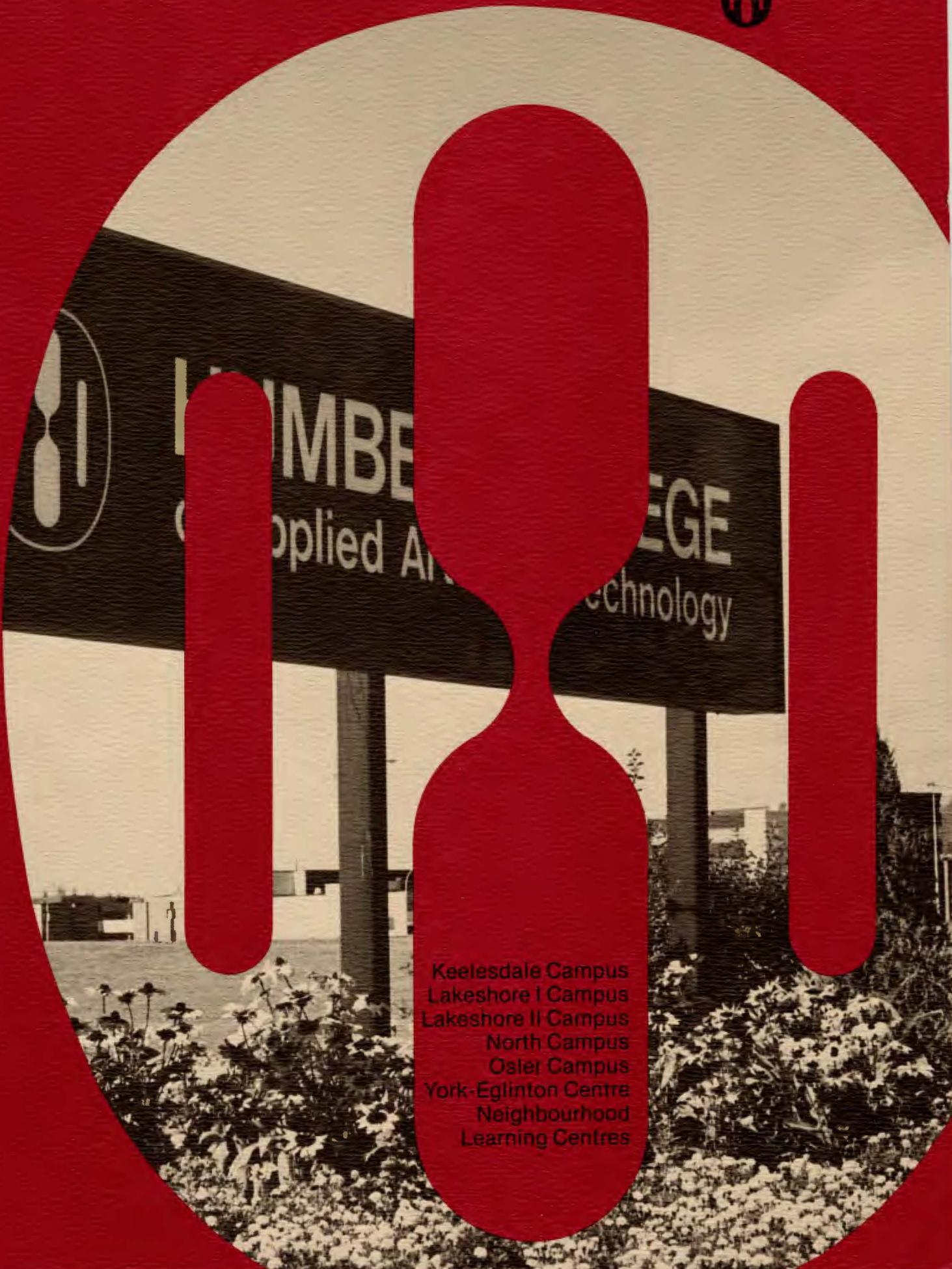


Annual Report 1979/80



Keelesdale Campus
Lakeshore I Campus
Lakeshore II Campus
North Campus
Osler Campus
York-Eglinton Centre
Neighbourhood
Learning Centres

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Message from the Chairman of the Board



The heart and soul of an educational institution is dedicated to learning. Over the years, the college Board of Governors has emphasized that the essential character of learning is closely related to the skills and abilities of the classroom teacher and the process by which the teacher engages students with the subject.

The results of Humber College's commitment to this philosophy are evident in the contents of the college Annual Report for 1980. This document acknowledges the Board's stewardship of resources and the college's responsibility to report to its local community in the Boroughs of Etobicoke and York and to the people of Ontario.

A major tenet of Humber's mandate is to provide occupationally-oriented education designed to meet needs identified within the community it serves. Humber has achieved an enviable reputation for providing quality academic programs thus attracting students from throughout Ontario and across Canada. This emphasis on quality is reflected in the steady growth of enrolment during the past decade.

As the second largest college in the province, during the 1979/80 academic year more than 8,500 full-time students enrolled at the college's six campuses with 500 faculty providing instruction in 130 programs. Part-time enrolment continues to climb with approximately 45,000 students registered for more than 1,000 part-time courses.

Satisfying as these accomplishments are, the Board is cognizant of the provocative challenges which lay ahead in the 1980's. The milieu in which the college must operate will include continuing inflation and financial restraint, potential declines in full-time enrolments, an aging population, the gradual replacement of the nuclear family by alternative family structures, more sophisticated and accessible data-processing techniques and electronic media, continued difficulty in making accurate labour market forecasts and the need to adapt education to a variety of career patterns and life styles to name a few.

Within a provincial climate of fiscal stringency, the Board of Governors has maintained a balanced fiscal operation. However, the Governors continue to be concerned by the extent to which college educational services are in demand, especially by prospective students unable to obtain admission to programs.

Resource limitations diminish the college's capacity to respond effectively to evident needs as in the case of technological education where shortages of facilities and equipment limit the training of urgently needed technologically skilled graduates. On the other hand, Humber's reputation for innovative use of its resources continues, as indicated in this report.

We realize that without the goodwill and the support of the taxpayers of the province and the enthusiasm and dedication of many hundreds of people who work for the College that Humber could not maintain its purpose, energy and vitality.

We hope that this Annual Report will help to maintain and strengthen the bond that exists between the College and its community.

E.S. Jarvis
Chairman of the Board
Humber College

Message from the President of the College



Most students are more talented than they realize. They learn best in an environment that puts them at ease, gives them confidence and provides a challenge — a setting we strive to maintain at Humber College.

The 1980 Annual Report describes Humber's learning environment and outlines activities and initiatives undertaken during the past academic year. It also reflects an awareness that mutual understanding, shared respect, staff dedication and personalized programming are important.

Recognition and acceptance of Humber's educational philosophy by prospective students is indeed evident. For the past few years Humber has been unable to meet the demand by prospective students for enrolment in first-year classes. In the fall of 1979, over 17,000 applications were received for 4,200 places.

In meeting its mandate to serve the local community, approximately 62 percent of post-secondary students who chose to attend a college from the Boroughs of Etobicoke and York selected Humber in the fall of 1979 semester. In addition, Humber's unique range of programs and emphasis on academic quality resulted in a significant number of post-secondary students attending the College from across the province.

While the Annual Report provides more detail, a few developments should be highlighted. To ensure effective use of Humber's resources, significant increases in enrolment have been accommodated with minimal increases in staff. Programs with poor graduate placement rates have been pared and college hours of operation have been extended to 7:00 a.m. until 10:00 p.m. A program of energy conservation measures have resulted in extensive energy cost reductions.

In response to shortages of skilled manpower, the College has committed resources to the development of new programs and enlarged enrolments in the computer, hospitality and technology fields. Increasingly, part-time learning is being emphasized with the expansion of conferences and seminars, post-diploma and general interest activity.

Humber is taking the initiative as indicated by just two examples. In conjunction with the Ontario Institute for Studies in Education, an extensive research study to ascertain the educational needs of Borough of York residents is being completed. Recently, in response to the needs of an aging population, Elderhostel, a residential learning experience for seniors, was started across Ontario. Coordinated by Humber, this program is offered in conjunction with three universities.

Although this report outlines Humber's recent

achievements, the dawn of the 1980's poses a new set of horizons. From the classroom to the boardroom there is an air of excitement, of development and fun as we evolve new formats, new programs, and new relationships within the College and the community at large.

We look forward to the challenge.

Gordon Wragg,
President,
Humber College.

The Board of Governors

The Board of Governors is composed of 12 members plus the President of the College as an ex-officio member. Eight of the members are appointed by the Council of Regents and four are appointed by the local municipalities of Etobicoke and York. The Board decides the goals, sets policies, and evaluates the effectiveness of the College within guidelines established by the Ministry of Colleges and Universities.

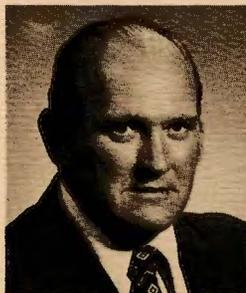
Edward S. Jarvis, Chairman
Mrs. Ivy Glover, Vice Chairman
Mrs. Leanna Bendera
David G. Deaves (Chairman, Finance Committee)
John K. Fenton
Herb M. Forth
Mrs. Kathleen Goodbrand
Arnold R. Gould (Chairman, Program Committee)
Frank Lambert
Miss Molly Pellecchia
Rodger D. Schwass
Leo E. Venchiarutti (Chairman, Property Committee)
Gordon Wragg, President

The President's Executive Council

The President's Executive Council meets regularly after the monthly Board meeting to study and act on the recommendations of the Board of Governors. The Council consists of the President of the College, the Vice President Administration, the Vice President Academic, the Executive Dean of Educational and Student Services, the Executive Director of Research and Marketing, and one Divisional Dean (on an annual alternating basis).

Gordon Wagg, President
James L. Davison, Vice President Administration
Tom Norton, Vice President Academic
Jack Ross, Executive Dean, Educational and Student Services
Graham Collins, Executive Director, Research and Marketing
(Alternating Dean)

James L. Davison
Vice President, Administration



The Vice President Administration has direct responsibility for the Office of the Registrar, the Director of Physical Resources, the Director of Personnel Relations, the Director of Computing Services, the Director of Administration of the Lakeshore Campuses, the Manager of Campus Administration at Osler, and the Office of the Comptroller.

The Comptroller, while reporting to the Vice President Administration, has direct responsibility for accounting, auditing, financial reporting, banking and financing, financial planning systems, taxes and insurance functions, the recording and reporting of the College's financial progress and the continuing control of its assets.

Overall responsibility for the management of the administrative support services rests with the Vice President Administration, while day-to-day operations is the assigned responsibility of a senior administrative officer heading a major department.

Tom Norton
Vice President, Academic



The primary role of Tom Norton, the Vice President Academic is to ensure that the best possible programs are matched with the most qualified staff who have access to the most current teaching resources to meet the objective.

Staff selection is by far the most important factor in this trilogy of programs, people and resources, since it is the strength of the teaching staff that is the foundation of all other activities in the institution.

With a constantly changing socio-economic base, the development of new programs and the modification of existing learning units is a major accountability of this office. The Vice President Academic is working with the seven Deans and the Chairmen of part-time learning activities to develop more than twenty new programs and seventy-five new part-time courses. All of these require very careful planning to anticipate the new needs of employers and the developing interests of our students.

A major emerging concern of the academic sector to the College is the currency of teaching staff in their program area. The rate of change in the work place and in our lives is such that every opportunity to help staff keep up in their content area must be explored. This will be a major task in the years to come.

Within the institution, major realignments have taken place during the last year to help the college respond more quickly and more supportively to the community's learning needs. Both the Technology and Continuing and Community Education Divisions have been restructured to capitalize on their great developmental strengths. The Health Sciences Division has increased its efforts in part-time programs for those already in the Health Community. Keeping the academic structure of the College focusing on the future and not simply reflecting the past will continue to be a major part of the Vice President's Academic task.

**Jack Ross, Executive Dean
Educational and Student Services**



Jack Ross, Executive Dean of Educational and Student Services, works closely with his staff to maintain an open-door policy of assistance to all students.

Falling within the responsibilities of the Executive Dean are Counselling, Athletics, Learning Resource Centres, Health Centres, Scholarships, Placement, and Student Affairs.

