

**HUMBER COLLEGE**

ANNUAL  
REPORT  
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**ANNUAL REPORT**

**1993**

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## **1 EXTERNAL AND INTERNAL ENVIRONMENTS: Transitions in Tough Times**

The effects of a stubborn economic slump continue to dominate the external and internal environments. Job losses and job insecurity, tax hikes, social contract wage cuts, expenditure reductions, social service trimming and deficit control -- all of these have in some way, directly or indirectly, impacted on almost everyone's workplace and homelife.

But the cliché applies: while the economic downslide presents problems, it also provides opportunities. Public institutions have an opportunity -- indeed, a responsibility -- to demonstrate to a recession-wracked taxpaying public that they are trimming all waste and excesses, deploying their human and capital resources to maximal advantage, and protecting productivity and quality of services while conscientiously controlling costs.

Meeting that challenge has been the continuing preoccupation and goal behind Humber College initiatives over the past year: to preserve program excellence, enhance customer service and manage effective institutional growth, notwithstanding funding shortfalls.

### **1.1 External Environment: Recession Remains the Predominant Factor**

The recession continues to take a heavy human toll on the communities served by the college. Small employment growth, fragile job security, frozen or falling incomes and the trend among companies to replace full-time jobs by part-timers<sup>1</sup> have seriously shaken the public and consumer confidence.

Uncertainty that accompanies a Federal election has, in addition, prompted nervousness regarding interest rates and the value of the Canadian dollar.

The industrial landscape has been transfigured. Once-powerful generators of Metro's economy -- manufacturing and exporting giants like Massey-Ferguson and Inglis -- have gone bankrupt and disappeared. Many surviving major players, like Northern Telecom, report financial troubles, plant closures and layoffs.

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<sup>1</sup> Companies have been replacing full-time staff with part-timers, as part of their cost-cutting and rationalization processes. Statistics Canada in August 1993 reported that while employment has been declined by 95,000 full-time jobs since the beginning of the year, part-time jobs have increased by 164,000, climbing to a record high, estimated at 2 million.

The United Nation's International Labour Organization in September 1993 reported that in the industrialized nations today, one out of seven workers -- about 60 million people -- hold only part-time jobs. In some countries, one out of four workers are part-time. Most of the part-timers are women, and many do not share the benefits or protections enjoyed by their part-time counterparts.

There is some good news in that Canadian businesses are beginning to show gains in earnings and exports, and there has been a steady rise in the composite leading indicator. Corporate streamlining has led to reduced operating costs and consequently higher corporate profits, but much of the corporate "profits" announced have been won at the considerable costs of downsizing in the labour force.

Jobs *have* been lost, many never to be restored, but that's the reality in this era of wrenching transition and global economic upheaval. Facing that reality, the onus is on the colleges and other educational institutions to provide learners with the survival skills they will need to handle change in a workplace that is being continually and fundamentally redefined.

Some economic observers believe that the country has already swallowed its bitter medicine, and although by no means yet completely cured, it's at least on the road to recovery.

But whether tomorrow brings a continued- or a post-recession economy, are Canadians being equipped with the world-class knowledge and skills they'll need to successfully compete in the international arenas? The newspapers and other media are repeatedly filled with accounts of a growing public negativism regarding the quality of education at all levels.<sup>2</sup> High-tech companies particularly voice their alarm about a perceived shortage of qualified, highly trained Canadians in specialized trades and engineering.<sup>3</sup>

Statistics, in the meantime, show Canadians lag seriously behind other nationalities in key competitive skills. Canada in the 1993 World Competitiveness Survey was, of 22 nations, ranked very low in the crucial areas of Technology and Science (17th), innovation (17th), International Focus (20th) and Entrepreneurship (16th).

In this time of tremendous churn, Canadians will require not just strong operational skills, but highly developed transformational ones as well, those that equip them with the capability to monitor and manage change.

The colleges, too, will have to draw on their resources of transformational know-how, as they're forced to rethink their strategic planning processes, to

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<sup>2</sup> Even Ontario's children have lost confidence in the educational system: the 120-page *Aspirations* report produced for the Premier's Council on Health, Well Being and Social Justice reveals that many children in Ontario hold little trust in the relevance of their education and the extent to which it prepares them for life or for the workplace -- even while they acknowledge they will have to stay in school, raise their qualifications and acquire more skills specifically related to getting a job.

<sup>3</sup> The amount of training needed for all jobs is rising steadily. Immigration Canada records that in 1989, 23 percent of workers were employed in jobs requiring more than 16 years of training; today, about half of all new jobs require that amount.



introduce new instructional models and to approach learning services from radically different perspectives.

The Humber College Annual Report for 1993 traces the major changes and challenges that have confronted the college over the past year. It also chronicles the college's responses to them, as faculty, administration and support staff join forces to prepare our customers, employees and employers alike, to cope with the dislocations, disruptions and discontinuities of a world in transformation.

## **1.2 Internal Environment: Doing More with Less**

Colleges today are confronted by a double dilemma: they must somehow meet customers' rising expectations for continuously improved services, even as governments tightened the pursestrings on all public institutions. Colleges have to be highly creative and bottom-line-minded as the demand from their customers outstrips college resources, and as revenues grow below inflation while unit costs continue to rise well above inflation and revenues.

The combination of increased costs and decreased funding will drive the colleges to rely less on governments as sources of revenue. Their ultimate destiny may be to one day evolve into private corporations, but short-term, they're faced with the challenge of generating greater revenues by such ongoing initiatives as the following.

