

College Communique



The College Operating Budget - Fiscal Period

April 1, 1983 to March 31, 1984

I am pleased to advise you that most of the revenue and expense components which make up the College operating budget for the 1983/84 fiscal year have begun to fall into place. There had been a number of anxious moments as the implications of the Inflation Restraint Act on the public sector were clarified, and the projected increase in the operating grants was kept secret. Health and education services were viewed as direct aspects of the Legislation and we were lead to believe that College grant increases would be between 5% and 9%, probably tending towards the lower end. Ironically, as economic conditions worsened throughout the winter, the skills development capabilities of the colleges were seen to represent promise of turning things around economically and, thus, when the grant increases were finally announced, we were given a general increase of 9.47%, which swelled to something over 11% for Humber, based on the complicated formula in use.

While this increase is generous considering the economic (revenue) condition of the government of Ontario, it by no means relieves the College of the need to apply restraint. We have been able to balance the provisional 1983/84 operating budget with minimum fall-out on the College complement. This is extremely important, not only because dislocation of individuals is always difficult, but also because our single most important resource has got to be our faculty and staff. To do this, however, has meant we must sacrifice/reduce expectations in other areas; the acquisition and replacement of academic equipment and the improvement of physical space are examples where less attention has been paid than we would desire. Nevertheless, on balance, we should consider ourselves fortunate.

The College Budget Review Committee has worked hard throughout the year and I am satisfied that while the process itself will be evaluated, and indeed, can be improved, it has been open, honest and fair. Certainly, those departments and divisions which wished to make representation were given the opportunity to do so. I would also like to extend my personal appreciation to all members of that Committee for their patience and cooperation and, in particular, to Jim Davison and Bob Cardinali, for their diligent guidance of an always delicate activity.

A handwritten signature in dark ink, appearing to read 'RAG'.

Robert A. Gordon
President

April 12, 1982
RAG:jh

President's Communique



Summarized below are highlights of the Management Council discussion September 14, 1982.

1. Full-time post-secondary enrolment of 8,300 has met the planned target. Substantial increases to date in part-time enrolment are evident. Currently 13,598 part-time students are registered compared to 9,537 at the same time last year.
2. A position paper identifying the issues and future policy direction related to international students will be prepared for discussion by the Management Council in December 1982.
3. The implications of Secondary School Boards offering non-post-secondary academic programming need to be further explored.
4. Classroom space shortages continue to be evident. In the short-term, it was agreed that Management Council would discuss and resolve space issues identified. The need for additional effort to update the College's space utilization capabilities is apparent.
5. Suggestions for the name of the new restaurant facility should be forwarded to the President's Office for presentation to the Board of Governors on September 27, 1982.
6. A position paper describing Weekend College activities currently undertaken at Humber, experience in other educational jurisdictions with Weekend College, and recommendations for Humber will be developed for discussion in February 1983 by the new Planning Advisory Council.
7. Administrator evaluation was discussed at length. Some faculty members have suggested to the President that the College should examine and implement a more comprehensive administrator evaluation process. The Council examined the current administrator evaluation process, considered a number of models which would provide faculty input, and also reviewed approaches to administrative services. It was agreed that at the October 12th Council meeting, some options with regard to administrator and administrative department evaluation which would include the feasibility of faculty/user input would be presented for further discussion and possible implementation in the Spring.
8. Full-time staff requests must now be discussed and approved by the Management Council.
9. It was agreed that Lakeshore 2 input to the Management Council could be effectively undertaken using a committee chaired by Dean Richard Hook.

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10. Members were reminded again to reinforce the NO SMOKING POLICY in classrooms, labs, and music practice modules.
11. In response to student requests for extended hours of drafting rooms etc., it was agreed that we would investigate ways of opening technology facilities more hours for student access.

INFORMATION - BOARD OF GOVERNORS

The Programme Committee of the Board of Governors met at Lakeshore 2 Campus, September 14th. The Business Division presented a proposal for a two year Computer Co-op program which will allow mature students to have a four semester on campus education coupled with two work semesters.

The Programme Committee recommended this submission to the full Board and then to the Council of Regents for approval.

Bert White and Jim Davidson made a presentation describing the curriculum and operation of the College's Apprenticeship programs provided at the Lakeshore 2 Campus.

EVENTS

All new staff starting this year have been invited to a President's reception which is being held on September 22nd in the Seventh Semester, North Campus.

Humber retirees are being honoured at a dinner, hosted by the Board of Governors on Monday, September 27th at 5:00 p.m. in the Seventh Semester, North Campus.

"INFO HUMBER"

"Info Humber", a fact and event listing will be distributed throughout the College on Mondays and Thursdays within the next few weeks via the Public Relations Department.

PARKING - NORTH CAMPUS

The parking facilities of the North Campus are taxed to the limit of available space as expected. All spaces were completely sold out by mid-July. However, it is anticipated that as students become more familiar with timetable routines, public transportation services and the opportunities of sharing the use of automobiles, the pressure on the systems will ease. If past years are any indication, many of the students currently parking in the overflow lots will be accommodated in regular parking areas by late October.

Persons unable to arrange regular parking on campus are advised that limited additional parking is available in the public areas of the Etobicoke General Hospital.

Beyond these arrangements we regret to advise that the College has no plans at present to expand parking facilities.

LOCKERS - NORTH CAMPUS

Similarly, student lockers are in short supply for the Fall semester. All available corridor space, to the limit provided by the Ontario Building Code, has been used. The demand for lockers should ease such, that all students wishing lockers might be accommodated by the beginning of the Winter semester. In the meantime, the situation is being assessed with a view to making some space available for additional lockers in time for the 83/84 academic year.

FROM: R.A. Gordon - President
RE: REORGANIZATION OF PEC - PHASE 2
DATE: September 21, 1982

Preamble

The first phase of the reorganization of PEC has been concluded, and the Management Council is operational, with one adjustment - the addition of two deans from the North Campus. To recapitulate, the Management Council is responsible for ensuring the smooth coordination of the day-to-day management/operations of the College and for reacting to matters requiring immediate attention. It does not have a mandate to deal with the longer range, philosophical direction of the College's activities. To fulfill that latter purpose, it is now proposed that a policy and strategic planning council be created. The Planning Advisory Council, as it will be called, must be seen as more critical for the College's future than the Management Council, in the sense that considered recommendations which emanate from this body will generally have farther reaching consequences for the environment and programming of the College than would operational decisions which, by definition, tend to be short term.

The fundamental purpose of the Planning Advisory Council will be to move forward proactively with proposals to shape the College's strategic direction in response to changes in the external and internal environments. It will attempt to adjust to shifting trends as much in advance as possible, rather than to be caught in a reactive or catch-up mode due to the absence of an effective capacity to foresee necessary changes. The Planning Advisory Council will, hopefully, provide an in-house "think tank" to facilitate the sharing of wide perspectives and the formulation of proposals on a broad spectrum of issues. It can also contribute to fostering a climate of involvement for many members of faculty and staff who have already invested a great deal of their emotional and professional lives in the College, and who have every right to make input into any process which influences the College's future direction.

Objectives

The creation of the Planning Advisory Council addresses the following factors:

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Reorganization of PEC - Phase 2

1. To diversify the participant group beyond the constraints of the present administrative/structural hierarchy. While senior administrators will be well represented (and should be in consideration of the experience, commitment, breadth of job responsibility and accountability they bring to the College), a primary intent would be to provide a vehicle for those not now well represented in College-wide policy matters - specifically the chairmen, the faculty (who, after all, are the real heart of the College), the support staff and the students, as well as other administrative areas relevant for planning (e.g., Physical Resources) - to participate.
2. To encourage the presentation of a broad range of creative, yet practical proposals regarding issues under discussion. Unlike the Management Council which, by definition, has a present-oriented agenda, issues for the Planning Advisory Group will tend to be open ended and futuristic. Because the mandate of this group does not encompass any line accountability per se, each member should feel free to act as equal to any other member, and to express their mind freely. While it is true that members will generally represent a sector of the College, it is not mandatory that they adhere to any specific position adopted by a sector or division. Indeed, all members would be requested to act as individuals with something to offer a global committee, rather than as specific spokesmen for a constituency. They would also be expected to be active participants, not passive observers. Theoretically, leadership could emerge from any member, although undoubtedly some will play a larger role in the deliberations of the Council than others. The fundamental criterion for membership would be the ability to convince others that their assumptions and proposals are the most valid, useful and in the best long-term interests of Humber College.
3. To maximize input potential from the myriad areas of the College and to increase direct feedback to the various constituencies. While obviously not all the College community can be given direct membership on the Council, everyone should feel they have access to it. Anyone in the College should expect to be able to make appropriate input/commentary on agenda items. Additionally, terms on the Council (see membership below) will be structured to provide for regular changeover of membership.
4. To seek to widen awareness of this group as to College-wide issues and as to the complex variables which impinge on global,

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institutional decision-making (similar, in fact, to one of the objectives of the Management Council). With the membership changing periodically, an opportunity can be provided many, rather than a few, to learn precisely what is going on, what primary factors influence institutional planning, and what forces can be brought to bear to resolve issues positively. The hope would be that in time, a sizable number will have had exposure to the workings of the entire College (as opposed to simply a department or division), and that there be a concomitant understanding of the College's mission and focus in serving the community in the broadest context. A secondary benefit would be to increase individual growth potential whether in a personal sense, or as preparation for assuming increased responsibility at the College or in the wider CAAT system beyond Humber.

Mandate

The mandate of the Planning Advisory Council will essentially be two-fold. First, to respond to the macro question of 'where is the College going'? By formulating recommendations for eventual consideration by Board of Governors' deliberation based on a sound analysis of (a) demographic, enrolment, physical and human resources, financial and other relevant data, (b) trends as perceived in the external environment, and (c) current theoretical models, we should be able to project a directional thrust for the College into the mid 1980's. A sample of some of the questions the PAC might study could be listed as follows:

1. What are long-term, full-time post secondary and part-time adult learner enrolment and job market projections for all our present programs?
2. What should the College admission standards be from program to program and/or College-wide?
3. Does the adult, part-time learner require different facilities, teaching methodologies, etc., than full-time students?
4. What programs should be pre-eminent; for example only, what is the optimum size of the Technology Division in comparison to the rest of the College; what is the focus within Technology (Computer assisted design/computer assisted manufacturing or electronics)?
5. Should the College concentrate on serving its two Boroughs only; or Metro Toronto or the entire Province?
6. What programs should be developed in the longer term for their unique appeal and need throughout Ontario?
7. Should the 'week-end' College be available in every division or program?

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8. What support/professional services (e.g., external vocational counselling) should the College provide as part of the total Humber package?
9. How can faculty best be rejuvenated, recycled, etc?
10. How should the College Development Funds be distributed?
11. What are Physical Resources priorities (for example, sports, residences, libraries, lounges, etc.,) to meet future needs?
12. How can we share cooperatively with other agencies (Arts Etobicoke)?

Once these questions, and others, have produced a policy direction, and reasonable answers as regards costs, space, equipment, staffing, etc., and usually after the Board has had a chance to adopt a position, (but not always, because problems regarding implementation might force a less than optimum policy choice to be adopted in compromise), strategic planning for implementation becomes paramount. Thus, the second function of the Council would be to answer the question "how do we get there"? PAC's perspective on this aspect will be important in terms of lead time, impact on (retraining) personnel, disruption in the College, external opposition, etc., and must be dealt with seriously and in some detail. (The wisest decisions can be negated by poor follow-through in implementation and, for this reason, this activity cannot be given lesser priority than policy coordination).

To summarize, the PAC will be engaged more in painting broad philosophical strokes and general directions for strategy than in the implementation process per se. To assist in these tasks, PAC will draw on two standing groups, the Academic Council and the Budget Review Committee.* In the final analysis, however, it must be remembered that on matters of policy

* The Academic Council, under the chairmanship of the Vice President, Academic will continue to operate as presently constituted. As such, it will be concerned with academic matters relating to the short term, and its function thus parallels the Management Council. In that connection, agendas would tend to revolve around such items as curriculum adjustment, program review, student evaluation, academic grievances, current continuous learning offerings and the like. It will also be a major resource for data for PAC consideration (e.g., enrolment projections). The Budget Review Committee, under the chairmanship of the Vice President, Administration will coordinate the budget process and the analysis of assumptions upon which the budget will be constructed, as well as the specific vetting, collation and appeal of budget requests on an annual basis. (A memo regarding the format for the Budget Review Committee has recently been sent to all departments). Naturally, this Committee will take its lead from PAC, and hence channel resource allocations along strategic directions suggested by PAC, unless, of course, the Board chooses to go in different direction.

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the Planning Advisory Council will be acting as a consultative body to the President and by extension, to the Board of Governors. Similarly, on matters of implementation/strategy, the Council will also be consultative. The Council must accept that the ultimate responsibility for implementation will rest with the administrative officers of the College, who are presently charged with the task of carrying out Board policy decision. This factor notwithstanding, its deliberations/conclusions will undoubtedly provide the primary thrust for the formulation of the policy and strategic direction of the College Multi Year Plan and other important planning documents. It is critical that the Planning Advisory Council be seen to exert impact on policy direction of the College and to gain credibility within the College community. Certainly, I am well aware of the cynicism which will inevitably follow if PAC is unable to play a meaningful role; the College structures and morale will be that much weaker if that were to be the case.

