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We're Number One!

With over 10,000 full-time and almost 67,000 part-time students enrolled in 1982, Humber tops the list of Ontario's 22 community colleges in both full and part-time student enrolment.

Statistics released by the Ontario College Information System (OCIS) show that enrolments across the whole community college system increased by 10.4% in 1982. Over 114,000 full-time students attend community colleges in Ontario.

The largest increase at Humber occurred in the Technology Division where student numbers went up almost 16%. The Business Division, which attracts the largest number of high school graduates, grew by 11%, as did Applied Arts. Health Sciences increased 9% overall.

Humber President Robert Gordon says that the increase is tied in, to some extent, with the poor economy. People who are unemployed, he feels, have created the significant increase in full-time enrolment statistics. The employed, in an effort to keep pace with latest developments, advances and changes in their occupations, are enrolling in part-time courses, he adds.

However, the fact that Humber is such a vital, exciting "people-place" is something we can all share in and be proud of. Each and every one of us, whether in large measure or small, is responsible for and part of Humber's success story. Let's give ourselves a well-deserved pat on the back for a job well done.

New Approaches to Canadian Studies

"DO YOU THINK CANADIAN" QUIZ

1. Has Canada ever been defeated in war?
2. Is Queen Elizabeth a Canadian or a foreigner?
3. Which is the largest ethnic group in Canada?
4. Which province has the largest birth rate?
5. Are Canadians one nation, or two, or more?
6. Have Canadians ever had a revolution? How many?
7. When was Canada's independence day?

Above are some sample questions asked of students at the beginning of a new Canadian Studies course I have introduced this year as a General Studies elective.

The questions are deceptively simple. One would imagine any Canadian student would have ready answers to such basic questions about the country. But most students have a lot of trouble answering the test, because the questions themselves attack some strongly-held assumptions, break long-held taboos, explode myths, and use forbidden terminology.

"I am in the business," said Miss Jean Brodie in her Prime, "of putting old heads on young shoulders". She illustrates the dilemma so many teachers face in deciding how to educate students, not for present needs, but for future requirements.

Those of us who teach Canadian Studies have for too long been in the business of attempting to graft British heads onto Canadian shoulders. They do not fit. If the graft takes, the

student is launched into adult life with a confused and split personality. If it is rejected, and most students reject traditional Canadian Studies teaching, the student is left, like Bob and Doug Mackenzie, basically headless.

Asked why so many students refuse to take any course with the word "Canadian" in the title, they tend to reply that they expect such a course to be boring, repetitive, and propagandistic. Their perceptions are pretty accurate. Most high school courses on Canada tend to pro-British, pro-establishment, and pro-elitist culture, while being anti-French, anti working-class, and anti conflict. In fact, all too often Canadian Studies courses tend to be anti-Canadian, that is anti-Canadian "people".

My current course, the result of a year's sabbatical leave, is titled "Canadians: A New Study of the Canadian People". It is a radical, iconoclastic approach to Canadian Studies, adult in tone and working-class in emphasis. It covers the usual topics of any traditional course—geography, history, politics, economics, literature and the arts—but from a very different perspective.

The Canadian people are found to be less English than is commonly imagined. The land is poorer than is commonly taught. Our history is seen as a clash of peoples and ideologies, not at all a peaceful transition. Our literature, usually academic and elite, is taken from the folk-lit perspective. In economics we look at not only who bought, and own, our economy, but also who sold it to them. Human rights are emphasized, but mourned; labour unions are studied and respected. Politics is taken from the people's perspective of power and pressure groups, not parliamentary parties and elections.

Canadians are seen, as they see themselves in their literature, as victims struggling to survive. It is not an unfamiliar struggle to most of our students, and they seem to relate to the theme very readily. The women inevitably seem to catch the spirit before the men in the class. Possibly they have more victim experience. But no one should graduate from the class willing to be a victim ever again, and all should have made a commitment to active participation in Canadian life.

by Adrian Adamson
Human Studies

ANSWERS TO THE QUIZ

1. Yes. We were defeated by the British in the Seven Years' War, 1755 - 1763.
2. She is a foreign woman.
3. French. Except for the 1920's when English were slightly ahead.
4. Alberta, for thirty years. Quebec today is usually lowest.
5. Two. (Depends, of course, on your definition of "nation")
6. Three: 1837, 1885, and 1919. None got very far, and all were savagely repressed.
7. December 11, 1931.

Appointment

The Board of Governors at Humber College recently approved the appointment of **Dr. Roy F. Giroux** to the position of Vice-President of Educational and Faculty Services.

Dr. Giroux brings a distinguished career and reputation in education to the position at Humber. For the past thirteen years, he has held senior administrative posts in Continuing Education, Student Services and Adult Training at St. Clair College in Windsor, Ontario. Dr. Giroux has been especially active in staff development at local, provincial and national levels. Before joining the community college system, he was employed by the Windsor Board of Education in a variety of roles, the last of which was as Co-ordinator of Guidance for 56 schools.

