

HUMBER
COLLEGE
OF
APPLIED ARTS
AND
TECHNOLOGY

1989

ANNUAL
REPORT
TO THE
MINISTER

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I. MISSION STATEMENT AND INSTITUTIONAL OBJECTIVES

Anticipated changes in the political, economic, and cultural environment in which Humber College provides educational service began to impact on the College in the 1988-1989 academic year. Nevertheless, the Humber College mission statement and institutional objectives continued to provide an accurate image of the College's role and goals throughout the past year. To ensure its continued currency as a point of reference for the College, the mission statement will be reviewed and revised during the 1989-90 academic year.

A. Mission Statement

The Humber College Mission Statement proclaims the College to be:

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

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

i. Comprehensive

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

ii. Accountable

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

iii. Humanistic

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

iv. Accessible

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

v. **Flexible/Responsive**

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

vi. **Excellence**

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

B. Institutional Objectives

The College has established within its mission five primary institutional objectives, namely:

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

II PRESENT SITUATION

The operational and planning framework for Humber College continues to be influenced by demographic change in the cities of Etobicoke and York, by rapid and continuous technological change, and by local economic restraint and global economic re-ordering. Although the dynamic of each of these areas of change is different and follows its own cycle, each is accepted as a constant feature in the College's internal and external environments for the foreseeable future.

A. Internal Environment

1. Economic and Demographic Factors

Demographic changes and economic pressures have brought the issue of program rationalization into the central arena of province-wide community college discussions. These concerns continue to occupy Humber during two years of tight financial constraints. In spite of the College's efforts to offset enrolment declines, Humber's 2.26% grant increase in 1988/89 lessens to 1.41% in 1989/90, and is likely to decline below 1% in 1990/91.

Additionally, uncompensated cost increases that must be borne include: the hiring of additional faculty to redress the 20.3% decline in contact hours; salary increases that have been 2.2% higher than grant increases; a \$5 million drop in federal seat purchases; unfunded increases in administrative costs created by mandatory government policy and procedure demands such as operational reviews, SWF data collection, freedom of information, and employment equity.

Regrettably, the funding strategy is beginning to have an unhealthy effect. It is rewarding unbounded growth in program areas that are already very vigorous and jeopardizing both new program development and the maintenance of unique, specialized programs that exist at only one college. If allowed to persist, such financial stringency will force the colleges to weaken their service to training in Ontario and limit their readiness for the future. This is particularly the case for those colleges already financially penalized for being in industrially developed areas.

2. College Action Decisions

During this past year the College has worked consciously and purposefully to set its priorities so as to husband resources, maintain high quality and up-to-date education and training standards, position the institution for the future, and in every way possible, expand the College's appeal, its markets and its opportunities. The College has endeavoured to maximize areas of

strength, quality and opportunity, and to improve institutional performance by undertaking the following actions:

- a) Creating a fourth senior administrative grouping under the newly appointed Vice President of Development who has a mandate to develop new relationships and opportunities with business and industry.
- b) Phasing in the development of outstanding campus facilities and programs for the three principal Humber College locations, in Etobicoke North, Etobicoke South and the City of York.
- c) Designing and implementing facilities and procedures for providing maximum appeal and service to new markets in business and industry.
- d) Establishing procedures for academic and administrative quality assurance.
- e) Rationalizing areas that are weak or outmoded.
- f) Pursuing and developing new high quality program and delivery opportunities.
- g) Incorporating multicultural criteria and other social policy issues into management and development decision-making.

B. External Environment

1. Capital Funding and Technological Change

The requirement for sophisticated and continuously evolving capital equipment continues to pose challenges to colleges in terms of capital budgets and academic currency. At Humber the problem is particularly acute in programs relating to manufacturing and media technology. The College has been able to partially address the need for high quality, up-to date equipment by establishing priorities and where possible, by involving industry in the equipping of instructional facilities. In the past year the College has focused on improving academic computing facilities including AutoCad, desktop publishing and lap-top equipment. The College has received a number of valuable equipment donations from the private sector which have helped to enhance the instructional resources available to students. Additionally, the use of industry facilities through co-op and field placement, has reduced the demand for some campus based labs.

Nevertheless, as resourceful as this college may be, the problem persists. The Ontario Colleges are not maintaining the kind of current lab facilities that are common in highly competition Pacific rim countries that are dedicated to the currency of their technical workforce. This must ultimately be addressed on a long-term, system-wide basis if the colleges are to provide relevant and current technical instruction.

