

HUMBER
COLLEGE
OF
APPLIED ARTS
AND
TECHNOLOGY

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I MISSION STATEMENT AND INSTITUTIONAL OBJECTIVES

A. Mission Statement.

Humber College is proud to reiterate its Mission Statement proclaiming the College to be:

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

The Mission Statement philosophy is defined by its most significant features as expressed in these terms:

1.1 Comprehensive

The College offers a wide variety of study and career options for its students.

1.2 Accountable

The College is responsible to the students for program quality and to the community for program relevance. Student and program success are determined on the basis of the learning objectives and performance criteria established for each program.

1.3 Humanistic

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

1.4 Accessible

The College strives to achieve equitable educational and employment access, and to foresee and plan for the overcoming of barriers to such access.

1.5 Flexible/Responsive

The College seeks to accommodate individual differences in learning needs, aptitudes, knowledge, and educational goals. College programs are phased out or initiated in keeping with the changing needs of society.

1.6 Excellence

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

B. Institutional Objectives.

Within its mission the College has established five primary institutional objectives, namely:

1. The improvement of student retention, and successful graduate placement through the enhancement of the quality and appropriateness of the education offered at Humber College.
2. The continued improvement of planning processes for the efficient allocation and effective use of ever more scarce college resources.
3. The improvement of the student recruitment process through comprehensive market analysis, enhanced responsiveness to new markets and the maintenance of a broad, relevant and current program mix.
4. The continued development of the human resources of the College, with particular attention to areas of the College facing significant change.
5. The attraction of new business and resources to Humber College through active contact with industry, private and public sector partnerships, and fund raising initiatives.

II PRESENT SITUATION

A. Internal Environment.

The internal environment of Humber College is set by significant features of its physical character, by the attitudes and involvement of faculty and full-time students in the day-to-day life the College, and by the organization and activities of the institution's management

1. Maintaining College Character.

While the College works towards greater efficiencies by consolidating its various sites into three primary campuses, the accessibility of the institution will continue to be an important feature of the College's character and its public image. The process of consolidation is most advanced at the North Campus where the construction of the new Technology Centre is proceeding and the unveiling of plans for other facilities is creating a renewed climate of enthusiasm.

The Lakeshore Campus and the York Campuses continue to enjoy the many advantages of their smaller scales and are anticipating the realization of improvement plans that will enable each to serve the community better. New program initiatives and community outreach activity at Lakeshore are capitalizing on the uniquely attractive and spacious setting of the campus and its proximity to transportation to make it a training focal point within the local redevelopment plans. The Keeleisdale Campus and the York Eglinton Centre are experiencing a renewed vision of their roles and the opportunities in skills development and industrial training in the City of York. The College has produced a number of planning options for campus development at the Lakeshore and in York and is now reviewing the merits of each.

2. Attracting and retaining students.

Attracting and retaining students remain major commitments at Humber, and continual analyses of student characteristics, student progress and the College's performance in serving students are considered to be vital tools for building institutional excellence. In order to continue to ensure that its students are given every opportunity to remain committed to their studies and achieve success in their programs, the College has instituted a process of maintaining up-to-date profiles of the student population. In general, the data indicate that students coming to Humber range in age from 19 to 64 years and have a highly diverse base of knowledge, skills and experience to which college instruction and services must relate.

A questionnaire administered to first-year students each year continues to reveal consistent impediments to success; most particular among these are:

- lack of clear career goals,
- underpreparedness in mathematical and language proficiency,
- lack of experience and consistency in study skills,
- difficulties in coping with the expenses of education and living,
- difficulties in acquiring and managing housing.

Supporting efforts to meet student needs is an important focus in each of the three primary management areas of the College.