Students come to Humber from a variety of backgrounds, and with a variety of expectations. Since Humber is also a community of more than 8,500 full-time students, a population larger than many Ontario towns, Humber serves as a home away from home for these students.

It is the responsibility of Educational and Student Services, within the limits of available resources, to provide assistance or opportunities to all students. The Executive Dean may deal with a variety of situations and circumstances due to the diverse areas of responsibility under the umbrella of Educational and Student Services.

These areas include helping students to understand the various policies and procedures, both academic and administrative, under which the College functions; discussing career goals and objectives; finding part-time employment for students; and counselling students who have problems adjusting to the learning and social environment of college life. This department also supplies students with learning resource materials, access to the athletic areas and the varsity and intra-collegiate involvement of the student body. The Executive Dean also serves as President of the Council of Student Affairs to advise and counsel the College's Student Associations.

The Executive Dean has the overall responsibility for ensuring that all of these areas run efficiently and smoothly and that students have constant access to these services.

**Graham Collins, Executive Director
Research and Marketing**



College-wide research, planning, marketing, and public relations are the main responsibilities of Graham Collins, the Executive Director of Research and Marketing.

The planning staff works with academic and administrative personnel to develop a comprehensive College Multi-Year Plan. Along with other colleges in the province, Humber provides detailed statistical information for the Ontario College Information System (OCIS), a computerized data base located at the Ministry of Colleges and Universities.

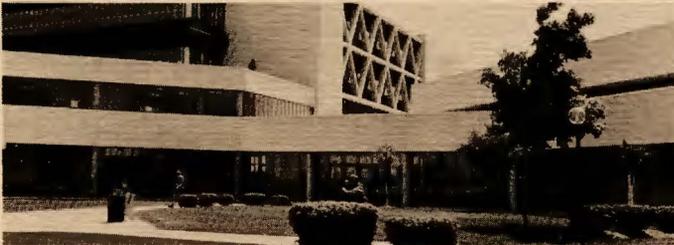
Humber's innovative marketing reputation may be attributed to the co-operative support of college departments and the dedication of the Marketing Services staff. Working with co-ordinators and faculty, departmental staff help identify and promote program initiatives. This service includes market research, brochure preparation and distribution, press and media advertising, local exhibits or trade show displays.

Throughout the year Marketing Services, which includes the Graphics Centre, prepares approximately 150 brochures along with comprehensive fall, winter and summer semester publications promoting full and part-time learning activities.

The other arm of the marketing group, Public Relations, attempts to obtain as much "free" publicity as possible for the College. This includes local, metro and national print and electronic media. In addition, the PR office publishes "Humber Happenings," an internal publication for college employees, and organizes and operates the Humber College Speakers Bureau.

The research staff undertakes academic and administrative research projects upon request. During the 1980's as funds become increasingly more difficult to obtain and student enrolment increases diminish, departmental activity related to pro-active planning, research and marketing will be emphasized.

Campuses



North Campus

Humber's North Campus is located at 205 Humber College Boulevard. It houses the majority of the post-secondary programs as well as a wide range of non-credit Continuing and Community Education Courses.



Lakeshore I Campus

The Lakeshore I Campus is situated on the shore of Lake Ontario. Smaller than the North Campus, it has approximately 1100 students and offers post-secondary Business, Secretarial and Applied Arts programs as well as Academic Upgrading and commercial skill programs.



Lakeshore II Campus

The Lakeshore II Campus deals mainly with technical and apprenticeship skill programs but also offers related post-secondary programs. Unique cooperative training programs are offered to the metal machining industry at the Industrial Resource Centre.



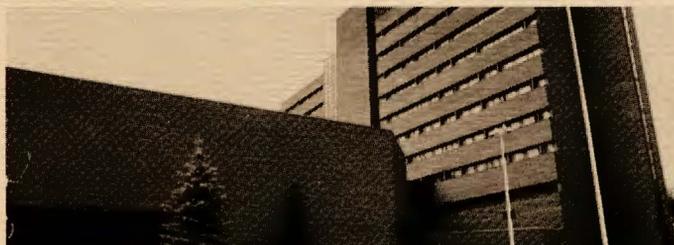
Keelesdale Campus

This campus offers residents of the Borough of York local access to English as a Second Language, Academic Upgrading, and a broad range of commercial programs and part-time studies.



York-Eglinton Centre

This campus offers residents of the Borough of York local access to English as a Second Language, Teller Cashier, and a variety of part-time courses. These courses are provided through nine Neighbourhood Learning Centres at local secondary schools.



Osler Campus

The Osler Campus is primarily attended by Nursing students. It is also the only campus with residence facilities, offering housing for female students.

The Applied Arts Division is a diverse division offering a wide range of courses from Horsemanship to Modelling. Educational delivery systems employed in the division include post-secondary, Apprenticeship, Retraining, part-time studies, clinical courses and industry sponsored training. Applied Arts has 1500 full-time post secondary students, 2000 part-time students, several hundred correspondence course students and more than 50 adult occupational training and apprenticeship students.

Programs offered through the Applied Arts Division include:

- Advanced Police Studies
- Applied Vocational Rehabilitation
- Arena Management
- Child Care Worker
- Developmentally Handicapped Correspondence Courses
- Early Childhood Education
- Early Childhood Education for the Developmentally Handicapped
- Equine Studies
- Family and Consumer Studies
- Fashion Modelling
- Horticulture Apprenticeship
- Hospitality Programs
- Jockey Training
- Landscape Technician/Technology
- Law and Security Administration
- Mental Retardation Counsellor
- Recreation Leadership
- Retail Floriculture
- Ski Area Management
- Security Studies
- Travel and Tourism
- Workshop Rehabilitation



Child Care Centres

Humber is particularly proud of the child care centres in the Applied Arts Division. The Developmental Centre provides individualized programs for profoundly retarded and handicapped school age children. The Day Care Centre at the North Campus provides child care and educational programs from 7:30 am to 6:00 pm daily for 50 children. Short term care is available in the Children's Activity Centre. Limited playground facilities have now been improved as a result of a tremendous fund raising effort by students, parents and staff who must be thanked for the Adventure Playground on the North Campus.

Equine Centre

Unique to the college system in Ontario is the Humber Equine Centre in which the two year Equine Studies Program is offered. The Centre has an excellent surgery used as a lab for students and a clinic for the industry. It also stables more than 50 horses, has an olympic sized arena, a show paddock, classrooms and offices. Directed by Elizabeth Ashton, a member of Canada's World Gold Medal Three Day Eventing Team, the Centre has an international reputation. International competition on this continent and in Europe has proven that our students are among the world's best horsepeople in the world.

Arboretum

The Arboretum is a 300 acre site encompassing all of the valley land from highway 27 North, west to the Clairville Dam at Indian Line Road. This massive area will become one of the country's largest collection of native and exotic trees and shrubs. Both natural and ornamental areas will be developed largely through private funding. The Arboretum is maintained in cooperation with the Borough of Etobicoke Parks Department, Metro Toronto Parks Department, and the Metro Toronto and Region Conservation Authority.

The Business Division

The Business Division continues to provide education successfully to large numbers of young men and women. During 1979/80, approximately 2,000 day students and more than 6,000 part-time evening students attended classes, mainly at the North Campus to pursue their first career or to expand their present or future careers. There is considerable student demand for entry into all programs and graduates continue to gain high acceptance with employers.

Business offers diplomas and certificates in the following:

- Accountancy Diploma
- Accountancy Certificate
- Business Administration Diploma
- Business Administration Certificate
- Computer Programming Diploma
- Computer Programming Certificate
- Computer Programming Analyst Certificate
- Data Processing Diploma
- Executive Secretary Diploma
- Executive Secretary Certificate
- General Business Diploma
- General Management Certificate
- General Business Certificate
- General Secretary Certificate
- Legal Secretary Diploma
- Legal Secretary Certificate
- Legal Documents Secretary Certificate
- Manufacturing Management Certificate
- Marketing Diploma
- Marketing Certificate
- Medical Secretary Diploma
- Medical Secretary Certificate
- Personnel Management Certificate
- Professional Golf Management Certificate
- Property Security Management
- Retail Merchandising Certificate
- Salesmanship Studies Certificate
- Secretarial Fundamental Certificate

Current Highlights:

In Computer Studies, an optional third year is planned for the Data Processing Diploma and will include many of the new subject areas that have been developing in recent years like data base information systems and computer architecture.

The Computer Centre and Business Division have developed a laboratory where students may access 80 terminals which are directly linked to the latest IBM 4341 Computer installation.

A combined Management Studies and Secretarial Program aimed at those men and women interested in Office Administration and Systems will begin in 1981.

Word Processing is now included in all Secretarial programs, and is offered part-time in the evenings as well. Both concepts and practical applications are featured, with the course being "generic" in nature.

The Accounting, Management Studies and Marketing programs, some of which have Career Profiles, cover many of the functional aspects needed in business. These range from Advertising and Sales Promotion, Cost and Intermediate Accounting, Physical Distribution, Personnel Management, Manufacturing Operations and Business Policy.

Currently, a new educational direction has been taken by the Retail Co-operative Program where 60 students are studying at Humber and while they are also employed by major retailing organizations in Ontario. This venture is jointly sponsored by the Retail Council of Canada and Humber College and provides students with the opportunity to acquire retailing theory which can be applied immediately on the job in the work portions of the program.

Centre for Continuing Studies in Employee Benefits

In conjunction with the above mentioned programs, the Business Division operates the Centre for Continuing Studies in Employee Benefits, the only one of its kind in Canada. This four part program offers two courses by correspondence and seminars and the final two courses at Humber's North Campus.



The Commercial and Academic Studies Division

The Commercial and Academic Studies Division evolved from a basic retraining mode offering English as a Second Language, Academic Upgrading and Commercial Studies, to a multi-campus operation with offerings that embrace college divisional areas. There are 1100 full-time students and 350 part-time students.

Courses in this division are concentrated at the Lakeshore I, Keelestdale, and York-Eglinton Campuses.

Programs Offered Include:

Academic Upgrading (college prep)
Accountancy Assistant
Accounting Diploma
Basic Job Readiness Training
Bookkeeper - Typist
Business Administration Diploma
Clerk Typist
Community Studies Diploma
Data Entry Operator
English as a Second Language
English as a Second Language - Basic
English as a Second Language - Advanced
Executive Secretary Diploma
Executive Secretary Certificate
General Business Diploma
General Secretary Certificate
Legal Secretary Diploma
Legal Secretary Certificate
Marketing Diploma
Medical Secretary Certificate
Medical Secretary Diploma
Metal Arts Diploma
Secretary-Machine Transcription
Social Service Worker Diploma
Teller Cashier

In addition to these programs, the division provides Mathematics, Communications and Life Skills for Technical, Commercial, and Apprenticeship programs as well as Mathematics, Physics, Chemistry, Communications and General Studies for the Lakeshore post-secondary programs.

Ninety-five percent of the learning materials used in retraining (short) programs have been developed by the teaching staff within the division with the assistance of the program development team. The curriculum is competency-based and allows great flexibility in addressing the needs of individual students. Students are fully tested on entry, placed at a level consistent with their backgrounds and given the opportunity to progress as rapidly as their ability will permit.

The division serves the Borough of York through the Keelestdale campus and the York-Eglinton Centre offering Academic Upgrading, Commercial Studies and English as a Second Language. The division also handles the academic administrative functions for the Neighbourhood Learning Centres operated jointly with the York Board of Education.



The Creative and Communication Arts Division

The Creative and Communication Arts Division, embracing programs and service departments whose activities are highly visible and/or audible, has a pronounced profile both within and outside the college. The Creative and Communication Arts Division (CCA) had approximately 1,250 full-time and 4,000 part-time students in its 12 programs in the 1979/80 year.