2. Evolution of the Colleges

From Humber's point of view it is a strength of the Ontario colleges that they were not founded as proscribed and subservient institutions whose role was to be fixed and unchanging. Consequently, as the needs of the workplace evolve, as the characteristics of the workforce change, and as the traditional student base for the colleges shifts, the colleges are not obliged to stand still and merely manage decline. Humber has continued the push for even greater flexibility in the times, the locations and the modes in which it can deliver instruction. Further flexibility has to be sought in the financing of courses, particularly in the non-post-secondary areas where market-based pricing and user-pay concepts can be fully justified.

In these ways the colleges can continue to be innovative and meet their social responsibility to design new roles and provide leadership for technical and middle management training. It is clear that in order to thrive, the college system must exercise vision and imagination and take risks in every aspect of its operations from curriculum design right through to organizational structure.

III. SIGNIFICANT DIRECTIONS and MAJOR INITIATIVES

The actions to which the College has committed itself are implemented through the offices of the four vice-presidents: Instruction; Administration; Education and Faculty Services; and, Development. A fifth department, International Projects, manages Humber's international activities.

A. Instruction

1. Academic Program Development and Rationalization

During the past year Humber has continued its pattern of academic innovation by introducing a number of new programs including: Legal Assistant, Marketing Management, Sports Equipment Specialist, and Recreation Club Management. A number of existing programs have been expanded to meet a growth in demand for Humber

graduates. Among these are Architectural Technology, Heating, Ventilation and Air Conditioning, Early Childhood Education, Child and Youth Worker, Funeral Services, and Pharmacy Assistant.

In the present economic and demographic climate, however, it has been clear that the College is unable to expand programs and mount new programs in growth sectors and, at the same time, maintain programs that do not attract adequate numbers of students or that do not generate enough funding to cover their costs. Consequently, some program rationalization has been necessary.

When making decisions on program approval and program rationalization, Humber College has, for several years, used three criteria: the **demand** for the program, the **efficiency** of resource utilization in the program, and the actual or potential **quality** of the program.

a) Demand:

Demand for a program is determined by student interest measured in the number of applications, and by the needs of industry measured in employer demand for graduates.

b) Efficient Resource Utilization:

Efficiency of resource utilization is calculated by the degree to which revenue from the program can cover the costs related to supporting the program, and by the degree to which a full utilization of the program's resources can be achieved.

c) Quality:

There are two measures of program quality. First is the respect the program commands among graduates and among those in the community of professionals including employers of college graduates. Professional interest in program advisory committees and the presence of faculty in professional organizations, competitions and publications are some of the indicators of professional respect for a program. The second measure is the success that faculty has in imparting its professional knowledge to the students.

Five programs did not meet the demand and resource utilization criteria during the past year and were therefore retired: Food Industry Technician, Small Craft and Marine Technician, Survey Technician and Technologist, and two basic programs: Groundskeeping and Health Care Aid. The quality of these programs was clearly not at issue since each had the support of its advisory committee and employers.

2. Academic and Administrative Quality Assurance

Humber College's strategic position is based on knowing that in the competitive education and training environment of the next decade the demand for the College's programs will be sustained only if we make quality the hallmark of everything we do. Fortunately, quality is one factor over which the College has significant control. Therefore, the means by which we are to measure program quality has been receiving the greatest attention and discussion within Humber.

There seems to be concurrence at Humber that the burden of responsibility for program quality rests on two things: the competency of people and the effectiveness of administrative decisions affecting programs. Development and maintenance of the quality of program administration and the professional excellence of program faculty have therefore been established as the twin objectives of Humber's quality assurance strategy. The recommendations of a faculty committee on evaluation released in the fall of 1988 have led to the implementation of a performance evaluation plan at Humber.

a) Instructional Quality

As a basis for enhancing instructional quality and supporting individual faculty development, the College introduced a comprehensive faculty evaluation process during the 1988/89 academic year. The process involves student feedback questionnaires which are summarized by computer, class visits, formal interviews and coaching with the department chairpersons, and the commitment of faculty to three-year professional development plans. A comprehensive training program accompanied the introduction of the new evaluation process in order to develop the evaluation, negotiation and coaching skills of the academic administrators.

b) Administrative Quality

At the same time, an administrative evaluation process was introduced to provide the opportunity for faculty to complete an evaluation feedback questionnaire related to specific leadership criteria for chairpersons and divisional deans. The elements of the faculty and administrative evaluation process are intended to enhance the quality of instruction and contribute to professional and personal development.

