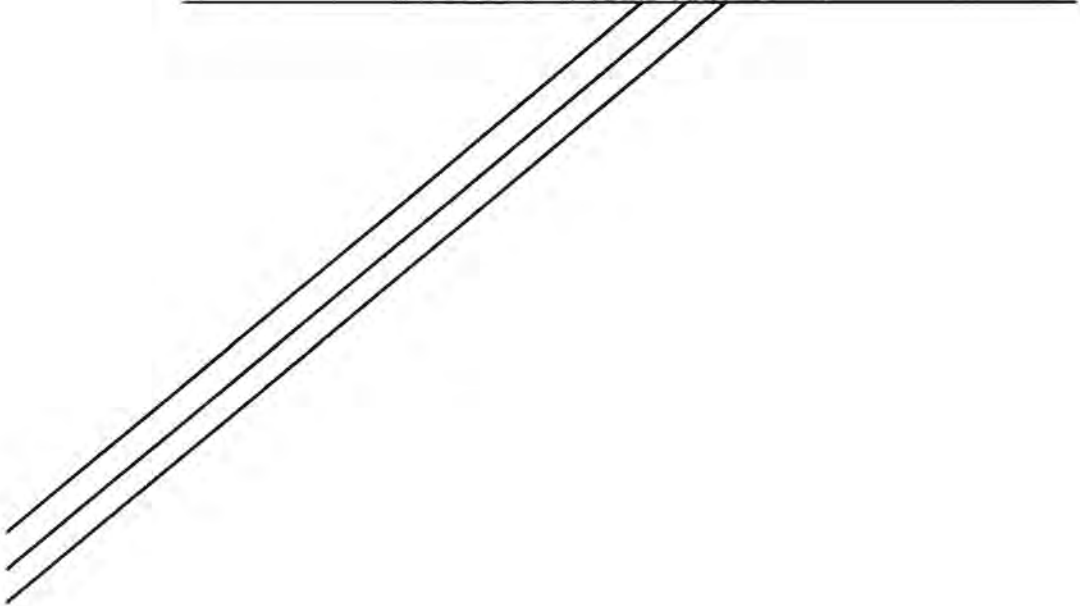


Humber College
of Applied Arts and Technology

Hook

1990/91

ANNUAL REPORT
TO THE MINISTER OF
COLLEGES AND
UNIVERSITIES



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I. STRATEGIC OVERVIEW

A. Defining the Institutional Objectives

1. Responding to Change

Serving a community environment characterized by new economic stresses and social change, Humber College gauges its success over the last year by measuring:

- the degree that the College has met its educational missions and mandates and supported, through action, its collective values and principles;
- the extent that the College was able to apply innovative solutions to meet the challenges that emerged from a society undergoing dramatic transformations.

The College acknowledges that, as a public sector institution, it is accountable for its priorities and practices in the spending of funds. Assessing its operations over the past academic year, the College is confident it has efficiently and effectively -- within the constraints of funds and resources available -- provided the broad base of programs and services most appropriate to meet the needs of a diverse and multisectoral community.

Responding to the realities of an emerging globalized economy and an increasingly multicultural environment, Humber set its strategic initiatives based on the following considerations:

- the needs in the community are both shifting in type and mounting in demand, and require unique approaches to solving new problems and meeting new challenges;
- the College, as all educational institutions today, is not only a catalyst for positive change, but is itself affected by new factors and forces acting on the local community, the province, the nation, and the world economy;
- before setting strategic initiatives, major trends have had to be carefully monitored, analyzed, and projected, in order for the College to respond constructively to them.

B. Reflecting the Core Values of the Institution

The strategic initiatives launched by the College reflect the principles and core values that the College, as a collective community, embraces. These include:

The College is committed to serving the total community, which encompasses many diverse sectors, each with unique and variable needs.

The College recognizes that although the particular needs of the many sectors of its community may vary in detail, they can all be most appropriately met through the provision of an environment that is open-doored, and with a policy-making philosophy that is open-minded.

A collegial and collaborative consultation process is encouraged in all interactions, and at all levels -- between students, support staff, faculty, administration and the outside community.

In the more than two decades of its operations, the College has learned that it is ultimately the quality of its people and the strength of relationships that have made Humber College unique.

Responsiveness to people's needs is viewed as the primary and critical success factor at Humber College. Such responsiveness is reflected through implementation of change -- in attitudes, curriculum and types of programs and services offered. This will contribute to not only positive adjustment to social conditions and to the quality of education, but will also add to the quality of life on campus.

Humber's response is demonstrated through the following objectives and implementations:

1. Supporting an Increasingly Multicultural Environment

Humber College is committed to positively supporting the emerging needs of an increasingly multicultural society. It holds as a given the right to dignity for all cultures of a plural society.

The College is currently in the process of implementing the recommendations of its task force on multiculturalism, as set forth in a final report of March 1990. The recommendations include:

- establishing a policy on multiculturalism that clearly articulates the College's special responsibility for the development of positive attitudes, values, knowledge, and practices for everyone within the College community;
- eliminating any education or employment opportunity barriers that racial, ethnocultural, linguistic, or religious minorities might encounter;
- reviewing the admission policies and procedures, including admission and placement testing, to ensure fair access and maximum credit for academic and work experience obtained outside Humber and outside Canada;

- investigating the role and impact that multiculturalism has in every program, Academic Division, and Service Area, and ensuring that a multicultural perspective is an integral part of each program curriculum;
- establishing an International Students Centre to provide a focal point for the support and social integration of students from other countries and cultures;
- ensuring that hiring guidelines and procedures are consistent with the goals of multiculturalism and employment equity programs, and that an ultimate objective be a staffing mix representative of the multicultural character of the student body and the outside community.