Membership

Unlike the Management Council, whose members are a reflection of the function they perform in the College, the PAC will by no means be comprised of ex officio members only. Ideally, membership should be based on the ability to contribute ideas regarding the multi-faceted process of long-term (five years) formulation of policy and strategy, to assess the input of others, to take a position and to demonstrate a willingness to be a positive force in ensuring this diverse group functions smoothly. This being said, membership must nevertheless be drawn from all sectors of the College for reasons of equity, and, (as stated in objective #4 above), it must changeover at fixed intervals. Also, it is obvious that the larger the number of members, the more effort must be given to guaranteeing that the group's output is meaningful to both members, and the College at large. Occupational hazards relating to continuity and group behaviour are necessary in the interest of guaranteeing the widest input possible from all constituencies. In this context, and after much tinkering with possible models which, of course, are innumerable, the membership breakdown for the Planning Advisory Council can be stated as follows:

1. President
2. Vice President, Administration
3. Vice President, Academic
4. Executive Director, Research and Marketing
5. Two representatives of Educational and Student Services (appointed by Executive Dean, E.S.S. for an eighteen month term to be followed by twelve month terms thereafter)
7. Chairman/Program Coordinator from the Lakeshore Campus*

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8. Chairman from Human Studies* (replaced by Chairman from Technology 83/84)
9. Chairman from Business* (replaced by Chairman from Applied Arts 83/84)
10. Chairman from Health Sciences* (replaced by Chairman from Creative and Communication Arts 83/84)
11. Dean of Technology (replaced by Dean of Business 83/84)
12. Dean of Applied Arts (replaced by Dean of Health Sciences 83/84)
13. Dean of Creative and Communication Arts (replaced by Dean of Human Studies 83/84)
14. A representative from Continuous Education (appointed annually by Chairman, C.E.)
15. A representative from Professional Services (appointed annually by Executive Director, Professional Services)
16. A faculty member from Applied Arts
17. A faculty member from Commercial and Academic Studies
18. A faculty member from Business
19. A faculty member from Creative and Communication Arts
20. A faculty member from Health Sciences
21. A faculty member from Human Studies
22. A faculty member from Technology
(all elected for eighteen month terms initially and then thereafter on an annual basis)
23. The Registrar
24. The Director of Physical Resources
25. A faculty member/coordinator of the Keelesdale/York Eglinton Campuses (elected for a one year term)
26. Two students, one from the North, one from Lakeshore (to be appointed by the respective student governments)
27. Two support staff, appointed by the executive of the respective support staffs.

The intent is to establish a numerical and turnover mix which can allow the group to function effectively, and yet also to allow wide input, as well as some continuity/ease of transition in subsequent years.

* If more than one in Division, Chairman will be chosen by the coordinating sub-committee referred to later on.

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Agenda

The Planning Advisory Council agenda would generally handle one item per meeting. Three factors are essential in this regard to produce effective results:

- (a) the provision (in advance) of well documented data so as to facilitate analysis and debate,
- (b) ongoing attention to the improvement of the ability to think creatively and laterally to realize optimum potential for policy formulation, and
- (c) astute coordination/animation of meetings in order to enhance productivity and the feeling of accomplishment.

It is proposed there be one meeting every four weeks, the first Thursday of each month from 5:00 p.m. to 9:30 p.m. (with some food served); however, the first meeting will be November 11th (the second Thursday) and thus elections must be completed before October 25th in order to enable documentation for the first meeting to be absorbed in advance. I am well aware that timetabling for the first semester already precludes this schedule for some; hopefully, however, individual timetabling for the second semester could allow members to be free at the designated time. From time to time, say, for example, in the month of June, all day meetings or even longer workshops will be required in order to facilitate greater in depth study of issues.

Members will be free to suggest agenda items, but for reasons of effectiveness, an agenda will be created annually by a coordinating sub-committee comprising the President, the two Vice Presidents, the Director of Research and Marketing, a dean, a chairman and a faculty member, and presented to the group for acceptance. (For 1982/83, it is possible that the first four mentioned will have to carry out this function). Although the group will have to work out its own best modus operandi, it is anticipated that small groups will often be used for "brain storming", and that group facilitators might often be used. While the President will chair wrap-up sessions and act as overall coordinator/catalyst, he will generally act as but one member of the group. In fact, to gain the best results, important aspects of group dynamics (process) must be emphasized (i.e., even at the risk of lessening the initial output/product). A key objective would be to aim for consensus, but as an advisory group, there is no real need for unanimity, or even for voting on issues. It is important, however, that as a collective body, the PAC not be constantly split over issues. To agree collectively as to the best course of action among a variety of alternatives, would be far more productive in terms of serving the College's planning requirements.

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Conclusion

While this memo clearly contains more gaps than is desirable for such an important undertaking, the lack of precedent provides little in the way of guidelines. Moreover, I feel it is more important to operationalize something soon - in order to delineate PAC's different mandate from the Management Council and to indicate to the faculty and staff that we are serious about this activity - than to try to cover every contingency and hence to delay the start-up date. For this reason (as with the Management Council), the PAC will operate initially on an experimental basis. I take it as a given that a certain rethinking of the mandate and membership may be necessary as we develop some experience. Please be assured then, that I am prepared to entertain changes as the group evolves, and in fact, I welcome ideas (from any member of the Humber community) to make this activity more beneficial for the future of the College. I know I can count on your cooperation as we work together to create a format most effective for the complexities of the contemporary Humber milieu, and most appropriate for the joint planning of our future.

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INFORMATION - BOARD OF GOVERNORS

1. The Board of Governors hosted eighteen Humber retirees and their families to dinner before the Board meeting on Monday, September 27th.
2. Naming of the new restaurant was discussed at length and finally "The Humber Room" was chosen to reflect an understated elegance in view of its function as a teaching and non-commercial lab. It will be open for luncheons every day starting mid October and a buffet will be served every Thursday evening. The contribution of Igor Sokur to the success of the whole Hospitality programme was noted and appreciated.
3. John Marcocchio mentioned that the students had named the new study hall, "The Garret".
4. Solutions to the parking at Osler are still being sought. Humber Memorial Hospital's plans for expansion will provide additional parking facilities for the students, but the extent to which these arrangements totally meet Osler's requirements will not be known until the Fall.
5. A proposal to replace the stucco exterior surface of the rear elevation of Building C and D with insulated metal siding at an estimated cost of \$47,100.00 was approved as presented. This project has been identified as part of the Labour Intensive Programme sponsored by the Ministry.
6. Cost analysis comparing rental and purchase costs of the sound system in the gymnasium will be prepared and submitted at the October meeting.
7. A check of the condition of the drafting tables at Lakeshore 2 and the I.R.C. will be made with a view to repairing and possible replacement.
8. Financial statements for the month ended August 31st were reviewed in detail and received as presented.
9. Equipment security reports for the months of June, July and August were reviewed. Concern was expressed at the increasing quantities of equipment reported as missing. A plan of action to curtail this problem will be presented at the next Finance Committee meeting.
10. A critical path for the development of the 1983/4 college operating budget is underway. It was agreed that the budget be formulated to reflect an increase in revenue of possible provincial grants of 4%, 5% and 6%.
11. A three year phased landscape design proposal for the courtyard adjacent to the new dining room facility was presented. The Board approved Phase I of this landscape design at an estimated cost of \$26,000.00 - funding to be provided by monies recovered from savings in energy costs for the former Bubble. Phases 2 and 3 have been put on indefinite hold.
12. A report from the task force on the Equine Surgical facility was deferred for two weeks due to the illness of one of the members.
13. A proposal for the Highland Games to be held at Humber in June, 1983 will be presented at the next Board meeting.

The following are some of the items discussed at the Management Council meeting September 28, 1982:

1. The demand for student lockers remains high, and after further assessment of space, it was found that we could accommodate a further 100 lockers - it was agreed that these be purchased immediately.
2. It was agreed that in future when rock bands are booked for outside concerts, and it rains, the concerts will be accommodated in CAPS. It is impossible to work when such events are held in the concourse area.
3. Weekend College - concern was expressed at the lack of services at all campuses - e.g., food, heat, etc., for weekend students. It was agreed that services will be improved, i.e., the Humberger will be open starting October 2nd. A report regarding other cost implications of operating and managing weekend college will be brought back to the council in October.
4. Humber's presence in the Borough of York - a task force has been checking out the possible leasing of two schools in the Borough of York. However, because their enrolment has increased for September '83, the possibility of leasing has been ruled out. We are now in the process of examining other alternatives.
5. Several parties are interested in the development of the Psychiatric Hospital site adjacent to the Lakeshore I Campus. We are actively pursuing this matter with a view to having Humber in a key role when this site is to be developed.
6. A telephone survey of 1982 Fall full-time post-secondary enrolment as issued by the Ministry is as follows:

	<u>Tech.</u>	<u>Bus.</u>	<u>A.A.</u>	<u>Health Sc.</u>	<u>1982 Total</u>	<u>1981 Total</u>	<u>%Change</u>
Humber	1471	2915	3362	806	8554	8205	4.3
Seneca	1487	4006	2462	524	8479	8083	4.9
Algonquin	2496	2668	1842	850	7856	7825	0.4
Mohawk	2959	1732	702	999	6392	5643	13.3
Sheridan	731	2166	3048	218	6163	5639	9.3
Fanshawe	1487	1346	1840	850	5523	5199	6.2
Centennial	1393	2063	1486	351	5293	4836	9.4
George Brown	2320	848	472	1162	4802	4131	16.2

7. It was reported that the following Board members' terms expire in December 1982 and we are actively seeking new nominations.

 Mrs. Millicent Porter - Borough of Etobicoke appointee
 Mr. David Deaves - Borough of Etobicoke appointee
 Mr. Arnold Gould - Council of Regents' appointee and Labour representative
 Mr. Leo Venchiarutti - Council of Regents' appointee
8. President Curtis Murdon of Dallas, Texas, visited Humber on Monday, September 27th, and we have a team visiting Dallas shortly to examine linkage arrangements, staff development and curriculum, etc.
9. The Children's Christmas Party is scheduled for December 4, 1982. Two thousand dollars (\$2,000.00) is to be allocated by the College for the event, which is being held for the children and grandchildren of staff, but those who attend will be expected to pay \$1.00 per child; proceeds will be donated to our own Developmental Centre.

10. There has been a change in the reporting relationships at the Ministry. Ken Hunter has taken over the entire Colleges' portfolio, with Ben Wilson moving over to the University sector again.
11. It was noted that the province intends to encourage wide participation in the Bicentennial celebrations scheduled for 1984. Copies of the proposals from the Ministry are to be sent to the Creative Arts Division and the Applied Arts Division.
12. The Arboretum is scheduled for its Official Opening on October 15th, 1982.
13. College liability regarding the student newspaper "The Voice". College lawyers have recommended that two items be incorporated into the newspaper policy.
 1. A 'disclaimer' clause be inserted on the editorial page to the effect that "The Voice" does not represent the opinions of the College.
 2. The students should consider forming an editorial board whose function would be to advise on all matters of a libelous nature.
14. The President reported results of a meeting with the Metro Presidents held at Sheridan College.
 - (a) The Minister has outlined six priorities which coincidentally seem to match those drawn up by the Council of Regents/Committee of Presidents quite independently. These might be listed as follows:

Minister

Council of Regents

Mandate of College systems
Accessibility
Cost-effectiveness
Programme rationalization
Funding rationalization
Accountability

Productivity funding mechanism
Programme rationalization
Centralized student tracking system
System wide guide for student
litigation
Accountability
Collective bargaining

- (b) Interpretation of Application/Joint Admissions Forms: Research is underway to determine the actual number of serious applicants not admitted to college.
- (c) Contract Education - The Federal Government is providing funds directly to industries. George Brown College has entered into training contracts with private agencies to help these activities.
- (d) Regional Graduate Placement Service: This thrust is to involve only cooperation and coordination among placement officers.
- (e) The importance of inter-college co-operation which provides mutual benefits to all colleges was discussed, i.e., savings related to an independent telephone network, after carefully examining all factors. This information, if shared, could benefit other colleges.
- (f) Strategies were discussed on how to improve the C.A.A.T. image and diploma credibility with industry/business and to build on C.A.A.T. strengths in the same manner that universities have been able to gain status historically.

15. Local Hay Committee members for the next two year term are:

James L. Davison - Chairman
Jack Buckley
David Guptill
Audrey MacLellan
Moe Wanamaker
Bert White.

16. Voting on the last offer made by Management to the Academic and Support Staff O.P.S.E.U. groups was as follows:

Faculty Vote - September 22, 1982

- 55% of eligible voters voted - 288 voted to reject the offer
- 49 voted to accept the offer

Support Staff Vote - September 23, 1982

- 74.5% of eligible voters voted - 276 voted to reject the offer
- 79 voted to accept the offer
- 1 ballot was spoiled.

17. The President reported that we are expecting a report from the Borough of Etobicoke regarding the development of the flat lands and other possibilities relating to sports and recreation.

18. The following items are under study:

- (a) Part-time registration system and cancellations.
- (b) Sabbatical Leaves - budget picture and professional development to be clarified before any commitments are made this year.
- (c) Joint programming with the Borough of York.
- (d) Possible support for cancelled Intercollegiate activities.
- (e) Administration evaluation.
- (f) Housekeeping for Continuing Education students.
- (g) College Deferred Salary Prepaid Leave Plan - policy to be worked out regarding replacements.

BUDGET REVIEW COMMITTEE

The Budget Review Committee, with its increased number of participants as indicated in a recent communication, met on Tuesday, September 21st to begin the process of developing the college operating budget for the fiscal year 1983/84 which begins on April 1, 1983. Of paramount interest, of course, are the prospects of adequate provincial funding and the impact on the total financial environment of the Bill presently before the Legislature to impose limited wage and price restraints on the public sector. The Committee is currently working with a series of rough discussion drafts to consider the family of assumptions it wishes to work with for 83/84 and to identify the processes for accommodating new expense items; Academic Council is presently assessing enrolment projections. The Budget Review Committee will meet next on Tuesday, October 5th, 1982.