In addition, the College has continued to provide opportunities for secondments, on-campus graduate and undergraduate programs of study, and international opportunities for the enrichment and renewal of faculty. The College is also encouraging the investigation, implementation and evaluation of innovative teaching practices through such enterprises as the IBM-sponsored

joint study lab at the North Campus and the UNISYS-sponsored ICON lab at the Keeleldale Campus.

The institution of a program development unit, the increased involvement of faculty in the selection of College personnel, and the continuation of the program review process, are all contributing to the effectiveness of Humber's human resources programming. The program review continues to be a cornerstone of quality assurance at Humber. As a result of the reviews completed in the past year, a number of major program changes have been incorporated into such diverse programs as Retail Floristry, Radio Broadcasting, and Developmental Services Worker. Typically, recommended changes have enhanced the job placement component and updated the curriculum to reflect the evolving skills and knowledge demanded by the industries Humber serves.

B. Administration

1. Expansion in New Directions

Over the past three years, Humber has been faced with increasing costs, a declining post-secondary population in the cities of Etobicoke and York and diminishing funding sources. Consequently, the College was confronted with two options: either scale down and manage a declining college, or re-position the institution to pursue new markets. Humber's response has been to retrench in some areas and position the College for expansion. The closing of costly, underequipped and inefficient satellite campuses and the consolidation of the College on three sites has been a major part of the strategy of focusing Humber's energies on three main campuses. The keynote of Humber's expansion will be to appeal to new clients, both post-secondary and non-post-secondary. Since that appeal is to be based on the quality of service offered by the entire institution in and out of the classroom, the administrative group has been expanding and improving academic facilities, student facilities and College support systems.

2. New Facilities and Future Plans

In this past year the College has opened new student life facilities, a new day care centre and embarked on the most extensive building and renovation program in its history as a first step in the creation of a new, three-campus college profile. The plan is a financially balanced one and is designed not to compromise the traditional accessibility of the College.

The construction of the additions at the North Campus including the Technology Centre is nearing completion and is scheduled for opening during fall '89. In form and in function the addition is

a great success. The architecture of the structures provides a fresh, bright, contemporary visual prospect to Humber. At the same time, the buildings are beautifully coherent with the existing north campus design that is so much a signature for the College. (Some consideration has been given to enhancing the surface continuity at a later date with additional cladding.)

The new buildings will provide increased classroom space and accommodate much improved facilities for the Technology programs moving from the satellite campuses as well as for several new and revised north campus programs such as Flexible Manufacturing Systems, Numerical Control, and Telecommunications which require dedicated and specialized facilities. The Technology Centre will also house on its ground floor the new Business and Industry Service Centre (BISC) which will provide an open conduit between College expertise and resources and the training and human resource development needs of business and industry.

An outstanding feature of the addition will be a completely new learning resource centre which will provide Humber College students with study facilities that are unmatched.

a) North Campus

Since the College's traditional student mix and catchment boundaries are dissolving, it is necessary that residential accommodation be available in order for all willing students and clients to attend programs at Humber. Hence, in the past year the College has undertaken the construction of two student residences to be opened in the spring of 1990. The residences will house a total of approximately 750 residents and will be managed by a qualified supervisor trained in student life planning. The projected construction by the City of Etobicoke of a municipal pool at the northeast end of the campus will further enhance the appeal of Humber College as a destination college.

b) Lakeshore Campus

Humber is committed to a permanent and significant presence for the Lakeshore Campus to serve the growing community of Etobicoke South.

The campus, located in a beautiful setting, is highly accessible, being only 10 minutes from HWY 27, the QEW and the Gardiner Expressway, has ample parking and is well served by public transit. The campus has a convivial scale of operation while enjoying the benefits of being part of one of the largest colleges in the country. In addition, the Lakeshore Campus has evolved a strong campus culture that contributes much to the quality of the students' Humber experience. All of these features provide an excellent profile for attracting students and

each will be included in plans for making the best use of the Lakeshore Campus.

i. Lakeshore Program Development

The development goal for Lakeshore has been to use the attractive campus profile as a platform from which to restructure and expand selected programs that have already demonstrated economic and academic strength. In the past year the College has been establishing clear program focuses for the campus including:

- > **School of Community and Social Services Management:** to include day programs and special professional seminars, non-profit management training, computer applications training, and financial training to social service professionals.
- > **The Centre for Justice Studies:** to include the Law and Security Program and a series of professional and post-diploma programs and training services.
- > **Vocational Education:** programs for mature students in Academic Preparation, Career Planning, T.H.A.T. and Continuing Education.
- > **Other Program Activity:** Business, Tourism and General Arts and Science programming will continue to be offered at Lakeshore.

