

Strategic Pathways for Success



Humber College of Applied Arts and Technology

Annual Report 1991



HUMBER COLLEGE ANNUAL REPORT 1991

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I. EXECUTIVE OVERVIEW

A. EXTERNAL ENVIRONMENT ANALYSIS

Ongoing shifts in international competitiveness, employment restructuring, ethnic makeup, average age, government policy, and public funding combine to ensure that social and economic issues will dominate the environment for the foreseeable future.

Freer trade and global competitiveness are inducing a southerly flow of business towards larger markets and lower labour costs in the United States and Mexico. The attendant loss in Canadian jobs are expected to be slowly offset by service sector employment. In this shift, Canada seems well placed in the information technology and tourist industries. A recent analysis by the International Monetary Fund concludes that Canada's prospects for economic growth and development are comparatively strong in the next economic cycle. Multi-skilled workers, currency of training, and creative and effective management are particularly critical at this time.

But Canada is facing a taxation crisis which threatens the nation's ability to support its social safety net. Government cutbacks, privatization strategies, and efficiency initiatives are discernible trends in all human services fields, including education. High unemployment and concern about the cost of doing business in Canada have broadened public support for fiscal conservatism at all government levels. Colleges are not alone in wrestling with the provision of quality services with diminishing resources.

A well-trained workforce is one of Canada's major strengths in the international marketplace. This fact should place Ontario colleges at the top of the political agenda, but the perceived "second placeness" to the universities and a neutral regard for technology and trades undermine perceived college value in the educational environment.

The attempts to reaffirm the ties that bind together the Canadian federation will continue to dominate federal policy. The need for improved understanding of our national similarities and regional differences and of the problems that face the nation are critical challenges for education.

Deeply disturbing social challenges continue to trouble this nation. Poverty, violence, and distrust of, and by, ethnic minorities undermine the notion of a stable and caring Canada.

The decade is one that is calling for multi-skilling, quality and service, efficiency, partnerships, and creative solutions. It also requires a strong commitment to support the large numbers who are being disrupted by rapid changes in our economy. It is in these crucial areas that education must continue to play a proactive leadership role.

B. MISSION STATEMENT: SEVEN CORE VALUES

Humber College builds its Mission (see Mission Statement, Appendix A) on the support of seven pillars that represent the institution's core values: responsiveness, flexibility, accessibility, humanistic orientation, comprehensiveness, accountability, and excellence.

Although these longstanding principles guide the college's operations in everything it does, the application of each is expansive, to permit the college to create new configurations for accommodating change in a dynamic society.

- **Responsiveness and flexibility** ensure that we painstakingly monitor change in all sectors of the society, and respond with the shifts of mindsets and appropriate mechanisms to meet altered conditions.

The college, for example, offers creative and variable timetabling with flexible days as well as hours, for the convenience of clients who cannot free themselves within conventional "school time." Humber College endeavors to make learning available in many time formats, in a variety of modes, offered at convenient locations.

- **Accessibility** underscores our commitment to providing the widest possible entry into the college for all members of the community.

The college makes every effort to facilitate learning and training for day-time and night-time clients, the mature, students with physical and learning disabilities, and students who are developmentally delayed.

- **Humanistic orientation** comes into play during the students' first interface with the college, through an admission policy that puts people before rigid rules, recognizing and setting fair value on previous accomplishments and life skills.

Further, the college encourages a curriculum that fosters greater understanding of cultural diversities -- crucial in a nation where multiculturalism is transfiguring the social landscape and in a world where increased national interdependencies have become the new norm of a global village.

- **Comprehensiveness** refers to the thoroughness of the curriculum and the scope of the programs and courses offered. These programs and courses are regularly reviewed and revised, to ensure that we're not equipping our students with last year's answers to this year's questions, or providing old solutions to new problems.

- **Accountability** acknowledges our understanding that we serve a large number of different stakeholders whose input and opinion we value. We accept the principle of customer-driven accountability. We build partnerships with all sectors of our communities -- internal and external -- to ensure opportunities for input in charting the directions the college will take.
- Finally, the college is seeking to achieve new heights of **excellence** across the organization: in its facilities and the quality of life those facilities afford; in the support systems; and in the way we inter-relate with the students and with each other.

Excellence is pursued through:

- establishment of focus groups to get feedback on customer service;
- improvements in registration procedures and facilities;
- the efforts of multi-layered committees and working groups to address issues of violence, ethics, multiculturalism, professional development, and customer service; and
- the application of continuous improvement (CI) and total quality management (TQM) within the college.

To help ensure that core values are pervasive and practised, we created a task force that is now developing guidelines for a code of ethics for professional conduct.

The college also is aware that excellence is a somewhat meaningless abstraction unless the claim is quantifiable. Evaluative mechanisms are being further refined and administered to help appraise the performance and proficiencies of staff, teachers, and administrators. Professional development activities are being stepped up to ensure currency of content and technique.