INFORMATION TO ALL HOLDERS OF ONTARIO

TEACHING CERTIFICATES

Ontario has issued a new 'Ontario Teacher's Certificate' accompanied by an 'Ontario Teacher's Qualifications Record Card' to replace all 500 different Ontario teaching certificates.

The new certificate and record card supersedes the certificates you may hold. If you wish to obtain the new certificate, send copies of your old Ontario certificates with your name, address and social insurance number to:

Information Systems and Records Branch
18th Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Further details and a copy of the regulations are on file in the Professional Development office.

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COMPUTER CENTRE NOTICE

Please note that Jane Smith of Computing Services has taken over the responsibilities of Forms Analyst and it has been requested that all enquiries relative to Forms be directed to Jane at Ext. 585.

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NOTICE TO ALL ADMINISTRATIVE EMPLOYEES

Effective October 1, 1982, the premiums charged for the Dental Plan will increase as follows:

- for single coverage from \$8.35 to \$9.19 monthly;
- for family coverage from \$26.58 to \$29.24 monthly.

This means the new Taxable Benefit amount indicated on your pay notice will be:

- for single - \$4.59 per pay;
- for family - \$14.62 per pay.

All other group benefit premiums will remain at present levels for another year.

If you have any questions, please contact the Personnel Relations Centre.

PARLEZ-VOUS FRANCAIS?

The Human Studies Division is once again organizing non-credit daytime conversational French classes for faculty and staff.

The classes are scheduled to meet for two and/or three hours per week for 10 weeks. They will be offered at the North Campus.

Before registering, please obtain permission from your supervisor to attend. The registration fee is \$5.00.

Please complete the following and return to Raymond Doucet, Human Studies, North Campus.

NAME _____

DIVISION _____ EXTENSION _____

CAMPUS _____

BEGINNER _____ INTERMEDIATE _____ ADVANCE _____

PREFERRED DAY(S) _____

PREFERRED TIME(S) _____

College Communique



INFORMATION - BOARD OF GOVERNORS

The Programme Committee of the Board of Governors met at the North Campus on Wednesday October 13, 1982.

John Marcocchio, President of SAC asked if consideration could be given to the serious overcrowding of students in classrooms of all divisions.

The Executive of the Canadian Federation (Ontario) of Students gave an overview of the many areas where CFS are involved.

The Music Programme was reviewed in both specific and general terms. This type of performance related activity received the warm support of the Governors. It was mentioned that the College will probably need to make presentation to the Government on the importance of special support for this type of activity. The Board enquired about the effect on the musical instruments of turning down the heating since the energy conservation programme started. It was agreed that J.L. Davison would update the Board at the November meeting.

A presentation of the Theatre Arts programme including the technical pathway was reviewed. It was agreed that the programme suspension be lifted and the technical pathway be reinstated and this recommendation of the Programme Committee be presented to the full Board of Governors on October 25, 1982 for final approval.

Summer programmes were reviewed in general. It was pointed out that the College is investigating the possibilities of expansion during time periods in which the College is not overburdened with activities.

Programme rationalization and costs of Week-end College activities was also raised. The Board was informed that this study is already underway.

A summary of the three Development funds - Educational, College and Programme - was submitted and some questions were raised around both the centralization of the activities and the level of funding. The President stated as part of his overall structural analysis this matter is being considered.

A general overview of Linkage Training 1 and 2 was submitted and accepted.

Issue #32/82
October 18, 1982

The following are some of the items discussed at the Management Council meeting held October 12, 1982:-

1. Members were advised of the need to confirm programme locations for the 1983/84 academic year prior to any renovation planning. T. Norton was asked to discuss this issue with the Academic Council and report back to the Management Council, after which it will be submitted to the Board of Governors.
2. The role of Francophone activities at Humber is now at the threshold of new growth. Provincial and Federal grants are available for programme development, research projects as well as student training in French and English. In order to give as much range and guidance possible, it was agreed that Raymond Doucet be given the assignment to:-
 - a. consult with representatives of the Francophone Community
 - b. pull together an Advisory Committee for Francophone courses/programmes

Examples of projects already in progress are:-

1. Micro-computer course for teachers in French schools and French immersion programmes (50% of all costs paid by the Office of Francophone Affairs, Ministry of Education).
2. \$25,000 from the Ministry of Education for the purchase of micro-computers for September 1983.
3. \$2,500 from the Ministry of Education per post-secondary credit course developed - new courses only.
4. \$5,000 - \$10,000 from the French Language Services Office for a course for Court Translators and Interpreters.
5. Advisory Consultant from the Ministry of Health one half day per week.
6. Canada Manpower - intensive French upgrading courses (technical), \$100.00 per day per student to college, arranged through yearly negotiations.
7. Jonquière exchange of journalism students - fifteen second and third year journalism students will participate in an A.C.C.C. Open House Canada Student Exchange Program, with second year journalism students from Jonquière CEGEP. During the week of February 22 to 26, 1983, the Jonquière students will be attending Humber journalism classes (in English). The Humber students will attend journalism classes at Jonquiere (in French) from February 22 to 26, 1983.

3. Student photography deposits and tuition-related incidental fees were raised. It was agreed that we should bail out students who were experiencing difficulty paying for rental equipment. J. Ross was asked to interview hardship cases and make the final decisions. He was also asked to ensure that full details regarding rental of College equipment for students be included in all future College calendars.
4. Approaches to an effective system of administrative evaluations are still being examined. Graham Collins and Moe Wanamaker were added to the team of Tom Norton and Jim Davison to recommend how this should be addressed. A report to be brought back to the Management Council in November.
5. Space currently used by the flower shop in the area opposite to the bookstore was raised. Jim Davison was requested to study the traffic flow and space utilization of this area including the outside space under the overhang and report back in November.
6. A proposal for an increase in the fee for the daycare centre was circulated. Following discussion, it was recommended that the revenue increase should reflect a break even position, and that it be phased in gradually. A close scrutiny of anticipated expenses was requested.
7. Possible support for cancelled intercollegiate activities was discussed again. Apparently it is too late to help most of the teams as activities are set in the Spring of the year. The Ski team is presently looking for \$2,500.00 and is trying to raise this amount in a variety of ways - Jogathon etc. It was agreed that the College match monies made.
8. A paper was distributed concerning the extension of post-secondary liaison with the York Board of Education. It was recommended that:-
 1. the President initiate a letter to the Director of the York Board of Education, Mr. John Phillips, inviting him and selected staff to meet with the President and staff to pursue the establishment of a College-Board liaison committee that would address the issues outlined in the paper;
 2. that this committee be brought together sometime early in December 1982;
 3. that the Management Council be kept advised of the progress.
9. The President mentioned the concern he felt regarding the speaking engagement of Dr. Leo Buscaglia scheduled for January 29, 1983. Moe Wanamaker was asked to verify promotional expenses required and evaluate options regarding ticket pricing.
10. The role of faculty in promoting programmes in secondary schools was discussed. It was agreed that in low enrolment programmes, interested faculty, in conjunction with the secondary school liaison dept., could undertake promotional visits to schools. It was felt that presentations by faculty with hands on programme information are an important promotional strategy.

11. Members were informed of an upcoming seminar "Innovation Techniques in Analysing and Developing Teaching and Learning Processes in Higher Education" by Professor Ayre Perlberg on Thursday, October 28, 1982 from 12 noon - 1.30 p.m. at O.I.S.E.
12. In response to a letter received from the President of SAC regarding the decision made by MC to hold rock concerts in CAPS during inclement weather, it was agreed that student government be contacted when decisions are being made with respect to student-related matters. Graham Collins and John Liphardt were asked to meet with SAC and return to MC with a compromise decision.
13. During a discussion about staff appointments it was agreed that as the remainder of 1982/83 falls within a transitional year from a budgeting perspective;
 - for the remainder of 1982/83, appointments would be for a short term period only, i.e. until March 31, 1983;
 - requests for staff during this period should be "audited" by the Personnel Relations Centre prior to discussion at the Management Council;
 - a guiding principle is that staff be re-allocated on the basis of need within the College wherever possible;
 - the President may exercise discretionary power over staff appointments;
 - complement as approved will essentially remain frozen for the remainder of the 1982/83 budget year;
 - requests for additions to complement for 83/84, with supporting rationale, must be presented to the Budget Review Committee. Priorities and College objectives will be considered from a College wide perspective and provide a basis for complement decisions.
14. It was reported that the visit to Dallas had been very beneficial, there were several possible joint ventures including student and faculty exchanges. Graham Collins will distribute a report at the next MC meeting.
15. The November meeting of the Committee of Presidents will be devoted to presentations and discussion on Education Delivery Systems. Recommended that Rick Embree accompany the President to this meeting.
16. Approval was given for small renovations in the C.C.A. Division and the CAD/CAM room - J207 Technology Division.

College Communique



UNITED WAY CAMPAIGN - 1982

Our United Way Campaign is now in full swing. The Public Relations students and various staff members have planned many events that are designed to raise a portion of the Humber College donation.

The balance of our contribution will be obtained through a payroll donation plan.

Last year, Humber faculty and staff collected \$6,500.00 for United Way. For the 1982 campaign, a contribution by each one of us of \$1.00 per pay would increase that donation by \$20,000.00.

This money will be used to support some of the one hundred United Way agencies such as Meals on Wheels, the Red Cross, Jewish Vocational Services, the Victorian Order of Nurses, the John Howard Society, Big Brothers and many more.

The pledge cards will be available in your next pay envelope.

All contributions are welcome. With your support we can maintain and improve Humber's reputation as an institution that cares.

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THE COMPANIES WE KEEP (IN THE LIBRARY)

The North Campus Library has been developing major reference sources in the field of Canadian business and industry. We are proud to announce that we are a depository for company financial statements reported to the Department of Consumer and Corporate Affairs. We are receiving in microfiche format around 3,500 listings a year of audited statements or annual reports of federally registered companies. Humber College, Metro Central Reference Library Business Department, and York University Library have been selected to be recipients of this service.

We also have in paper format a collection of annual reports of the top 500 Canadian Companies, Canadian Governmental Agencies and Crown Corporations plus nearly 1,500 top U.S. and multinational corporations. We have other good sources of information including Moodys, Standard and Poor and the Financial Post Corporation Service.

AN OPPORTUNITY FOR EXCHANGE

An exchange program for faculty and administrators is being actively supported within the college.

Through an exchange, faculty and administrators can gain updated experience in their field of expertise or the field of education. The end result should be an improved educational experience for Humber students.

You may arrange to exchange with a member of

- another college
- another institution or agency (educational, hospital, government, social service, etc.)
- a business
- an industry

While you are on exchange, your position at Humber would be filled by the person with whom you are exchanging.

During the duration of the exchange, you and your exchange would receive customary salaries and benefits from your regular place of employment. Some financial help for travel costs may be available.

It is preferable that you make contact with a likely exchange person outside the college, but, if you are unable to do so, resources are available for help.

If you are interested in exploring the exchange concept further, please send the following information to Ruth McLean, Pro Dev office.

*****INFORMATION SESSIONS WILL BE HELD ON*****

Tuesday, November 2 at 4:30 in the V.P. Conference Room or
Wednesday, November 3 at 2:00 at the Lakeshore I Campus in Room B116

<u>NAME</u>	<u>DIVISION</u>	<u>EXTENSION</u>
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TEACHING AREA

<u>TYPE OF EXCHANGE</u> -	Government _____	College _____
	Industry _____	Business _____
	Other _____	

LOCATION - College, City, Province, Country

DATE OF EXCHANGE - Sept. '83 _____ Jan. '84 _____ Sept. '84 _____

NAME OF ANY CONTACT PERSON OR AGENCY YOU KNOW IN THE INSTITUTION OR LOCATION

LENGTH OF EXCHANGE - 1 semester _____ 1 year _____

A PRELIMINARY COMMENT ON THE FINANCIAL
CLIMATE OF THE YEAR AHEAD - THE FISCAL PERIOD
APRIL 1, 1983 TO MARCH 31, 1984

As some of you may be aware a new mechanism for distributing the provincial pool of operating funds among Ontario's 22 community colleges was introduced at the commencement of the 1981/82 fiscal year. Among the several objectives to be addressed by this new distribution mechanism were:

- (a) the return to system-wide equity based on a special phase-in formula intended to correct the distortions which had crept into the system under earlier distribution models;
- (b) to direct the flow of funds to those colleges experiencing above average growth using a slip-year principle to lessen the impact on those colleges from which the funds would shift.

During the initial two years under this new mechanism Humber has had the happy circumstance of (a) being on the long end of the redistribution of provincial funds and (b) of maintaining enrolment growth at or above the system average. As a result, Humber received operating grant increases of 15.65% in 1981/82 and 13.84% in 1982/83. In this same period the least fortunate of the colleges, which ranged between 5 and 7 in number, received increases of 5% and 8.1%. The 12.2% general provincial increase to post-secondary education, attained last year by Dr. Stephenson, was not announced until mid-February 1982 but came as a pleasant surprise to even her closest planning advisors. The system had been conditioned to expect much less! Humber's 13.84%, resulting from phase-in redistribution, has enabled the college to continue funding most of the activities and projects it wished to undertake with a minimum of restraint relative to other colleges in the system.