Programs offered in CCA include:

Advertising and Graphic Design
Audio Visual Technician
Creative Photography
Film - TV Production
Furniture Design
Interior Design
Journalism
Music
Public Relations
Package Design
Radio Broadcasting
Theatre Arts

Highlights of the 1979-80 year include many awards. Design won a \$14,000 and \$3,000 award respectively in the Province of Quebec Industrial Design Contest. Four students in the final year of the Interior Design Program won the first through fourth prize in the Eastern North America Business Interior Design Contest. Subsequently, the winner of the first prize in that contest placed first in the International Business Interior Design Contest. A second year Advertising and Graphic Design student won the Marketing Services \$500 mini-calendar design contest. A student from Film/TV Production and one from Theatre Arts produced a video tape, *Musical Memories, the Way We Were*, which won top honors at the annual conference of the Association for Media and Technology Education in Canada. The entry won the Panasonic Award presented annually to the educational video production judged to have accomplished the highest overall level of communication standards.

Music

Various accomplishments and activities of the faculty and students in the Music Department have contributed to the solid reputation of the Music Program as one of the finest in the country.

More than 40 concerts were presented by the five music ensembles at elementary and secondary schools and at in-house recitals. In addition, the Humber Jazz Ensemble's second record album was released during the year and has received international acclaim.

Several faculty members of Humber's Music Program served as adjudicators at the National Stage Band Festival

which was held in Ottawa and Basic Music Theory, a 13-week telecourse, was completed this year. It will be available for college credit on television as well as for sale to music departments in educational institutions across Canada.

Theatre Arts

Five plays were presented during the 1979-80 year by Humber College students and staff. In addition, Studio 44, a group of Humber and Ryerson students, presented the *Glass Menagerie* as a Showcase production. Summer Theatre Humber, a company of first and second year students, performed *Private Lives* as a touring children's show during the summer as a Federal Youth Project.

Media

Humber's Journalism Department publishes COVEN, the weekly campus newspaper, with one edition at the Lakeshore Campus and one at the North Campus. "Hourglass" the Journalism Program's magazine lab for second year students produced three issues last year dealing with educational matters. The newest lab publication is "Magazine World" which is produced by the third year students.

The Humber Television Centre had a typically busy year and produced 46 television programs for 1979-80.

Science and Medical Journalism

Humber College, in conjunction with York University, will be offering an exchange program in Science and Medical Journalism. Science students at York University will be able to take specialized science writing courses at Humber, while Journalism students from Humber will be able to take related science courses at York. These students will then be eligible for a Certificate in Science and Medical Journalism. This is Humber's first effort in a joint program with York University and it promises to be a successful one.



The Health Sciences Division

The Health Sciences Division offers 15 post-diploma and certificate programs at the North and Osler Campuses. With a full-time enrolment of approximately 700, these programs cover a wide range of health related professions.

A major concentration of effort in the Health Sciences Division continues to be in the promotion of part-time learning for health workers, and for the public, in health related topics. During this past year the division enrolled over 5,000 students in part-time courses, seminars, and workshops.

Most full-time programs in the Division are now available on a part-time basis. A number of new part-time certificate programs have been approved and will be first offered in 1980/81.

Health Sciences Programs:

- Ambulance and Emergency Care
- Clinical Nursing
- Contemporary Obstetric Nursing
- Emergency Nursing
- Funeral Service Education
- Health Care Aide
- Human Sexuality: Counselling and Teaching
- Mental Health Nursing
- Nursing Assistant
- Nursing Diploma
- Occupational Health Nursing
- Operating Room Nursing - R.N.
- Operating Room Nursing - R.N.A.
- Paramedic
- Pharmacy Assistant
- Respiratory Nursing

Nursing Programs

There are two Basic Nursing (Diploma) Programs, one at each campus. At the Osler Campus the Quo Vadis program approach is especially adapted to students 25 years and older. For many years this has been a very popular program for more mature students seeking a nursing career.

The post-diploma nursing programs continue to attract a large number of nurses who are responding to an increasing demand for specialized technical skills. This year one of the programs offered for the first time, was Occupational Health Nursing. This was offered in cooperation with a number of Metro area colleges.

Ambulance and Emergency Care

The Ambulance and Emergency Care Program continues to be the largest program in Ontario for training ambulance attendants. The faculty of this program offered the first post-secondary education in this field in the province and are now preparing to offer the first Paramedic Program for Ontario.

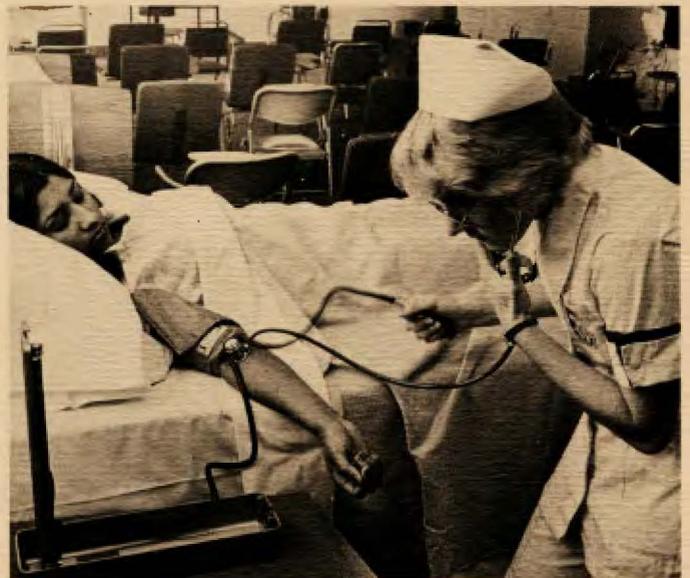
The growing demand to update the skills of health workers, as well as the trend of the public to take more responsibility for their own health, indicates that part-time offerings will grow significantly over the next few years. The Ambulance and Emergency Care Program is now in its third year of enrolling employees of the Metro Toronto Department of Ambulance Services and will soon have graduated over 400 ambulance attendants.

Funeral Service Education

The Funeral Service Education Program continues to be unique in Canada. It is the only post-secondary program training future funeral directors.

Human Sexuality

For the first time this year the Human Sexuality: Counselling and Teaching Program is available to health workers who, in their present professional roles, have need of further training in the subject of human sexuality.



Human Studies faculty are specialists in a variety of disciplines and offer service courses to many programs where a knowledge of fields such as psychology, economics, human relations and foreign languages is required.

While the Human Studies Division has only one program, General Arts and Science, almost every post-secondary student from every academic division will take at least one Human Studies course each semester.

The General Arts and Science Program has been designed to meet a number of needs which have been identified by students. This expression of their needs has led to the goal of providing the students with an educational setting designed to stimulate them to explore the relationship they have with the diversity of modern, complex, Canadian society. The students who enrol in General Arts and Science courses want to learn for a variety of reasons. The program is designed with the generalist philosophy of education in mind. This approach allows the students to stimulate their appetites for learning about themselves, their relationships with others and their obligations to society as responsible, contributing citizens. Also, the program allows time to determine primary career interests before embarking on a long term investment in the educational experience leading directly to a career.

Human Studies provides service courses to all programs within the college. Business, industry and the professions require people who can communicate effectively. To graduate from a two or three year post-secondary program, a student must obtain credits in two of the following: Language Skills; Communications I; or Communications II. Those in shorter programs have their Communications requirements designated on a divisional basis.

The Language Development Centre provides a unique opportunity for students to develop and increase proficiency in communications skills. Any student in the College may come to the centre on a drop-in basis for help with reading and writing. Instructors may also refer students for help with specific assignments or assistance in improving their writing.



The Technology Division

The Technology Division is staffed with journeymen, technicians, and engineers, each with many years of industrial background. Their function is to provide the training needed in today's technical job market. Our approach involves the commitment and organization of all of our resources to meet the practical and educational needs of any individual or organization interested in technical training. The technology programs at Humber cover almost all existing technical areas and range in breadth from journeymen training up to state-of-the-art technical seminars.

Self Paced Learning

Technology has introduced many innovative approaches to education. The result has been student commitment and motivation and a rate of learning paced by the student's abilities. The following are offered on an individualized learning basis:

- Automatic Machining
- Cabinet Making
- Camera Repair Mechanic
- Drafting Certificate
- Electronic Certificate - Mobile Radio
- Electronic Certificate - Radio and TV
- Industrial Instrumentation Mechanic
- Machine Shop Practice
- Marine and Small Power Equipment Mechanic
- Numerical Control Machine Programmer
- Welder Fitter
- Welder Operator

Traditional Learning Programs

In other cases, the traditional classroom style is the most important effective way to offer training. All of Humber's post-secondary diplomas contain substantial lab content for students to obtain the "hands-on" experience so necessary for one to enter today's job market.

Programs available under this learning format are:

- Architectural (Design) Technician/Technology
- Aerial Survey Technician
- Air Conditioning, Refrigeration Engineering Technician
- Chemical Engineering Technology
- Chemical Laboratory Technician
- Chemical (Microbiology) Technician
- Civil Engineering Technician/Technology
- Electromechanical Engineering Technician/Technology
- Electrical Control Engineering Technician
- Electronics Engineering Technician/Technology
- Electronics (Medical Equipment) Engineering Technician
- Electronics (Video) Engineering Technology
- Industrial (Management) Engineering Technician

- Industrial (Quality Control) Engineering Technician
- Mechanical (Drafting Design) Engineering Technician
- Mechanical (Tool & Design) Engineering Technology
- Survey Technician/Technology
- Transportation Planning Technology

In our commitment to flexibility, the Technology Division has searched out fresh approaches to serve new and demonstrated needs. This has resulted in seven unique diploma programs offered by the Division:

- Explosives Technician
- Hydrographic Surveying
- Industrial Instrumentation Technician
- Mechanical (Numerical Control) Engineering
- Numerical Control Machine Programmer
- Precision Instrument Technician
- Technical Sales Representative

Most of the day-time programs can be taken part-time for the benefit of the working student. For the part-time student we have developed certificates containing anywhere from 4 to 14 courses extracted from a diploma program. Thus, any certificate is in itself a credit towards a diploma. The evening diploma programs have a unique feature in that all required courses are available to students during a five year period. This enables the part-time student to plan with confidence towards the completion of a Technology Diploma.

Industrial Training

In keeping with the concept of the College as a place to ready the student for industry, the natural fall out is that we should be involved with updating employees already employed. This avenue has been extensively explored by the Division and has taken two forms: Conferences and Seminars and Contract Education.

Humber's Technology Division has initiated and offered many seminars in the technology field with successful seminars attracting participants from around the world.

These seminars focus on today's technology and are widely advertised. Examples would be Microcomputers, Optoelectronics, Occupational Health and Numerical Control. In addition we offer seminars with internationally recognized speakers (Geometronics) which draw delegates from many continents.

The Seminar Series has been extremely successful and has enabled the division and its staff to remain current in the latest technologies while at the same time keeping lab equipment up to date.

Contract Education

To date we have run a large number of training programs for industry at their request, either on their premises or at

the college, whichever they prefer. The impetus for these programs has come from the many seminars we have offered and from our known expertise as evidenced by the evening programs.

The typical contract education course runs from five days to two weeks of concentrated training. We can also provide industrial training on a weekly basis in the evening or weekends.

Our strengths have been the ability to provide the training where it is needed, concentrating on what is needed, so that we can meet the requirements of the company.

Industrial Resource Centre

The Industrial Resource Centre (IRC) at Humber College offers a unique variety of day and evening training programs to the industrial community. The IRC, located on the Lakeshore II campus, has modern equipment and machinery needed for a variety of training programs.

Activities at the IRC include:

Industrial Training

Apprenticeship (Tool and Die and Machining)

Manpower and Retraining (Automatic Screw Machines
Machining, Industrial Maintenance and Drafting)

Refresher Courses

Training Host for the industry sponsored training facilities in the Heating and Refrigeration Industry (HRA) and the Housing and Urban Development Institute of Canada (HUDAC)

Post-Secondary Courses

Job Preparation Activities (OCAP and Basic Job Readiness Training)

Women in Technology

New and challenging opportunities are opening for women and the Technology Division has placed special emphasis on promoting technical careers for women. A brochure aimed at the high school student hopefully will encourage more women to break away from the traditionally "Female Programs." In the past, the Chemical Programs were the only ones with a high female enrolment. We are slowly seeing the products of our efforts and have female graduates in Electronics, Architectural, Surveying, Hydrographic Surveying, Manufacturing Engineering, Mechanical Engineering, Mechanical Design, Transportation Planning, and Aerial Survey Diploma Programs.