A significant component of our new programming lies in building on a multilingual, multinational, and multicultural focus that complements the development of skilled graduates for the global economy.

This initiative includes:

- optional overseas field placements in the third year of the Hotel and Restaurant program,
- optional semesters taken in French at a Quebec CEGEP;
- an international business program specifically directed at international employment.

2. Framing a Code of Ethics

The College expects of its administration, faculty and support staff the highest possible behavioural standards, to ensure the rights and dignity of every student and member of the College community. Toward that end, Humber's Academic Council is forming a committee to put forward a college staff code of behaviour that will parallel the code of rights and responsibilities already in place.

3. Securing a Safe Environment

In April 1990, the College formed a task force to examine the issue of violence on the campuses and present recommendations that would help deter violence and minimize the impact or extent of any dangerous incident.

The final report of the task force is now under review, toward the objective of creating the kind of physical, emotional, social, and cultural climate, on all campuses, that will help guarantee safety and freedom from harassment for all members of the College community.

4. Rejecting the Precepts of Elitism

Humber College, as a basic principle, rejects any premise of elitism as a factor in its programming or operations.

Although the College strives to maintain the highest possible standards of performance among its students, it at the same time is making every effort to meet its obligations in accepting individuals who need special assistance in order to successfully meet the college challenges.

The College is also implementing the recommendations of major task forces that reported on strategies for general education, as well as English and numeracy remediation.

a) General Education

Humber is distinct in the Ontario college system in the degree of priority it places on general education. It totally rejects any view that the role of the colleges should be exclusively vocational, or that general education should be the preserve of an elite enrolled in universities.

General education courses focus on enhancing critical thinking, information processing and inter-personal skills and building a breadth of background that will illuminate the role students will ultimately play as workers, family members, consumers, voters, and members of society.

The objective of general studies is to provide the community with broadly educated graduates, who:

- understand the forces acting on the community and workplace, and who are adaptable to change, including career shifts;
- can see the broader picture beyond just a specialized skills area, and who are therefore more suitable for promotion to management levels;
- understand the precedents of history and the social and political mechanisms of the present, in order to become active, contributing members of society.

b) Remediation

The College's thrust to attack deficiencies in English and mathematics among students at entry is directed by the Human Studies Division.

The College is moving toward providing English and mathematics remediation through a coordinated, partly individualized, and program-relevant process. Major steps already taken include:

- defining the minimum entrance competencies required to meet the performance demands of each program;
- installing an effective computer-based English test;
- piloting a computer-based mathematics test;
- restructuring the mathematics curriculum in business and technology to provide the critical mathematic skills needed to succeed;
- piloting an effective learning skills strategy.

During the next three years, Humber will work toward developing a mathematics remedial stream, determined by administering math testing for all students.

Another objective is to produce a program that, based on criteria established by vocational courses, provides individualized, lab-based, and tutor-supported remedial programming for students who fall below a minimum cut-off for the respective vocational programs.

Implementation of remediation programs takes into account:

- the possible cultural sensitivity in the curriculum, such as the failure of testing methodologies to recognize diversities in cultures;
- the need for teachers who are compatible to cultural disparities;
- a teaching faculty that mirrors the multicultural composition of the student body being served.

C. Committing to World-Class Quality

To compete successfully in increasingly competitive global markets, Ontario will require the most highly trained and broadly educated graduates and workforce possible. Colleges and universities are confronted with the challenge of providing programs that deliver an inventory of knowledge and skills capable of competing against world-class standards.

1. Meeting the Needs of Business and Industry

Humber's initiatives toward delivery of the high-quality talent needed to sharpen the competitive edge of Ontario business and industry includes:

- establishing closer links with industry, through student recruitment processes, paid field placement, capital partnerships, and business-education interaction through teacher visits, etc.;

- placing priority on the development of business and entrepreneurial programs (50 percent of new programs at Humber College are related to business and entrepreneurship);
- complementing existing program clusters with new programs that have an identified workforce need, such as in the area of plastics;
- providing programs whose emphasis is on women returning to the labour market, reskilling, or career change (more than half of Humber's new program introductions are 32- to 48-week programs targeting mature students);
- bolstering the college's commitment to serving private sector training needs, through industry outreach, joint initiatives with employers, and fee-for-service training;
- addressing specific training needs of business clients through Business & Industry Services.

2. Maintaining Program Quality

The College maintains the quality of its programs through ongoing review. Humber has implemented a program rationalization strategy encompassing

- a program review cycle based on input from students, graduates, advisors and employers;
- a one-, two- and five-year follow-up of all graduates;
- formal rationalization based upon society need (including student recruitment and graduate placement), financial viability and quality.

Curriculum quality and community need are the chief criteria for the introduction of new programs. Such programs must be contemporary and unique, and not duplicated by other colleges. Only after the most extensive scrutiny and intensive deliberation, the College will discard any existing program that has proved to be no longer relevant to the community nor to the Ontario economy.