Methods and testing programs administered to students are also undergoing regular scrutiny, to ensure they are accurately and fairly gauging student efforts and success.

C. COMMUNITIES WITH DIVERSE INTERESTS

The college strives to meet the diverse expectations of the many stakeholders it serves, which include:

- **The full- and part-time student body**, who encompass a wide variety of needs, from career orientation, academic upgrading, vocational retraining and recycling, to individual leisure and professional programming.
- **Business and industry**, which require employees possessing highly specialized vocational skills, as well as generic skills, such as literacy, problem solving, and the ability to work in teams. The college has responded with enhanced modes for the updating and upgrading of skills of individuals already in the workplace, through continuous education courses, or educational after-market training programs created in partnership between employers, employees, and the college.
- **The community and society at large**, who look to the college to provide a comprehensive and balanced blend of programs that not only train students for a job, but broaden them with general knowledge and value systems that support sound citizenship and that expands understanding of the world in which they live.
- **The Ontario government**, that is seeking continuous improvement in all levels of performance within the colleges, to ensure that public funds are being deployed to maximal value and effectiveness, and that the interests and welfare of the widest possible segment of the Ontario community is being well served.
- **The teachers, administrators, and staff** of the college, who are responsible for introducing and managing innovative practices and methods of teaching across the college, while maintaining currency of their own specialized fields and teaching and management techniques.

II. STRATEGIC PRIORITIES

Humber College over the past year has continued to maintain its growth and enhance the quality of its education and training services by building and strengthening strategic partnerships with its diverse constituencies -- both internally on the campus, and internally in the many communities it serves.

The college has also continued its fund-raising drive in the private sector to support required expansion, and sought out innovative ways to access and maximize the use of facilities and equipment.

Meanwhile, legislation introduced over the last few years -- encompassing pay equity, workers' compensation, labour relations, freedom of information, and the GST -- has severely strained operating funds.

Notwithstanding the funding shortfall, Humber has brought to bear all its resources and expertise to ensure continuous improvement in performance and the services it offers, through the following initiatives:

A. CAMPUS DEVELOPMENT

1. NORTH CAMPUS

Objective: To optimize utilization of land space, the college continues with its planning in a project that would move the Arboretum Demonstration Gardens from the corner of Humber College Boulevard and Highway 7, to the Arboretum at the back of the North Campus.

Besides consolidating the garden and giving it more permanence with the Arboretum, the project would free the quadrant for possible commercial development, perhaps on a lease-back basis.

Action: Preliminary steps have been taken to establish an advisory planning group representing all of the community groups affected by this development.

This advisory planning group -- the establishment of which is strongly supported by consulted members of the Etobicoke City Council -- could include the two adjacent neighborhood associations, the Etobicoke General Hospital, the Arboretum, and representatives of Etobicoke City Planning and Economic Development.

The college believes this advisory partnership would provide an opportunity to improve ongoing relations between the interest group, and reduce conflicts by opening the avenues of communication.

The group could also cooperate in achieving mutual community benefits. such as:

- better transit and traffic controls,
- public open-space improvements, and
- appropriate land use/zoning changes.

Four fundamental principles have been identified in the "North Campus Master Plan Review" as guidelines for development:

- **organic order**, balancing the needs of academic and structural elements of the campus with the needs of the whole community;
- **intensification**, aiming at higher, even more efficient use and accessibility of campus facilities;
- **integrated activities**, providing through design the physical resources needed to support a diversity of value-added activities that enrich the educational experience;
- **piecemeal development**, permitting swift responsiveness to evolving community needs, and the seizing of opportunities as they arise.

Action:

- a \$2 million community pool, operated in cooperation with Humber College and the City of Etobicoke and located at the north end of the Gordon Wragg Athletic Centre, was opened to students and the public in January 1991.
- planning is under way to study the feasibility of creating a total-service centre, where such student service activities as testing, admissions, registration, counselling, placement, and financial aid can be integrated in one general, convenient area.

2 LAKESHORE CAMPUS

To strengthen Humber's capabilities to fully service the customers in the Lakeshore area, the college has worked in collaboration with the Ministry of Government Services (MGS) in a project that would move the college from the existing site at the Teachers' College to the vacated Lakeshore Psychiatric Hospital buildings and land.

The plan proposes a landswap agreement that would see the current site of the college occupied by housing units, retail and office space, and a park. Some of the revenue raised by the landswap deal would be channeled toward development of a proposed City of York Campus.

Longterm plans:

- to provide a campus presence in the Lakeshore area with the physical resources that could ultimately support an optimal daytime student population of 2,400 to 2,500 -- either at the existing location or on the proposed new site of the former Lakeshore Psychiatric Hospital. The existing campus population is 1,400 day students, and the present location has the potential to accommodate 200 to 300 more students currently -- and up to 1,700 day students over the next two years.
- the optimal campus size, once achieved, would comprise a new program mix representing the areas of:
 - the School of Business
 - the School of Social and Community Services
 - General Arts and Sciences
 - Travel and Tourism
 - Adult Programs
- major programming changes would include:
 - a Centre for Canadian Banking, and
 - an art-focus built around new performance, studio and classroom space provided for the Theatre and Music programs.