### **1.2.1 Revenue Generating Initiatives:**

- attaching far more priority to fee-for-service industry training. Humber is strongly positioned to effectively tap the full potential of this area as it works in partnership with the private sector, government and organized labour to help develop the "value-added" workforces needed to win in the global marketplace;
- offering new opportunities for the reskilling and multiskilling of the workforce by extending CE courses beyond the campus, conducted on shop floors or through computer-based ILP programs;
- expanding international marketing, to attract more visa students;
- initiating more self-financing ventures in the services provided to the campus community. Humber's Test Centre, for example is increasingly looking to income-generation, by charging external customers and requiring administration fees for mature-student tests;
- offering shorter, more intensive instruction opportunities;
- in the fee-for-service market, increasing growth and development in target sectors such as transportation, business services,

health/pharmaceuticals, and selected segments within manufacturing.

### 1.2.2 Increasing Utilization of Facilities and Faculty

Along with initiatives to generate higher revenues, colleges will have to become even more efficient in the utilization of facilities and staff, as for example in:

- offering more programs in non-traditional times, such as after-hours, holidays, summers, spring and weekends;
- reducing dependence on the traditional but costly professor-delivered model of teaching, and implementing alternative learner-centred delivery systems that combine enhanced learning with lower costs;
- using paraprofessionals, in a supporting role with teachers;
- identifying nonacademic areas where significant system-wide savings and additional revenues can be obtained, such as ancillary fees<sup>4</sup> ;
- enabling the colleges to charge differentiated tuition fees;
- maximizing teaching weeks;
- increasing class sizes and supporting this with leading-edge, large-group instruction technology and tools;
- reducing costs through increased applications of process management improvement as a tool. Humber is attaching increased importance to the application of total quality management (TQM) and continuous improvement (CI) tools and techniques to all aspects of its operations;
- eliminating duplication of programs (and duplication of expenditures in resources and equipment) from college to college. In the future, colleges would become prime for particular programs, pre-eminent in some specialized occupational areas, but not competing in all things.

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<sup>4</sup> However, the possibility of raising ancillary fees has to be balanced with the ability of customers to afford the higher prices. The weak economy has created difficulties for many students in finding summer or part-time jobs. Their lower purchasing power has negatively impacted on food services sales, for example. Faced by consumer resistance - - aggravated by GST and PST -- Humber's Food Service Department will for 1993/4 assume a zero increase in revenue, except for catering for private receptions or from sales in the main North Campus cafeteria.



### 1.2.3 Combining the Colleges' Purchasing Power

The colleges are exploring ways to win mutual advantages by doing more of their purchasing cooperatively.

Humber is increasingly entering into joint ventures for the tendering of products and services. For example, a consortium of the colleges of the Central Region has signed a cooperative five-year contract that eliminates the need for capital investment in photocopier equipment. Photocopiers are made available to the colleges on a cost-per-copy basis. The purchasing of copies rather than copiers substantially reduces photocopying costs across all departments of the colleges.

In another venture, the Central Region colleges on a trial basis have initiated a Custodial Bulk Purchasing Program, to exploit the advantages of large-volume purchase of such products as garbage bags, washroom hand soap, paper towels and toilet tissue.

As well, Humber has entered a purchasing alliance with the University of Guelph, Waterloo and McMaster University. The combined purchasing power and negotiated manufacturers' rebates have resulted in savings of up to 20 percent on commodity items.

### 1.2.4 Advancing the Process of College Rationalization

The economic realities are a strong incentive for the colleges to examine more closely and favourably the advantages of increased rationalization of the colleges. Economic necessity is fostering a more positive perception toward what the colleges can, and must, do together. For example:

Metro Colleges Consortium (MCC): An example of the evolution toward closer inter-college cooperation can be seen in the recommendation to form the Metro Colleges Consortium (MCC), comprising Humber, Centennial, George Brown and Seneca. The initial focus of the MCC will be in marketing for local board and OTAB-related services. The activities of the MCC can potentially be expanded to encompass other colleges as well.

Metro College Continuing Education Survey: In the Winter of 1993, the above Metro colleges, with the addition of Sheridan, collaborated in the administration of the Metro College Continuing Education survey. The survey, conducted over two weeks and involving 41,367 CE students Metro-wide, generated strategically critical information regarding students' reasons for enrolling in CE courses, the registration process, the teaching and learning process employed in CE programs, services and facilities provided, general satisfaction and perceptions, student preferences and the make-up of the student enrollment.

The objectives of the survey were to:

- "create a shared data base for the Metro colleges to access individually and/or collectively to support operations/decision making/effect change (i.e., performance benchmarks).
- gain comparative data for each college to assess performance and trends vis-a-vis other Metro colleges (i.e., a context for measuring success).
- provide a Metro-wide picture of Continuing Education -- programming and students, e.g., data for future reference in preparing position papers, proposals in response to government initiatives, to focus governments/system attention on key issues.
- benefit from efficiencies of shared cost and consistency of survey, process, etc.
- provide a prototype case demonstrating the benefits of cooperative research among the colleges, and to identify additional research needs/opportunities for future purposes."

Central Region Technology Alignment Project: This group, in which Humber has played a leading-college role, provides another illustration of the colleges working together to develop a model for cooperation in issues relating to program rationalization. Formation of the group -- comprising Humber, Georgian, George Brown, Centennial, Sheridan and Seneca -- was the first step in a longterm process to review and assess technology training demand and programming.

The project will provide a prototype for cooperation among colleges in issues relating to technology program rationalization, reduce the need for all colleges to capitalize and maintain all technology program areas and offer students a transferability matrix to move between colleges.