Expotech

Technology's 10th anniversary project has resulted in a very successful annual technology fair. The number of entries has grown each year from 15 in 1977 to 55 in 1980 with participants from Ottawa to Windsor.

The Technology fair known as EXPOTECH has been designed to give technically oriented students the opportunity to demonstrate their technical abilities and to compete with other students for awards and prizes.

Project categories range in disciplines from Mechanical, Industrial to Electrical, Electronics, Ecology, Environmental, Architectural, Construction Safety and Occupational Health fields.



The Physical Resources Department is responsible for maintaining buildings, grounds and the college physical environment to provide an effective teaching/learning setting. Six campuses representing 1,046,423 square feet of space and college buildings and equipment worth nearly \$50 million are managed by the department.

Since 1975 energy conservation has been a high priority. Through the introduction of major mechanical retrofit programs and the introduction of computerized automation systems, a 30 percent reduction in college energy usage has been realized thus saving in excess of \$200,000 per year.

While the college has been experiencing continued growth during the past few years, little additional space has been added thus causing an ongoing shortage of classroom space. Through space auditing and scheduling procedures and an ongoing renovation program, the department has succeeded in attaining a 90 percent utilization of academic college facilities.

Because of the relative isolation of the North Campus, the College operates a student bus service to and from the College each morning and afternoon throughout the academic year. More than 5,000 students per week use the College's 14 buses which travel six different routes.

The department has recently developed a computerized preventative maintenance system and is a forerunner among provincial colleges in integrating this system with college building management functions.

Like all Colleges in Ontario, Humber College is funded mainly by public monies through provincial grants. It is college policy to keep the general public, especially the residents of the Boroughs of Etobicoke and York, aware of how these funds are used. In this regard a statement of financial operations is included with this report.

In light of the increasing restraints in the funding mechanism, it has become increasingly more important to achieve the most effective and efficient use of the funds available. The college is constantly reviewing its budgeting process, to provide more accurate financial data on a regular and consistent basis. The College is conscious of its responsibility to its community for high quality educational services. The administrative arm of the College is structured by design to compliment this goal.

Source and Application of College Funds

Figure 1 shows the percentage distribution of the operating source of funds for the fiscal year 1978/79. Figure 2 shows the operating expenditures as a percentage of major financial cost centres.

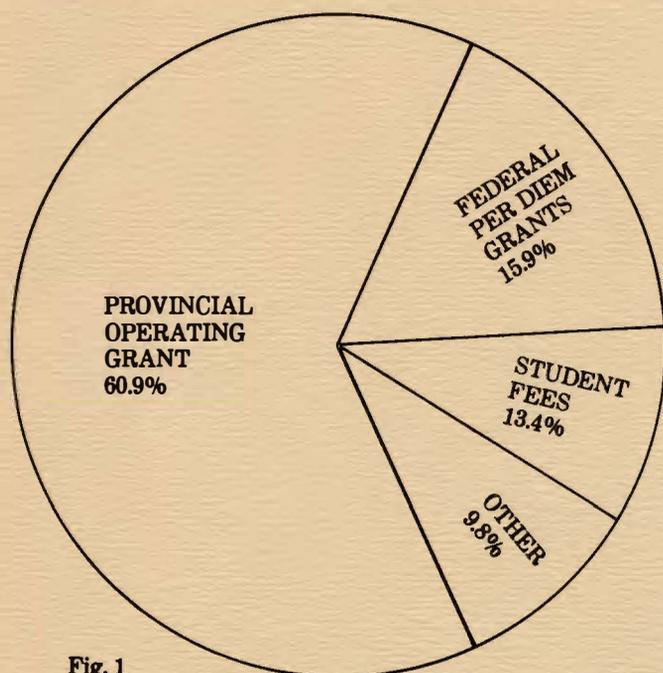


Fig. 1

Figure 3 shows the percentage distribution of the operating source of funds for the fiscal year 1979/80. Figure 4 shows the operating expenditures as a percentage of major financial cost centres.

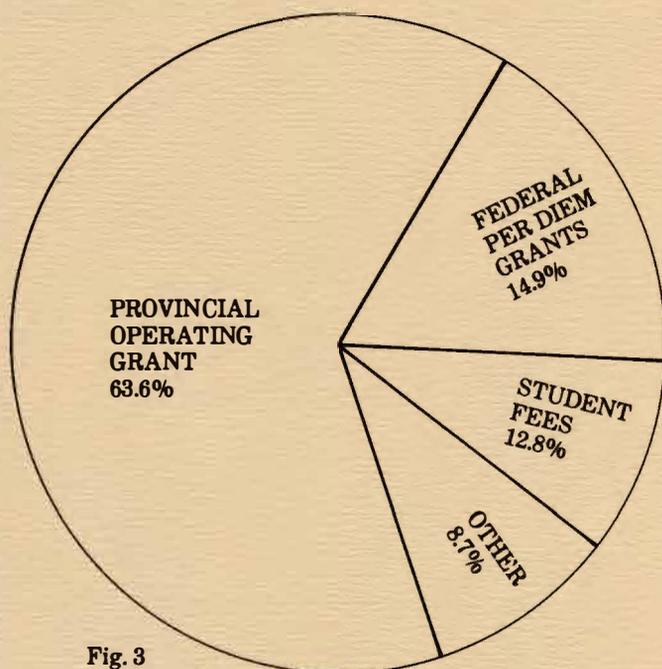


Fig. 3

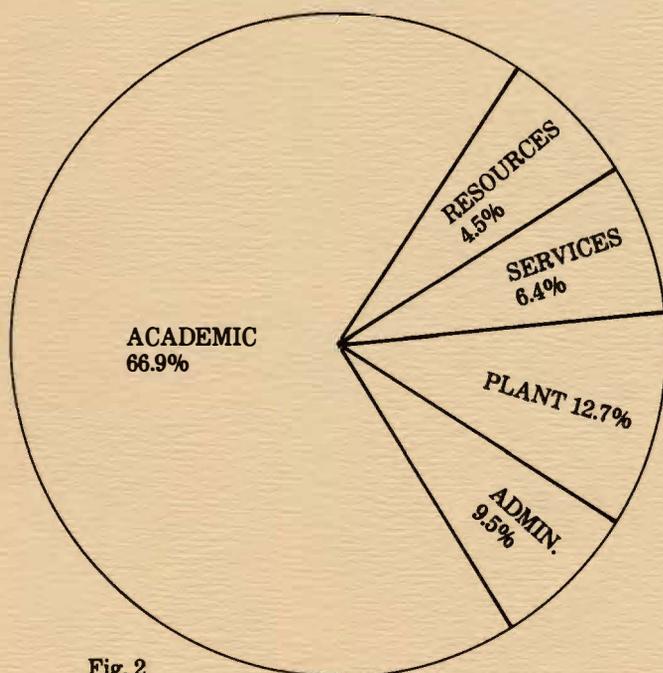


Fig. 2

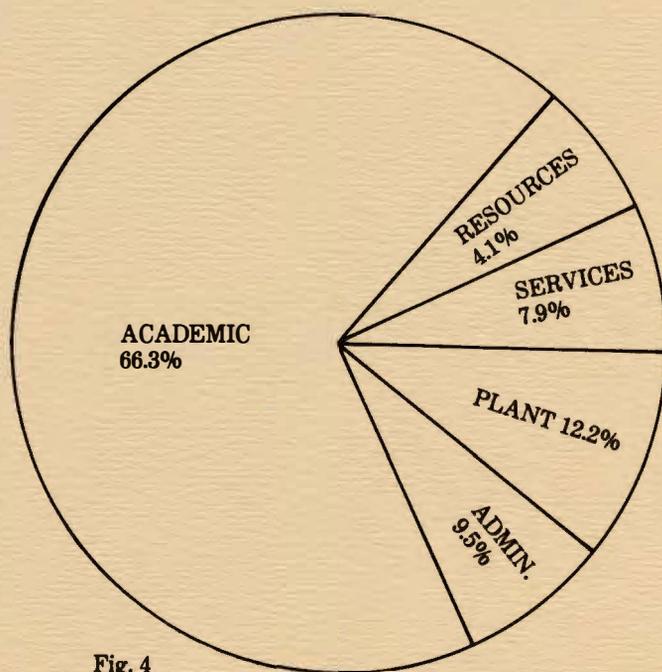
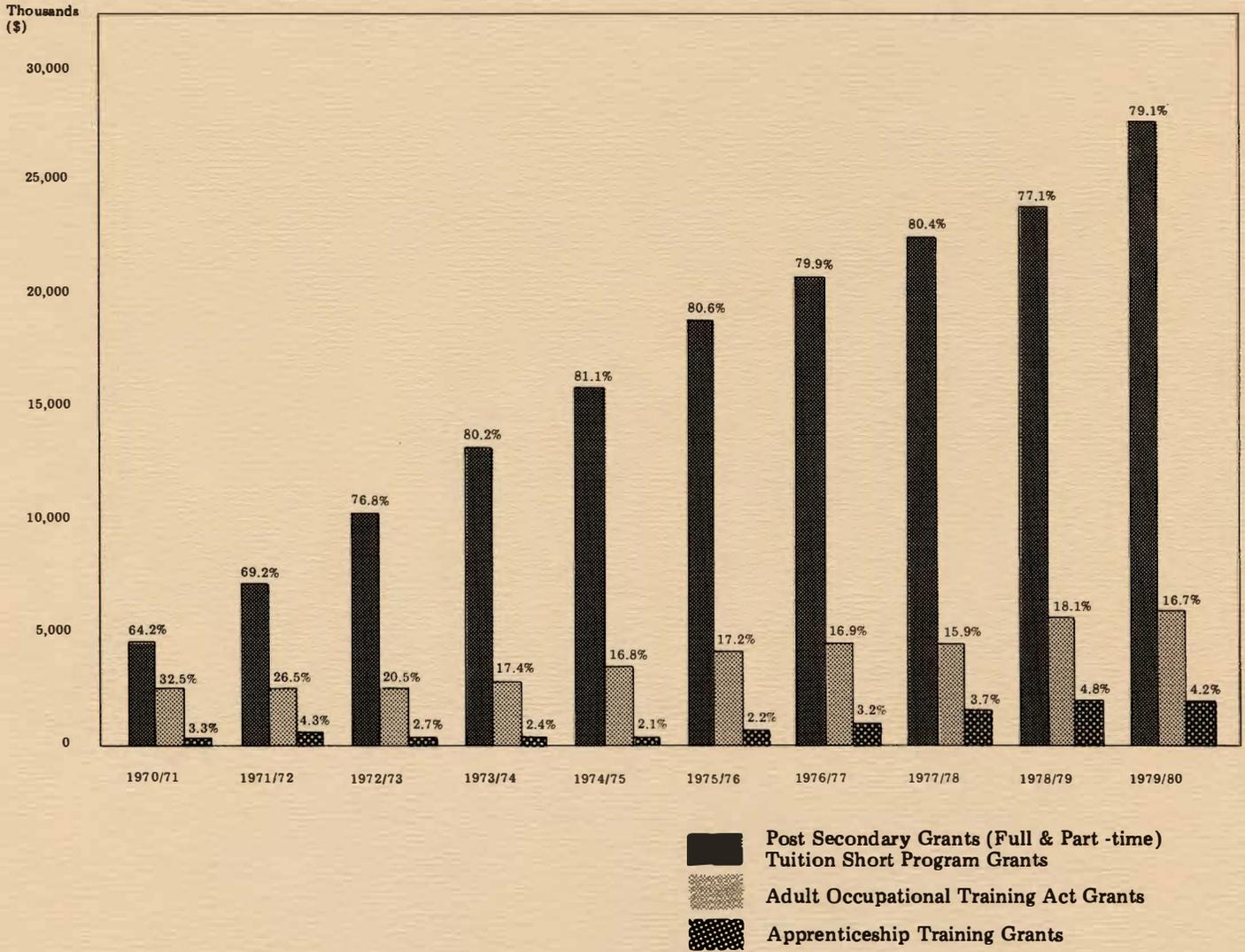
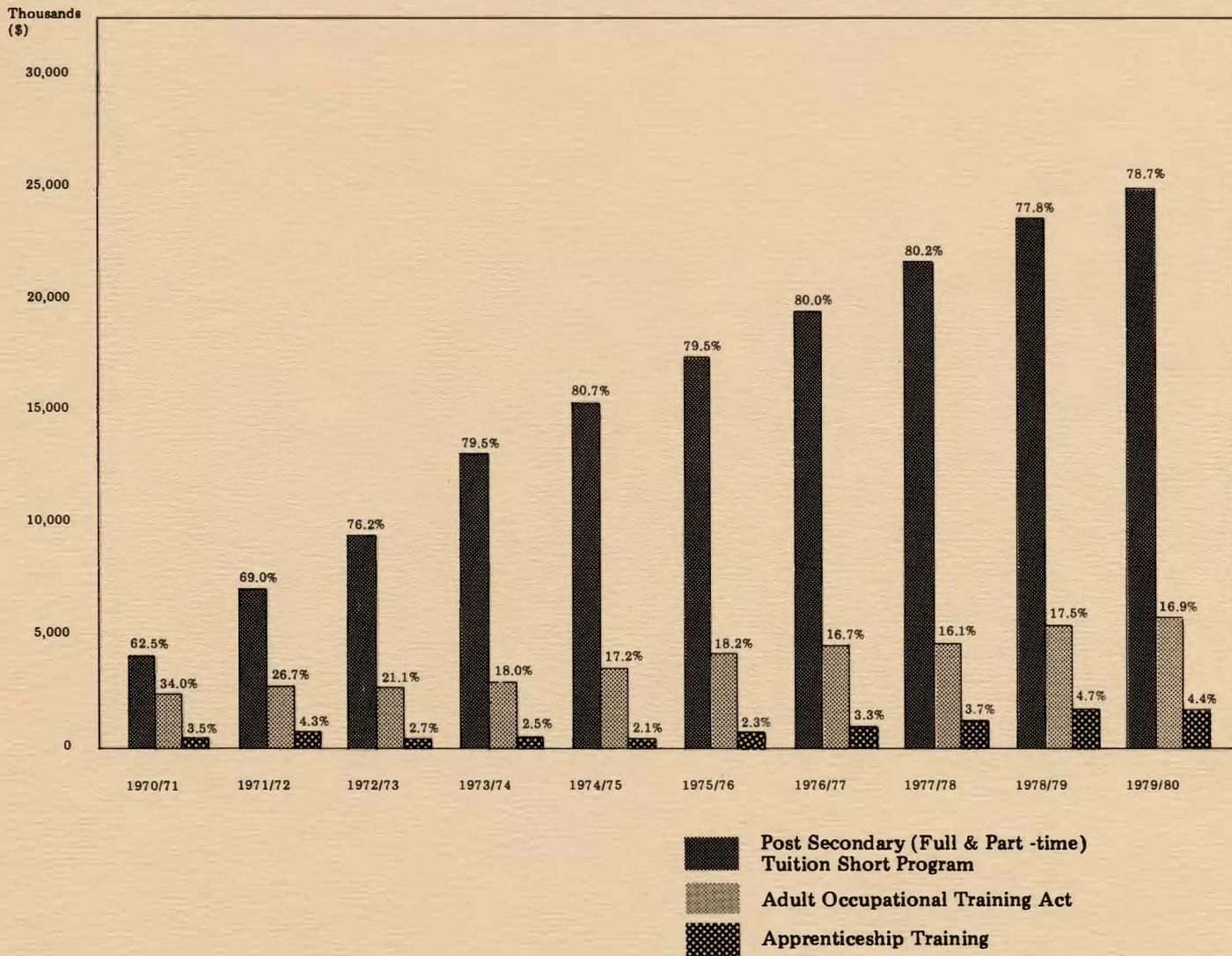