Progress: as of September 1991, the Humber College / Ministry of Government Services Joint Venture Agreement to exchange the Lakeshore Campus property for the Lakeshore Psychiatric Hospital was still on hold.

3. CITY OF YORK CAMPUS

Longterm plans: to strengthen the Humber College service presence in the City of York, and create a campus that would comprise:

- life-long learning and a year-round learning support system;
- workforce training and retraining;
- B&IS facilities to support local industry;
- academic services including post-diploma programs, government contracts, academic preparation, and career planning; and
- a focus on the City of York community, characterized by close partnerships forged with industry, cultural, commercial and community development organizations.

Progress: initiatives toward acquiring a site on the southwest quadrant of Black Creek Drive and Eglinton Avenue West have been suspended. Other options for the City of York Campus are being explored.

B. THE EDUCATION AFTER-MARKET: BUSINESS & INDUSTRY SERVICES (B&IS)

External environment factors:

Currently the private sector provides Canadian workers, on average, about seven hours of training per year. In Japan, about 200 hours are invested in workplace upskilling per year; in Sweden, industry sets aside 170 hours per worker per year. Ontario business is now demonstrating greater concern about keeping its workforce current with the sets of skills required to compete in the increasingly demanding and exacting global economy. Business & Industry Services provides that opportunity.

Objectives: Humber College, though B&IS, is determined to continue to play a leading role in serving the total training and educational needs in the private sector, the public sector, and organized labour. Toward realizing its vision of helping to build a globally competitive workforce in Ontario, B&IS keeps tuned in to the needs and trends in the education after-market area through an 18-member advisory board comprising chief executive officers, vice-presidents, and senior management representing different markets, customers, and representatives of Humber joint-ventures.

This relationship provides currency and real-life data for provision of a wide network of training opportunities for people in the workforce -- in whole lifetime learning, training for credentials, and Continuous Education upskilling and upgrading.

The goals and objectives of B&IS include:

- delivering quality, flexible, and responsive training services for labour force development;
- guaranteeing services to meet customers' and training participants' specific needs and expectations;
- providing Humber College staff with opportunities for professional growth and interaction with business and industry, while developing and maintaining a network of quality suppliers through expanding associate relationships with external resource leaders;
- ensuring financial profitability by reducing expenditures, rationalizing overheads charged by the college, and implementing "recession-proof" strategies; and
- operating in a proactive, entrepreneurial, cost-competitive, and market-driven manner.

Action: B&IS works with business, industry, labour, and government in a customer-supplier relationship to develop services related to workplace and workforce performance issues in such services as:

- training consulting,
- program design and development,
- skills assessment,
- customized in-house training,
- practical seminars and conferences, and
- training facilities.

B&IS establishes close relationships with individual companies -- such as DEC and Sears -- or consortia of companies, encompassing such companies as Facelle Company Ltd., Labatt's Ontario Breweries, and Kodak Canada Inc.

The program packaging can focus on specific areas of expertise, as with the Total Quality Management (TQM) consortium service.

Or they can be industry-specific, as with the newly launched Commercial Truck Driving and Licensing Program, or as with the recent commitment to establish the Canadian Plastics Training Centre, representing a joint venture between Humber and the Society of the Plastics Industry, the national trade association of that industry.

The objective is to address a critical shortage of trained personnel in the plastics industry, Canada's third fastest growing manufacturing sector. Co-incident with CPTC, a two-year plastics technicians diploma program will be launched at Humber's North Campus.

Recent service innovations at B&IS include:

- in-house custom training -- with substantial cost savings realized by companies such as Albright & Wilson Americas, Chrysler Canada, etc.
- direct marketing, multiculturalism, and varied conferences and seminars on a wide range of topical issues.

Foundation-building blocks have been developed for B&IS as a successful Humber enterprise, including:

- a corporate customer data base,
- consolidation planning of the B&IS physical facilities,
- development of B&IS Vision/Mission Statements, subsidiary to Humber's Mission Statement.

C. PROFESSIONAL DEVELOPMENT

Humber College acknowledges that currency of content and techniques is as crucial to its own faculty, support staff, and administration as it is to the external workforces we service.

Objective: to provide the resources and support that enable faculty to learn, relearn, and rediscover the most effective techniques of teaching.

Action: Toward creating cross-functional teams that can collaborate in dealing with quality problems across the campus, Humber has made a long-term commitment to introducing continuous improvement (CI) and total quality management (TQM) within the college.

As well, by March 1992 every faculty will be required to have a three-year professional development plan in place. And 1990/91 marked the first year of the New Full-Time Faculty Development Program. The program incorporates both the theoretical and practical aspects of teaching, and familiarizes new instructors with the CAAT system and Humber College.