3. Institutional Management.

Up to the present time Humber College management has been organized under three senior groupings managed by Vice Presidents reporting to the President; these are, Educational and Faculty Services, Instruction, and Administration.

a. Educational and Faculty Services. This management section concentrates on the following main areas of programming to assist students toward success in their studies:

- i. orientation to the College's services,
- ii. counselling and advising services in personal, academic and career matters,
- iii. testing for remediation and career exploration,
- iv. peer tutoring,
- v. graduate placement, part-time and on-campus work study employment,
- vi. financial aid and personal financial management services,
- vii. services for students with special needs,
- viii. student activities to support on-campus student life,
- ix. remedial labs for English and math,
- x. comprehensive athletics and recreation programs,
- xi. student awards program including bursaries and emergency loans,
- xii. housing services including a directory of off-campus accommodation,
- xiii. on-campus health services.

b. Instruction. In the administrative section of Instruction the College is demonstrating that students can be attracted to community college, are likely to be motivated to stay, and will

succeed if they are well informed and academically prepared to pursue realistic career choices for which there will be opportunities for employment and advancement.

By introducing the College and its array of programs into the career plans of potential students and into the recruitment and training plans of potential employers Humber is attempting to arrest a three year college enrolment decline. Enhanced high school linkages, more efficiently targeted marketing, and the implementing of a number of retention strategies are all contributing to this success.

This year Humber has developed over twenty new programs of study which will be introduced during the next two and a half years. Also, following the recommendations of a rigorous program review process, several existing programs have been revised or remodeled, or, in some instances, concluded.

Strong industry support for Humber's growing co-op programs testifies to the success of the efforts of government and the College to nourish a "training psychology" within Ontario industry.

The College emphasis on establishing a dialogue with industry has produced remarkable results which point towards growing development opportunities. Training and partnership initiatives linking the College with industry include:

- a one-year, on-site training contract with Douglas Aircraft for the introduction of new numerical control machining equipment;
- student industrial design competitions sponsored by Suzuki and Northern Telecom producing operational design concepts for those companies and an example for still others;
- support from regional industry in planning for the Technology Transfer Centre;
- participation from IBM and UNISYS in two separate training development projects on Humber campuses.

The sustaining of program currency in all academic areas is increasingly dependent on the supply and maintenance of costly equipment, funding shortages notwithstanding. By implementing inventive, forward-looking procurement strategies, Humber has been able to begin to respond to this circumstance. The College is complementing Ministry capital support with a substantial allocation of funds from the College's operating budget, and

soliciting industry partnerships for the provision of equipment and for the use of state-of-the-art training facilities in industry. Also, the planning, purchase and distribution of academic computing resources are being guided by a College-wide committee in order to optimize equipment decisions. In spite of these efforts, the double pressure of replacing old capital equipment and acquiring new technology may only be relieved by an increase in capital funding to the colleges.

In giving attention to academic quality, the College has set priorities for the careful distribution of resources, regular program review, appropriate funding for new program initiatives, the active use of a development department, and, more recently, an enhanced faculty evaluation process. The new evaluation process is being developed as a consultative one by a committee with a majority representation from faculty. The next step will be to formulate a comprehensive plan to train academic administrators to ensure that the evaluation process is objective, supportive, and, above all, effective.

The collegial spirit of Humber and the outstanding dedication of its employees have been strenuously tested this year in the implementation of the Collective Agreement. This is particularly so for chairpersons whose task it is to put the complexities of the workload formula into operational effect. The delicate and time-consuming business of reaching a successful accommodation within the terms of an adversarial and legalistic document has occasionally led to confrontational meetings and a guardedness about change that, were it to continue, would not be in the best long-term interests of the College.

The workload conditions set out in the Collective Agreement also reduce the accessibility of counselling time available to students. A careful consideration and implementation of the rescheduling of counselling services must ensure consistent access for students at all times of the year.