While fortune has followed us so far, what to expect in fiscal 1983/84? With reference to the funding mechanism Humber is entitled to further consideration under the phase-in formula and continues to grow at or about the system average. Therefore, if the funding distribution mechanism is allowed to be applied without political intervention Humber will maintain its relative advantage. As we will learn later, however, political intervention may be inevitable to preserve the integrity of the college programme in some parts of the province. The prospects for the system rest entirely on the magnitude of the general operating grant increase for 1983/84.

.../2

The financing of post-secondary education, while crucial to the future of our society, continues to attract much attention to the sheer size and inertia of the expenditures necessary for its maintenance. Thus the Act to restrain inflation in the public sector currently at second reading in the Ontario Legislature includes educational spending as a specific objective. Taking the compensation improvement limits of 9% in the transitional year and 5% in the control year together with fixed cost increases the annualized net impact on the college operating budget in fiscal 1983/84 will be in the order of 12%. Although it is unlikely that definitive grant allocations to each college will be announced before January or February 1983, informed advice suggests that general system grant increases will fall between 5%, as implied by the Act, and an optimistic 9%.

Against this background a realistic expectation for Humber, given its full entitlement under the new distribution mechanism, would be an operating grant increase of 6.4% to 7.5%. It is, of course, important to note and to remind our legislators at every opportunity that medical insurance and health benefit premiums, and utility costs (natural gas, fuel oil) electricity, water, telephone and transportation costs need also to be subjected to the same restraint measures.

As indicated in an earlier communique the College Budget Review Committee has begun the process of examining the implications of restraint on our operations in fiscal 1983/84. Among the many matters to be considered in this process the Committee is particularly cognizant of three major objectives:

1. The need to comply with the system-wide prohibition against deficit financing.
2. The responsibility to maintain and enhance the quality of the academic programme at Humber.
3. The importance of providing a sense of occupational security to those who have committed their working lives to Humber.

Although the Committee is considering a number of adjustments which at this time require further study, among these is the possibility of invoking a near freeze on equipment purchases and the elimination of any provision for renovations and alterations to buildings (emergency repairs excepted). Sabbatical leaves and the fiscal contribution to the provision for the replacement of fixed building equipment are also under review. Taken together these measures would free up approximately one million dollars for application elsewhere in the operating budget. While the Committee has wide representation ideas and suggestions for expense reductions are most welcome at any time. Should you wish to submit your thoughts for cost reduction please complete and return the form which follows to the President's Office - North Campus.

We will keep you informed of further developments as more definitive information becomes available. For those interested in a more detailed report general meetings are planned for the North, Lakeshore and Osler campuses as soon as there is sufficient information to justify your time.

BUDGET EXPENSE REDUCTION SUGGESTIONS

Have you an idea for cost reduction in fiscal 1983/84 that would not jeopardize the quality of the instructional programme? If so, please complete this form and return your suggestions by internal mail to the President's Office - North Campus.

[illegible]

(Sign if you wish)

(Division/department)

INFORMATION - BOARD OF GOVERNORS

1. The Board of Governors has approved the proposal to hold the 1983 Highland Games at Humber College on June 25, 1983.
2. There will be a special session of the Board of Governors focusing on the College future with particular attention given to student numbers at the North Campus.
3. In light of the public response to weekend college promotional materials, the Board of Governors has agreed to include the weekend college conception the February Programme Committee agenda, by which time a statement will have been prepared to include;
 - (a) the proposed programs to be offered as part of the weekend college activity for the academic year 1982/83;
 - (b) a supporting budgetary analysis.
4. The Board of Governors has approved the reinstatement of the Theatre Arts programme and the retention of the Technical Option along with approval for the recruitment of freshmen students for a January 1983 intake.
5. A study to determine the potential of the College's involvement with the future development of the Lakeshore Psychiatric Hospital grounds was approved.

* * * * *

PLANNING ADVISORY COMMITTEE

The following list represents the membership of the Planning Advisory Committee (PAC):

- | | |
|---------------------------------------|--|
| 1. President - Robert A. Gordon | 16. Faculty, Applied Arts - Bill Anderson |
| 2. V.P. Acad. - Tom Norton | 17. Faculty, Comm.&Acad. - Doug Appleton |
| 3. V.P. Admin.- Jim Davison | 18. Faculty, Business - Dave Hunter |
| 4. Exec. Director | 19. Faculty, C.C.A. - Ab Mellor |
| Research&Mktg. - Graham Collins | 20. Faculty, Health Sc. - Ann Bender |
| 5. E.S.S. Rep. - Audrey MacLellan | 21. Faculty, Human Studies - Gary Noseworthy |
| 6. E.S.S. Rep. - Martha Casson | 22. Faculty, Tech. - Bob Eckenbach |
| 7. P.C. Lakeshore - Harry Edmunds | 23. College Registrar - Fred Embree |
| 8. Chairman, Human Studies | 24. Dir.Physical Resrcs. - Ken Cohen |
| - Mike Lancellotte | 25. Co-ord.,Keelesdale/York-Bill Hanna |
| 9. Chairman, Business - Bev Walden | 26. Student, North - John Marcocchio |
| 10. Chairman, Health Sc.-Greg McQueen | 27. Student, Lakeshore - Mark Humphries |
| 11. Dean, Technology - Bob Higgins | 28. Support Staff Rep. - Sheila Keeping |
| 12. Dean, C.C.A. - Larry Holmes | 29. Support Staff Rep. - Rhoda Sullivan |
| 13. Dean, Applied Arts - Carl Eriksen | 30. Computer Rep. - Paul Petch |
| 14. C.L. Rep. - Susan Goodman | 31. Faculty Union Rep. - Tom Brown |
| 15. Prof. Svcs. Rep. - John Parsonage | |

* * * * *

The following are some of the items discussed at the Management Council meeting October 27, 1982:

1. Preparation of appropriate marketing data illustrating trends and future implications to be prepared for the Planning Advisory Committee (PAC) for future discussions with the Board of Governors.
2. A report on enrolment, budget and programme location preview with implications for overcrowding at the North Campus will be presented to the Board of Governors in November.
3. Agreed that the Faculty Union President be invited to join the team working out an effective system of administrative evaluations.
4. The President informed members he will be meeting with small groups of faculty for informal information sharing sessions during the next few months. Management Council members are welcome to attend along with their divisional faculty if they wish.
5. A college wide committee to examine student use of college facilities after hours will be established and chaired by Jack Ross. Membership will be appointed by Jack Ross.
6. Approval to erect a Christmas tree in the Concourse was given, provided it meets with the Fire Marshal's regulations.
7. A committee to co-ordinate the planning of all aspects of weekend programmes at Humber including Marketing, Finance, Physical Resources, Student Services etc. was approved. T. Norton is to chair the committee. Background information will go to PAC and then the Board of Governors.
8. Humber summer activities - to be reported similar to above. A committee to co-ordinate planning of all aspects of Summer at Humber including Marketing, Finance, Physical Resources, Student Services etc. was approved.
9. Integration of Lakeshore I and Keelesdale Commercial Academic Upgrading and the EASL programmes was discussed in principle. Academic Council will identify strategy to accomplish appropriate changes in relation to enrolment trends and future college direction prior to PAC's direction setting.
10. Following discussion with the Student Association Council, it was agreed that rock concerts be held either outside, in the Lecture Theatre or in CAPS.
11. The student pub hours will be from 2:45 p.m. - Monday, Wednesday and Thursday; on Fridays from 1:00 p.m.
12. The President reported that there will be a special Board of Governors meeting to discuss enrolments and the full impact of programme transfers etc. The date still to be determined.
13. Faculty replacement within complement limits require approval of the President and will subsequently be reported to the Management Council.

STATUS REPORT ON COLLEGE ACTIVITIES

Since joining the College, I have had first-hand opportunity to observe the vitality and diversity of the programs and staff of what is, unquestionably, one of the most successful colleges in Canada. Hopefully, this positive attribute has not been adversely affected by changes made in the decision-making style in recent weeks. Similarly, the overriding consideration must be the ongoing health of the College as a total entity, and it would be hoped that any alterations which might be made to administrative structure and roles will benefit the College as a whole. This being said, it must also be reiterated that it is important to maintain the positive morale and momentum of earlier years, and to avoid excessive disruption of that proven format. The danger in changing too many things too quickly, of course, lies in the risk of alienating faculty and staff, and thus of producing a negative long-term impact. In fact, I feel a pause is in order at this stage to provide opportunity to assess what has transpired, and to allow time for people to absorb the implications for the future. To help this process, there may be some value in listing the structural changes carried out to date, as well as the College-wide issues currently under review. In terms of managing the College, and of allowing adequate planning and deliberation of issues prior to their presentation to the Board, five groups are now functioning:

1. The Planning Advisory Council, which will meet for the first time on November 11th, will provide the major focus for internal consultation, dealing with long-term, broad-based issues.
2. The Management Council, which has been in operation since the beginning of September, deals with the day-to-day management of the College.
3. The Academic Council, which performs the same role for academic matters as does the Management Council for general concerns, will also be integral to providing appropriate data and recommendations regarding the future academic direction of the College.
4. The Operations Committee (chaired by the Vice President Administration), continues to deal with a broad range of operational matters that do not fall within the purview of the Academic or Management Councils.
5. The Budget Review Committee works to assess revenue, expenditure, enrolment, staffing, etc., projections for the next fiscal year, and also to ensure that adequate feedback/consultation with users, and equitable arbitration and data analysis necessary to recommending budgetary priorities, are carried out.

Because several of the above-mentioned groups have a role in both short-term and long-term activities, it can be seen that a distinction must be drawn between the longer term strategic direction of the College, and the need for ongoing management decision. Because the College is clearly in a transition period, this is easier to state than to demonstrate. As we focus on planning

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and development for the mid-1980's, we cannot forget that the College still must operate in the fast-moving environment of today. The College must take some decisions critical to 83/84 (e.g., program transfers) now, while others (e.g., summer activities, programs in 1985, admission standards, programs in 1986) can be debated over a less critical time frame. In short, we are faced with the problem of taking some decisions without proper consultation through the channels defined above, and/or with affected parties. In time, we should be able to discuss alternatives/priorities, etc., with appropriate people in advance. For the moment, pressures of time will force us to take action on some urgent issues that cannot be deferred. In that sense, I am asking for considerable trust and patience from the Humber community as we work through this transitional phase.

In that light, several sub-committees are presently studying specific topics, as follows:

1. Program Transfers

There is a need to alleviate the overcrowding at the North Campus, as well as to bolster the offerings at the other campuses, in order to make them more attractive and comprehensive for potential students, who might not wish to travel all the way to the North.

2. Overcrowding

This item will be addressed at the November meeting of the Board in the context of the North Campus, and will make reference to the implications for maintaining quality over quantity as regards budget, enrolment, program transfer, space, staffing, etc.

3. Weekend Activities

A comprehensive package regarding proposed programs for 83/84 - normally an extension of those already offered Monday to Friday - as well as a presentation of estimated revenues, expenditures and enrolment for weekend activities, will be presented to the Board in February.

4. Summer Activities

It is taken for granted that we must make our buildings more productive, particularly at times when there is slack use of space, and when costs (energy) are lower; a study has begun regarding potential summer activities.

5. Professional Development

A comprehensive overview is being carried out regarding activities which will be most beneficial for the College and individuals. A review of how our limited funds can be stretched farther (e.g., the merging of College, Educational and Program Development funds) will also be part of this report.

6. Part-time Students

An assessment of how we might improve our systems regarding part-time and evening students is being carried out. At present, there needs to be

6. Part-time Students (cont'd.)

improvement regarding scheduling, cancellations, refunds and various other logistical matters relating to providing these students with better service than has been the case in the past.

7. New Sources of Students/College Marketing

There is broad concern that the future lies more with new sources of students than with those who have provided our major focus in the past. A study is being conducted regarding the services provided part-time learners, as well as regarding the creation of a marketing plan and strategy, to enable the College to position itself appropriately to attract and to retain our fair share of (Metro) clientele.

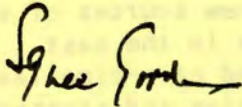
8. Evaluation

Added to those mentioned above, the College, this year, is embarking on the implementation of new procedures involving program review and faculty and administrative evaluation.

In addition, the College mission must be reviewed by June 1983, and it is intended to orient members of the Planning Advisory Council to its role in this activity in the months of November and December, and to discuss and review the 83/84 Multi-Year Plan in January and February. This will allow presentation of a preliminary document to be available for the Board Retreat, and for the subsequent major revision of the College's statement for June, 1983. This document should reflect our most serious concerns, and be a blueprint for things we wish to accomplish, rather than being simply a document which must be completed each year for the Ministry. Also, although the Board has not yet taken definitive position, it must be written in consideration of three fundamental factors crucial to Humber's future; first, the College's physical positioning in its Boroughs, so as not to place too much emphasis on the North Campus. As such, the College requires a more significant presence in York (particularly, as English As A Second Language and Academic Upgrading may be taken from the College's purview, and given exclusively to the School Boards), and expanded activity at Lakeshore 1, so as to revitalize the southern part of Etobicoke, and to draw more directly on the east/west axis from Metro all along the Lakeshore. Second, a projection of program development necessary to meet the demands of the (Ontario) society of the late 1980's. Third, the gaining of a secure base of clientele focusing on new sources of students (Francophones, part-time adults, recycling graduates, etc.) to counteract the declining pool of secondary school graduates in York and Etobicoke.