A measure of the quality of past program planning and introduction can be demonstrated in the fact that -- while Humber has suspended eight programs during the past three years -- only one program is currently being evaluated with the possibility of major change or suspension.

3. Evaluating Administration and Academic Staff

Humber has put in place a process that permits tiered-evaluation of academic faculty and academic administrators. Students evaluate the courses, as well as teachers who service them, while the faculty evaluate the Chair, Dean and Academic Vice-President whose role it is to facilitate the teaching process.

The feedback becomes part of formal evaluations and a basis for mandatory three-year professional development plans.

The College during the next 24 months will continue to implement:

- faculty evaluation training for academic administrators;
- the completion of three-year professional development plans for all staff;
- a streamlined process to ensure swift return of student evaluations to faculty (to allow them to report back to their students).

4. Building on a Strong Organizational Structure

The quality of the College's programs emanates from the creative energy of five Divisions operating in clearly pronounced areas of expertise and activity:

- Applied and Creative Arts
- Business
- Engineering Technology
- Health Sciences
- Human Studies

While each major College division has a responsibility for specific academic programming, the Business and Industry Service Division has the accountability for directly serving the needs of business.

The Human Studies Division operates with its own budget and has autonomy over general education curriculum and remedial programming. It also assumes responsibility for the General Arts and Sciences program.

The other four divisions operate post-secondary, post-diploma, continuous learning, and various business-related programs. Technology and Applied and Creative Arts also serve as the centres for apprenticeship programming.

These divisions organize programs into related areas called clusters, in order to maximize the efficiency of programming while optimizing the effectiveness of human resource, lab and equipment allocation:

- a) **Applied and Creative Arts** is organized under six program groupings, focusing on (but not limited to) such cluster areas as:
 - Hotel and Restaurant, and Culinary Management;
 - Graphic Design, Interior Decorating, Computer Graphics and Photographic Techniques;
 - Horticulture, Landscape, Retail Floristry, and Nature Studies;
 - Design Foundation, Interior Design, Package Design, Industrial Design, Ad & Graphics Diploma, Creative Photography and Fashion Arts;

- Radio Broadcasting, Journalism, Film & Television, Audio Visual, Music, and Theatre;
- Horse Care and Equine Skills, Equine Studies and Jockey Training & Exercise Rider;
- Travel and Tourism, Recreation Leadership and Arena Management;
- Recreation Club Management, Ski Area and Resort Management and Sports Equipment Specialist.

b) The **School of Business** maintains the following clusters:

- Information Systems Studies, which comprises Computer Programming, Computer Programming Co-op; Computer Information Systems, Systems Analyst and Computer Sales & Marketing;
- Office Administration, which includes Executive, Legal, Legal - Law Firm Profile, Medical, Word Processing and Receptionist/Word Processing;
- Business Administration, which is made up of Regular, Marketing, Operations Management, Human Resource Management and Small Business Management.

Other individual programs include Accountancy, Business Management, Legal Assistant, Retail Management, Marketing, Marketing Management - Post Diploma and Human Resource Management -- Post Diploma.

c) The **Health Sciences** division offers 36 certificate and diploma programs. These programs are organized into five distinct clusters, representing four departments and one program area:

- the Allied Health department includes Ambulance and Emergency Care, Pharmacy Assistant and Funeral Services;
- the Nursing department comprises both the Nursing and Nursing Assistant programs;
- the Early Childhood Education Department (four day-care centers, with a capacity of 179 spaces, report to this department);
- the Continuing Education Department offers certificate and diploma courses and programs for Health Sciences graduates. Programs include Ambulance Management, Coronary Care Nursing, Occupational Health Nursing Gerontology-Multidiscipline;
- the BioScience program offers advanced courses to academic programs, both internal and external to the division. Besides a wide selection of courses, this program includes a school of anatomy that has been developed in close association with McMaster University.

- d) The **Technology** division is organized into five main clusters:
- Mechanical and Safety, which is made up of Computer Aided Manufacturing, Manufacturing Engineering Technician, Manufacturing Engineering Technician, Mechanical Drafting Design Engineering Technician, Mechanical Tool & Die Engineering Technician and Safety Engineering Technology;
 - Electrical, Electronics and Computer Engineering;
 - Skilled Trades and Apprenticeship;
 - Evening Certificate Programs.

The York and Lakeshore campuses will develop as unique centres of specializations. In York, the focus will be on job entry and basic skills; in Lakeshore, the specialty areas will include banking, business and community services.

5. Enhancing the Quality of Life on Campus

Humber College recognizes that an aesthetically pleasing environment, equipped with appropriate amenities, are vital elements for attracting and retaining students.

Humber's commitment to providing an enhanced quality of life on campus for students and employees -- a full-service environment that encourages people to stay on campus beyond class hours -- is demonstrated by the addition of:

- two new residences;
- a five-story Learning Resource Centre which includes comprehensive library and audio-visual facilities;
- a Recreational Swimming Pool.

Humber has also extensively expanded the number of food service outlets on the campuses, and effected significant improvements in decoration and menu offerings.

