to which it is accountable. The College is characterized by a humanistic, student-oriented philosophy, which prizes the worth of every individual. The College is accessible to a variety of clients, is responsive in its curriculum offerings, and flexible in its delivery modes. Humber College is committed to leadership in instructional excellence.**

**The Mission Statement philosophy is defined by its most significant features:**

#### **1.1 Comprehensive**

**After analyzing learning needs the College selects, on a priority basis, the programs and services it offers. The College offers a wide variety of study and career options for its students.**

#### **1.2 Accountable**

**Humber College is responsible to the students for the quality of its programs and to the community for their relevance. In the belief that every student deserves the opportunity to succeed, the College creates environments in which all students, through their own endeavours, may be successful. Student learning objectives and performance criteria are established for each of the College's programs and are shared with the students. The success of the students and the programs are evaluated against these objectives.**

#### **1.3 Humanistic**

**The College provides an environment which reflects a commitment to the development of the whole person.**

**1.4 Accessible**

The College strives to encourage equitable educational access, to foresee, and to plan for, the overcoming of barriers to such access and to provide opportunities to all, regardless of personal, economic or social condition. It seeks to deliver learning experiences where they are needed, and in a manner in which they are needed within the available college resources and the ability of the individual to benefit from such experiences.

**1.5 Flexible/Responsive**

The College maintains maximum flexibility and responsiveness in the determination and presentation of its programs. Programs are phased out or initiated in keeping with the changing needs of society. The College seeks to provide the flexibility necessary to accommodate individual differences in learning needs and aptitudes, in knowledge, and in changing educational goals.

**1.6 Excellence**

The College's programs, services and environments are learner and learning centered. Students are encouraged to develop fully their capabilities and are assisted in setting realistic goals for themselves. This commitment requires excellence of personnel, management processes, facilities and programs. Excellence is maintained by continual evaluation and review.

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