We would appear to have enough issue-focused and time-consuming items, to more than take care of our available capacity. To add any more now would be counterproductive in terms of overload, inadequate performance, and possibly, shoddy decision-making; or worse, of simply dropping important items from an overburdened agenda. If we can produce serious and meaningful responses to the issues detailed above, then I believe we will be well on our way to assuring Humber's rightful place in the CAAT network of the future. I hope the

the above information gives you some framework for the activities of this academic year. Please be assured we will consult on the above items, and any others which come up, as much as is humanly possible. Please feel free to call on the Chairman of any of the sub-committees listed above, whose name can be readily gained by a quick call to my office. As always, I am open, personally, to your comments, criticisms, etc., on any topic on which you have perspective you would like to express.



Robert A. Gordon
President

:jh

Copies: Members of the College Board
of Governors

BOARD OF GOVERNORS - INFORMATION

The following subjects were discussed at the Programme Committee meeting of the Board of Governors on Tuesday, November 9th, 1982:

1. Paul McCann, representing SAC, reported that SAC Financial Statements had been approved and reserves over the previous year have been increased.
2. On behalf of SAC, he raised the question of the extended academic year again and it was pointed out that the decision made in March 1982 is firm. The Board asked the President to prepare an update report for information purposes only.
3. Paul stated that SAC will be presenting a proposal to the Board in November to increase the student activity fee.
4. Martha Casson, Co-ordinator of Placement, gave a verbal report of the placement situation, detailing the 1982/83 placement of post-secondary graduates to date. She mentioned that because the job market has been declining since February 1982, a number of activities had been undertaken by the Placement Department to improve job opportunities, resulting in the highest placement rate (86%) in the CAAT system.
5. Fred Embree, College Registrar presented an enrolment report for the academic year 82/83, inclusive of a detailed enrolment summary by division, programme and semester. Overall enrolment amounted to 8,570 students, an increase of 554 over the previous year. A report on the potential of a short course in Funeral Services will be submitted to the Programme Committee in February.
6. Ian Smith, Associate Registrar, provided an update of secondary school liaison activities. It was emphasized by the Board that students from Etobicoke and York continue to be given preference. It was recommended that a statement to the effect that applicants are considered on the basis of applicable mandatory areas be incorporated in answer to Item #6 of the admissions brochure.
7. Fred Courtney, Chairman of Computer Studies, made a visual presentation outlining 1982 applications, programme by programme for the month of September. He advised that the Ministry is awaiting authorization from the Federal Government to extend the 52 week computer programme to 64 weeks. According to comments received from Mr. Terry Thorne, Advisory Committee member, Humber College and the University of Waterloo are considered by industry as having the best Computer Studies programmes in Ontario.

Don Cassels stated considerable growth had taken place during the past couple of years in Computer Studies. The Micro Computer facility has proven to be very popular along with a high degree of success with the Co-op programme. The need for the College to look at all resources across the College was pointed out.

The following is a summary of items discussed at the Management Council meeting held on Tuesday, November 9th, 1982:

1. During a discussion at a recent Metro Presidents meeting regarding the 1983/84 full-time post-secondary enrolment, it was agreed that a 4% increase was a reasonable projection.
2. A management development programme to include regular seminars and periodic one to two day training sessions, will be developed for Humber administrators.
3. The Administration evaluation questionnaire was considered and approved for distribution.
4. The President mentioned that development and implementation of a centralized space scheduling process is anticipated and has been identified as a major need at the North Campus.
5. Jim Davison reported that the College has recently sold five "million mile" buses at public auction. A comprehensive plan regarding Transportation services for 1983/84 will be presented to Management Council.
6. For an interim period, bus service from Lakeshore 2 to Lakeshore I on Wednesday afternoons was approved effective immediately.
7. In response to a question regarding the use of the gym for the purpose of writing examinations, it was concluded that a better forum for this decision would be the Academic Council.
8. The members examined issues related to the student use of College facilities during the night including security implications. It was agreed that the divisions be responsible for students after hours. The President clarified that until the report by Jack Ross is submitted and approved, the procedure will be that students may access the College in off hours with a note of approval signed by their Deans. The Vice President Administration will inform security of this interim policy. Students should be made aware that the rooms may not always be heated as well as during regular hours.

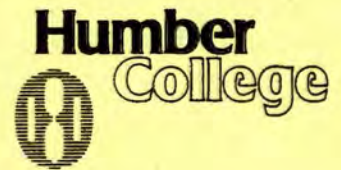
PLANNING ADVISORY COUNCIL

The first meeting of the Planning Advisory Council was held on Thursday, November 11th, 1982.

While PAC's main purpose is to make fundamental recommendations about the future direction of the College, the focus of the first meeting was to:

- provide a setting in which PAC members could get to know each other;
- briefly review the Multi-Year planning and budgetary processes;
- share perceptions of PAC members regarding:
 - (a) the strengths of Humber;
 - (b) matters that need improving and that can be acted upon given current resource levels;
 - (c) the most important concerns regarding the future which must be addressed.

For this meeting PAC worked in small groups and then each group leader reported to the plenary session. The range of ideas and perceptions presented will provide an excellent focus for future PAC meetings.



TO: ALL STAFF

FROM: R.A. Gordon

RE: Evaluation of Administrative Services

DATE: 1982 11 15

During the past few months updated program review and faculty evaluation processes have been developed and are currently being implemented.

In response to a number of requests, the College Management Council has addressed the need to develop and implement a review process for administrative functions within the College.

A sub-committee of J.L. Davison, T. Norton, G. Begg, G. Collins, W. Thompson and M. Wanamaker have developed the attached questionnaire.

The purpose of this questionnaire is to obtain perceptions from college staff regarding the services provided by administrative functions at Humber.

It will provide a "sense" of how administrative departments are seen by members who use their services.

A general outline of the results of the survey will be circulated to the college community. Each department head will be provided with the computer analysis related to the department and a summary of written comments. The written comments section will be summarized by this office and then destroyed.

Results of the survey will be distributed as soon as possible. The computer analysis should be available before Christmas.

This evaluation process will be reviewed during the winter semester and recommendations will be presented by the sub-committee to the College Management Council.

Thank you for your cooperation in completing this survey.

A handwritten signature in cursive script, appearing to read "R.A. Gordon".

R.A. Gordon
President
/jc

College Communique



0890

This number is for distribution purposes only. Respondents cannot be identified.

EVALUATION OF ADMINISTRATIVE SERVICES

Within the range of available resources the College endeavours to provide the best possible service to all operational areas. This questionnaire is intended to provide the users of college services with an opportunity to feed back their perceptions as to the adequacy of these services. Where a need is indicated by your responses every reasonable effort will be made to improve an existing service or to fill a new need. Where resources may not permit much improvement in the short-term your responses will provide a much appreciated data base for planning in the following fiscal period.

Please complete the questionnaire carefully and return it to the office of the President, North Campus, by the return date indicated below. You may be assured that your responses are completely confidential.

Please note that space is provided on the last page for any written comments you may wish to add.

ISSUE DATE: Monday, November 15, 1982

PLEASE RETURN BY: Wednesday, December 8, 1982

For the following fifteen questions please check (✓) the appropriate box.

I am:

1. An administrator - academic ☐
2. An administrator - non-academic ☐
3. A full-time faculty member ☐
4. A part-time faculty member ☐

And a member of the following division:

5. Applied Arts ☐
6. Business (North) ☐
7. Creative Arts ☐
8. Health Sciences ☐
9. Human Studies ☐
10. Technology (North) ☐
11. Technology (Lakeshore)..... ☐
12. Academic & Commercial (Lakeshore, Keele, YEC) ☐
13. Professional Services Division ☐
14. Continuing and Community Education ... ☐
15. I am a member of the support staff ... ☐

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
- 2 needs some improvement
- 1 needs considerable improvement
- 0 not applicable or don't know

REGISTRAR'S DEPARTMENT

- | | 3 | 2 | 1 | 0 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Provides accurate information to students and prospective students about your program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Provides an orderly and effective student registration system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Provides an adequate student record system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Provides an effective system for processing student grades. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Provides an effective system for processing student loans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Is thoroughly familiar with college programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PERSONNEL DEPARTMENT

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 24. Effectively communicates college personnel policies and practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Manages the salary and benefit procedures effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. The in-service training courses are of assistance to you in your work and in your personal development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. The personal counselling services offered are effective and valuable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

BOOKSTORE

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 30. Communicates effectively with academic areas re: book orders, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Maintains an effective retail outlet for books and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Has sufficient space and facilities to provide necessary services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Offers books and supplies at competitive prices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

FOOD SERVICES

	3	2	1	0
36. Provides good quality food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Sells food at competitive prices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Demonstrates an appropriate level of professionalism in the provision of its services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Provides food services effectively and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The variety of foods offered by the college cafeterias is adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Utilizes effective interpersonal/communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPUTER SERVICES

42. Communicates effectively with different college departments re: computer services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Operates an effective and efficient computer service to your section of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Demonstrates an appropriate level of professionalism in the provision of its services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Is responsive to your computer needs as they arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Utilizes effective interpersonal/communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MAINTENANCE DEPARTMENT

47. Keeps Humber clean and orderly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Operates in an effective and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Demonstrates an appropriate level of professionalism in the provision of its services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Is responsive to particular needs of your area or department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Utilizes effective interpersonal/communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
- 2 needs some improvement
- 1 needs considerable improvement
- 0 not applicable or don't know

PHYSICAL RESOURCES

- | | 3 | 2 | 1 | 0 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 52. Conducts renovations and physical plant operations satisfactory to your requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Is responsive to your needs and enquiries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. Conducts its operations according to a realistic system of needs and priorities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. The working environment is (air quality and air temperature) maintained at reasonable and acceptable levels in your area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. The occupational health and safety standards practiced by the college are adequate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PURCHASING DEPARTMENT

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 59. Effectively communicates its services and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Is responsive to your needs and enquiries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PHOTO COPY SERVICES - PRINT SHOP

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 63. Provides adequate services for your area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. Maintains these photo-copying machines at an effective degree of operating efficiency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. The Print Shop is responsive to your needs and enquiries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

PARKING SERVICES

- | | 3 | 2 | 1 | 0 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 68. Provides efficient and orderly parking services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. Provides parking services at appropriate prices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. Communicates effectively with the Humber community re: parking services and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OFFICE OF THE VICE PRESIDENT ADMINISTRATION

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 73. Communicates effectively with the college community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. Is seen to be fair and equitable in its administrative decisions and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. Provides effective and efficient administrative leadership. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. Is aware of the impact of its decision-making on the teaching/learning situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OFFICE OF CONTINUING AND COMMUNITY EDUCATION

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 78. Provides effective and efficient administrative support and leadership for part-time programs within the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. Communicates and operates effectively within the college community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. Is seen to be fair and equitable in its administrative decisions and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. Is aware of the impact of its decision-making on the teaching/learning situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. Responds effectively to general and local community needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 83. Has appropriate administrative and decision-making responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 84. Responds effectively to the needs of the part-time faculty member. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

Office of Continuing and Community Education (Cont'd)

- | | 3 | 2 | 1 | 0 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 85. Responds effectively to the needs of the part-time student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 86. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 87. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 88. Communicates its mandate and jurisdiction with clarity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PROFESSIONAL SERVICES DIVISION (Technical Training, Professional & Management Development)

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 89. Provides effective and efficient administrative support and leadership for part-time programs within the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 90. Communicates and operates effectively within the college community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 91. Is seen to be fair and equitable in its administrative decisions and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 92. Is aware of the impact of its decision-making on the teaching/learning situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 93. Responds effectively to the Business and Industrial Community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 94. Has appropriate administrative and decision-making responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 95. Responds effectively to the needs of the part-time faculty member. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 96. Responds effectively to the needs of the part-time student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 97. Communicates its mandate and jurisdiction with clarity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 98. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 99. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COUNSELLING DEPARTMENT

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 100. Effectively communicates the services offered through the Counselling Department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 101. Effectively assists its clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 102. Provides an appropriate mix of services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

Counselling Department (Cont'd)

- | | 3 | 2 | 1 | 0 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 103. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 104. Demonstrates an appropriately professional degree of confidentiality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 105. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

JOB PLACEMENT DEPARTMENT

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 106. Effectively communicates the services offered through the job placement office. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 107. Effectively assists you in the placement and follow-up of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 108. Provides feedback to you about the results of placement efforts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 109. Provides effective counselling to students on employment opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 110. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 111. Keeps appropriate records regarding placement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 112. Is tuned in to labour market, job opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 113. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

HEALTH SERVICES

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 114. Communicates effectively the services offered through the Health Services Department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 115. Provides effective and professional health services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 116. Has appropriate and sufficient facilities and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 117. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 118. Demonstrates appropriate and professional degree of confidentiality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 119. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

LIBRARY SERVICES (includes A/V booking and study rooms)

- | | 3 | 2 | 1 | 0 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 120. Has sufficient space and facilities to provide effective and appropriate library services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 121. Has sufficient and appropriate books to serve needs of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 122. Has sufficient and appropriate films and TV tapes to serve the needs of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 123. Provides an effective distribution system for its various services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 124. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 125. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PROFESSIONAL DEVELOPMENT

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 126. Communicates effectively with the academic community within the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 127. Provides effective leadership and support for professional development activities within the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 128. Is responsive to the needs and enquiries of full-time faculty members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 130. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 131. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ATHLETICS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 132. Communicates effectively its services to the college community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 133. Provides effective and professional athletic services for the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 134. Has appropriate and adequate facilities and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 135. Responds effectively to the needs of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 136. Responds effectively to the needs of faculty and staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 137. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 138. The present emphasis on varsity sports is appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

Athletics (Cont'd)

- | | 3 | 2 | 1 | 0 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 139. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MARKETING AND RESEARCH

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 140. Communicates effectively with the college community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 141. Provides an effective marketing capability for the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 142. Provides an effective research capability for the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 143. Produces effective and attractive publications for the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 144. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 145. Is responsive to your needs and enquiries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 146. Utilizes effective interpersonal skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PUBLIC RELATIONS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 147. Effectively communicates the Humber presence to the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 148. Is responsive to your needs for publicity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 149. Demonstrates an appropriate level of professionalism in the provision of its services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 150. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OFFICE OF THE VICE PRESIDENT ACADEMIC

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 151. Effectively communicates with the academic community in the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 152. Provides effective and efficient academic leadership. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 153. Is responsive to your needs and enquiries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 154. Is seen to be fair and equitable in its administrative decisions and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 155. Is sufficiently in touch with the teaching/learning situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 156. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

OFFICE OF THE PRESIDENT

- | | 3 | 2 | 1 | 0 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 157. Provides effective and appropriate leadership for the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 158. Communicates effectively with the college community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 159. Provides an effective public presence for the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 160. Is sufficiently in touch with the realities of the teaching/
learning situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 161. Is fair and equitable in its decisions and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 162. Is accessible and responsive to your needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 163. Utilizes effective interpersonal/communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACADEMIC DIVISIONAL ADMINISTRATIVE OFFICES

(TO BE ANSWERED BY FACULTY MEMBERS ONLY)

For the following questions please check (✓) the appropriate box.