For the third year, Humber College has followed a comprehensive process of evaluation for academic administrators, through a survey of support staff, faculty, and peers.

D. ACADEMIC QUALITY

The college has identified three areas of strategic concentration as pivotal to achieving its goals of excellence in education and training:

1. Curriculum Relevance
2. Student Success
3. Instructional and Student Service Effectiveness

1. STRATEGIES FOR CURRICULUM RELEVANCE

Curriculum relevance in the college will be shored up by:

- **coordinating future-focussed market data** as the basis for curriculum development and currency, in the Academic Divisions, in Continuous Education, and in Business & Industry Services,
- **emphasizing the focus on generic skills** (English and mathematics),
- **bolstering advisory committee effectiveness**, and
- **collaborating with industry** in the area of external accreditation.

a. Academic Divisions

The traditional student profile in the academic streams at Humber College is undergoing a radical change as the population becomes more **multicultural** and **mature** in its make-up.

i.) Multiculturalism

External environment factors: Statistics Canada -- in a survey covering the Census Metropolitan Areas, which spans a region from Oakville to Ajax, and north to Lake Simcoe -- reported in September 1991 that of 2.7 million workers in this area, 43 percent are foreign-born.

It's projected that an additional 1.2 million immigrants will come to Canada in the next five years, primarily from Africa, Asia, the Caribbean, and Latin America. A possible 25 percent are expected to settle in the Metro area.

The new wave of immigration will strengthen the fabric of Canada's multiracial society. At Humber, a Multicultural Task Force submitted recommendations in March 1990 to ensure a smooth integration of the cultural diversities in a heterogeneous campus community. The following recommendations have since been implemented:

Action:

- a policy on multiculturalism and on race and ethnic relations has been drafted;
- policies on admissions, placement testing, and hiring have been reviewed;
- an orientation and mentoring program for new students and employees is in place;
- advisory committees are reviewing curriculum and programs to remove barriers to student admission and success, and to ensure that the curriculum reflects the global community in which we live;
- a crosscultural centre is being established at the North Campus. The centre will provide three levels of assistance to the college community:
 - an information service that offers help around a variety of concerns, such as immigration laws or visas;
 - provision of a base from which students can organize and run clubs; and
 - an advising and referral service for students with unique cultural problems.

ii.) International Presence

Understanding of the individual cultural core values around the world is becoming a strategic imperative for business competitive success in the broadening international marketplaces.

Humber College has launched several initiatives, to create close ties with the multicultural communities within and beyond Canada. Included among these initiatives are:

Action:

- international arrangements that permit students enrolled in hospitality-related programs to intern in other countries, including Japan, or to work and study in the Caribbean or France;
- initiation in September 1991 of the International Marketing Asia Pacific Cooperative Program. The one year post-graduate certificate program is open to university and college graduates, and is the only business program in Ontario supported by the Asia Pacific Foundation. The program requires Japanese or Mandarin Chinese as business languages, and features a field internship of about four months with a Canadian or multinational organization in Asia.
- founding of The Humber Institute of Language & Culture, which addresses the specific language and cultural training needs of business, industry, and government. Language/culture training is given in Japanese, Mandarin Chinese, French, German, and Spanish.
- programming and support to public and private sector agencies through Business & Industry Services, to develop educational opportunities in South-East Asia.

iii.) The Greying Effect

External environmental factors: A major demographic shift is occurring in Canada in relation to the 18- to 24-year-old age group -- the group most typically associated with post-secondary education and with the entry-level into the labour market.

Statistics Canada records that this age group in 1986 comprised 11.9 percent of the population. That figure is expected to fall to 8.5 percent by 2016, in a trend expected to continue to the year 2036.

The resulting decline in demand for traditional post-secondary education is occurring just as the requirement for retraining and multiskilling has soared, driven by a growing business need to retrofit their human resources with the talents and skills necessary to win in the open markets of the emerging global economy.

Numerically, the post-high-school age group no longer predominates as strongly in the student population at Humber College. In September 1991, for example, Humber College recorded a 30 percent increase over the previous year in applications for students older than typical high school graduates.

The older population includes individuals who:

- may have decided to re-enter the workforce after years of homemaking,
- may have been displaced from previous jobs,
- may be looking for a career change, or
- may be seeking a post-university diploma and a fast-track to vocational and promotional goals.

Through its program offerings, Humber College seeks to offer a balance of options that meet the many diverse needs for the wide variety of students it services, who arrive with extremely varied academic preparation.

The college's approximately 125 full-time post-secondary academic programs and about 1,000 individual courses are clustered under five divisions:

- Applied and Creative Arts
- Health Sciences
- Human Studies
- School of Business
- Technology

Human Studies is unique among the Divisions in that it encompasses only one program: General Arts and Science (GAS). Besides accommodating students in a General College or Pre-University profile, GAS operates in partnership with the program Divisions, offering preparatory profiles in Pre-Health, Pre-Music, and as of September 1991, Pre-Technology.