## **2 SYSTEM-WIDE ISSUES:**

### **Costs and Consequences of Legislative Changes**

A wide range of legislative changes -- including the Social Contract, Employment Equity, the Pay Equity Plan for the colleges' support staff, and Freedom of Information -- are having significant repercussions on the operations of the colleges. Common issues facing all the colleges include:

#### **2.1 The Social Contract**

Reduced expenditure announcements relayed by the Ministry of Education and Training reflect the Provincial Government's determination to harness Ontario's staggering deficit.

Initially the reduction in the funding to the colleges stem from the Expenditure Control Plan released by the Ministry of Education and Training in April 1993, whereby college funding was reduced by \$7 million. The impact to Humber amounted to approximately \$520,000 for fiscal year 1993/4.

Then the Government through the budget of May 19, 1993 announced its intent to reduce Provincial spending by \$2 billion per year over the next three years. The colleges have been directed to reduce expenditures by \$40 million each year, with Humber's share amounting to \$2.8 million per year.

Realizing these savings could only be achieved through extraordinary means, the Government passed the Social Contract Act on July 8, 1993, which provided a failsafe provision to freeze wages and to assess unpaid leaves up to 12 days in a year to ensure that the target would be achieved.

## **2.2 Pay Equity**

Pay equity or unionization of part-time employees will increase labour costs in support servicing. At Humber, for example, labour costs in Food Services are expected to rise up to 1.5 percent of sales, and potentially force the food service operations to function as a break-even rather than profit-oriented venture. As well, environmental and recycling policies have tripled the cost of waste removal for the Food Service Department over the past two years.

## **2.3 Employment Equity**

It is expected that the Employment Equity Act will be passed by the end of 1993. The Act will require each employer to put in place an Employment Equity Plan. In formulating the Plan, employers will be required:

- to conduct a workforce survey to determine designated group representation in the organization by occupational group and by geographical area,
- to conduct a review of all employment policies and practices and
- to take steps to eliminate any barriers.

While Humber College has embraced seriously the principles of the Employment Equity Act and initiated a number of activities to prepare us for the implementation of the statute, the College acknowledges that additional responses will be required in order to fulfill the requirements of the Act.

Initiatives already taken by Humber College have included:

- a revision and an updating of its Human Rights/Discrimination policy;
- the presentation of training and information sessions on such Employment Equity issues as human rights discrimination and harassment; sexual harassment; employment equity and race relations; and
- the conducting of a workforce survey of its full-time employees.

## 2.4 Change from Direct Block Purchases

The CEIC plan to redirect a large proportion of funds from direct block purchases to individual CECs for local purchases will significantly increase the work associated with filling a seat, thereby increasing overhead with no accompanying addition in revenue.

## 2.5 JobsOntario- *Training*

The Province's JobsOntario- *Training* program provides the colleges with an opportunity to work collaboratively in assisting employers in the training of new hires. Humber participates in a partnership in this area with George Brown, Centennial and Seneca.

## 2.6 Adult Training Goes to Tender

Government-supported adult training is increasingly tendered. This procedure places the colleges in more direct competition against private and community-based trainers, whose wage structures are commonly lower.

## 2.7 Funding Puts Strains on Remedial Services

Some resources currently spent on remedial services may have to be cut, and diverted toward providing more advanced training for students who require increasingly sophisticated skills and equipment.

Demand for ESL, academic upgrading and UI-sponsored programs is rising, but grants remain tentative. Uncertain direction and definition for the delivery of program within federal and provincial purchases creates instability in projections, planning and operations.

# 3 STRATEGIC DIRECTIONS

## 3.1 Redefining the Perception of 'Student' as 'Continuous Learner'

Humber operates on the premise that the traditional concept of "student" is outdated. Humber's definition encompasses a dramatically expanded constituency of customers. Regardless of their age, whether they are part-time or full-time, whether they arrive at the college of their own volition or are sent there for job training or upskilling by a corporation, a labour organization or the government, and whether they study on- or off-campus with Business & Industries Services (B&SI), Continuous Education (CE) or a conventional daytime post-secondary program, they are all "lifetime learners."

To a considerable extent, the shift in mindset regarding what represents a "student" as "customer" and "continuous learner" has called for a fundamental rethinking of priorities, de-emphasizing internally focussed



academic issues in favour of more externally oriented service concerns. The concept requires that every workstation, telephone, desk, counter and classroom podium function as a customer-service centre. All staff, full- and part-time, regardless of department or division, must perceive themselves as service providers.

### 3.2 Uniting the 'Divisions': Cross-Functional Organizational Structure

Humber is striving to foster greater synergy among B&IS, CE and post-secondary capabilities, and thereby pave an integrated and seamless, lifelong educational pathway for learners. The objective is to ensure that all resources college-wide are targeted to the college's universal aim of educational and training excellence.

Toward this objective, the college is blurring the borders between various departments and divisions, reflecting the cross-functional organizational structures that are reshaping the operations of business and industry today. Traditional perceptions and paradigms of a fractured organization, of independent departments and divisions operating in isolation, are being rethought and restructured.

It's not a matter of melding all the pieces of the organization together -- but in providing a new connectivity of mission and action, bridging former islands of specialization to one another, so that all parts of the college are networked into an effectively unified archipelago of educational services. Their major touchpoint is Humber's commitment to provide all learners, in all phases of the college's operations, with education and training that will make a real difference to them -- not just training, but the *right* training able to stand the test of time and tailored to accommodate change.

#### 3.2.1 Learning After-Market Integrates with Post-Secondary

At Humber today, for example, B&IS's corporate training and related consulting services are increasingly spanning all academic divisions of the college: Applied and Creative Arts, Business, Health Sciences, Human Studies and Technology.

By its capability to draw on the professionalism, expertise and proven track record of more than 500 Humber faculty and other training consultant leaders, B&IS can respond very quickly in the design, development and delivery of corporate and individual business-improvement solutions.