Fig. 4

Comparison of Provincial and Federal Operating Grant Revenue 1970-1980



Comparison of Provincial and Federal Operating Grant Expenditures 1970-1980



Office of the Registrar

General

The Office of the Registrar administers a College-wide registrarial system serving 9,000 full-time students and about 46,000 (annually) part-time. The various functional areas include admissions, records, scheduling, financial assistance, secondary school liaison, information services, student grievance, student housing, guide service, statistical reporting and special events.

Admissions and Records

The Admissions and Records staff is combined and functions in an open office concept. Each member of the support staff is responsible for a number of designated programs and looks after all of the registrarial processes involving students in those programs from application to graduation. Once applicants become acquainted with the College, they are encouraged to deal directly with the staff member on an informal access basis.

Scheduling

The Director of Records and Scheduling has a College-wide responsibility for records systems, space control and allocation. The director helps determine a bulk allocation of classroom space which then comes under the direct control of the academic divisions. The common areas of the College remain under the director's control for scheduling.

Financial Assistance

The Financial Awards Office administers the Federal and Provincial loan and grant programs providing services to all campuses and the various programs areas. The staff also administers a temporary loan program which is designed to assist students on a short term basis in case of emergency.

Secondary School Liaison

The primary role of Secondary School Liaison is to provide clear and accurate information about Humber College to potential students, their parents and secondary school counsellors. This is done through personal visits, mailings and telephone conversations. They conduct visitation programs to the secondary schools through individual visits, group visits from College staff or through participation in College information days. Visits to the College by secondary school students are arranged by the liaison staff. This may be by individual or group visits. Arrangements are made for students to talk with program co-ordinators or faculty and an opportunity is given for potential students to sit in on classes in their area of interest.

Information Services

The Office of the Registrar ensures a comprehensive dissemination of program information on all College offerings. This is done through the provision of an effective

telephone and written response service to enquiries in all College registrarial locations.

Student Grievances

The Registrar personally administers the Student Grievance process. He provides a secretariat for the appeals committee and counsels both students and academic staff in the appeal process.

Housing Service

A housing service is provided at major campus locations. It is administered by regular staff throughout the year and augmented by part-time help in the peak summer periods.

Guide Service

A guide service is also maintained to meet general College needs and assist in the organization and conduct of special events such as Convocation.

Statistical Reporting

The office maintains statistics, historical and projected, as a basis for planning, staffing and management within the College. These are readily available for those who need access to them.

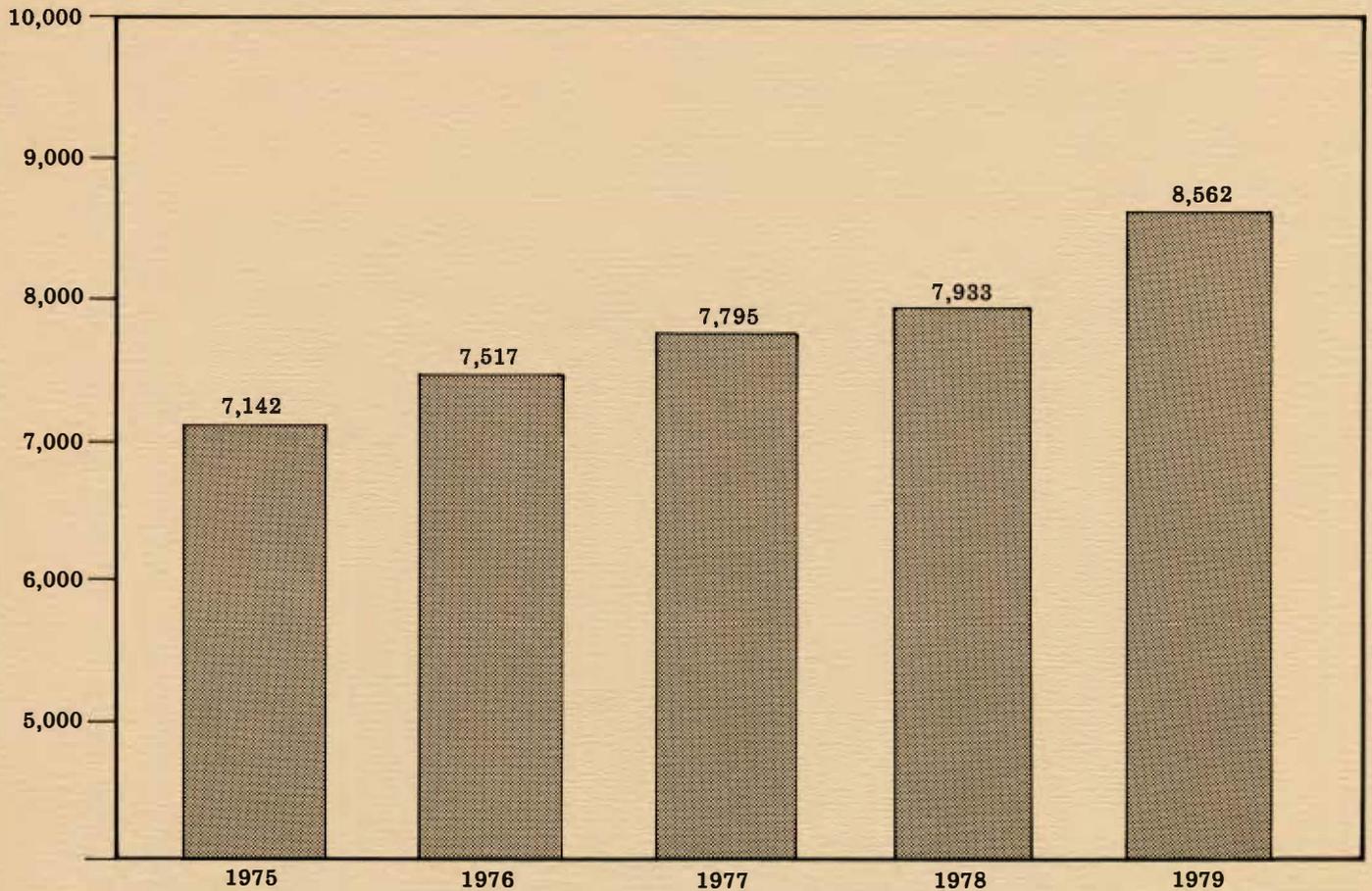
Special Events

The most significant special events in the College are the annual Convocation exercises. They involve almost every area of the College community and represent a fitting end to the traditional academic year. Once again six ceremonies were held, one at the Lakeshore for all programs offered there and one per academic division at the North. Altogether approximately 8,000 students, families and friends participated.

Applications and Enrolments — Applications

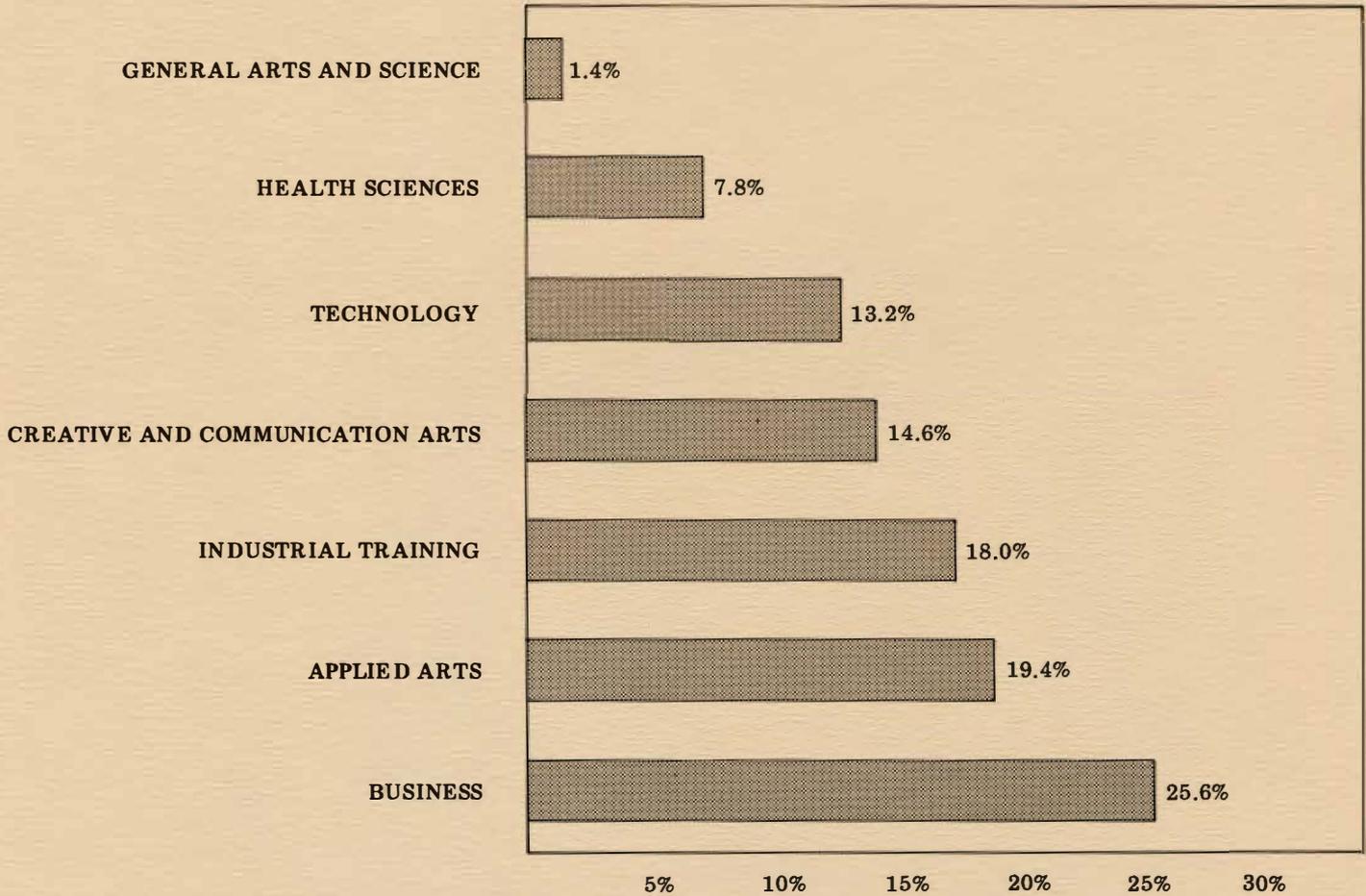
Humber continues to lead the College system in number of applications. The pattern closely resembles that of last year with about 500 more applications being received for a total of approximately 17,600. The slow response of returning students, coupled with a higher rate of attrition between Fall 1979 and Winter 1980, is a matter of some anxiety as our primary anticipated growth for 1980/81 was in the continuing student area.