The two-semester Pre-Technology certificate program is designed to help students prepare for admission to programs in the Technology Division. It is directed to mature or other students who lack the necessary English, mathematics, or science courses prerequisite for admission to Technology.

Human Studies also provides courses to students in all programs at Humber, in the areas of:

- Communications
- General Education
- Vocational Support (in such areas as psychology and sociology for Nurses, or economics for Business, for example).

The Division, as well, operates the remedial labs in English and Mathematics. (See *Remediation*, page 15).

b. Continuing Education

External environment factors:

Statistics Canada reports that the jobless rate in Toronto had climbed to 10.8 percent in August 1991. About 220,000 Torontonians were looking for employment that month -- more than twice the number in August 1990.

The recession and persistent unemployment are drawing many people to the college to upgrade their skills in order to hold on to their jobs, or to grow within their jobs.

The shaky economy has led to a surge in strongly vocationally related courses in Continuing Education, accompanied by a drop over the last few years in self-interest and general education courses.

The vocational emphasis is also reflected in the importance of a certificate at the end of a CE program. Enrollments are particularly heavy in strong job growth areas such as technology, health sciences, and computer courses. Courses related to CAD/CAM, for instance, are limited in the number of courses run only by the facilities available in which to offer them.

An average student profile in Continuous Education indicates a strong professional leaning:

- average age about 33
- the vast majority are fully employed
- most are white collar, rather than plant workers
- more than 50 percent already possess a diploma or degree
- about 70 percent have taken previous Humber Continuous Education courses
- the split is about evenly divided between male and female

This highly educated clientele insists on a quality of service equal but different to that provided to day-time studies.

Action:

- the college has responded to the growing demand from CE students for career direction by funding in 1991, for the first time, the services of the Counselling Department in the evenings;
- to ease congestion of enquiries at peak registration periods, CE students are now able to register for night or week-end classes through a new Voice Response Unit (VRU);

They can obtain information electronically by quoting a VRU number printed on course descriptions. The night class fees can be paid by Mastercard or Visa;

- as a pilot project for Fall 1991, CE students will be able to access a supervised Language Development Centre and Math Centre for special assistance on Monday and Tuesday evenings; and
- CE will continue to publish ENCORE, a magazine for Continuing Education students and faculty, launched as a pilot project last year in cooperation with the Journalism Department.

2 STUDENT SUCCESS

The college objectives toward enhancing and ensuring student success at Humber College will be driven by the following strategic priorities:

a. Remediation

Internal environment factors:

A recent CAAT survey indicated that 31.6 percent of Humber College's first-year students were born outside Canada. Of these, 18.5 percent do not speak English at home. Many Canadian-born students also may arrive with expectations for academic success not matched by their existing proficiency in writing, reading, and numeracy skills, and require remediation to perform well in their vocational areas.

Action: Over the past two years, remediation grants have funded major initiatives, which include:

- preparation of three 8-hour ESL courses to be offered in September 1991, two in Business and one in Hotel and Restaurant. Students in this special course will:
 - receive a special timetable with a reduced course load,
 - be assigned a peer tutor for English, and

- receive additional follow-up support in their second semester English course.
- a Reading and Study Skills course was introduced at the North Campus in 1990/91. In September 1991, four sections of the course will be introduced at the Lakeshore Campus.
- a new course, Communications 150, has been added to the Communications offering, for students repeating Communications 100.
- the remediation grant has allowed for expansion of the service at the Language Development Centre, both at the Lakeshore and North Campus.
- the North Campus Math Lab, not previously staffed on a full-time basis, has been revitalized by the addition of co-op students who are in the lab full-time, and by a new cooperative staffing initiative that drew Math faculty from three divisions: Business, Human Studies, and Technology. A Math lab will be introduced to the Lakeshore Campus in 1991/92.
- Business & Industry Services is fully involved in addressing this demographic shift through contract training services for cross-skilling, multi-skilling, upgrading, and workforce-adjustment training.
- training of peer tutors to teach morphographic spelling techniques to ESL students and to students with learning disabilities.

b. Admissions

Objective: the Admissions committee has published the following interim recommendations, which are now being implemented in college policy:

- clear, realistic, competency-based admissions standards must be established for each program;
- placement assessments in mathematics, English and, where necessary, science must be implemented;
- competency development opportunities must be provided for students who fall short in placement assessments;
- fast-tracking through college programs should be facilitated where possible and justified;
- student selection criteria must be relevant to the career, accurate in the yardsticks used, and realistic and consistent in application; and
- prior learning must be rigorously and more consistently evaluated for purposes of admission and advanced standing.

Action:

- based on this committee's recommendations, the college will submit an updated admissions policy to the Board for its approval;
- a pilot for evaluating prior learning is being developed; and
- an internationally validated computerized English placement test is being piloted in a number of regional secondary schools.

This process clarifies the college's English competency expectations, allows secondary school students to validate their skills against the test-bank questions, and provides them with the opportunity and time to correct any deficiencies before entering the college environment.

c. Articulation

Objective:

- to strengthen communications and coordination between secondary schools and community colleges, and
- to work toward greater participation in post-secondary education and training.