ii. Lakeshore Campus Development

During the past year significant progress was made in developing a feasible plan and marshalling support for the relocation of the Lakeshore Campus to restored heritage buildings on the grounds of the former Lakeshore Psychiatric Hospital. The next stage, involving an environmental assessment and the resolution of local community concerns is underway and will lead in three to five years to the creation of an outstandingly attractive and accessible Humber College campus at the Lakeshore that will provide college service to a population that is expected to increase by twenty thousand people over the next few years.

c) City of York Campuses

The City of York has determined that it will create a major community focal point at the intersection of Black Creek Drive and Eglinton Avenue as a platform for the revitalization of the region. Humber will be an important part of the project providing the City of York with the kind of high profile, post-secondary/post-diploma institution appropriate to the City's projected requirements. In 1988-89 the College continued to work

with the municipality in establishing a development plan for the city centre. Building is projected to begin within two years. The present plan calls for the allocation of an estimated 100 to 125 thousand square feet in the proposed city centre for a Humber campus.

3. Support Services

During the past year the College's Computing Services completed the installation and debugging of the EIS student registration and timetabling system which, at peak performance, has handled as many as twenty thousand trouble-free transactions per day. The system has vastly improved the College's ability to provide immediate service to students. Following this successful implementation the College has initiated the HRS human resource management system which dovetails with the existing financial package to provide better management of the College's human resources for the nineteen nineties.

C. Education and Faculty Services

1. HRD

The Humber College Professional Development Department has continued to provide province-wide leadership through its human resource development program. Once again, in the past academic year the Innovative Practices Showcase provided an opportunity for members of the Humber community to present their ideas and techniques for better service and instruction. Also in the past year, the College instituted recognition awards for exemplary and innovative contributions by faculty, support staff and students to advance the College's commitment to institutional excellence.

2. General Education

The general education courses at Humber under the administration of the Human Studies Division also operate within Education and Faculty Services. The College's support for the value of a humanistic influence in college education and training has been consistent since the College's founding. Following a one-year review and report, the implementation of a new and comprehensive strategy for general education was introduced in the past year. All students now begin their general studies with a foundation course based on a faculty-authored text designed to be continually reviewed and revised.

3. Humber/IBM Joint Study Lab

In 1988 IBM Canada and Humber College entered into an agreement for a Joint Study Project with the purpose of assessing and prescribing software for remedial education and testing, and developing faculty expertise in integrating instructional computing into college curricula.

4. Special Needs Program

During the 1988/89 academic year Humber implemented a program to serve the needs of disabled students and assist them in integrating into college programs. Dedicated funding from the Ministry enabled the College to establish and staff a special needs office to focus on five objectives set by a planning group, namely:

- a) to assess college applicants and their program choices, and to identify potential impediments to success;
- b) to begin to understand the constraints imposed by disabilities through an analysis of the particular demands made by various programs of study;
- c) to identify and improve the institutional accommodation of special needs students;
- d) to train faculty and student peers to work with special needs students;
- e) to monitor and document the progress of special needs students.

5. Multiculturalism Taskforce

In November, 1988, a Humber College Multicultural Taskforce was formed with a voluntary, culturally representative membership to examine, report, and make recommendations on staffing practices, curriculum, student services, recruitment and marketing. Sub-committees addressing each of the areas under examination have conducted their work during 1988/89 and will be submitting a first full report in the fall of 1989.

D. Development

1. New Initiatives for New Markets

Humber has undertaken a major initiative by forming a new Development Division in the 1988/89 academic year under a new

Vice President hired from the private sector. The following management units were reorganized under the office of the Vice President of Development: Continuing Education, Client Services, Conference and Seminar Services, Career Development, Academic Preparation, E.S.L., OS/OSDO, CJS, Futures, Project Development. The purpose of this consolidation is two-fold: first, to improve existing service for non-post-secondary clients by providing a focused, identifiable and more easily accessible entity from which to deliver and promote a spectrum of existing and potential training programs and professional services. The second purpose for the consolidation is to provide the Development Division with the vehicles for reaching business, industry, government and community contacts in order to define and pursue new markets.

An organizational re-alignment has been undertaken in the Division to further improve development efforts with specific customer groups, and to reduce duplication of effort and expense in relating to these markets. A functional organization covering development, marketing and delivery has also been implemented.