Rating Scale

- 3 needs very little improvement
2 needs some improvement
1 needs considerable improvement
0 not applicable or don't know

- | | 3 | 2 | 1 | 0 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 164. This office is familiar with college policies and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 165. Applies college policies and procedures equitably. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 166. Communicates college policies and procedures effectively to
faculty members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 167. Provides teachers with effective assistance in acquiring
necessary materials, supplies and equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 168. Services are available on a regular basis to assist instructors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 169. Demonstrates effective ability to deal with problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 170. Provides effective and appropriate administrative leadership. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 171. Is committed to making your instructional program as effective
as possible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 172. Seeks feedback and information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACADEMIC DIVISIONAL ADMINISTRATIVE OFFICES (Cont'd)

To be answered by faculty members only

	3	2	1	0
173. Demonstrates effective interpersonal skills in resolving conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
174. Encourages questions and considers different viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
175. Consults those who may be affected by a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
176. Is familiar with the objectives and curriculum of your program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
177. Continually emphasizes curriculum development and instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
178. Works with instructors to develop appropriate staff development plans that are designed to meet identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
179. Seeks suggestions from faculty for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
180. Utilizes suggestions from faculty for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
181. Operates an efficient and orderly divisional administrative office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
182. Provides effective and appropriate educational leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPACE IS PROVIDED BELOW FOR ANY WRITTEN COMMENTS YOU MAY WISH TO MAKE. INCLUDE QUESTIONS YOU WOULD LIKE TO SEE ADDED UPON A REVISION OF THIS QUESTIONNAIRE.

[illegible]

MINISTRY OF COLLEGES AND UNIVERSITIES

SPECIAL PROJECTS OFFICE

ANNOUNCEMENT

We have recently been advised by Robert A. Stoll, Manager of the Special Projects Office, that William E. (Bill) Bausch has joined their organization and effective immediately will assume all the operational responsibilities formerly handled by Mrs. Carol Westcott.

* * * * *

PROGRAMME APPROVAL

The following programmes have been approved by the Council of Regents for implementation:

- Computer Engineering Technology - 6 semesters/3 yrs.
- Electronics Engineering Technician - 64 weeks
- Manufacturing Engineering Technician - 64 weeks
- Instrumentation Engineering Technician(Industrial)-64 weeks
- Mechanical Engineering Technician (Numerical Control)-64 weeks.

The submission of the Computer Programmer Co-op programme has been acknowledged and is under review by the Council of Regents.

* * * * *

PLACEMENT SERVICES DEPARTMENT

The current labour market for students is tight and, in fact, some of our 1982 graduates are still seeking employment. This situation, understandably, puts pressure on the resources of our Placement Department.

Over the past few weeks, more than twenty-five requests have been received from faculty and staff to provide job referrals and resume assistance to friends and relatives.

In the past few years, when vacancies were numerous, the Placement Department could provide this assistance without jeopardizing the situation for our own graduates. Unfortunately, this year the labour market has altered dramatically.

We hope that the members of the Humber Community will recognize that the priority of the Placement service must be the employment of our own students. Your understanding and co-operation in this matter will be sincerely appreciated.

* * * * *

CHILDREN'S CHRISTMAS PARTY

DECEMBER 4, 1982

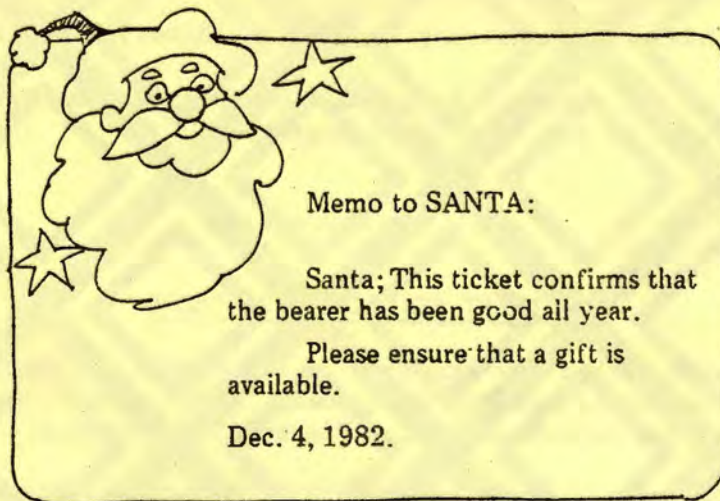
If you read the President's Communique of September 29th carefully, you will have noted that the Management Council decided that those in attendance at the Children's Christmas party will be expected to pay \$1.00 per child, with proceeds going to the Development Centre.

The slip that you received with your cheque, will give us an idea of how many will attend; your purchase of a ticket(s) will confirm the number of children who will be present so that Santa can be sure he has enough gifts.

TICKETS ARE AVAILABLE FROM THE FOLLOWING:

Lakeshore I	Betty Campbell
Lakeshore II	Betty Butterfield
Keelesdale/ York Eglinton	Linda Azzopardi
Osler	Mrs. Elaine Everett
North	Doris Tallon
	Dorothy Strongitharm.

This party is being assisted by a grant from the Faculty Union local.



UNITED WAY CAMPAIGN

Donations for the United Way Campaign have reached a total of \$4,000.00. This is considerably less than was expected and, therefore, we have extended the donation period for another week in the hope that further donations will be made.

Additional pledge cards are available from Lesia Mision in the Financial Services office, Extension 276.

The pledges to date are certainly appreciated and, with some additional support, we will reach our goal.

ADMINISTRATIVE REORGANIZATION

Preamble

Since arriving at Humber some 4-1/2 months ago, I have tried to study the environment of this most complex and diverse organization, with a view to assessing what would be the most appropriate structure to best meet the issues of the 1980's. Insofar as any individual has influence over an organization, College Presidents have a major responsibility to demonstrate leadership, and to establish a climate appropriate to a given philosophy of management and a vision for the future of the institution. Whatever the latter, the foremost consideration must be the ongoing vitality and health of the College. Conversely, the global good of the institution has to take precedence over the needs and aspirations of any one individual/group associated with it.

To date, some moves have been made which have addressed the decision-making and consultative structures required to solicit appropriate input from all sectors of the College, and to allow balanced deliberation regarding management matters. While the focus and style of the College may have been altered to some degree, the administrative structure, and the roles of people within it, have not been addressed. Moreover, despite the successes of the past, I believe that new factors relating to such issues as shifting clientele, rapid technological change and the Canadian economy, force us to review our structures in line with the College's requirements of the 1980's.

This memo, then, deals with an administrative reorganization which seeks to ensure Humber's preeminent place as a comprehensive, creative, flexible, and yet, well managed community college, as well as to facilitate the tackling of contemporary problems with confidence, insight and depth. I must admit to feeling a certain reticence in carrying out a reorganization at this time. Four and one half months is not a long period of time in which to assess and to change any organization. At the same time, to wait until, say, the end of my first year, would also mean that the momentum of the opening phase might be lost, and also that the benefits that will accrue could not be realized until well into the second year. In addition, I am well aware that to carry out any major reorganization which might prove the wrong response could have an unsettling effect on the entire College. However, I am equally aware that to do nothing, is to avoid my responsibilities, and worse, possibly to jeopardize the College's ability to move forward positively. Therefore, I believe now is the time to address this serious issue.

Rationale

The purpose of this reorganization is two-fold. First, to maintain a disciplined and orderly approach to management, and to perform day-to-day operations in the most effective way possible. Second, to direct energies towards the development of Humber's future, with specific emphasis on such matters as programming, clientele/marketing, financial resources, etc. We must avoid working

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in a climate of crisis management with its concomitant catch-up decision-making. In short, we must be able to address issues before they are upon us. Thus, we must concentrate on the planning function and its related strategic implementation for middle and long-term College activities; and on creating vehicles for some of our best talent to work in this arena. By giving attention to a sophisticated planning process, by consciously focusing resources on institutional priorities, as opposed to divisional or departmental, and by selecting responses to issues based on a thorough examination of the alternatives and consequences, we should be optimistic about holding our own - both academically and numerically - in an increasingly competitive market.

I believe we have the policy planning bodies in place - e.g., Planning Advisory Council - as well as the managerial structures - e.g., Management Council, Operations Council and the Budget Review Committee. We now need to position our human resources in such a way as to maximize our ability to follow-up and to implement College priorities without compromising proven administrative practices; and, of course, we must maintain the historic Humber attributes of initiative, high morale and strong motivation. I believe that the demanding challenges that have been a feature of the Humber past are, if anything, more a feature of the present. Not to establish the most efficacious administrative model would represent a grave disservice to the College, its staff and its students.

This theoretical position notwithstanding, several important constraints must inevitably be a consideration of any reorganization. First, whatever new structure emerges, we cannot afford any significant disruption of the day-to-day life of the College. Second, we have limited financial resources, as well as contractual and moral obligations to present staff. In an institution which prides itself on the development of people, this latter factor must be borne particularly in mind as regards staff who have served willingly and faithfully over the years. Third, the College has enjoyed outstanding performance from its staff. Generally, we already possess the talent necessary to guide us into the 1980's; the trick is to harness it to our best use.

Thus, I envision more a reshuffling of existing resources than any major overhaul of our present administrative complement, per se. The prime focus will be to inject fresh perspective into several of the senior administrative positions, and to establish strong lines of support in order to foster smooth succession when openings may occur in the future. While this reorganization involves many people, in reality it is not as dramatic as would be the case if many new faces were to be brought into the College from the outside. At the same time, it should not be underestimated that, in a very real sense, the future of the College will depend on actions taken in the next few years by its key players and groups.

New Structure

For purposes of clarity, this administrative reorganization could be said to be divided into two sections, namely, "corporate" and academic. The first relates to the functions of the President's Office and encompasses those who

are charged either with primary support roles to that office, or with delegated duties at the Vice Presidential level. (See Exhibits A and C). The second relates to the College's deployment of academic staff and programs, in line with current reality of program clusters/transfers, administrative talent available, and/or with future potential for development. (See Exhibits B, D and E).

The new factor in the "corporate" structure will be the addition of a third Vice President, for Educational and Faculty Services, a post to be filled in due course by a Selection Committee. Responsibilities falling under the aegis of this new position will include those areas of what are presently known as Educational and Student Services, Marketing/Publications, Professional Development and all activities now under the Registrar.

In addition, the present position of Executive Director of Research and Marketing will be eliminated in its present form; Graham Collins will continue to exercise responsibility for College planning as it relates to the Multi-Year Plan, the Planning Advisory Council and general issues on a College wide level. The position of Director of Marketing for the entire College will be assumed by Paul Halliday, who will report to the Vice President, Educational and Faculty Services, once that position has been established. He will be responsible for drawing up a marketing plan, and for implementing a strategy which can fulfill the College's objectives and priorities, and in that sense, will work closely with other members of the corporate team as well as, of course, with PAC and the Board of Governors. Larry Holmes will assume new duties as Dean, College Relations, and will work with the President on important planning matters, external College development, etc., (as well as assuming line supervision for the Hospitality program).

The York campuses require special consideration. Derwyn Shea will be taking a leave of absence in order to fulfill his duties as a busy city councillor, (although he will act in a part-time capacity as a special assistant to the President for corporate relations). Jack Ross will, therefore, move to York to assume responsibility for the Keelesdale and York Eglinton Campuses. As Dean, he will report directly to the President for campus management matters, and to Richard Hook for academic affairs. (If programs - from other divisions - are eventually introduced over time, the academic reportabilities will naturally vary accordingly). Bill Hanna will be responsible for development at Keelesdale and in his capacity of Director will sit on the Development Committee described below. Until such time as the Vice President, Educational and Faculty Services position is filled, the directors of the various Educational and Student Services will report directly to the President's Office through the Dean of College Relations.