Since teaching and counselling have always been recognized as highly demanding occupations, the College has continued to support professional development, secondments, on-campus graduate and undergraduate programs of study, and international opportunities for the enrichment and renewal of faculty. These are offered in addition to the sabbatical arrangements safeguarded in the contract and are also made available to administrators and support staff when appropriate.

c. Administration. The Administration section of the College has aimed at further promoting and supporting student recruitment and retention by providing a responsive, on-line data handling process to improve College services and data communication between departments and divisions of the College.

The College is devoting a good deal of creative effort to attracting, retaining and supporting its post secondary population; yet, it does so in an environment of relentless demographic, economic and political change. The ability of the College to continue to provide a stable platform for education and training amid perpetual movement depends absolutely on its ability to attract new resources.

Client Services, the Innovation Centre, and Conferences and Seminars are areas of the College responsible for the fee-for-service activity focused on training for the employee and employer community. This is clearly an area of necessary growth for the College and one in which entrepreneurial vitality and effective promotion of College services and capabilities have been very successful. The challenge here is not only to respond to change, but also to provide leadership models for the evolution of an industry-centred training culture. The success of the business and industrial training activity has been significantly enhanced by referrals from a growing base of satisfied clients which is creating a greater demand for the kind of well-planned training for industry and business at which Humber excels.

New government policies and programs are also pointing the College towards opportunities for additional activity and funding. The Humber Ontario Skills Development Office has responded vigorously to the Ontario Training Strategy of September of 1986, and, following the MSD consultation guidelines, has achieved its goal of a four percent market penetration in seven designated economic sectors in the cities of Etobicoke and York and has recorded an eighty percent success rate in the number of training initiatives instituted by industry clients. One of the great benefits to the College of the OSDO is its direct contact with an employer base in Etobicoke and York numbering twelve thousand. The College will introduce mechanisms for bringing this rich employment information resource and the OSDO expertise to all sectors of the institution.

The College intends to build significantly on this foundation by giving even more attention to the cultivation of training programs and the nurturing of a training culture in regional industry and business. The more aggressive posture to be taken by the College is reflected in the creation of a Vice Presidential position for Government Programs and Business and Industry Development. The mandate of this new senior administrator will be to provide leadership in the development of new markets, programs and services that are responsive to and supportive of business and industry requirements and government initiatives. Humber College's goal is to consolidate plans for promoting further private sector initiatives and for gaining maximum advantage from the potentials offered by the vast array of government programs.

B. External Environment.

1. Local Environment.

In 1985/86 Humber projected a decline in student enrolment for 1986/87. Although the College experienced the decline in enrolment for all three semesters, the overall impact was marginal. By channelling energies into reducing student attrition and by expanding enrolment capacities for over-subscribed programs, the College was able to minimize the net impact of the projected enrolment decline. These efforts notwithstanding, Humber's 2.26% operating grant increase in 1988/89 will lessen to 1.41% in 1989/90, and could decline below 1% in 1990/1991 as a consequence of the two-year slip funding principle.

Also of concern is the fact that it has not been possible to offset the costs of implementing the faculty standard workload formula - the so-called "SWF". The effect of the workload formula has been to reduce a teacher's weekly contact hours by 5.3, or 20.3% and necessitated the hiring of additional faculty. Concurrent increases and adjustments in salaries and wages now present the College with the possibility of significant deficits. Moreover, since salary increases have been 2.2% higher than grant increases, the College deficit cannot diminish unless there is an alteration in the College's scale of operation.

In general, shifts in policies and directives for government-funded programs will continue to have a negative impact both on the student numbers in federal programs and the cost effectiveness of the concomitant administrative systems. Within three years Humber has experienced a \$5 million drop in direct purchases.

The changes from the direct, bulk purchase of seats to a new and indirect method under the Canadian Job Strategy program has already created a tenfold increase in the workload of the Financial Services Departments while at the same time dramatically reducing the actual student intake. As a necessary administrative response, the College has created an automated system which will not only make possible a more cost effective and efficient method for processing seat purchases, but will also enable the College to respond to policy changes in a more timely manner.