As one instance, B&IS and the Health Sciences division are currently working in concert to develop The Institute for Health and Community Learning, a concept directed to the provision of integrated learning and performance solution services for the health and community care markets.



The Health Sciences division brings to the equation its longterm experience in providing credit education services for health and community care professionals, and a strong resource base of professional, credentialled knowledge in the health and community care fields. Building partnerships with clinical agencies and institutions is integral to the operation of the four major departments of this division: Allied Health, Early Childhood Education, Nursing and Continuing Education.

In fact, much of the activity of the Health Sciences division is situated off-campus within more than 50 hospitals, health care agencies and day care centres which serve as field placement and course and program sites.

B&IS adds to this partnership its 15 years of experience in offering a wide range of services and programming to hospitals, nursing homes, community-based providers, government, and health-related industries.

### **3.2.2 Continuous Education (CE) Remains Decentralized**

Like B&IS, Continuous Education at Humber is fully integrating its activities into all sectors of the college, including academic curriculum, student life and professional development. CE functions without a separate dean; instead, its policies, practices and corporate plans are coordinated by a representative committee and a chair -- an organization that will be reviewed next year.

### **3.2.3 Non Post-Secondary Aligned with Human Studies**

The former Job Training Services sector, which sets up ladders for lifetime learning, is now aligned with the Human Studies Division. The strategic objective is to provide faculty and students in the non post-secondary areas with a more seamless access to the mainstream of the college.

## **3.3 Building a Customer-Service Culture**

The success of the college in developing new niches and in winning market share in learning services will depend on its ability to be responsive to all its customers.

The college has made it the over-riding objective of every department and division to deliver the highest possible levels of service satisfaction, through initiatives that centre on:

- 3.3.1 Partnerships, Consultation and Open Communications
- 3.3.2 Flexible Timetabling and an Extended Teaching Year
- 3.3.3 Accessibility Through Acceptance of Previous Skills
- 3.3.4 Provision of Transferability
- 3.3.5 Quality and Currency of Programs, Courses and Services
- 3.3.6 Meeting the Vastly Diverse Needs and Skills Levels of Students
- 3.3.7 Quality of Instruction

- 3.3.8 Quality Service: Advanced Technologies and Procedures
- 3.3.9 Commitment to a Code of Ethics
- 3.3.10 Quality of Life and Environment

### **3.3.1 Partnerships, Consultation and Open Communications**

One of the greatest challenges that will face Canadian educators for the remainder of this decade, and well into the next century, will be to provide a workforce trained to accommodate and manage change. Fierce international competition will require Canadians to learn to operate the most technologically advanced systems and procedures in the world -- faster, sooner and better than anyone else, anywhere.

Colleges and universities can not hope to achieve the goal of world-class standards in training and education without help. Creating a workforce that is the best in the world will require interaction and cooperation among colleges, governments, businesses, industries and labour organizations.

Such alliances permit the sharing of resources, equipment, expertise and technologies. The relationships also facilitate the college's consultation with the private sector and labour regarding curriculum coordination and offer an invaluable opportunity for staff exchanges between the partners.

#### **a) Partnerships with the Plastics Industry**

The Canadian Plastics Training Centre (CPTC), launched in August 1993, provides a role model for partnership in training between education, industry, the two senior levels of government and labour. CPTC, offering hands-on technical training in the processes of injection molding, extrusion, blow molding and blown film, is a cooperative venture between Humber, the Society for the Plastics Industry of Canada, the Federal and Ontario Governments, the Ontario Federation of Labour and OPSEU.

In another initiative to meet the learning needs of the plastics industry, Humber's Technology division in September 1993 launched the post-secondary Plastics Engineering Technician diploma, a first in Ontario. This new post-secondary program exploits the availability of lab facilities in the CPTC. It demonstrates the advantages in bridging formal education with the learning after-market.

#### **b) Partnerships Through Advisory Committees**

Maintaining open lines of communication with business, industry, government and labour enables Humber to ensure that employers still value what the college is doing -- affirming that the assumptions on which current programs were created are still relevant.

Do the college's employer clients, for instance, continue to reap meaningful outcomes from the employability skills of the graduates?

Humber relies in large part on its program advisory committees to provide answers to such questions. To make sure that the answers are as current as possible, Humber is updating advisory committee membership to introduce, where appropriate, alternative membership of new industries, students, graduates and faculty.

Within 50 miles of the college, there are approximately 4,000 companies with fewer than 100 employees each. The Business division is consequently restructuring its advisory committee membership to increase the representation from the small business sector.

#### **c) Partnerships Fostered Through the Government: Ministry of Education and Training**

The Provincial Government in February of 1993 created the Ministry of Education and Training (MET).

The formation of the Ministry of Education and Training serves to strengthen the colleges' focus on integration, bringing together into a single mandate the formerly segregated elementary, secondary and lifelong learning educational sectors.

MET is part of the Province's thrust toward strengthening communication ties between education and training institutions and the diverse publics they serve. The new ministry encompasses the former Ministries of Education, Colleges and Universities and Skills Development as well as Ontario Training and Adjustment Board (OTAB) and JobsOntario- *Training*

MET created School-Colleges Advisory and Implementation Committee to develop "a framework for the co-ordination of high school curriculum and college programs, promoting the development of clear transitions between school and colleges together with the necessary guidance and counselling support, and evaluating school/college linkages."<sup>5</sup>

In February 1993, the MET made available to the college systems still another important vehicle for inter-institutional cooperation: the College Standards and Accreditation Council (CSAC).

The role of CSAC includes:

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<sup>5</sup> News Release, Ministry of Education and Training, "Ontario Creates Joint Schools/Colleges Project," May 6, 1993, page 1.