**Full-Time Enrolment
1975 to 1979
Fall Term**



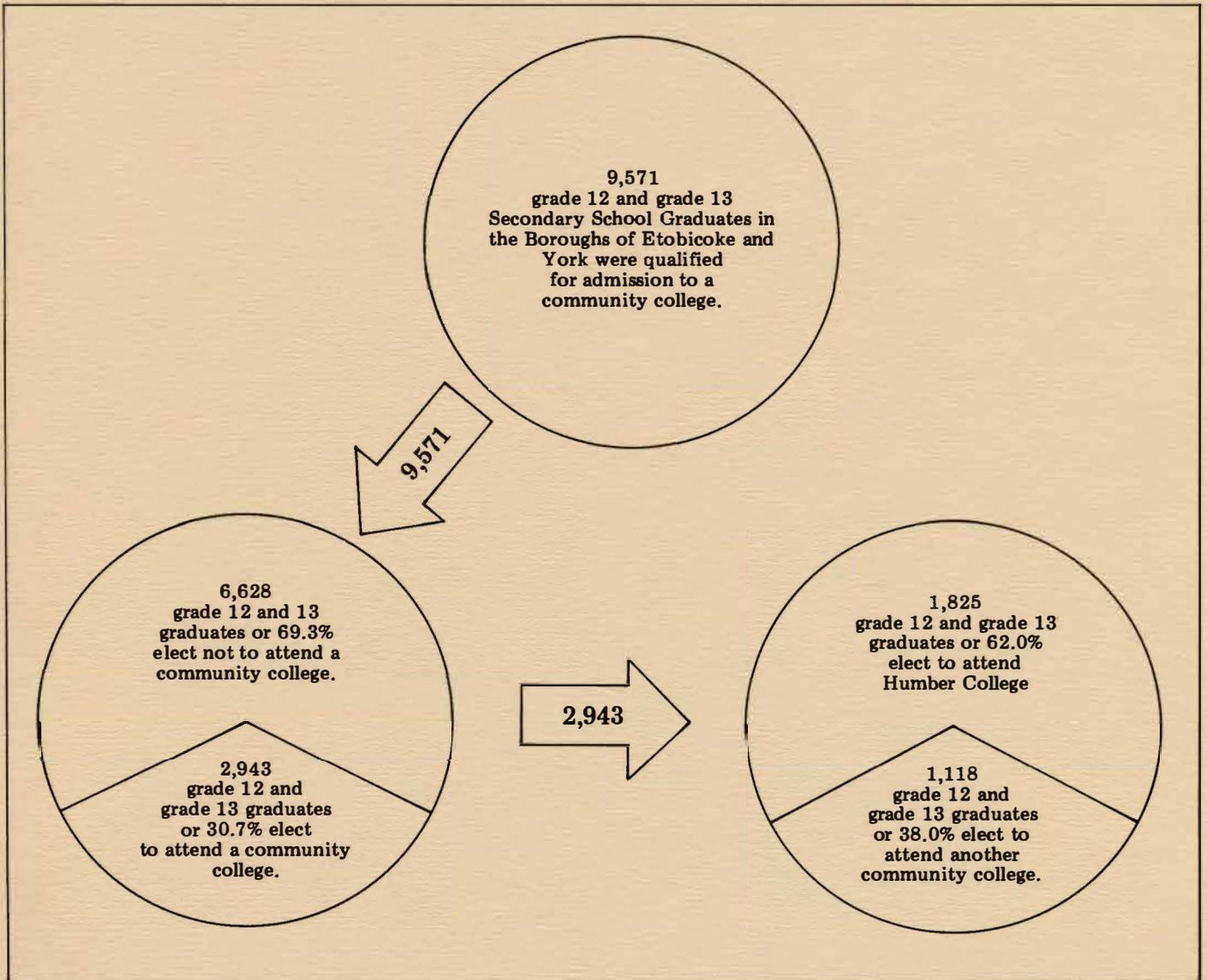
Over the last five year period Humber's full-time student enrolment has shown steady growth exceeding 8,500 registrations based on Fall 1979 figures. Full-time post secondary programs account for approximately 80% of the total registrations with the balance consisting of the College's Industrial Training programs (Adult Occupational Training Act Programs, Tuition Short Programs, Apprentice Training Programs).

**Full-Time Enrolment
By Program Area
Fall 1979**



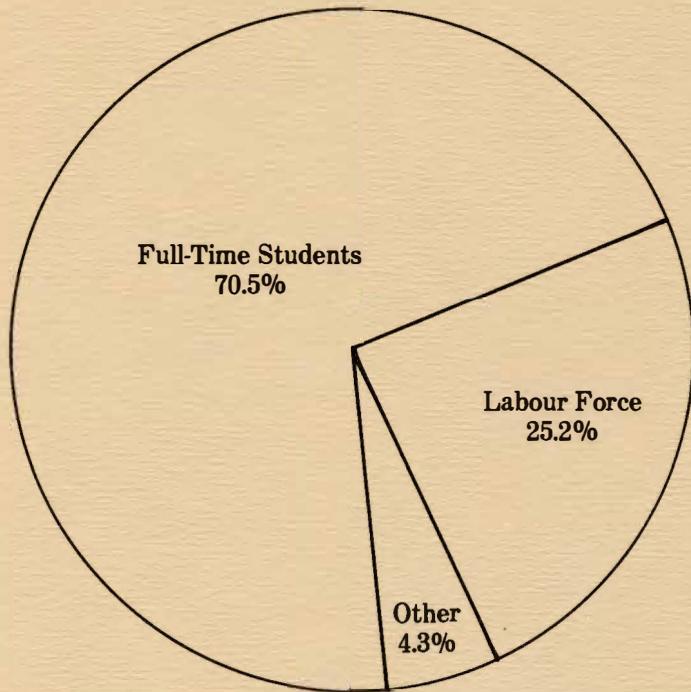
Humber College offers a wide range of career related programs. Over 30% of our full-time students are registered in Technology and Industrial Training Programs with our largest single enrolment in the Business Division consisting of over 25% of our total student population.

**Destination of Secondary School Graduates
Boroughs of York and Etobicoke
Full-Time Post Secondary
Fall 1979**



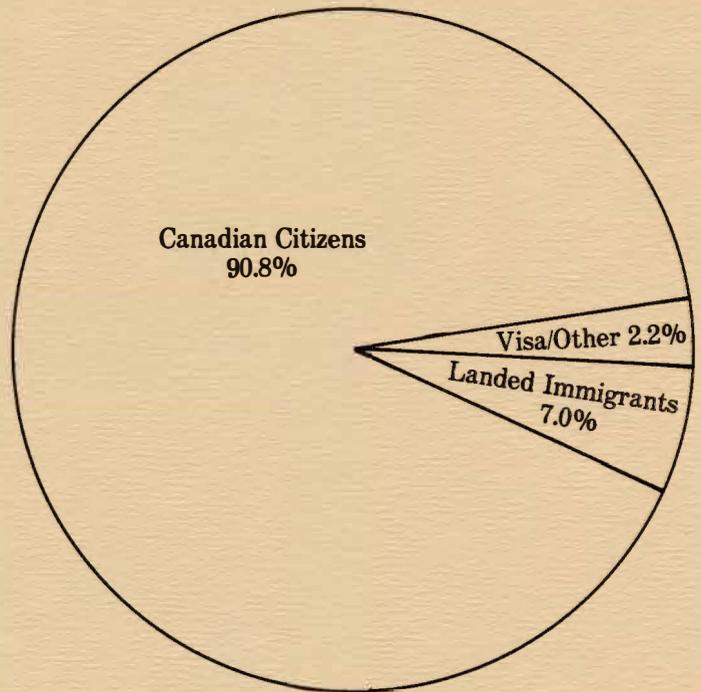
Based on Fall 1979 full time post secondary enrolments, Humber demonstrated the ability to retain 62% of those grade 12 and 13 school graduates from the Boroughs of Etobicoke and York who elected to attend a community college. This is one of the highest rates within the college system.

**Full-Time Post-Secondary Enrolment
By Previous Activity
Before Attending Humber College
Fall 1979**



The majority of those students who enrolled in a full-time post-secondary program at the College were previously full-time students (70.5%) while a smaller percentage of the total (25.2%) came directly from the labour force. Comparisons by sex show minor differences . . . Full-time students male = 66.5% Female = 74.2%, labour force male = 30.0% female = 20.8%.

**Full-Time Post-Secondary Enrolment
By Citizenship Status
Fall 1979**



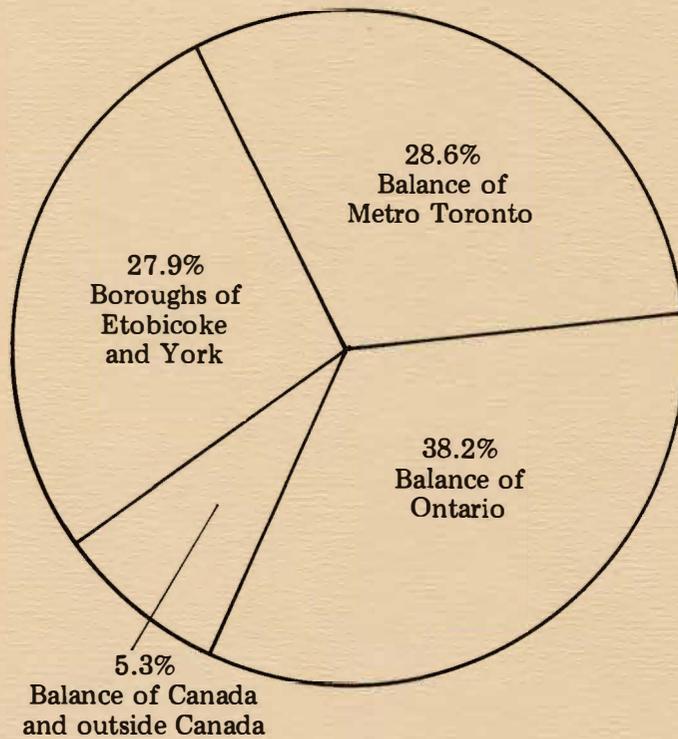
Over 90% of our full-time post-secondary students are Canadian citizens, 7% have landed immigrant status with slightly more than 2% in the student visa, other/unknown category.