In terms of the academic administration of the College, several significant moves are being taken. Although I am on record as being opposed to rotating Deans for its own sake, there are several serious reasons - some stated above - which suggest that this strategy be utilized now. Therefore, in addition to the activities listed above, Graham Collins will assume the role of Dean of the Human Studies Division, and Gus King will become Dean of the Technology Division. Carl Eriksen will become Dean of the amalgamated Divisions of Applied Arts and Creative and Communication Arts to be called the Applied

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and Creative Arts Division. Also, Stewart Hall will become Dean of a new grouping called Continuous Learning and Development, and will chair a new program planning group as will be described subsequently. Finally, Moe Wanamaker will become Dean of Professional Services. All the above academic positions will report to the Vice President Academic, with the exception of Professional Services which will shift its reportability to the Vice President Administration on the grounds that the span of control of the Vice President Academic is presently too large, and that the Vice President Administration has considerable experience in the industrial field.

A new position of Associate Dean has been created for two primary reasons. First, to recognize outstanding Chairmen at a time when advancement within the College is difficult, and so as to prepare high quality individuals for potentially more senior administrative positions. Second, to create a cross-divisional administrative position responsible, on the one hand, to the Divisional Dean, and on the other, to the Dean of Development for the College in terms of new program development in both regular full-time and part-time activities. It is important to note that the Associate Deans will not have Chairmen reporting to them, (with the possible exception of Nursing which is still under review), so that we are not creating a new administrative level in an already extended hierarchy. Senior Program Coordinators may be extended new reporting assignments to a Chairman, to an Associate Dean and in a few cases, as at present, directly to a Dean. There will be at least one Associate Dean in each Division, although the Lakeshore will have its own particular configuration; each will carry a regular program administrative load and be expected to play a more dynamic role in the development of new programming College wide. Associate Deans can be listed as follows:

Human Studies:

Mike Lancelotte

Business:

Bev Walden (Management)
Fred Courtney (Computers)
Joan Girvan (Office Systems)

Applied and Creative Arts:

Peggy Eiler (Performing/Visual Arts)
Al Michalek (Design)

Health Sciences:

Greg McQueen (Allied Programs)
To be filled (Nursing)

Technology:

Bob Higgins (Development and Mechanical)
Bert White (Lakeshore II)

Any programs / course developments emanating from the Program Development Committee would normally be expected to be in line with both the global mission of the College and the priorities as developed by the Planning Advisory Council and the Board of Governors. The important thing to note here is that a new working group has been created to supplement/complement existing developmental staff and to provide more input to the detailed process of program creation and implementation. Conversely, I do not think we have weakened our regular Divisional administrative capacity, despite what might be seen as an already heavy workload.

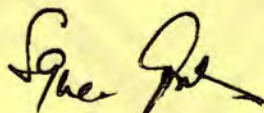
Implementation

By the time you receive this memo, the Board of Governors will have been consulted fully on this matter. Equally important, those individuals who will be directly affected by these changes will have been given the courtesy of a personal meeting. I am aware that this memo can hardly address the intricacies and nuances relating to the proposed changes in organization, and it would be my intention to meet with groups of faculty and staff, particularly those directly affected by these changes, at an appropriate moment in the near future. I am sorry not to have been able to consult more widely on this matter, but I hope you will understand that it is not quite so easy to discuss matters of personnel as it is to share more 'impersonal' matters as program development, admissions standards or College services. Please be assured, however, that these crucial decisions, which clearly will influence almost all of us, have not been taken lightly; rather only after long and serious thought.

I am sure many will attempt to second-guess both the structure and some of the personnel decisions; (I, of course, am caught in a losing game of trying to please everyone). I trust, however, that you can accept that for me the sole overriding factor has been the desire to secure the College's potential over the long term.

Most of these changes will take effect immediately; that is, as soon as the necessary changeovers can be carried out. Others, for obvious reasons - the new Vice President and those reporting to this position - will require more time. It is my hope that all changes can be effected by 1st April, 1983, which marks, of course, the beginning of a new fiscal year. I might add that these changes will not create additional budgetary burden for the College, and it would be hoped to minimize any confusion which the sorting out of offices and secretarial support might create.

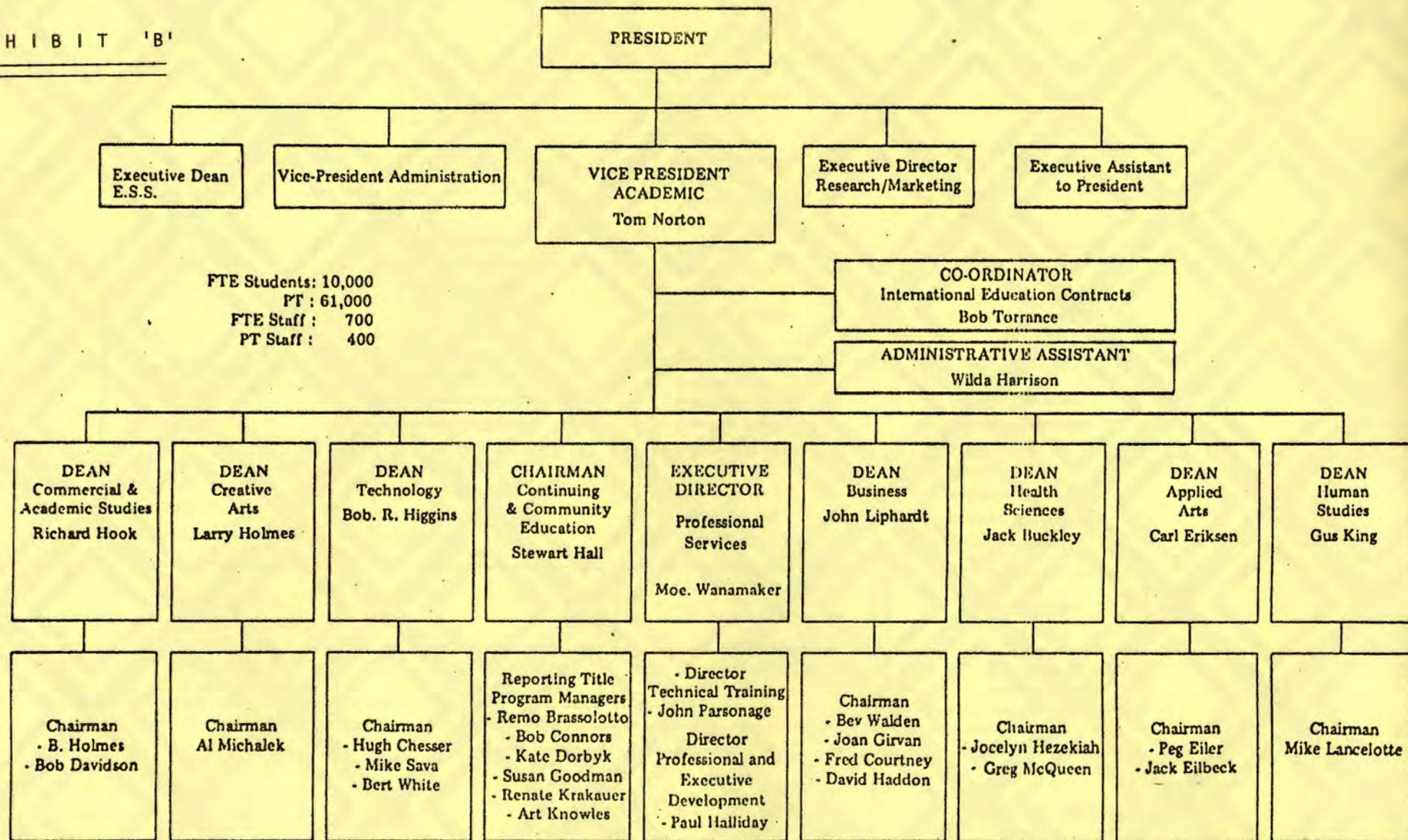
To reiterate, while this may seem to some an overly ambitious reordering of present administrative structures, I remain convinced that these moves are in the best interests of the College, and will afford us great opportunity to guarantee the optimum future for Humber. Besides, it will now be the designated structure for the College, and must be given breathing space to settle into place. It goes without saying that your help in making sure the changes are brought about smoothly would be of great value to the College. I hope you will give your support to the many people who will be assuming new roles. In that connection, I would ask for your patience and consideration as we work collectively to ensure that Humber continues to serve its community in the widest possible way, and to be in the vanguard of Canadian College development into the 1990's.



Robert A. Gordon
President

November 30th, 1982
:jh





Budget	3.4 M	2.3 million	6.3 million	630,000	4.7 million	2.5 million	2.9 million	3 million	2.3 million
Students	1700	1397	1,355	15,000 (FTE's 450)	640 FTEs	2,208	822	1571	1400 FTEs
Staff	145	75	151	10	36	90	95	80	73

EXHIBIT 'C'