- establishing and reviewing provincial program standards;
- defining credentials related to publicly funded college programs;
- helping facilitate articulation of college programs with secondary schools and university programs;
- ensuring that curriculum is fully understood by students, employers and members of advisory committees.

#### **d) Partnerships in Defining Learning Outcomes**

Humber is fully committed to the goal of providing clear information about the expected learning outcomes of college programs, as required by CSAC guidelines. Over the past year it has modified the majority of course outlines to clearly define the learning outcomes, which spell out for students precisely what they will be able to do as a result of taking a course.

Humber also fully supports the directive to initiate sharing across the college system of new curriculum development, outcome standards and the expertise in evolving alternative approaches to training and education delivery.

It is solidly committed to further the aims of inter-instructional collaboration, including the consolidation of curriculum, the provision of clear paths between high schools and college programs, the establishment of necessary guidance, counselling and information-sharing supports and the avoidance of duplicate training programs, equipment or facilities.

In one such initiative, Humber in May 1993 was chosen as the lead college in a CASA pilot project to develop program standards for Chemical Engineering Technology.

#### **e) Partnerships with High Schools: Articulation**

Humber collaborates with high schools to define for their students the levels of expectation for entry into college programs. Students who by pretesting show that they lack prerequisite proficiency in such areas as math, English or science can seek remediation before they finish high school.

Humber's mathematics faculty over the past 18 months has piloted math assessment tools and developed a ladder remedial math curriculum. A college remedial math team/department will be established this year, and a coordinated, generic, ladder remedial math curriculum will be implemented during Spring 1994.

A major goal is to integrate into the curriculum appropriate interactive learning software and technologies, along with class management



systems, to permit faculty to effectively teach larger numbers of freshmen.

**Building a Community Education Network:** Humber has also been working as a joint project with the Etobicoke Board of Education to evolve a Community Education Network. This interactive multimedia computer network will help clarify Humber's English entrance standards through an in-high-school-assessment process and will:

- permit the computer-based testing of aptitude and interests to assist students in choosing career options;
- deliver a summary of all available training dates, times and venues in the career area of interest;
- provide telephone tutorial services related to courses offered and support on-line computer telephone registration;
- track student attainment (perhaps opening the way to the generation one day of "smart cards" for all students, computerized Personal Identification Number (PIN) education cards that chronicle students' past achievements).

**Joint Articulation Agreement:** The Etobicoke Board of Education and Humber have worked closely in an ongoing partnership through the Joint Articulation Agreement, formed in 1989. Initiatives over the past year included the provision of:

- Humber College placement tests in English, math and technology;
- a Law and Security Administration program, called Students Helping Students, by which volunteer college students help elementary and secondary school students in dealing with social and youth problems.

The program was developed jointly with the Etobicoke Board of Education, Metropolitan Separate Elementary and Secondary Schools and the Metropolitan Police;

- orientation for adult and younger learners interested in college programs and related careers;
- an adult learners' survey to assist in planning articulation activities designed for their needs.

#### **f) Maintaining Open Communications with All Partners**

Humber takes seriously the maintenance of open communications with all its communities. It encourages participative decision making and invites input from across the college population and the communities it serves.



Recommendations from partners and customers are readily implemented -- although sometimes the views voiced by the different sectors regarding the respective importance of vocational skills, generic (employability) skills and general education often conflict.

There is a growing agreement that a direct co-relation exists between knowledge skills and the ability to compete successfully. However, there's less clear consensus on the emphasis that educators should place on generic versus vocational skills.

Senior employers, for example, report that they're looking for the college to provide graduates with "employability" skills. As for technical skill training for the job, they suggest, these should be left for the companies to handle.

Junior employers and spokespeople for small businesses, meanwhile, say they want graduates who are "instant-value creators," equipped with both the technical and generic skills to contribute to a business's operations from the first day on the job.

Labour leaders put the priority on "transferable skills," flexible skillsets that enable multi-skilled workers to quickly adjust to rapid and continuous change in the demands of the work environment.

Taxpayers and students/trainees are becoming more demanding in their expectations of good yield for investment dollar in education. They insist on more, of higher quality, at less cost.

The calls are not exclusively for a job-oriented curriculum. There's strong support as well for general education -- courses that provide a broader understanding of society, citizenship and life skills outside the workplace.

Broadening the General Education Scope: General education courses at Humber are offered through the Human Studies Division. The current general education elective package and the prerequisite "Humanities" freshman course, introductory to the General Education package, is being enriched through broadened emphasis in such key areas as technology, science, ethics and international focus (language and culture).

Humber's general education courses are designed to reflect and positively reinforce Canada's strength of multiculturalism and diversity, through a curriculum that teaches students to:

- respect individuals from a variety of cultural, ethnic and linguistic backgrounds;

- appreciate the social, political, cultural and economic environment in which they live;
- understand themselves and each other.

Humber has the processes in place to review all programs in order to identify any not meeting CSAC general education guidelines. The goal: to ensure all programs strike a balance, providing meaningfulness to students, to employers and to society in general.

### **3.3.2 Flexible Timetabling and an Extended Teaching Year**

Humber provides its customers with increased access to its courses and programs by offering timetables that give a wide range of options. For example, a compressed academic year facilitates the ability of students to complete a 2-year program in 1.5 years, or to take advantage of tri-semester options with January and May intakes.

In CE, as well, programs are now being offered on Friday nights and Saturday mornings, to meet the needs of customers unable to take courses on traditional CE evenings. This also enhances utilization of physical facilities.