6. Revitalizing Our Human Resources

Humber College recognizes that the quality of the institution ultimately rests on the excellence of the people who work here.

As a people-oriented institution, the College is sensitive to the dangers of burn-out that are sometimes inherent to the teaching profession because of the constant human interaction, compounded by an aging population, and aggravated by the very real stresses caused by trying to cope while restricted to over-extended resources and facilities.

It is the policy of the College to revitalize and support the professional development of its human resources by:

- fostering decision-making processes that are participative and consultative;
- supporting the evolution of innovation solutions in program development and teaching methodologies by permitting risk-taking, encouraging positive change and rewarding innovation;
- helping to ensure currency of discipline through active partnerships with leading Canadian and American Universities, and with business and industry;
- providing support staff with a widening range of programming;
- seeking meaningful new options to motivate veteran faculty and staff through new job allocations or through motivation for professional development;
- enhancing progress review and skills development strategies for all College staff;

I. MISSION STATEMENT AND INSTITUTIONAL OBJECTIVES

A. Affirming the College Mission Statement

Humber College by annual review in 1990 affirmed the institution's continuing commitment to the philosophy and principles expressed in its Mission Statement (see Appendix A), through objectives that effectively accommodate the needs of the student body and the communities it serves through provision of a college that is:

- i. **comprehensive** in the study and career options offered;
- ii. **accountable** to students and the community for program quality and relevance;
- iii. **humanistic** in its approaches;
- iv. **accessible**, to ensure equitable educational and employment access;
- v. **flexible/responsive**, in accommodating individual differences in learning needs, aptitudes, knowledge and educational goals, and in phasing out or initiating programs at pace with society's changing needs;
- vi. built on the **excellence** of its programs, services and environments, maintained through continual review.

B. Defining the Institutional Objectives

The College maintains within its mission the following five primary institutional objectives:

1. Improved student retention and successful graduate placement through high quality and appropriateness of education offered.
2. Continued improvement of planning processes for the effective allocation and utilization of limited College resources.
3. Improved student recruitment process through comprehensive market analysis, enhanced responsiveness to new markets and the maintenance of a broad, relevant and current program mix.
4. Aggressive development of our human resources, with particular attention to areas of the College facing significant change.
5. Targeting of a broadened client base and acquisition of resources through active contact with industry, private and public sector partnerships, and fund-raising initiatives.

III. IMPACT OF SOCIAL AND ECONOMIC TRENDS

A. Effects of the Internal Environment

1. Demographic Factors

- Despite College efforts to offset enrolment declines, an audited increase of only 0.7 percent post-secondary students materialized in 1989/90. Overall, with the decline in tuition-short and government-sponsored training, the College posted a net decrease in enrolment.
- The enrolment increase projected for 1990/91, though favourable, can not be translated to funding units in time to obviate serious decisions related to program rationalization, quality and types and number of services that the College can deliver.

2. Economic Pressures

Operations and planning have been seriously impacted by:

- Contract settlements and salary increases that have significantly outstripped grant fund increases, and major reductions in federal seat purchases.
- An operating grant that was increased by only 1.41 percent as the average salary increased by 7.1 percent.
- Inflation rate that has raised other real costs by more than 4 percent.
- Phase-out costs of \$1 million for program rationalization
- Mandatory government policy and procedure demands such as operational reviews, SWF data collection, freedom of information and employment equity, all unfunded but increasing administrative costs.

3. Effects of Current Funding

The current funding:

- encourages unbounded growth in program areas already vigorous while jeopardizing new program development and maintenance of specialized programs unique to one college.
- forces colleges to compromise with decisions that may weaken their training services and limit their ability to meet community needs.
- compounds the financial stringency faced by those colleges already financially penalized for being located in industrially developed areas. (See also Appendix B and C.)

4. College Action Decisions

Objectives and achievements: During this past year, the College has consciously and purposefully set its priorities on managing its resources well while strengthening its position for the future by:

- a) continuing the development of outstanding campus facilities and programs for the three principal College locations -- Etobicoke North, Etobicoke South and the City of York.
- b) developing capabilities and service responsiveness to meet servicing needs in new markets in business and industry.
- c) establishing procedures to assure academic and administrative quality.
- d) rationalizing areas that are weak or outmoded.
- e) developing high-quality program and delivery opportunities.
- f) incorporating multicultural criteria and other social policy issues into management and development decision-making.

B. Maintaining the Resources -- and the Vision

1. Coping with Technological Advances and Equipment Need

Objectives and achievements: Requirement for sophisticated and continuously advancing capital equipment continues to strain capital budgets and academic currency of colleges, particularly in manufacturing and media technology. Humber College was able to mitigate the effects of a shortage of updated equipment by:

- establishing and strategically implementing priorities;
- involving industry in the enhancement of instructional resources, through equipment donations and joint venture partnerships;
- focusing on improved academic computing administration, delivery and facilities including AutoCad, desktop publishing and lap-top equipment;
- accessing industry facilities in co-op and field placement.

However resourceful they may be, Ontario colleges continue to require the competitive edge of advanced educational lab facilities that elevate the levels of learning skills in such regions as the Pacific Rim countries.

Recommendation: To keep the Ontario technical workforce globally competitive and trained to international standards, upgrading and updating of technological facilities will have to be addressed on a long-term, system-wide basis, perhaps through program rationalization and specialization by college.