**Full-Time Post-Secondary Enrolment-Percentage
By Previous Level of Education by Previous Activity
Before Attending Humber College
Fall 1979**

	% Full-time Student	% Labour Force	% Other	% Total
Elementary		0.2	0.3	0.1
Secondary - below SSGD	1.7	6.1	10.2	3.2
Secondary - SSGD	55.0	39.6	32.8	50.1
Secondary - partial Grade 13	13.1	12.9	7.5	12.8
Secondary - SSHGD	19.8	14.7	11.5	18.1
University Attended	4.1	8.5	12.9	5.6
University Graduated	1.4	2.8	2.0	1.8
Professional Certification	0.1	1.0	1.7	0.4
Other Post Secondary	3.2	7.3	9.2	4.5
Retraining - Non Post-Secondary	0.2	0.6	1.7	0.3
Apprenticeship	—	0.2	0.3	0.1
CAAT Qualifying Course	1.3	3.4	4.1	2.0
Other	0.1	2.7	5.8	1.0
TOTAL	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

Approximately 50% of the College's full-time post-secondary enrolment entered Humber with a Grade 12 education, 31% with a partial or completed Grade 13 and 7% having attended or being graduated from a university.

**Full-Time Post-Secondary Enrolment
Student Home Address
Fall 1979**



Based on Fall 1979 enrolments Humber College continues to draw over half (56.5%) its full-time post secondary students from the Metropolitan Toronto area with over one quarter (27.9%) residing in the Boroughs of Etobicoke and York. The majority of students (94.7%) reside in the Province of Ontario.

Continuing and Community Education

The Continuing and Community Education Division of Humber College was created to fulfill two major objectives for the College. The first objective is to provide administrative coordination for all continuing education activities in the College; the second objective is to develop a broad spectrum of new course and program ideas for part-time students.

Working closely with the academic divisions, Continuing and Community Education coordinates the information flow necessary for developing and marketing the post secondary courses offered by the College divisions, as well as generating new non post-secondary activities in response to community demand.

The developmental mandate of Continuing and Community Education, a major focus of departmental activity since January 1980, has produced a number of important initiatives for the College.

Third Age College

Third Age College activities for senior citizens, long a Humber commitment, were augmented by the Elderhostel program this year. Elderhostel is a week long residential learning experience for students over sixty years of age. Coordinating the program for Ontario institutions (Laurentian University, Trent University, York University and Humber College), the division added an important new element to Humber's ability to respond to the needs of older adult learners.

Volunteer Management Certificate

This new learning opportunity is designed for those charged with the management of volunteers in social and human service agencies. The certificate, sponsored jointly with The Volunteer Centre of Metropolitan Toronto, represents an important addition to the educational opportunities available for coordinators of volunteers in Ontario. The initial program's oversubscription marks its acceptance in the field.

Music Education for Children

This cooperative effort with The Etobicoke Parks and Recreation Department was designed to make Humber resources available to the community. In this case it serves an age group not usually part of the College's mandate, but very much interested in the resources of our well-known music department.

Summer Sailing Program

Using dingies and the Orion, Humber's 36' Roberts keel boat, approximately 400 students learned substantial new skills in sailing. Combined with courses in navigation and seamanship, the sailing program provides training in a

leisure education area that promises significant growth.

Program for Singles

New activities relating directly to the interests of single persons of all ages were implemented this year. A growing number of non married persons see Humber as a place to interact with new people in a positive learning environment that uses Humber's considerable teaching resources in art, film, theatre, and haute cuisine to create a unique educational experience.

Summer Language Program

As part of the National Summer Language Bursary Program, Humber again acted as host for 80 Francophones for an intensive six week language immersion program. This year students contacted more anglophones through active volunteer work and achieved greater English fluency than in previous years as a result of a broadened cultural program.

Development For 1981/82

Part of the divisional workload includes developing ideas for the years to come. The academic year 1980/81 will see some of the following concepts, now under development, become programs in the community.

Training for Mentally Retarded Adults

Curriculum is nearing completion for a program that will extend Humber's responsibility as an educational institution to adults who have not had regular access to Colleges of Applied Arts and Technology in Ontario.

Elderhostel Expansion

Additional learning opportunities for senior citizens will be provided in 1981 by expanding the Elderhostel concept to new institutions in Ontario and by offering the program to an increased number of participants from Canada, the U.S. and Britain.

Harbourfront Courses

Supplementing the summer sailing activities will be a series of courses that will be of interest to the boating community at large. Offered at Harbourfront, they will mark Humber's strong commitment to leisure education.

Fitness in Organizations

Considerable interest is regularly expressed in fitness and lifestyle and their impact on productivity. Continuing and Community Education is working with a Metropolitan Toronto hospital to develop a staff fitness program. The results of this experiment will give direction to our future in fitness programming.

Athletics

Instructional Programs are offered by the Athletics, Recreation and Leisure Education Department which are marketed through the Continuing and Community Education Division. These programs are taught by skilled professional instructors and are open to students, staff and the community.

Association Programs

Specialized programs will be an increasingly regular feature of Continuing and Community Education. Community groups like The Ontario Cottagers' Association are working with the division to achieve the kind of training/education that fits their specific needs. Other provincial organizations are seeking professional development support through Humber's Continuing Education division.

Continuing and Community Education activity this past year has provided insight into some important directions for Humber programs. Enrolment in both post secondary and non post secondary part-time courses has increased this year. More people see continuing education as part of their regular lifestyle. The Continuing and Community Education Division is working to provide the kind of activity people want across a broad spectrum of interests and lifestyles.

**Part-Time Course Registrations
Humber College
1979/80**

	Registrations	%
Part-Time Post-Secondary	<u>16,990</u>	<u>37.0</u>
Part-Time Non-Post Secondary		
Vocational	3,324	7.2
Avocational	4,440	9.7
Management Development Programs	<u>1,131</u>	<u>2.5</u>
	<u>8,895</u>	<u>19.4</u>
*Adult Training Part time A.O.T.A.	247	0.5
*Adult Training Part time T.S.P.	796	1.7
	<u>1,043</u>	<u>2.2</u>
Training in Business and Industry (T.I.B.I.)	<u>18,966</u>	<u>41.4</u>
Total	<u>45,894</u>	<u>100.0</u>

The part-time course registrations now exceed some 45,000 students in the academic year just completed with a strong demand for part-time education at Humber. We anticipate that registrations will continue to demonstrate increasing growth in the years ahead.

In addition to full-time and part-time enrolments at the College, many activities go unreported in the sense that they do not appear as statistics.

The Continuing and Community Education Department works closely with community groups and agencies in the Boroughs of Etobicoke and York to develop community based programming for special needs. This service is provided without charge to assist non-profit groups in developing non-traditional educational objectives. Substantial interaction, therefore, takes place in outreach settings. Typical examples of these Humber assisted activities over the past year include: program development for mentally retarded adults; music education program for children; community workers luncheons; presentations to women's groups; and work with Learning Unlimited for Senior Citizens.

These outreach activities as well as a variety of consultations, group sessions and training experiences provided by Continuing and Community Education staff represent Humber's ongoing commitment to community involvement.

*A.O.T.A. - Adult Occupational Training Act.
T.S.P. - Tuition Short Programs

Professional Development

Professional Development is a very specialized resource service which supports the activities of individual faculty, departments and divisions, to improve college teaching and the learning environment. Through seminars, meetings, consultations, funding, disseminations of information, evaluation and the resource centre, the Professional Development Office provides instruction, advice and assistance to college staff engaged in educational development programs for personal or organizational improvement.

At Humber we follow ministry guidelines which call for an organized, purposeful, supported effort to provide for the professional and personal growth of our staff.

We work with faculty at all levels of experience, from the brand new teacher who has not yet stood in front of a class to the person with twenty years of teaching experience who is seeking to broaden his/her knowledge of the field of education. We are as concerned about the development of the part-time instructor as we are about the development of the full-time instructor.

In order to meet all these learning needs and interests we have developed a multi faceted approach for professional development. There is no one way to help the approximately 450 full-time and 500 part-time instructors learn about the educational process.

The major activities for the year 1979-80 included:

Formal Program for Probationary Faculty

Probationary faculty have a contractual agreement with the college to participate in an orientation program for one week in mid-August which includes formal workshops on the teaching/learning process and opportunities to practice teach.

In addition, thirty hours of Professional Development during the first year of teaching is required. This is split into group seminars and individual learning activities, held monthly on topics such as evaluating students, motivation, communication in the classroom, questioning techniques, and improving the use of discussions in the classroom. Individual learning activities are required to meet the specific needs of the teacher as determined in consultation with professional development and other experienced faculty and depend to a great extent on the instructor's specific background and teaching area.

Finally each faculty member must complete a major educational project. This is an opportunity for a faculty member to explore a topic of his/her choice in depth. This project is an individual assignment which should indicate that the faculty member involved has a good grasp of educational principles. The culmination of this project may be a piece of original research, some innovation in curriculum resources or an in-depth exploration of an area of interest.

Throughout development of the educational project the faculty member is in consultation with a Professional Development Officer.

Workshops/Seminars

Professional Development provides, on request, workshops or seminars on the teaching/learning process for the academic divisions. The change in grading systems has resulted in many requests for "evaluation" seminars. Other examples of topics requested include learning styles, motivation, adult learners, how to construct valid tests, writing course objectives, and group dynamics. Each of these seminars is tailored specifically for the group making the request. Both new and experienced faculty participate in the seminars.

Non-Faculty Seminars

From time to time we provide, on request, seminars for non-faculty groups such as support staff (time management), faculty evaluation (administrators), and presentation techniques (affirmative action).

Individual Consultation With Faculty

This is an extremely important function of the department. This is the time that the individual faculty member is able to settle his/her concerns in a private confidential manner on a one-to-one basis. They are able to do so without the fear that their difficulties will be recorded or used to influence the decision to hire or fire them. The consultations are both formal with a specified time appointed, or informal and spontaneous.

Spring Seminar Series

A series of 20 seminars and two mini courses was developed for new and experienced faculty in May and June. Although there are many other demands on their time, voluntary attendance has been excellent.

Course Evaluation/Development

We act as resource people to aid faculty in the evaluation of their courses and the subsequent modifications. This can involve meetings with the faculty, the students, employers and graduates. The development of a survey for these groups may replace the in-person meetings. Once this initial work has been done, there are many lengthy follow-up meetings with faculty to implement the changes.

Seminars For Part-Time Faculty

Two types of seminars were provided for part-time faculty during the year. Orientation sessions to teaching for new part-time instructors in all divisions were held along with teaching workshops on specific topics for all part-time faculty of an academic division. The teaching workshops are held at the beginning of each semester.

Class Visits

We encourage all new faculty to invite us to observe one or more of their classes. This observation plus the follow-up discussion helps the faculty identify their strengths and weaknesses, thus identify future learning needs. Further training through seminars, advice, consultation, reading and practice of new techniques is based on the diagnosis made during the class visit.

Continuing Education Course

"Teaching In The Community College" a 14 week evening credit course developed for current and future part-time instructors was taught in both the fall and winter semester.

Faculty Renewal

The Professional Development Office has consulted on and actively supported the faculty renewal program of one academic division. One person from the academic division involved was seconded to ProDev part-time, given office space, secretarial services and time to research the methods used in other colleges to help each faculty member in his division prepare plans for faculty for renewal.

Educational Development Fund

It is to the Educational Development Fund that faculty and staff apply for funding for projects that will contribute to the improvement of the teaching process at Humber College.

ProDev provides the permanent Secretariat to this fund. This involves discussions with faculty about projects contemplated, assisting faculty in preparing proposals, monitoring the projects that are approved, overseeing budgeting and preparing final reports.

The Educational Development Fund has been a source of encouragement and support to the permanent faculty and staff who wish to continue their professional development through the production of learning resources such as texts, manuals, films, learning packages. The fund has also been used by faculty to research new methods (e.g. art therapy), survey community needs (e.g. immigrant women) and evaluate curriculum (e.g. computer studies program).

Support Professional Development Activities Of Other Colleges And Institutions

Humber continues to take a leadership role in the province. This year we initiated and co-ordinated the six-college teaching conference for part-time teachers. The ideas and co-ordination for this kind of conference originated at Humber. We have now co-ordinated two for the Metro area. We were involved in the organization of the annual meeting of the Staff and Educational Officers of the Ontario Colleges.