2. Conferences and Seminars

The College sponsored over two hundred and fifty conferences and seminars nationwide this past year, reaching some twelve thousand businesses and professional people. Highlights of the year include organizing the North America-wide League for Innovation in the Community College Conference co-hosted by Humber College. The Secretarial Conference attracted over eight hundred delegates making it the largest conference of its kind. The most popular seminar topic this past year dealt with shiftwork and its impact on human resources. This seminar was held on eleven occasions and given in-house to thirteen companies on a variety of time schedules including the midnight shift.

3. Private Sector Training

Work in serving the private sector with training services has been extensive over the past year. A nation-wide contract with Canada Post to provide national supervisory development training was awarded to Humber on the basis that the College would implement program delivery in French or English through sub-contracts with other post-secondary institutions, in both official languages coast to coast. The contract has been renewed for fiscal year 1989/90. Other examples of training include a consortium of seven large companies with a need for robotics, PLC and other technology-based training services. The College will be pro-actively marketing its training and related services and capabilities to better penetrate the available market.

4. Government Programs

The College's share of government contract services, largely through MSD and CEIC, continued to decline marginally this year. Humber's relations with the local CITC and West Metro Skills Training Council, have been cemented into a working partnership designed to meet community training needs. Generally, Humber is working closely with its government customers to understand their needs better and to respond to their policy initiatives.

5. The Business and Industry Service Centre (BISC)

One of the major undertakings for the new division and the College has been the concept development and verification by the market of the need for Humber's Business and Industry Service Centre (BISC). Scheduled for opening this fall, the Centre will improve Humber's service to the business and industrial community using the resources and expertise from every segment of the College.

E. International Projects

Humber is committed to a conscientious involvement in international educational activities largely through the agency of the Association of Canadian Community Colleges. International projects are self-financing and provide the College with unique opportunities to advance its vision. Among the benefits are the professional development of college staff and access for the College to world-wide awareness.

IV. SYSTEM-WIDE ISSUES

1. Responsiveness to Change

The issues that Humber presented in 1988 for the Minister's attention remain in the forefront of Humber's concerns, and have been actively confronted by this college throughout the past year. Some, most particularly the environment and international economics, have moved dramatically and justifiably to the top of the social agenda. It has become increasingly apparent that far from being abstractions confined to daily news reports, global events and changes have a direct impact on the colleges.

The colleges are confronted with serious challenges and yet presented with enormous opportunities by the changing global environment. In particular, management strategies and curricula must be updated to be responsive to changing economic and social conditions. Faculty must remain current in their field or adapt to new roles. Effective instructional practices need to be

identified and implemented including widespread use of instructional technology. Above all, student outcomes must be demonstrated by such measures as retention and completion rates, placement rates, student and employer satisfaction, increases in knowledge and skills, and educational and career growth.

Also, perspectives and values must change in order for the colleges to respond to the opportunities before them. Despite having been traditionally rooted in local communities, colleges must develop global perspectives with respect to the services they provide and the clients they serve. An even greater challenge is that the colleges need to evaluate their efforts according to the educational standards of the world, not the local community. To be relevant in the emerging order, colleges cannot seek simply to satisfy their local boards, funding agencies, or even constituents. Rather, they must assure that the education and training that they provide competes effectively with that offered by the Europeans, the Japanese, and the so-called "four tigers" of Southeast Asia.

2. Leadership

Enlightened college leadership is needed to overcome obstacles such as aging staff with outdated skills, collective bargaining agreements that make change difficult, the natural tendency to resist change, and old values and ways of doing things that inhibit creative approaches. That leadership must encourage, support and reward innovation and entrepreneurship. Finally, leadership in the colleges needs to nurture individual development and renewal and involve all staff as stakeholders in their organizations.

3. Summary

In summary the colleges must:

- a) **Adopt a larger world view** stressing the link between global issues and events and local effects;
- b) **Encourage and support leadership development** focusing on a better understanding of the dynamics of change and competition, and broadening the range of experience and knowledge;
- c) **Monitor staffing** to ensure currency, diversity, freshness and vitality;

- d) **Develop partnerships** with other colleges and educational institutions, government agencies, business and industry to assist in achieving common goals;
- e) **Broaden the college curriculum** to provide students with every opportunity to acquire a larger world view.

To survive, the colleges must demonstrate their effectiveness in equipping their students to compete internationally. To prosper, they must join with partners throughout the world to assure that the interests of every sector assist the common interests of the global community.

For 1989 Humber echoes the spirit of institutional service and leadership expressed in the 1988 "Report to the Minister". The College is challenged not only by its obligation to society, but also by its will to survive and thrive. The Humber College Business and Industry Service Centre is a forceful statement that this college is prepared to enter a competitive market place and flourish.

OCTOBER, 1989