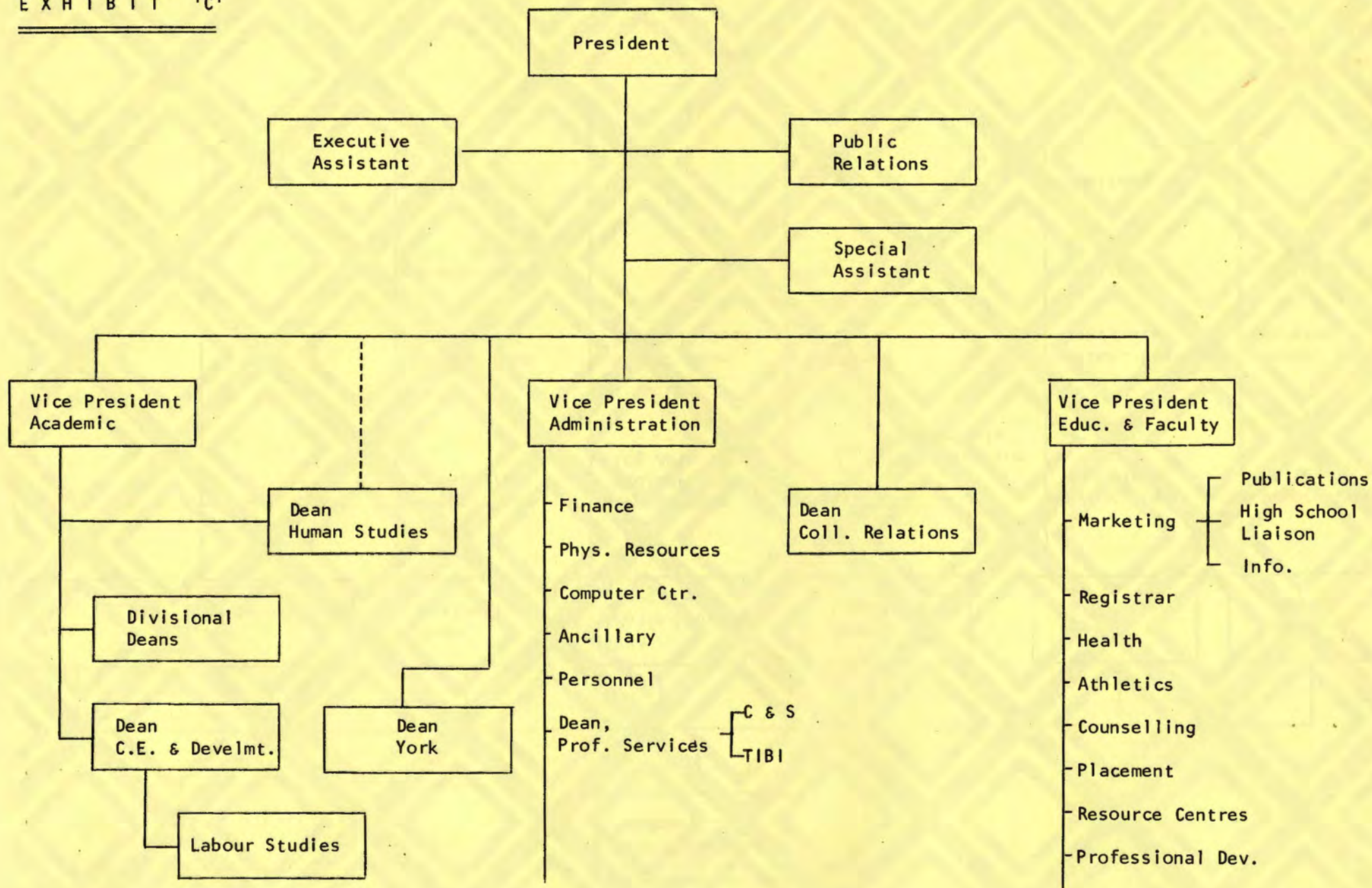
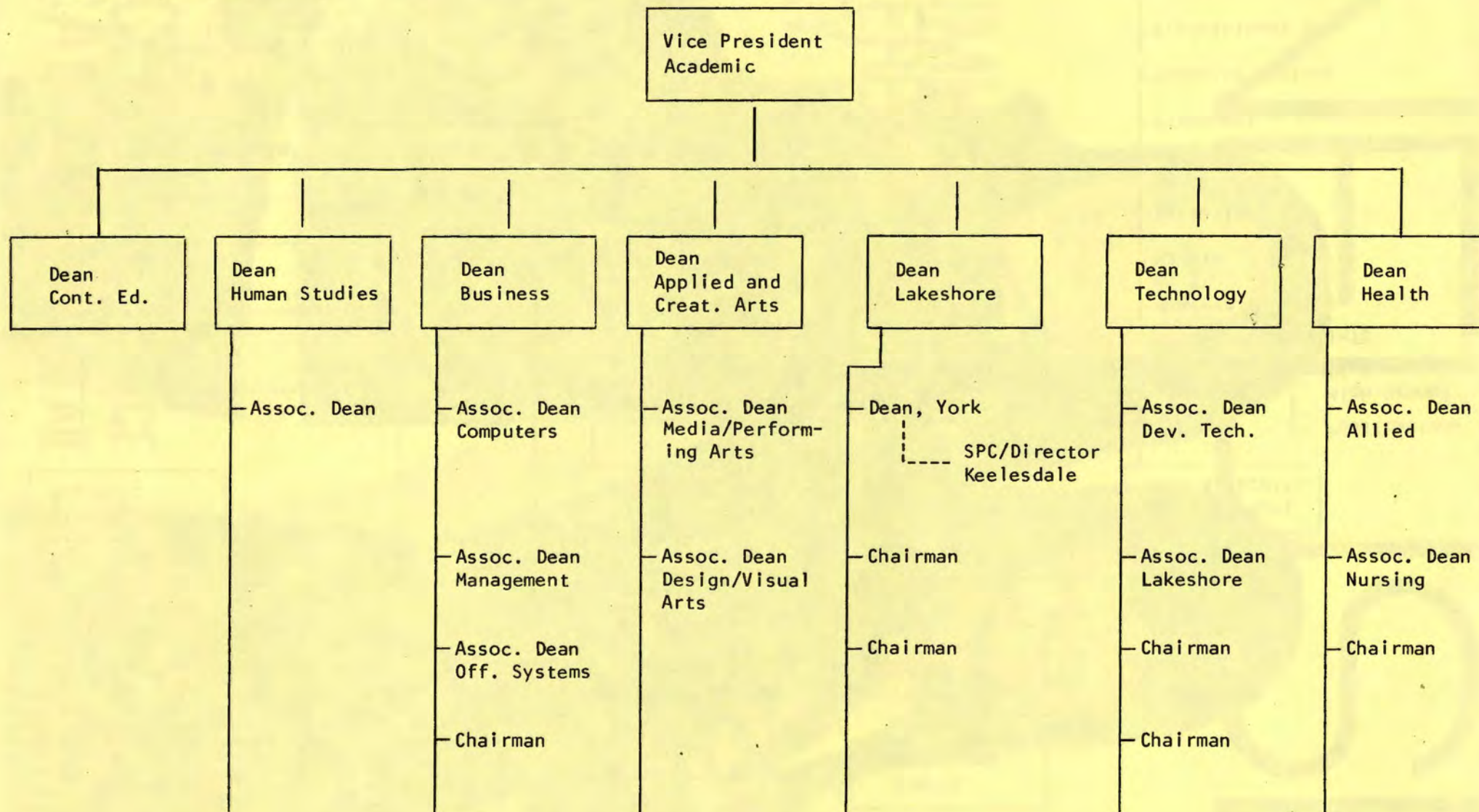
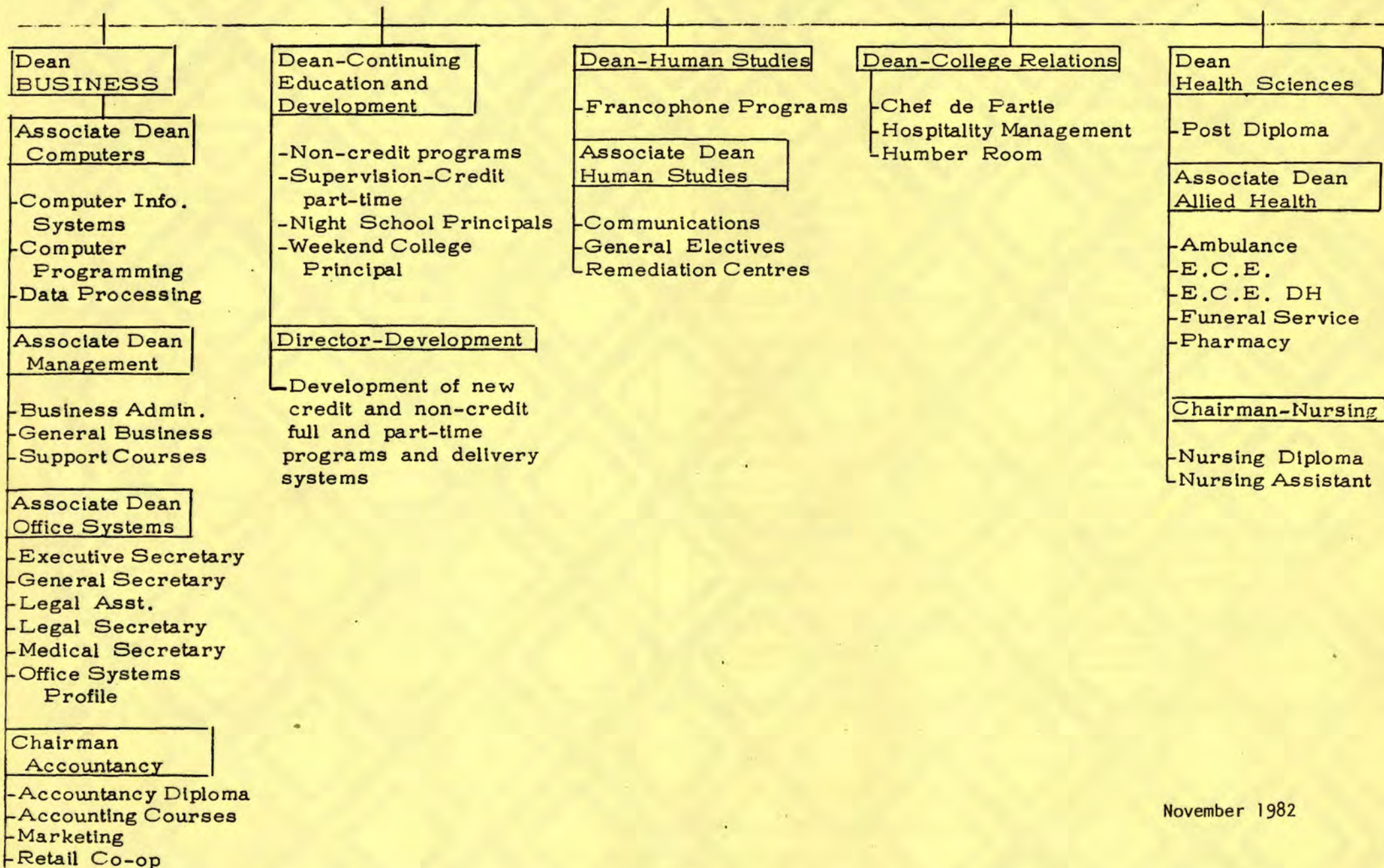


EXHIBIT 'D'

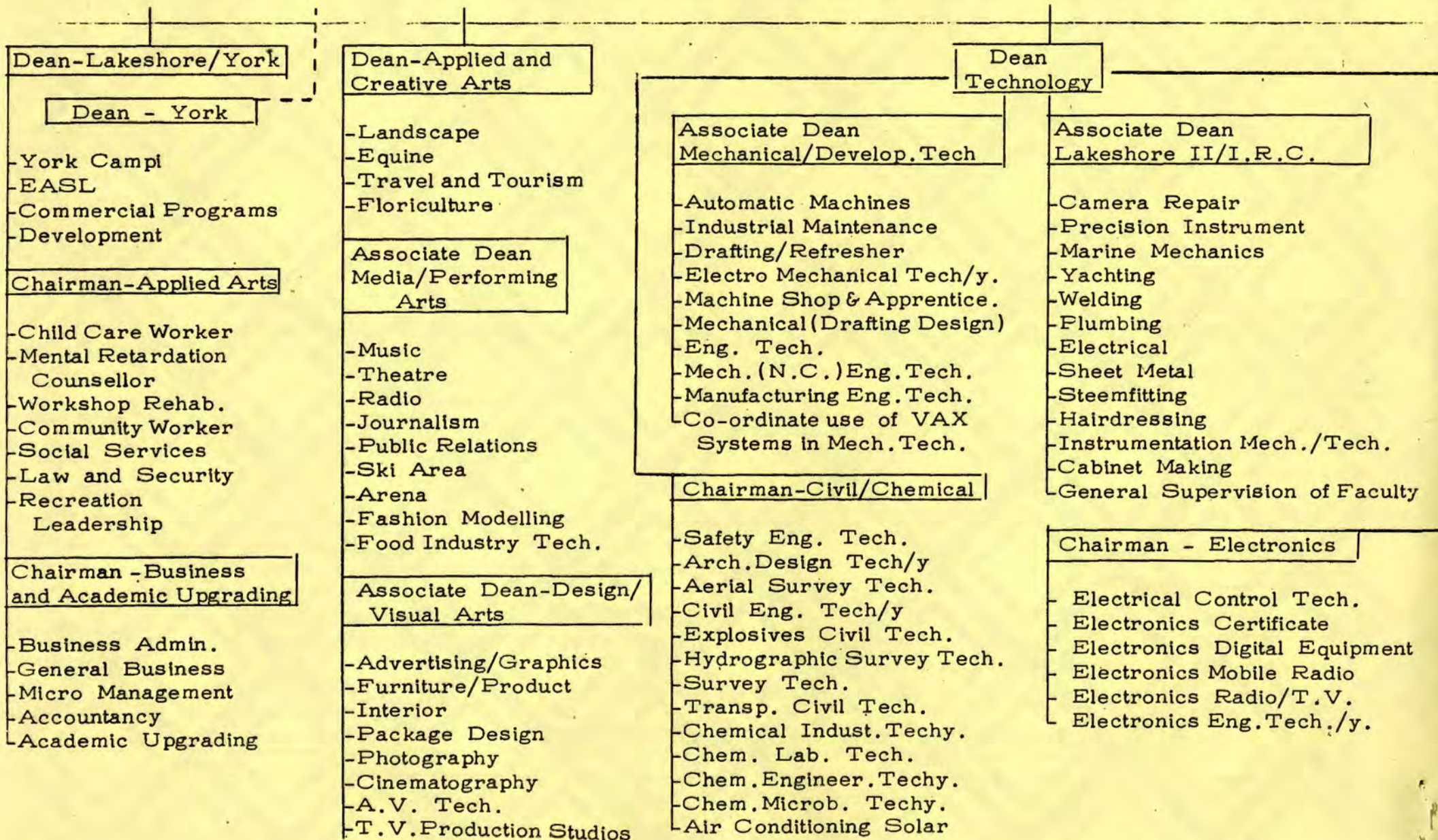


November 1982

HUMBER COLLEGE
PRESIDENT
VICE-PRESIDENT ACADEMIC



HUMBER COLLEGE
PRESIDENT
VICE-PRESIDENT ACADEMIC



NOTICE TO ALL FULL TIME EMPLOYEES

Under the new Income Tax regulations announced by Federal Finance Minister, Marc Lalonde, employer-paid premiums for Dental and Extended Health Insurance are no longer taxable to the employee.

Therefore, we have refunded the tax deducted for all those employees who have Dental and Extended Health coverage.

In most cases, this refund is reflected as an increase in your net pay. Please note, however, that O.H.I.P. and Life Insurance premiums paid by the College are still taxable and will still be included as income on your blue Pay Deposit Notice.

* * * * *

COLLECTIVE BARGAINING BULLETIN #7

The Council of Regents has issued the following information regarding collective bargaining:

Background

Votes on the offers of the Council of Regents were conducted by the College Relations Commission on September 21 for the academic bargaining unit, and on September 23 for the support bargaining unit. The offers were clearly rejected by both units.

On September 21, 1982 the Treasurer of Ontario, Mr. Frank Miller, introduced into the legislature Bill 179 - The Inflation Restraint Act, 1982. Public hearings have been held on the bill by the Standing Committee on Justice and it is currently still with that committee.

Direct negotiations have not yet recommenced with either bargaining unit.

Support Staff Negotiations

Dr. Jeffrey Gandz remains the mediator of record, as appointed by the College Relations Commission. He has not reconvened the parties.

In a letter dated November 5 to Management's counsel, he said:

"After discussions with the parties I have reached the conclusion that there is no point in resuming talks in the CAAT support staff negotiations, nor do I think that there will be value until the shape of Bill 179 legislation is clear.

I realize that this delays the process considerably. However, I sense that both parties really want to conclude the agreement and I believe the process would be jeopardized if I forced meetings at this time."

Collective Bargaining Bulletin #7
continued

Negotiations will be reconvened by Dr. Gandz at dates of his choosing.

Academic Negotiations

On October 27, 1982 Mr. Grant Bruce, the Union's negotiator, communicated that the Union saw no advantage in negotiating before the final shape of Bill 179 became clear.

Accordingly no dates have been set and the parties await the passing of the proposed legislation.

* * * * *

STAFF APPOINTMENTS

It is with great pleasure, that we announce formally the appointment of Kathryn Barber as Director, Professional and Management Development Department, effective December 1, 1982.

This appointment follows Paul Halliday's new position as Director of Marketing for the College.

Please join us in extending your good wishes and support to both Kathryn and Paul as they accept their new and challenging positions.

* * * * *

EQUIPMENT DISAPPEARANCE

This year, more than any other, there has been a significant increase of equipment disappearance. At the last meeting of the Management Council it was agreed that in order for Security to be able to control the movement of equipment, a loan form must be completed and approved prior to the removal of any equipment from the College.

This form will facilitate the removal of approved equipment loans off campus, Security will be provided with a copy as verification of loan approval. It will also give Divisions/Departments better control of equipment on loan to staff and students.

Copies of this form are being prepared and will be supplied from the Comptroller's Office.

We trust that all Divisions/Departments will emphasize the importance of this procedure. It is a critical step in the process of inventory control.

Thank you for your anticipated co-operation in this most urgent matter.