In order to permit optimal flexibility, Humber recognizes that the teaching year will have to be extended to take advantage of the 36-week maximum allowed by Collective Agreement. Following intensive review of alternate options, Humber, on a pilot basis, will in May 1994, for two years, implement an extended teaching year comprising two 16-week semesters, with an additional 4-week instructional module added at the end of the year. Such a measure would save the college an estimated \$1,000,000 in seasonal and partial load teacher costs.

### **3.3.3 Accessibility Through Acceptance of Previous Skills**

#### **a) Prior Learning Assessment (PLA)**

Humber is currently engaged in a 2-year process of implementing the Ministry policy of Prior Learning Assessment (PLA), toward the purpose of promoting access and assisting preparation of adult students. A major objective of PLA is to clearly define performance outcome and methods of evaluation in courses and programs.

PLA, designed to evaluate an adult student's "past learning and relate it to college courses and programs for the purpose of awarding credit," ensures that credit is given for competencies developed through job experience and formal or informal study.

### **b) Computer Placement Test (CPT)**

An important instrument in placement at Humber is CPT, the Computerized Placement Test, used in most programs to accurately designate students to the appropriate course level in English, reading and mathematics. Students who score high in their CPT are exempted from Communications 100 and 200.

In January 1993 the CPT College Consortium was formed, to create a cooperative information-sharing body comprising Ontario colleges and other post-secondary institutions that use The College Board's CPT instrument.

### **3.3.4 Provision of Transferability**

Humber offers joint degree/diploma programs with York, Lakehead and other universities, and enables students to exchange with CEGEP students from the Province of Quebec.

The Pre-University Profile program, offered by the General Arts and Science department of Human Studies, is designed to ease transferability of students from college to university. The program prepares students to handle the academic demands of university-level studies, and exposes them to an academic experience which approximates that of first-year university.

### **3.3.5 Quality and Currency of Programs, Courses and Services**

Humber targets its programs to meet the needs of students and to coincide with the employment opportunities available in a career area. Programs that no longer meet the requirements of the communities served are phased out, and attention and resources are redirected to new areas that open windows of opportunity for Humber's customers.

As a result of continuous program review, Humber over the past 4 years has cut about 20 soft programs, opening the way for as many promising new ones. Programs cancelled tended to be based on skill areas with declining demand, little growth potential, low paying salaries and long training periods.

#### **a) Reducing Freshmen Enrollment Where Jobs Decline**

Lowered job opportunities in an occupational area will prompt the college to reduce a program's freshman enrollment, as was the case with Law and Security Administration (LASA), which this year has been cut by 25 percent. The Legal Assistant enrollment is also being reduced, a realistic ceiling was placed as well on Nursing enrollment and the Equine program is being phased out, although current students are able to completed their program.

## b) Introducing Programs to Exploit New Opportunities

Replacement programs tend to require lower on-campus instructional periods, involve higher admission criteria, and are built on partnerships.

In 1993/4, new programs being introduced include:

- **Plastics Engineering Technician:** Important criteria in determining whether to introduce a new program include whether a program positions Humber in a unique market niche, whether innovative modes of delivery can reduce cost while enhancing learning and whether the program offers employment opportunity to graduates.

The plastics industry, for instance, over the past 15 years has enjoyed the highest rate of growth of any sector in the economy. About 60 percent of the industry's 100,000 employees are located in Ontario.

- **Media Copywriting:** Offering aspiring advertising copywriters training in this specialized advertising field, this program is the first of its kind to offer certification.
- **International Marketing/ Latin American:** The program expands Humber's global business initiatives to include Spanish America and to develop an international business program focussing on Mexico.
- **Marketing Management -- Canadian Securities Profile:** This two-semester, post-graduate program offered by the School of Business provides Canadian securities career opportunities in banks, trading houses, trust companies and corporate and finance departments. It is offered with the sponsorship of the Canadian Securities Institute.
- **Community Pharmacy Assistant (Self-Study):** The Health Sciences division once again took a pioneer lead among colleges by offering this distance-based training program for people wishing to become community pharmacy assistants or technicians.
- **Physiotherapy Assistant and Occupational Therapy Assistant:** Formerly part-time programs, Health Sciences this year is offering them full-time. The decision followed the results of surveys showing a demand for health care worker in the paraprofessional category.
- **International Telecommunications:** The one-year post-diploma program, run by the Business and Technology divisions, qualifies



students for careers as telecommunications analysts or as sales and marketing representatives.

### **3.3.6 Meeting the Vastly Diverse Needs and Skills Levels of Students**

There is a vast variation in the ages, skills and particular needs of individual students and trainees coming to the college. They arrive with a wide range of proficiencies and skills, ranging from those requiring extra help in fundamental English, science and math, to graduates of universities and other college programs who are attracted to Humber's growing slate of post-graduate diploma programs.

Demographic patterns are shifting, and there is a growing influx of underprepared students, female students, single parents, and unemployed adults from a wide representation of cultural and language origins.

Many require upgrading in their employability skills: numeracy, reading, writing, oral communication, computer skills, learning to learn, negotiation, teamwork and leadership techniques, problem solving and creative thinking.

The college, however, must face the reality that it can not do all things, for all people, all of the time, or all at once. Underprepared students -- who have not mastered basic mathematics, who cannot write a simple English paragraph, who have not matured attitudinally or who lack the appropriate "attributes" and "values" to engage in certain career areas -- may require remediation beyond the current level of college funding. The government has signalled clearly: it can no longer fund longshots.

Humber must play careful matchmaker, ensuring a "good fit" between the student's proficiencies at college entry and the performance levels that employers expect to find in the graduates they hire.

Humber takes every possible precaution to ensure that course offerings reflect an expanded view of the world and that they strengthen tolerance and understanding of a world in change. The college also actively seeks to diversify the make-up of staff and curriculum to reflect the altered multicultural mosaic of the population.