2. Implementing Vision 2000

Recommendations contained in "Vision 2000 -- Quality and Opportunity" echo many of the values to which Humber College prescribes and proved invaluable over the last year in helping the College further define its role within the community. The challenge ahead for the College and the college system is to:

- operationalize those visions in such a way as to maximize value to clients in both the short- and long-terms, taking care to ensure that cost-free and short-term gains do not jeopardize long-term objectives.
- continue to recognize change as a strength of the Ontario college System, and be willing to take risks and apply vision and innovation in every aspect of operations, from curriculum design to organizational structure.
- maintain the drive for even greater flexibility in the times, locations and modes in which education can be delivered.
- introduce further flexibility in the financing of learning services, particularly in the non-post-secondary areas, where market-based pricing and fee-for-service concepts can be implemented.

IV. STRATEGIC DIRECTIONS AND MAJOR INITIATIVES

College actions and initiatives are implemented through the offices of the four vice-presidents: **Instruction; Administration; Educational and Faculty Services;** and **Business & Industry Services.** A fifth department, **International Projects,** manages the College's international activities.

A. Instruction Initiatives

Humber College's five-year academic plan is reviewed each year through a broad-based, consultative process steered by the Academic Council, with input from the Board at an annual retreat. The College last year launched the following initiatives:

1. Creating a Life-Long Learning Environment

Objectives and achievements: the College took the following steps toward the concept of part-time education, any time:

- pilot testing a Continuing Education Service Centre for part-time students and faculty;

- expanding on-line registration services (including FAX);
- developing a new part-time staff recruitment and orientation plan, to be piloted in 1990/91.

Initiatives continuing during the 1990/91 academic year include:

- providing comprehensive support service for faculty within the part-time student and faculty Service Centre;
- improving communication with part-time students (including publication of a targeted mature student magazine);
- reorganizing academic divisions to serve and be accountable for part-time (evening and week-end) students;

2. Establishing an Academic Computer Plan

Objectives and achievements: as the first step of a long-term plan, an academic computing task force developed a process for prioritizing academic computer capital acquisition and software through a model that stresses:

- a) curriculum integration
- b) broad-based utilization within the college
- c) private sector participation
- d) vocational relevance
- e) cost benefits
- f) maximum educational value to students

Strategy: An academic computer plan was established by the committee to provide coordinated teacher and student service, as well as planning for the learning-effective and resource-efficient use of evolving information, learning technologies and professional development.

Implementation of the master academic computing plan in the 1990/91 academic year will involve:

- integration of hardware and software purchasing;
- coordination of technical and academic computer services.

3. Developing Our Human Resources

Although administrative evaluations of tenured faculty were suspended in 1989/90 because of stresses resulting from the strike and downsizing initiatives, professional development continued to be an institutional priority. For example, a new process was implemented that enables students to effectively measure their instructors and courses.

The process, built on input from the faculty, was designed to provide:

- a uniform critical basis which will help faculty to continuously improve instructional quality, by responding to student needs and perceptions;
- participation and involvement of the appropriate Chairs, so that they can assist faculty to address any areas of concern that may have been signalled by the student evaluations;
- timely feedback to faculty, through prompt return of the evaluations, providing them with the time and opportunity to initiate -- if required -- corrective measures or to clarify any possible misunderstandings among particular student groups.

4. Charting New Directions

Humber College is introducing new programs that:

- a) are built on linkage with secondary schools and universities, to minimize duplication, maximize access, moderate cost and facilitate student access;
- b) respond to socio-economic needs by offering as a critical component General Education and life-long learning skills, to provide the basic human relations, numeracy and communication skills needed to work in a complex society and to keep pace with rapid change.

Although it is not the College's intention to become a "remedial" institution, it nonetheless acknowledges the need to address the growing concern over the gap between the basic skills (particularly literacy) of grade 12 graduates and the rising demand of employers for communications-competent entry level employees.

Strategy: to meet this educational challenge, the College is:

- working closely with secondary schools to support their efforts to enhance mathematical and communication skills, by increasing teacher exchanges through Articulation Initiatives with six Boards;
- piloting computer-based Math and English competency testing in the secondary schools linked to Humber's question data base and applicant record system, to help students identify and be motivated to improve their skills to the level demanded in a college program.

5. Responding to System-Wide Policy Challenges

Program standards and quality are presenting the colleges with practical policy challenges that must appropriately take into account the following considerations:

- marketing research recently coordinated by Humber College indicates a significant negative perception among secondary school students regarding the degree of challenge offered by college programs;
- upwards of 30 percent of students are unsure of their career goals;
- regional differences exist that must be accommodated -- as students in Northern communities, for example, tend to require diverse and less specialized programming, while the converse is often true in metropolitan communities;
- expected performance standards have to meet the realities of existing student levels -- levels that moreover vary with the economic cycle, as bright students are drawn away from the colleges by jobs and others are attracted to universities during buoyant periods.

Strategy: response to the above problems would include:

- i. adopting a five-year DACUM update process that provides the core curriculum skills required for programs;
- ii. taking the additional step of establishing curriculum standards, including as part of that step the development and testing of the performance evaluation tools to be used.

Humber College supports the above initiative in the context of the recommendations made in the joint system/ministry accreditation paper circulated during the last academic year.