Action:

Humber College on an ongoing basis is forging stronger partnerships with the high schools in the areas of:

- curriculum coordination
- joint staff development
- placement testing and advisement within high schools
- enhanced liaison through career exploration
- joint marketing and educational ventures

d. Computer Literacy

Objective: Toward developing or broadening computer literacy among students and to support the effective and efficient use of computers in the teaching and learning process, the Academic Computing committee developed a paper titled "Future Directions for Academic Computing" which included the following recommendations:

- that each division develop a three-year plan for academic computing.

Action: Divisional plans have been submitted and provide the basis for a multi-year Academic Computing Plan which is currently being finalized.

- that pilot projects be identified and supported to determine the most productive ways that new computer technologies can be employed to serve college education.

Action: Faculty with expertise in this field are consulting with colleagues and examining the potential of HYPER TEXT and video disk technologies. Projects are in the process of being initiated.

- that the current infrastructure supporting academic computing be examined.

Action: College functions related to academic computing now report to one department. An advisory committee for multi-purpose labs has been appointed.

Further initiatives:

- The college has adopted a two-stage computer hardware and software acquisition process developed by the Academic Computing committee. The committee has worked in a partnership between 13 faculty members, the User Services Group, the Academic Divisions, Physical Resources, and Purchasing to coordinate the completion of:
 - a new computer lab at the Keelesdale Campus, for day and evening students;
 - an additional lab each for the Applied and Creative Arts (ACA) and Human Studies Divisions, with portions of the timetables kept open for student ILP learning. The ACA Mac lab is also being heavily utilized for desktop publishing courses, offered in the evenings and Saturday mornings;
 - an upgrade of CAD software and computers;
 - expanded computer lab facilities at Lakeshore;
 - new high-speed printers and additional computers in the CALL Lab; and
 - computer projection equipment in two classrooms.

Longterm plans:

- to open access to international data bases across a wide breadth of the college community; and

- to revise curriculum so that it matches the computer integration characteristically used in workplace processes.

3. STRATEGIES FOR INSTRUCTIONAL AND STUDENT SERVICES

Five major strategic directions have been designated as priorities to facilitate instructional and student service effectiveness at the college:

- increasing the involvement of students and faculty in identifying factors for improving the learning environment;
- establishing and encouraging specified criteria and role model leadership practices to attain objective-oriented outcomes;
- enhancing customer support systems;
- positioning the college to compete aggressively and successfully in both the public and private sectors in the provision of educational after-market human resources development services, through partnerships with business and industry; and
- ensuring institutional support and training to implement guidelines for academic policy and practices, to maintain currency and effectiveness in faculty, support staff, and administration.

Internal environment factors:

Humber College recognizes that students' frustrations experienced during a first week at the college can be a critical determinant in their decision to stay or stray from the educational system.

It's estimated that some colleges lose 12 to 17 percent of new students in orientation week alone, due to frustrations such as line-ups for registrations, crowded bookstores, tangled timetables, difficulties with housing or parking -- or even unhappy adjustment to a new, large city.

Services that permit a smooth transition into the college community can make a major difference on the retention of many students.

The next critical period occurs over the first eight weeks, when students may discover that they're not in the right program, or that they have deficiencies in one area or another. A staggering 30 percent of students may find they're in the wrong field of study.

Humber College believes it is crucial that faculty be encouraged to watch for warning signals of distress in students, and that the faculty become stakeholders in the challenge of reducing student attrition and ensuring student success.

Across the college, the service areas are forming closer partnerships with faculty, empowering teachers to take charge of problems beyond the classroom, crossing lines of expertise to create a unified and networked campus community.

Longterm strategy:

- to ensure the continuous improvement in customer service and instructional performance, notwithstanding current funding shortfalls.
- to deliver the highest quality education, architected to world standards and built on the cornerstones of existing and new instructional models. A flexible mix of learning modes will include a network of computer-based labs, tutorials, interactive video, and on-the-job training, as well as the traditional group and individual instruction methodologies.

a. Classroom retrofit

Objective: to establish, through the fullest possible consultation with students and faculty, a prioritization for the upgrading of classrooms and classroom furnishings across the college, and to implement improvements as funds are available, according to the priorities identified.

Action:

- following a survey of all campuses, a Curriculum and Instruction subcommittee identified as priorities
 - two buildings on the North Campus, and
 - Lakeshore maintenance, with particular attention to improving air circulation and replacing broken furniture.
- the college has upgraded seven classrooms, following the criteria set by the subcommittee. Faculty and students have been invited to respond to the classroom improvements.

Longterm plans:

- a second phase of classroom retrofit will be funded in 1992.

b. Internal Communications

Objective: to create advanced communication capabilities to ensure that faculty and support staff are well informed and can easily and swiftly access information on the availability of student services or the dates and locations of special events.