#### **a) The Intercultural Centre**

Since it was proposed by a task force on multiculturalism in 1990, Humber's Intercultural Centre has provided international and multicultural students with a wide span of services including information on immigration, work permits, visas and employment regulations, counselling, training, social programming, community outreach, and a series of special-event colloquiums and cultural days.



### **b) Prayer Room**

Last year a nondenominational Prayer Room was provided on the North Campus, to meet the spiritual needs of many of its students.

### **3.3.7 Quality of Instruction**

Humber is confident and proud of its standards of instruction. Faculty are first and foremost innovators, who seek a position in the vanguard of development, keeping in front with advancing technologies, ideas, processes and practices in their professional areas.

#### **a) Upgrading Through University Studies**

Humber encourages staff and faculty to take a continuous improvement approach to their professional development, personal growth and their instructional performance, through such initiatives as earning degrees through York or Michigan State University, or by completing Master of Arts in Education programs specifically designed for community college personnel by Central Michigan University.

#### **b) TESL Project**

In May, Human Studies provided time and resources for two dozen Communications teachers from the Lakeshore and North Campus, to plunge into a demanding, intensive-study, one-year program developed by their colleagues from the ESL and TESL department. Participants are gaining insights into the difficulties facing students whose language is other than English.

#### **c) Teachers as Facilitators**

Humber's emphasis on faculty development extends beyond just improving pedagogical techniques, technological currency and expertise in specialized occupational fields -- although all of these are important. The times also call for a complete paradigm shift. Instead of just fulfilling a role as a "sage on stage," teachers must assume new roles as facilitators of the learning process.

#### **d) Transition Assistance Program**

Through availability of funds under the Transition Assistance Program, staff have also engaged in a wide variety of seminars, programs and projects that permit them to investigate career options and develop transferable skills for promotability.

#### **e) Mentoring Program for CE Part-Timers**

And the college is piloting a program by which new Continuous Education and other part-time teachers will be coached and assessed by seasoned veteran faculty in adult education. By September 1994, all CE part-time teachers will be required to complete a professional development and orientation program.

### **3.3.8 Quality Services: Advanced Technologies, Processes and Procedures**

#### **a) Electronic Registration**

To ease registration processes and eliminate the all-too-familiar line-ups at the start of each semester, Humber is beginning to set in place an automated registration system. The longterm objective is to:

- extend self-initiated touch-tone telephone registration services and eventually on-line registration services on-site at all campuses;
- integrate the entire fee collection activity in the cash offices, providing all information through on-line student registration access for, and from, all user groups.

The evolution toward a "green machine" registration process has already begun. Students with touch-tone phones for the first time in the Fall of 1993 could register online for Business Divisions courses, for example, or for Continuous Education and General Electives, through CHRIS (Call Humber's Registration and Information Services).

The college telecommunications system is also being upgraded with the installation of more voice mail and facsimile transmission systems across the colleges, primarily to areas that deal extensively with customers.

### **3.3.9 Commitment to a Code of Ethics**

The Academic Council and Board of Governors in March 1993 announced approval of the final report of the Task Force on Ethics. The report's Code of Ethics was designed to help ensure that ethics continue as a central aspect of Humber's culture.

### **3.3.10 Quality of Life and Environment**

The college has undertaken the following initiatives to provide a campus environment that is healthier, safer, more comfortable and cost efficient:

**a) Extensive Classroom and Lab Renovations**

The college has invested more than \$600,000 to effect improvements in the classrooms across all campuses. Renovations and replacements included furniture, overheads, screens, painting and carpeting.

Humber will give priority in each of the next five years to the enhancement of labs that will be used for fee-for-service training, high-end seminars and large CE courses that generate sufficient fees to cover operating, installation and capital costs over three years.

These priorities are in keeping with the college practice to provide incentives to budget-holders to create additional revenues and reduce costs while maintaining a multi-year perspective.

**b) Staff Working Alone Program**

The Security Department in Fall 1992 introduced "Staff Working Alone," a service that provided spot checks at work locations for staff working after hours and on weekend or holidays.

**c) Library Laser Disc Journal Data Base**

The North Campus Library has acquired a laser disc journal article data base (PROQUEST) for use by students and faculty in the 1993/4 year. In the next two years, priority will be given to provide students with networked electronic data access through modems, and more sophisticated data access networks and services.

**d) Investigating a Text Order System**

To streamline procedures, enhance operating efficiencies and develop market awareness, the Book Store is investigating the potential of integrating the Carleton text order system through the College mainframe computer. The goal is to reduce data entry time, to maintain adequate inventory records, and to provide divisional users with on-line information and input facilities.

**e) Residences Focus on Academic Success**

Humber is involving students in Residence increasingly in activities and events that encourage academic success while underlining the inappropriateness and unacceptability of rule violations, alcohol and other substance use and interpersonal conflicts. The goal is to promote a positive lifestyle, in an environment conducive to study and personal development.

#### **f) Automated Lighting Control**

As part of its ongoing energy conservation program, the Physical Resources division has installed an automated lighting control system, with 1,150 motion sensors and 6 hardware zones. It turns lights off and on, and will effect annual savings in electrical energy of about \$70,000.

#### **g) YEC Activities Move to Keelesdale and Lakeshore**

The York Eglinton Centre (YEC), leased since 1976, has been shut down. All administrative, ESL and adult business training and retraining services formerly based at YEC have been relocated to Keelesdale and Lakeshore.

#### **h) Theatre Program Relocation**

As part of the college's longterm plans to concentrate art programs at Lakeshore, the Theatre program must be moved from the Queensway Campus and relocated within existing space at the Lakeshore. A move of the Music program is also under consideration, to advance the plans for creation of a Performance Centre at Lakeshore.