In sum, the changes in Ministry of Skills Development funding methods have required the College to deploy additional resources to make significant system changes in order to continue to administer effectively an area of programming where revenues are bound to decline. The net effect is that the College will have to spend more money to receive less revenue.

Other initiatives composed by the government, such as operational reviews, SWF data collection, freedom of information, and employment equity clearly improve some of the non-educational aspects of colleges. However, there is no additional funding to support these mandatory functions.

2. Global Environment.

While the College works to adjust and adapt to those external factors most immediately affecting its operations, it is clear that these are frequently only the surface indicators of broader and more complex forces shaping our society. For example, the technological shrinking and re-shaping of the world economically, politically and morally means that an unemployed rubber industry worker in Etobicoke or a laid-off mining technologist in Kapuskasing is not an isolated phenomenon unconnected with decisions and events elsewhere. It is therefore reasonable and prudent that strategic planning within Humber College and on behalf of Humber and her sister colleges be intimately informed by issues that are bound to modify the meaning and content of post-secondary education. Significant among these are:

> **literacy and numeracy.** It is important that the colleges step beyond the mere rhetoric of social concern to recognize and seek the necessary funding to deal with the fact that an underprepared student or employee is an economic liability.

> **domestic technology transfer and diffusion.** If deprived of economies of scale, the smaller firms on which a significant percentage of employment in Ontario depends will die. The colleges can play a major role in technology planning and training.

> **free trade.** The implications of the free trade discussions for college education cannot be overestimated. Regardless of the outcome, no sector of our economy will remain untouched or without a need for significant training inputs.

> **public policy.** It is imperative that the college system be a contributor, or at the very least, an audience to any policy discussion touching on the community college mandate. It is not appropriate that studies such as the recent Report of the Premier's Council be conducted without community college representation. "Vision 2000", a college system study, should begin to address this need.

> **human resource development and qualifications enhancement.** The growing computerization, specialization and "globalization" of all sectors of our economy place ever greater demands on the qualifications of new and existing employees at every level. The health care industry and law enforcement agencies, as two examples, are considering the need for a significant increase in degree level pre-requisites and retraining to which the colleges will be required to respond. As employers, the colleges, too, are subject to this pressure.

> **capital renewal.** The colleges and the training community at large must address the evident fact that demands for replacement of capital equipment and new technology for training seem likely to continue to outstrip the supply of capital funds. Such considerations as the rationalization of provincial training resources and institutions and increased capital funding will have to be brought to the table.

> **the environment.** As legislation and industrial practice endeavour to keep pace with research on environmental impacts, the colleges can be seen as the logical training sites for the technical interpreters and implementors of environmental protection procedures and technologies.

> **international development.** The dissemination of Canadian expertise provided by international education and training projects can be of great benefit in creating not only good will but also in providing operational exposure for Canadian products. The participation of college representatives on trade missions could greatly enhance this contribution to the international trade effort. An ancillary benefit for the colleges is the rich human resource development opportunities that international projects provide.

As an individual college serving local community and as a member of a system serving the Province of Ontario Humber College has a sense of its obligation and of the innovative benefits of paying close attention to these and other global issues.

III MAJOR INITIATIVES - SIGNIFICANT DIRECTIONS

A. Major Initiatives.

Humber College is focusing on two major initiatives over the next year.

1. Campus Consolidation.

Discussions and activities are being initiated to consolidate Humber from six to three main campus locations. This consolidation will result in the College vacating expensive and inadequate leased facilities and relocating programs into new facilities which will support program growth as well as provide more cost effective and efficient services. Specific initiatives currently underway include:

- i) planning for the construction of a 344-room, full-time student residence on North Campus property owned by the College following the successful sale of Osler Residence,
- ii) planning for the consolidation of programs at Keelesdale and York Eglinton campuses into a new proposed campus,
- iii) planning for the expansion and improvement of Lakeshore Campus to accommodate current programs,
- iv) construction of a new 100,000 sq.ft. Technology Transfer Centre,
- v) implementation of the newly constructed, 20,000 sq.ft. Student Service Centre,
- vi) construction of a new 50,000 sq.ft. Learning Resource Centre,

In addition, the College is currently negotiating two separate joint ventures with the provincial and municipal governments to further develop and expand College facilities and services; the construction and operating of a swimming pool facility with the City of Etobicoke, local housing developers and the participation of area residents; and the development of College lands adjacent to Lakeshore Psychiatric Hospital Lands with the Ministry of Housing and Government Services.