Action:

- an electronic on-line enquiry system has been installed to provide a current calendar of college events, accessible from strategic points of service, including Divisional offices, the general enquiry desk, and the parking lot kiosk;
- the telephone system at the college, installed in 1983 and now at capacity, is being improved and upgraded. It will respond to the greater demand for voice and data transmission; and
- an on-line registration system has been implemented to streamline the collection of fees and reduce the line-ups. The voice-response system permits the college to process student applications even on Saturday, when no service staff are physically present on campus.

Longterm plans:

- to put in place a telecommunications infrastructure in the college that will enable students -- effectively and effortlessly -- to preregister by telephone four months prior to instruction.
- initial steps have been undertaken to implement an on-line financial records system. Implementation is targeted for April 1992.
- to complete implementation of a computer-based human resources management system that integrates payroll and staff-complement features for financial planning. Phase one of the system has been implemented.

c. Parking and Transportation

Objective: An ad hoc Parking Committee, struck to study campus parking options, reported the following objectives as recommendations in late March:

- provision of permanent off-campus parking facilities;
- launching joint initiatives with the Student Councils in organizing car pools; and
- enhancing public transportation services.

Action:

- to accommodate an overflow caused by a 60 percent increase in parking applications in 1991 as compared to 1990, 1,600 new off-campus parking spaces have been made available in September 1991 at the Woodbine race track. Shuttle buses run every 10 minutes, to bring the students to the North Campus front door.

- the mandate of the Parking Committee has been expanded to include coordination and promotion of public transit usage.

d. Health, Safety, Security, and Physical Access

Objective: to provide a campus that is healthy, safe, and secure for all students on campus.

Action:

- through a grant allocated to address the requirements of Special Needs students, the following projects are being completed:
 - construction of a new access corridor, and conversion of an elevator cab at the North Campus;
 - modification of handrails and ramps, particularly at the North Campus;
 - conversion of washroom basins and hand dryers;
 - installation of automatic door openers and hold-open devices;
 - provision of bathtub lifting-devices in the residences;
 - building of a new sidewalk from the residences to Humber College Boulevard;
 - improvement to room number signage to assist individuals with visual impairments;
 - equipping of emergency flashing lights to assist the hearing impaired; and
 - modifications to visitors parking lot, to increase access for medical parking and Wheeltrans.
- Humber College has been evolved into a smoke-free campus, with the exception of stipulated hours in the student lounges.

e. Task Force against Violence

This committee -- comprising 24 members, 12 of whom were faculty and 3 support staff selected by ballots cast among the entire college staff -- made its recommendations in March 1991.

Implementation of these initiatives, some of which were made possible through government funding in the form of a small grant for improving safety on campus for women, include:

- increasing evening security at the Lakeshore and North Campuses by expanding the role of current staff so that guards will now patrol parking lots and oversee both security and parking;
- creating designated safe walks and improving signage and lighting;

- providing training for security guards in crime prevention and equipping them with new uniforms to raise their profile;
- installing specially designed emergency telephones in the North Campus parking lots and in the interior of all campus locations;
- developing a phased program to upgrade exterior lighting at all campuses over the next three years;
- preparing a flyer that will indicate dangerous locations at the college, and that will locate exits, security guards, emergency phones, and safewalks. This flyer will be readily available to all of the college community;
- introducing a "Campus Watch Program" to provide an on-campus escort service and education and victim assistance program; and
- maintaining an ongoing awareness campaign to advise the college community of any instances of crime.

f. Ethics on Campus

The Ethics Task Force is currently working on the development of a code of ethics for the professional conduct of all college members. The recommendations are expected to be presented in March 1992, and may encompass:

- a code of ethics to promote fairness and consistency, and
- a monitoring process that addresses ethical behaviour and that establishes accountability.

g. Employment Equity

Objective: to create and follow policies that will ensure employment equity, with particular focus on four target groups:

- women,
- racial and cultural minorities,
- disabled persons and
- aboriginal peoples

Action: Humber is the first college within the system to establish an Employment Equity and Education Committee. The committee's major issues being addressed in a five-year action plan include:

- hiring practice,
- affirmative action,
- career development,
- job mobility,

- more balanced representation of the four target groups in senior and middle management positions, and
- a monitoring and reporting mechanism that will be in place from 1991 to 1999, with regular publication of Humber's progress towards achievement of the equity goals in the action plan.

h. Food Services

Objective:

To provide day and evening students and employees of Humber College a high quality of food, service, and eating environment.

Action:

- timetables across the programs have been structured to stagger lunch breaks and thereby ease crowding of facilities;
- the meal plan has been restructured to permit students to use their meal plan cards not only in the Student Residence, but also in the college's Pipe and Staff Lounge cafeterias; and
- payment for the plan can be made in two installments, rather than in one lump-sum payment.

i. Information Infrastructure

Objective: to replace the college's existing IBM4331 processor that has reached its maximal capacity and which can no longer be upgraded to run the most recent versions of IBM software now becoming available.