B. Administration Initiatives

1. Weighing the Options

Faced by increasing costs, a declining post-secondary population in the cities of Etobicoke and York and diminishing funding sources, Humber College has been confronted with two options:

- scaling down and managing a declining college; or
- re-positioning the institution to pursue new markets.

Strategy: Humber College decided to retrench in some areas while positioning the College for expansion in others. This involved:

- closing of costly, underequipped and inefficient satellite campuses and focusing College energies on developing three main campuses;
- appealing to new clients, both post-secondary and business and industry, as the keynote of Humber's expansion;

2. Shaping the Campus of Tomorrow

The College has vigorously continued with its extensive building and renovation program toward the goal of a new, three-campus college profile, through a plan that is financially balanced and designed to avoid compromising traditional accessibility to the College.

Strategy: Since the appeal to new clients is to be based on the quality of service offered by the entire institution in and out of the classroom, the administrative group has been strategically expanding and improving academic facilities, student facilities and College support systems.

a) Expanding and Consolidating the North Campus

Achievements: (See North Campus long-term future planning, Appendix D.)

- Humber College closed down two large rental facilities on the Queensway and relocated these programs into new Technology facilities at the North Campus.
- Besides providing increased classroom space and improved facilities for the Technology programs moving from the satellite campuses, the new buildings also accommodate several new and revised North Campus programs which require dedicated and specialized facilities.
- Also housed in the new Technology Centre is the new Business and Industry Service Centre (BISC). BISC provides a service gateway between College expertise and resources and the training and human resource development needs of business and industry.
- A five-story Learning Resource Centre was opened in January 1990, including comprehensive library and audio-visual facilities, and providing a new College main entrance through a two-story atrium.
- construction of a Recreational Swimming Pool in joint venture with the City of Etobicoke Parks & Recreation.

b) Opening Two New Residences

Objectives and achievements: Because the College's traditional student mix and catchment boundaries are dissolving, high-quality residential accommodation is indispensable to permit students and clients from far-flung locations to access programs.

- two new student residences were opened at the North Campus, housing a total of 721 residents and managed by a qualified supervisor trained in student life planning;

- a nine-story residence replaces the facilities re-located from the Osler Campus, which has now been closed;
- a five-story residence is an addition to the residential complement approved and funded on a break-even basis within three years.

c) Strengthening the Lakeshore Campus Presence

Objectives and achievements: Humber College is committed to a permanent and significantly stronger presence for the Lakeshore Campus, to more effectively serve the growing community of Etobicoke South. Humber and the Ministry of Government Services are proceeding with the Joint Venture Program to:

- develop the Lakeshore Campus/Lakeshore Psychiatric Hospital site;
- increase parkland;
- provide a combination of mixed-use housing;
- relocate the existing Campus into refurbished Hospital buildings.

Progress:

- An Environmental Management Master Plan has been completed;
- the Joint Venture Committee has selected Consultants to complete Phase 2 of the development process -- i.e., provide advice and assistance to complete the planning approval process, through Etobicoke Council and eventually the Ontario Municipal Board, if necessary. Completion of this process is expected by May 1991.

d) Consolidating the City of York Campuses

Objectives and achievements: to consolidate two existing campuses (Keeleisdale and York Eglinton) into the City of York.

- York City Council has recently given approval for the building of a new College campus, to be located in the new York City Centre Development at the corner of Eglinton Avenue and Black Creek Drive;
- negotiations are continuing with the developer of the site to construct a new campus (125,000 sq. ft.) to be integrated into the development fabric of the York City Centre.

3. Refining the Support Services

a) Implementing Administrative Systems

Objectives and achievements: implementation of state-of-the-art, on-line, real-time Administrative Systems.

- Information Associates was chosen as the software source best meeting the needs of the College;
- the Human Resource Package has been initiated and the first phase will be completed by June 1991;
- the Financial Resource package is being installed and will be operable by April 1992.

b) Initiating Academic Program Costing

Objectives and achievements: implementation of program costing for academic programs.

- this project has been under way for four years, on a part-time basis, with rewarding results;
- program costing for all academic programs has been completed and the information is being used for monitoring, planning and budgeting of academic programs.

c) Deploying Student Service Systems

Objectives and achievements: implementation of on-line admission, registration and fee systems for the College:

- these systems, installed three years ago, have been fully implemented;
- the College is able to register students, record semesters and post grades on-line for more than 15,000 full-time equivalent students.

d) Renovating and Expanding Food Services

Objectives and achievements: expand provision of food services, operated by its own department rather than contracted out to an independent caterer:

- major food outlets were renovated at all principal campuses over the year, and menus revised to offer students a well-balanced diet;
- the new student residences are served by extensive new food services facilities, with more than 80 percent of the students to date opting for the voluntary meal plan;

e) Addressing the Parking Needs

Objectives and achievements: to address a critical shortage of parking space at each of the College campuses:

- an innovative parking control system was installed at the North Campus in September 1990 to alleviate frustrations caused by a higher parking demand than there are spaces available.