2. Administrative Computerization.

The second major initiative concerns the increased automation for administrative and service departments of the College.

- i) The Registrar is developing and introducing a new on-line, real-time student records and fee system. This system will provide better data and tracking to ensure that all future decisions will be based on accurate and timely information. In addition, the system will not only support the early identification of trends but also enable the College to serve applicants more promptly and efficiently.
- ii) Financial Services is researching an on-line, real time financial accounting, payroll and purchasing system.
- iii) Campus Stores is introducing an on-line textbook request system to service the academic divisions. This will result in significant savings in manpower and turn-around hours.
- iv) Food Services is developing a computerized control system to provide more effective and timely monitoring systems for each operation and to provide each cafeteria location with the ability to be individually managed as a profit centre.
- v) Personnel is researching an on-line, real time human resource system to complement statistical records for such calculations as pay equity, vacation, sick leaves, secondments, sabbatical leaves. The system will also be required to automate salary and range adjustments.

B. Significant Directions.

Humber College will continue to pursue in 1988/89 several other projects which fit the institution's long-term needs, namely:

- a) the acquisition of land in the City of York; and, working with the private sector, the realization of a campus of 100,000 square feet to replace Keelesdale and Y.E.C.;
- b) the acquisition of land to the north of our present North Campus in order to prepare for the inevitable expansion and growth which will be a feature of the next twenty years in the Nobleton, Bolton, Kleinburg area (this plan will require the acknowledgement of Seneca College and the approval of our Minister, but will be paid for out of Humber College funds); and
- c) the disposal of some of the surplus lands at the Lakeshore campus in order to help both the College's capital requirements and the government's need to be involved in the creation of affordable housing in the Metro area. As a result of monies acquired from that project, the College would anticipate the planning and

construction of a state-of-the-art building at the North Campus for some of the Applied and Creative Arts programs (most particularly, music, theatre, audio visual, radio, film, photography, some of the design programs), and the reclamation of some vacated space at the North for other purposes.

While it must necessarily place the judicious management of physical and capital resources high on the priority list, Humber College cannot lose sight of the richness and value of its human resources. Hence, the College is not only committing itself to maintaining its current panoply of human resource development programs and activities, but is dedicated to encouraging the kind of fertile and flexible environment that will encourage renewal, innovation, and the fulfilment of personal goals. Accordingly, the College will be creating additional human resource opportunities through such other initiatives as a proposed Ph.D. program pertinent to college educators, and an early retirement policy that will open up the possibility of second careers for faculty while simultaneously offering cost savings and making room for new instructors to enter the classroom.

All initiatives that benefit Humber College are likely to be of value to other colleges: conversely, Humber welcomes the creative output from other institutions. Such a reciprocity of imagination and experience can only enlarge the contribution of the college system to society. Therefore, Humber will continue to participate and offer leadership in the development of college management strategies, and in the positioning of the colleges to respond to social and technological change as witnessed by the role Humber College has played in initiating and hosting the CAAT computer-based learning project, and by its secondment of a vice-president to chair the Ministry Task Force on Human Resource Development.

IV CONCLUSION

Humber College continues to strive to provide the best teaching and learning environment possible for the 1980's. The College sees itself as a custodian of the resources of the future and endeavors in every way to set exemplary standards of co-operation, industriousness, responsibility and humanity.

AUGUST 1, 1988