We provided seminars for faculty at Niagara, Sir Sanford Fleming and Ryerson as well as for the Canadian Data Processing Educators.

Other Activities

Members of college committees such as the Educational Development Fund, Academic Council, Continuing Education, and the College Development Fund write a newsletter for part-time faculty and disseminate articles deemed to be of interest to selected areas of the college community.

This has been an extremely busy year. Professional Development suffered from staff cutbacks a year ago, but has had a larger faculty group for whom to provide more services than ever before in the history of the college. This has meant a larger volume of work with which to cope. As a result we have initiated very few new activities.

Future Plans

There are at least three areas of high priority for the next year: first, to reactivate a meaningful professional development program for part-time faculty; second, to continue supporting and encouraging programs for faculty renewal; and third, to assist faculty to become computer literate and begin experimenting with appropriate use of computers as a teaching tool.

The Centre for Labour Studies at Humber College is unique in its attempt to develop educational credit and non-credit programs in close collaboration with union organizations. These educational activities are designed to strengthen democratic processes in unions, as well as provide participants with knowledge, skills and attitudes that will help them protect their interests as trade unionists.

The Centre completed its fifth year of operation in December 1979. From a modest beginning in 1975, the Centre has developed many labour education initiatives which have served to establish the Centre as a recognized leading agency in the field of labour education.

During the 1979/80 program period, more than 3000 trade unionists and members of the general public participated in activities undertaken and/or supported by the Centre granting a certificate in Labour Studies.

Over the five year periods, the Centre has developed a comprehensive credit program in labour education. This program includes courses in:

- Labour Leadership
- Industrial Hygiene
- Instructional Techniques
- Labour Economics
- Effective Communications
- Trade Union Women
- Labour History
- Health Care Workers
- News Media
- Collective Bargaining
- Trade Union Organizing
- Working Class Literature

Curriculum Development

Over the past year, the Centre has made a significant contribution to developing labour education curriculum materials. Resource material has been prepared in subjects including health and safety, English in the Workplace — basic and intermediate materials, alcohol and drug abuse (substance abuse), and working class literature. The Humber Centre for Labour Studies has provided assistance for a film on the Canadian Union of Postal Workers called "The Struggle Continues."

Support for Union-Sponsored Programs

In addition to organizing, implementing and evaluating College-centre credit and non-credit labour education activities, the Centre helps union organizations plan and implement their own internal union activities. This in itself is a measure of trust and high regard in which the centre's staff is held by many trade union organizations.

In the last year, the Centre cooperated with organized

Working Women, an organization for trade union women in the Metropolitan Toronto area, in the sponsorship of a successful conference entitled "Daycare and the Union Movement". This conference was held at the Ontario Institute for Studies in Education, in March, 1980. The Conference attracted more than 100 participants.

Health and Safety Activities

The Centre continues to make a very significant contribution through educational programs on health and safety to developing an awareness of the serious hazards that many workers face in the workplace.

Training in Business and Industry

The Training in Business and Industry Division (T.I.B.I.) of Humber College was formed to provide resources for the training, educational and developmental needs of employers and employees from business, industrial, commercial and professional organizations and associations. This unique, highly mobilized and flexible organization has achieved its success by marketing its services, finding and developing new opportunities and responding to the changing needs of clients. This success is clearly demonstrated by the department's volume growth and scope of responsibilities for programs and services aimed at the employer/employee community.

The Division has recently been reorganized into two relatively distinct departments. Client Services is primarily concerned with servicing the needs of organizations. It operates by sending training and development consultants into the community of employers and association executives to market College services and programs through contracts with their respective organizations.

Conference and Seminar Services is the department concerned with the needs of individuals within client organizations. This department operates primarily through direct mail promotions to attract individuals to seminars and workshops or in cooperation with other sponsoring agencies to mount major conferences.

Client Services

This department functions on two main fronts and operates a variety of programs and services to satisfy client organizations' needs in Skills Training and Management Development.

Skills Training is responsible for assisting employed people, primarily through their employers, by providing employment-enhancing skills and knowledge. A major objective is to upgrade the employability and skills of the work force and to help increase the productivity of employed persons and their employers.

Our staff services skills training projects which do not qualify for government funding as well as those that do. In these cases we have continued to lead the province in skills training activities where the client pays the total cost of training by contracting with Humber College.

Humber College is proud of its record in providing Management Development Training to assist first line supervisors and other managers and self-employed people to further develop their management and supervisory skills. Such projects are operated under contract with individual client organizations.

We have a staff of people who meet with employers to design and implement training to deal with specific prob-

lems or needs. In programs of this kind no training be initiated without a careful and complete analysis of needs and objectives. In this way, we offer effectively designed training programs to meet the particular needs of both client and trainee.

Humber College developed a successful program of courses designed and operated for specific clients involving management and supervisory personnel. In fiscal 79/80 we conducted more than 100 courses involving approximately 1500 registrations in this area. Humber College leads the province in this type of activity.

There are three major government programs that form the substantial base of our skills training activity. Needs which exceed the qualifications for these programs are met by a college initiated fee-paying program.

Training in Business and Industry (T.I.B.I.)

The Ontario Government's "Training in Business and Industry Program" is intended to stimulate short term occupational skills training. For employers who are currently conducting training programs or who are willing to initiate such programs, financial assistance as well as other resources are made available through Humber College. In 1979/80 this program area met or exceeded all objectives, processing more than 300 projects and exceeding 18,000 registrations representing an exceptional increase. It is unlikely that this level of volume will continue in 1980/81 due to limitations in the new guidelines.

Ontario Career Action Program (OCAP)

The "Ontario Career Action Program" (OCAP) is designed to assist young people who are looking for their first jobs after leaving the educational system. OCAP provides young people with up to sixteen weeks of on-the-job training. This work experience will help them compete more effectively in the labour market. Our staff finds employers, designs training plans and monitors the activities while encouraging the employer to hire the trainee at the earliest opportunity. In 1979/80 we placed 325 trainees for a total of 2848 weeks of training.

Canada Manpower Industrial Training Program (C.M.I.T.P.)

The "Canada Manpower Industrial Training Program" is a joint Federal/Provincial Government program which is delivered by the College system on behalf of the Ontario Government. Our staff designs and develops very specific training plans for employers to follow in developing new employee skills. Our objective is to respond to every request with dispatch and design as well as monitor each training activity. In fiscal 79/80 we developed more than 300 training plans and personally conducted 328 evaluations.

Conference and Seminars Services

This department of the Training in Business and Industry Division was created in November 1977 to meet an increasing demand by a wide variety of employed individuals for concentrated seminars and comprehensive conferences. These executive and professional persons require intensive, short-term, high quality training experiences to maintain an up-to-date awareness of their particular field.

As a department we initially concentrated on Health Care and Technology projects and then expanded into executive development as opportunities occurred. As professional meeting organizers and project managers we succeed by offering, through direct mail advertising, very specific and vital topics to very specific markets. Our careful selection of the best known and available experts with proven field experience, practical knowledge and seminar leadership expertise has proven to be effective when delivered with high quality materials in a well organized environment with an exceptional level of customer service.

This self-financing department, in cooperation with other divisions of the College, has achieved a national reputation for excellence for Humber College by operating in most major cities across Canada.

In fiscal 79/80 this department operated more than 120 projects involving 4,300 registrations. The department generated a reasonable revenue surplus and almost doubled its staff.

Educational and Student Services

Placement Services

Placement Services include full-time job referrals where the graduates seek permanent employment; part-time and summer jobs; on-campus recruitment where more than 175 companies conduct job interviews on campus; resume and interview workshops; library/resource materials providing information on companies, salary surveys, job search, and career planning; and the production of the annual graduate follow-up report to provide data on actual employment of graduates' job positions and salaries. This service operates on a year-round basis and is available to students throughout the year.

Counselling Services

Counselling Services is a vocational, educational and personal resource centre for the college community. Counselling is accessed by enrolled students from all areas of the college and those individuals in Humber's community who are considering further education. At Humber's North Campus, evening counselling services are provided twice a week, as well as during the day. In addition, all campuses have a minimum of twice weekly counselling services.

More than half of the enrolled students utilizing counselling do so for academic reasons, an additional third present primarily personal concerns. Community usage, which constitutes an average of 40% of the total users, is overwhelmingly concerned with career planning issues.

Student Awards

Student Services has acquired an increase of \$18,000.00 in student awards, in addition to various items such as plaques, trophies, globes from various firms and members of the community. In 1980 we gained four new awards for the Applied Arts area. Three will be annual scholarships, one may be a one time only award, while the others will continue indefinitely. Creative Arts has gained eight new annual scholarships and one memorial. Technology now has five more annual awards and two more memorials. One new memorial has been designated to Lakeshore I programs. In addition, five companies have decided to increase their donations; and five other organizations are in the process of negotiating the details for new awards.

Athletics

The Athletics, Recreation and Leisure Education Department encourages students, staff and the community at large to develop and maintain an adequate level of fitness so that they may enjoy a healthy, satisfying and useful life. Guidance and direction are given to individuals via a broad range of activities sensitive to the changing needs of the community. These activities are relevant to varying skill levels, and lead to unity and integration of the college.

Involvement in competitive programs centres around the Ontario Colleges Athletic Association and intramural league or tournament sports. Since league tournament ac-

tivities generally allow for limited participation later on in life, the department also provides carry over activities of an individual nature which center around instructional and club programming. Various athletic clubs have been instituted at Humber, primarily at the request of the students, and are limited only by the expertise available and the facilities. We currently have a Ski Club, Judo Club, Squash Club, and Fencing Club.

Our Intercollegiate athletics program is based upon the premise of participation for enjoyment and personal satisfaction. Humber participates in Men and Women's Basketball, Tennis, Curling, Badminton, Golf and Cross Country Running.

There are athletic facilities at the North Campus and the Lakeshore I Campus. The Gordon Wragg Student Centre is located at the North Campus and has a triple gymnasium, squash courts, showers, saunas, weight training room, fitness testing area, athletic therapy clinic, a bubble gymnasium and a soccer field. Lakeshore I Campus has a double gymnasium with showers, change rooms, and a field area.

Humber provides a fitness appraisal program available to students, staff and the community. The program includes anthropometric measurements, body fat measurements, muscular strength measurements, muscular endurance, vital capacity, flexibility, and physical work capacity. Noon Hour exercise classes are held daily.

Learning Resource Centres (L.R.C.)

Humber's five Learning Resource Centres offer a wide range of reference services and audio-visual aids and equipment. The College collection includes 150,000 books, 800 periodicals, 850 films and 3,500 video tape programs and an assortment of audio-visual and television equipment.

In January 1980 the Learning Resource Centres were restructured under the direction of the Chief Librarian of Humber College. The LRC's exist to facilitate human learning through the systematic development, organization, and use of a wide range of learning resources, and through its management of those resources.

At present, the existing card catalogues which list and describe all LRC learning resource materials are being transferred to computer output microfiche catalogues. In addition, Humberline, a computerized information search service, provides fast access to bibliographic data bases for students and staff.

The Speakers Bureau

The Humber College Speakers Bureau was organized by the Public Relations Office in 1978 to assist in arranging lectures, seminars, panel discussions and to provide speakers for community groups, clubs and organizations, thereby further involving Humber with the community-at-large.

Members of the faculty and administrative staff willing to volunteer their time and share their areas of expertise represent a variety of College departments and divisions.

Community groups who have availed themselves of the service in the past include: The Etobicoke Southern Sixties, the Centre for Creative Living, Canadian Housewives Register, Guelph Sales and Advertising Club, Temple Sinai Senior Sinais, Parents Without Partners, The Metropolitan Toronto and Region Conservation Authority, various Borough libraries and several chapters of the Rotary Club.

More than 40 requests for speakers on topics as diverse as "Current Issues of Concern to Women", "Marriage, Alcohol and Drug Dependency" "The Psychology of Colour", "Ideas of John Kenneth Galbraith-Social Response to Economic Power", "Motivation - Managing the New Breed of Worker" and "A Visit to Alcatraz" were arranged during the 1979/80 academic year.





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