C. Educational and Faculty Services Initiatives

1. Providing New Opportunities

Major projects successfully undertaken by Educational and Faculty Services included:

- addressing the needs of the marginally prepared post-secondary student by means of the Remediation Grant from government for the preparation of students with math and English deficiencies;
- encouraging close interface between student and non-student groups through the partnership with the City of Etobicoke Parks & Recreation for the swimming pool complex;
- bolstering Professional Development by:
 - establishing a consultation process with Academic Council;
 - implementing a comprehensive awards program;
 - securing staff participation in such venues as Human Resource Development in the Third Decade, Connections Program, Great Teacher's Conference, and Academic Leadership Institute.

2. Meeting Major Objectives

Major initiatives undertaken by Education and Faculty Services include:

- developing a credit program in Communications for peer tutors, as an enrichment strategy for gifted students;
- continuing progress toward provision of computerized placement tests for English and mathematics and implementation of new initiatives around General Education delivery;
- achieving growth in General Arts and Science (GAS) and streaming of GAS students into remedial, college and university levels;
- coordinating of the application of technology in the teaching and learning environment, including coordination of hardware, software, and resource materials;

- proceeding with the Articulation Project, to strengthen linkages between secondary schools, universities and colleges.

D. Business & Industry Services Initiatives

1. Appraising the Impact of the Environment

Humber College views the following factors as having significant impact on the operations, strategic directions, and implementation of the mission of Business & Industry Services:

a) The Slowdown in the Canadian Economy

- over the past year, a large number of plant closures have made evident an increase of displaced older workers;
- as an educational resource, Humber feels it is incumbent on the College to provide flexible job retraining opportunities to facilitate their re-entry into the labour force;
- displaced workers, many with family and living commitments which require cash flow support while they are training, are increasingly prohibited access to new careers because of the lack of parallel living assistance while they are in the training transition phase.

b) Increased Recognition of the Need for a Continuously Retrained Workforce

As more of the College's services become based on fee-for-service, faculty and instructors will be able to:

- acquire the opportunity to apply their training and raise accreditation to meet the industry-wide standards of today;
- access a new window from which to view the competitive needs and expectations of clients from business and industry.

c) Competition among the Colleges

- a challenge facing the colleges is in trying to achieve the correct balance between specialization in certain fields -- offering programs exclusive of any other college in the system -- while at the same time continuing to meet the broad needs of the community, which would require programming in wider fields, right across all the colleges.;
- the current geographic infrastructure of the college system breeds duplication, service mediocrity and ineffective use of tax dollars, as all colleges attempt to be experts in all fields of study;

A possible alternative would be for the colleges to specialize, rationalize their product offerings, form alliances with one another and develop their own market-based niches.

2. Building an Entrepreneurial Division

Humber College is continuing the development and integration of an entrepreneurial division focused on serving public and private sector organizations' learning and training needs. Last year, more than 40,000 training participants were served by Business & Industry Services (BIS), including more than 8,000 individual businesses. BIS has:

- developed a mission statement and a goals-and-objectives action plan for implementation over three to five years;
- initiated a partnership/joint venture initiative and completed successful negotiations with seven major corporations to provide mutual value-added benefits -- for example, Digital Equipment Corporation provided the opportunity for shared applied research, as well as \$1.2 million of the latest computer hardware for the College's Technology operation; Humber in turn was asked to be an exhibits/training site for Digital's BASEstar flexible manufacturing cell for DEC customers, staff and prospects;
- established a sectoral-based Business & Industry Services Steering Committee, representing both customers and partners, as a crucial source of policy advice and counsel on strategy;
- launched the first phase of the Business & Industry Service Centre (BISC) as a one-stop-shopping service gateway for the business community to access Humber College's training and development resources for workforce training.
- as part of a strategic thrust to target specific sectors in the marketplace, initiated a project in the retail industry aimed at developing a software package which would support specific industry literacy and numeracy training, working in consortium with the Retail Council of Canada, UNISYS, Autoskill and Sears Canada.

E. Setting the Goals for International Projects

Operating largely through the Association of Community Colleges, Humber continues to pursue, with a non-public-funded strategy, the following goals in international education:

- supporting the development of the Third World;
- strengthening the links between Canadians and the global economy;

- facilitating professional development of College staff and enhancing world-wide awareness, a particularly important issue in a community as diversely multicultural as Metropolitan Toronto.

F. Launching a Fundraising Campaign

Humber College last year launched Advancing the Vision, a \$5,500,000 capital campaign appealing for support from the communities it serves to meet four specific objectives:

- \$3,000,000 for the construction of two new Business and Industry Service Centres at its Lakeshore and York campuses;
- \$1,200,000 for Learning Resources such as specialized manuals, management materials and periodicals, information access technology equipment and audio-visual and business presentation hardware;
- \$300,000 for an endowment fund to provide merit-based entrance scholarships and bursaries to students entering careers in selected critical areas.

V. SYSTEM-WIDE CHALLENGES TO THE FUTURE

The business sector of Ontario is facing an increasingly competitive environment. World-class standards of education and skills in the workforce have become an economic imperative for business and industry to compete in the tough markets of the global market.

The colleges are endeavoring to provide education and training at the international level of quality being demanded, but are hard-pressed to deliver to the high standards that might be possible if better resources, facilities, and funding were available.