Action: a new ES/9000 processor has been acquired; it can be upgraded as the need for more mainframe computer power grows. The college is moving toward provision of networked workstations to all academic staff, down to the coordinator level and all administrative and support staff requiring network access.

j. Energy Conservation

Objective: in consideration of both ecological and economics benefits, to reduce the college's escalating cost of electrical energy, which has almost doubled from \$650,000 in 1983 to \$1,200,000 in 1991.

Action: the college has upgraded all existing lighting fixtures at the North Campus with energy-efficient lamps, reflectors, and lenses. Engineers have calculated that the retrofit will reduce electrical consumption, and the subsequent cost to the college, by \$15,500 per month.

k. Student Ambassador Program

Objective: to supplement the work of the college's liaison officers in Marketing Services by employing students to help inform and excite the community in regard to the many programs and events at the college.

Action: Marketing Services has evolved the Student Ambassador Program. Students, serving in the capacity of ambassadors of the college, have considerable credibility when they address other students, parents, or teachers. At the same time, they can earn extra money to help pay for the cost of their education and, as well, improve their future job prospects by including this experience in their profiles.

l. Library Services

Objective: to maintain a quality level of Library services and facilities that supports the curricular plans on the college's academic departments, that helps students succeed academically, and that prepares students for their future careers.

Action: Library Services meets its mandate by:

- establishing as the highest priority the maintenance, improvement, and provision of service and accurate information in the most appropriate format;
- developing excellent collections of resources that are supportive of all academic divisions and that are responsive to the needs of students;
- ensuring effective placement and utilization of human resources throughout the Library Services system;
- serving the whole Humber College community through professionally designed and well-maintained facilities; and
- promoting library services to students, staff, faculty, alumni, and individuals in the surrounding community.

III. SYSTEM-WIDE ISSUES

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

- **to create an educational climate that fosters development** of the students, the college employees, and businesses and industries toward their highest levels of capabilities and achievement;
- **to enhance Ontario's competitive position in the global marketplace** by elevating the skills and knowledge levels of current and future workers;
- **to recognize that the needs of our students are the driving force of college operations**, and to be flexible in response, since their needs are diverse and may require differentiated learning approaches;
- **to deploy new teaching technologies** in efficient, effective, and innovative ways, in order to encourage and facilitate life-long learning;
- **to improve the quality of education and campus life** on an ongoing basis, and ensure that all services respect every individual's dignity;
- **to support the growth and development of individuals on government assistance**, so that they can achieve gainful employment and self-sufficiency;
- **to nurture a strong spirit of partnership among all employees** and encourage ownership in the college's commitment for continuous improvement in all aspects of campus activity;
- **to empower faculty and staff to take a more proactive role** in decision making, and to involve students, business and industry, and the community more directly in planning;
- **to implement professional development strategies** that enable faculty, support staff, and administrators to achieve their personal best;
- **to forge closer liaisons with the high schools**, so that their students have a clear concept of the career opportunities open to them in the colleges, and an understanding of the levels of proficiencies required to succeed in each vocational pathway;
- **to work closely with universities and other colleges**, to keep entries open for graduates who want to continue their growth in a variety of learning environments, and in a life-long process; and
- **to strengthen cultural and language studies** so that opportunities in the global economy can be seized; and
- **to continuously develop innovative approaches** that effectively deploy financial resources to support the college's academic endeavors.

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.

CAMPUS LOCATIONS

YORK EGLINTON CENTRE

1669 Eglinton Avenue West
TORONTO, Ontario
M6E 2H4
Phone: 763-5141

KEELESDALE CAMPUS

88 Industry Street
TORONTO, Ontario
M9W 5L7
Phone: 763-5141

LAKESHORE CAMPUS

3199 Lakeshore Blvd. West
TORONTO, Ontario
M8V 1K8
Phone: 252-5571

QUEENSWAY FUTURES

1548 The Queensway
TORONTO, Ontario
M8Z 1T5
Phone: 253-6761

STUDENT RESIDENCE

203 Humber College Boulevard
Building "R"
ETOBICOKE, Ontario
M9W 6V3
Phone: 675-3393

HUMBER TOWERS

6700 Finch Ave. W., Ste. 901
ETOBICOKE, Ontario
M9W 5P5
Phone: 675-5014

HUMBER CHILD DEVELOPMENT CENTRE

205 Humber College Boulevard
ETOBICOKE, Ontario
M9W 5L7
Phone: 675-3111

NORTH CAMPUS

205 Humber College Boulevard
P.O. Box 1900
ETOBICOKE, Ontario
M9W 5L7
Phone: 675-3111

SAILING CENTRE

Humber Bay Park
Phone: 252-7291

THEATRE HUMBER

829 The Queensway
TORONTO, Ontario
M8Z 1N6

WOODBINE CENTRE

500 Rexdale Boulevard
ETOBICOKE, Ontario
M9W 1S2
Phone: 675-3111