Consolidation of the Theatre and, ultimately, the Music program at Lakeshore would improve space utilization there, and also strengthen the college's ability to move into the Lakeshore Psychiatric Hospital site.

The college expects to eliminate the need for the Woodbine Campus in one or two years. Academic utilization of the North Campus classrooms is now 92 percent.

### **3.4 Building International Bridges**

Humber's presence extends far beyond the boundaries of the North and Lakeshore Campuses, Keelesdale or Woodbine. Its International Projects Office, for example, works with overseas partners to develop a variety of training programs in Technical Teacher Training (technical upgrading) and Management Training (training the trainer). The following are some of Humber's international initiatives:

#### **3.4.1 Bangladesh**

Humber's International Projects Office announced it would undertake to provide a project manager to oversee a three-year linkage project with MIDAS, a nonprofit, nongovernment organization dedicated to create and support educational development and private entrepreneurship in Bangladesh. The project will work through the Association of Canadian

Community Colleges (ACCC) and will be funded by the Canadian International Development Agency (CIDA).

### **3.4.2 Egypt**

Humber, in partnership with five other Ontario colleges, has received funding from the Social Fund for Development in Egypt to develop a pilot twinning program with an Egyptian college. The objective is to demonstrate the Canadian college model for offering direct employable skills and industry-driven short-term skills training and upgrading.

### **3.4.3 Malaysia**

In April 1993, 26 Malaysian students began a concentrated 2-year Technician program in CAD/CAM, compacted into 64 weeks.

### **3.4.4 Japan**

Funeral Services, consistently acknowledged by industry and professional associations as a benchmark for its educational excellence, is hosting a study tour for Japanese funeral directors in October.

### **3.4.5 League for Innovation**

Humber, since 1983, has been the only Canadian member of the League for Innovation in the Community College.

### **3.4.6 International Placement for Programs**

Humber's Hospitality programs feature placements in France, Japan, the Caribbean and the United States. International Business programs lead to placements in South East Asia, Germany and Mexico.

### **3.4.7 Creative Writing**

Students from around the world have been attracted to the Humber School for Writers, initiated in the Summer of 1992 and repeated in 1993. Developed to provide writing instructions in the creative vein, the 9-day workshop featured such internationally famous authors as Margaret Atwood, Barry Callaghan and Eric Wright.



## **Appendix i: The Mission Statement**

Humber College is a comprehensive college of applied arts and technology, meeting the diverse needs of the people of the Province of Ontario. It is a socially responsive, adaptive institution that is an integral member of its community to which it is accountable. The College is characterized by a humanistic, student-oriented philosophy which prizes the worth of every individual. The College is accessible to a variety of clients, is responsive in its curriculum offerings, and 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:

### **1.1 Comprehensive**

After analyzing learning needs, the College selects, on a priority basis, the programs and services it offers. The College offers a wide variety of study and career options for its students.

### **1.2 Accountable**

Humber College is responsible to the students for the quality of its programs and to the community for their relevance. In the belief that every student deserves the opportunity to succeed, the College creates environments in which all students, through their own endeavours, may be successful. The successes of students and programs are evaluated against these objectives.

### **1.3 Humanistic**

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

### **1.4 Accessible**

The College strives to encourage equitable educational access, to foresee, and to plan for, the overcoming of barriers to such access and to provide opportunities for all, regardless of personal, economic or social condition. It seeks to deliver learning experiences where they are needed, and in a manner in which they are needed within the available college resources and the ability of the individual to benefit from such experiences.

### **1.5 Flexible/Responsive**

The College maintains maximum flexibility and responsiveness in the determination and presentation of its programs. Programs are phased out or initiated in keeping with the changing needs of society. The college seeks to provide the flexibility necessary to accommodate individual differences in learning needs and aptitudes, in knowledge, and in changing educational goals.

### **1.6 Excellence**

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

## **Appendix ii: Role of the College**

Under the guidance of the Board of Governors and consistent with policies established by the Ministry of Colleges and Universities, the role of the College is:

- 2.1 To provide a comprehensive and balanced mix of educational programs and services, within available resources, which assist the student to identify and pursue realistic educational, career and life goals.
- 2.2 To provide opportunities for students to acquire academic and functional skills for achieving entry into specific careers.
- 2.3 To provide a general educational program to assist men and women to be more effective in their places of work and in their personal lives.
- 2.4 To facilitate access to educational opportunities by the provision of compensatory education including remediation, literacy and other programs as needed by students.
- 2.5 To offer career and vocational programs on a full and part-time basis to serve the needs of employment and to expand contributions to Canadian society.
- 2.6 To provide continuing education and community education programs to meet the needs of our graduates and the community at large.
- 2.7 To provide a broad range of programs in cooperation with business, industry and labour and with community agencies and groups.
- 2.8 To make learning available in any time format throughout the year, and through a variety of delivery modes at locations convenient to the learner.
- 2.9 To offer selected international programs that are a benefit to the College, the province and the country.
- 2.10 To provide an environment that enhances the social and educational development of students, employees and users of the College.
- 2.11 To provide an environment that supports employee development and renewal, that encourages all individuals of the College community to participate in decision-making, and that encourages open communication.
- 2.12 To provide an environment that encourages close liaison with employers and employees to maintain currency and relevance of employees, programs and graduates.
- 2.13 To provide a large range of co-curricular activities which are available to both students and employees, including exchanges, tours and other activities, that enhance the learning environment.
- 2.14 To market the quality of both student life and instructional programs and to provide the mechanisms that support effective placement of graduates.
- 2.15 To contribute to the cultural, educational and economic environment of Canadian society.