Humber identifies Funding, System Coordination and Responsiveness to Change as key issues requiring priority consideration by the Minister:

A. Identifying the Possible Consequences of Inadequate Funding

- the College recognizes the pressures being put on provincial funds by other sectors, such as health services, community services, school boards and universities;
- notwithstanding the above, Humber shares the concern of other colleges that inadequacies in the funding policy threaten to seriously undermine the quality and effectiveness of a college education system that has distinguished itself with unparalleled successes over two decades. (See Appendix B and C.)

B. Moving toward System Coordination

The Vision 2000 project recommends more centralized coordination of the colleges through committees such as the CSAC (College Standards and Accreditation Council) and CSSPC (College System Strategic Planning Committee). In this regard, Humber College:

- supports a coordinated and cooperative approach toward creating centres of excellence and establishing minimum program standards;
- cautions that the rationalization of programs by location, however fiscally responsible, could prove divisive within the system, and could result in the sacrifice of unique programs that were developed by individual colleges as direct responses to community needs;
- recommends moving toward centralization only after fullest consultation with all stakeholders, since decisions on this sensitive issue could have tremendous impact on the nature and success of the college system of the future.

C. Maximizing the Opportunities of Change

Dramatic changes in the global political and economic environments are having a direct impact on the colleges, confronting them with serious challenges while presenting them with immense opportunities. To maximize these opportunities, the colleges will have to ensure that:

- faculty continue to remain current in their fields, and adapt to new roles as required by changing market conditions;
- effective and innovative instructional practices continue to be identified and implemented, integrating on a wide scale the use of advanced instructional technology;
- student outcomes are demonstrated by measures such as
 - retention and completion rates,
 - placement rates,
 - student and employer satisfaction,
 - increase in knowledge and skills,
 - educational and career growth.

D. Servicing the Needs of the Global Society

To remain relevant in the new emerging order of international competitiveness, the colleges will have to:

- develop global perspectives with respect to the services they provide and the clients they serve, targeting and satisfying a base beyond local boards, funding agencies or even constituents;

- adopt a larger world view that emphasizes the link between global issues and events and local effects, and broaden the college curriculum to provide students with a similarly expanded world view;
- provide a quality of education and training that is built on world standards and that can compete with the quality offered by the Europeans, the Japanese, and the "four tigers" of Southeast Asia;
- support leadership development in faculty and staff, focusing on a better understanding of the dynamics of change and competition and on an expanded range of experience and knowledge;
- monitor staffing to ensure currency, diversity, freshness and vitality;
- develop partnerships with other colleges and educational institutions, government agencies, business and industry to assist in achieving common goals.

(See Appendix E.)

E. Summary

Humber College is committed to meeting the challenges of the Nineties and beyond and maintain a leadership role as a provider of the knowledge and skills crucial -- for employers and employees alike -- to succeed in a global community characterized by accelerating change and competition.

Appendix A: Humber College Mission Statement

The Mission Statement commits Humber 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.

Appendix B: Insufficient Funds as Obstacles to Fulfilling the College Mandate

A number of problems and trends have been identified as having serious adverse effects on many College students. Although these problems could be addressed by support services that would fall within the mandate of the College Mission, in many cases the College can not fund these because of other demands and the stiff internal competition for operating grant dollars.

Included among the areas of concern are:

- Special Needs Education that is under-resourced and that has become a drain on the current resources of the College;
- a mix across the College of students in classrooms that include special needs, learning disabled and "regular" students presided over by instructors who are not trained to most effectively cope with this type of diversity;
- a demand for retro-fit physical facilities to accommodate special needs students in all areas of the college (e.g., in the residences);
- a need for system-wide institutional research in areas such as student outcomes/successes beyond the six-month period;
- a requirement for new and additional software development for the underprepared student;
- an increasing demand from part-time learners for more suitable hours of instruction and specialized services.

Appendix C: Recommendations for Funding in the Nineties

Colleges, unlike other government agencies, are severely limited in the latitude allowed to directly or significantly improve their own financial conditions.

Operating grants are expected to increase only at the rate of inflation, and in fact those colleges that cannot maintain growth with the system average will receive increases below the rate of inflation.

Humber College strongly suggests that the formula for the distribution of grants should be revised so that it relates not only to growth, but to sustained quality of service as well.

A possible model could be based on a guaranteed minimum grant increase, with the balance applicable to those colleges where legitimate growth has occurred within a time frame less restrictive than the one currently applied within the existing formula. This formula approach would assist such colleges to at least offset to some degree the increased costs determined by outside factors and forces including the new payroll tax levy, the GST, increased fossil fuel costs and contract labour settlements.

The College would urge that, regardless of the particular model chosen, some mechanism be put in place to stabilize the funding in colleges where real growth opportunities are limited, or even inadvisable.

Appendix D: Long-Term Future Planning for the North Campus

Long-term planning is underway to meet the following outstanding objectives at the North Campus:

- update and expand facilities for the Applied & Creative Arts Division;
- expand the BISC Centre;
- achieve final reconciliation of the Equine Program;
- modify existing Academic facilities to meet the demand for changing programs and to improve space utilization.

Appendix E: An International Market Reach

Humber College has undertaken projects in international development and training over the last ten years for such clients as: the Canadian Government, the World Bank, the Asia Development Bank and various national governments. Humber College personnel are currently engaged in implementation projects in Africa, South East Asia, the Caribbean and the Middle East.