Dr. Giroux, 46, received his Bachelor of Arts Degree with a major in English from the University of Windsor in 1959 and a Bachelor of Physical Education Degree from McMaster University in 1962. A Masters Degree in Education from Wayne State University in Michigan followed a year later, and in 1970 he was awarded a Ph.D. in Guidance and Counselling at Wayne State. Post-Doctoral work in Educational Administration and Pupil Personnel followed with numerous publications in Canadian and U.S. journals.

In his current position as Director of Marketing in St. Clair College, Dr. Giroux is responsible for the Ontario Career Action Program, Training in Business and Industry, the Canada Manpower Industrial Training Program, Career and Placement Planning, Counselling and Health, and the Job Center.

Dr. Giroux takes up his position at Humber on April 1st and his office will be located in the same complex as that of the Vice-President, Academic.

Dr. Giroux is married and has two children.

DIALOGUE is a publication for staff and faculty at Humber College of Applied Arts and Technology in Toronto.

DIALOGUE is published monthly during the academic year. Submissions are always welcomed. However, opinions expressed in this publication are not necessarily those of Humber College administration or the editorial staff.

DIALOGUE welcomes Letters to the Editor. Please address same to the Public Relations Office, Room D146. Moreover, should you have a question you wish directed for reply from College Administration, DIALOGUE will endeavour to get an appropriate response. Both question and answer will be printed in the next issue of the publication.

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Introduction to HUMBER DIALOGUE



It is to be hoped that the "Humber Dialogue" will create an important forum for the discussion of issues relating to the College's development, and for keeping the Humber community informed. It is not an attempt to compete with *Coven*, which, as a newspaper, is both a learning lab for Journalism students and independent of the College in terms of its editorial policy, nor one to replace the normal flow of communiques to the College community. It simply seeks to provide a vehicle for people in the College to describe the interesting things in which they are engaged and to allow the airing of opinions — as the inimitable Mr. Noseworthy has done in the opening editorial. I hope that you all enjoy the first issue of DIALOGUE — for which we can thank Madeleine Matte, her staff and the many contributors — and that you will personally feel the urge to participate directly in the publication of future editions.

Robert A. Gordon
President, Humber College

What's PAC?

It didn't take Robert A. Gordon, Humber's new President, long to decide that changes were needed to acquaint personnel with, what he calls, "a global overview of the college".

The Planning Advisory Council (PAC) was established in October 1982, just four months after Dr. Gordon's arrival at Humber. The first meeting took place in November.

"I'm concerned that monopolies by small groups of administrators be avoided," Dr. Gordon said in an interview recently. "PAC was set up to advise the college on long and short range educational policies, to implement ideas and perspectives, and to raise morale. In my analysis, there had been no provision for staff input other than individual or group consultations with administrators," he continued.

According to the September 1982 issue of the *College Communique*, the mandate of PAC is "to respond to the macro question of 'where is the College going?'" and further to "answer the question 'how do we get there?'".

The 32-member Planning Advisory Council, in its first three meetings,

has dealt with such issues as the cost of sabbaticals, over-crowding, staff renewal, and the upgrading of classroom facilities. Future agenda items will include the approval of the current multi-year plan, and the approval of the membership and mandate of the Mission Review Committee. Also, PAC will invite leading experts to discuss the significant factors that will affect Humber's future.

PAC membership consists of: Robert A. Gordon, Tom Norton, James Davison, Graham Collins, Audrey MacLellan, Martha Casson, Harry Edmunds, Mike Lancellotte, Bev Walden, Greg McQueen, Bob Higgins, Larry Holmes, Carl Ericksen, Susan Goodman, John Parsonage, Bill Anderson, Doug Appleton, Dave Humber, Ab Mellor, Ann Bender, Gary Noseworthy, Bob Echenback, Ian Smith, Ken Cohen, William Hanna, Richard Saliwonczyk, Mark Humphries, Sheila Keeping, Rhoda Sullivan, Paul Petch, Tom Brown, and Paul Halliday. Bill Thompson acts as Facilitator and Lillian Towart is Secretary.

When asked to comment on the advisability of numerous committees, Dr. Gordon replied that he didn't think he'd set up too many and stated further that "people want to have a hand in running the place and you have to involve people to get the very best results."

"I'm a firm believer in the committee system. In addition to PAC, there's Management Council, The Budget Review Committee, the College Mission Review Committee and the many 'ad hoc' and task-force committees. But, as far as I'm concerned, PAC is the most significant committee in the college with good representation from all levels and from all geographical locations", he adds. "It's not perfect, but it's too soon to make adjustments. Besides, I'm committed to making it succeed."

Accountability at Humber

It's the age of accountability in education. A recent amendment to the Colleges and Universities Act, Regulation 201/82, Article 21, prescribes for each of the CAAT's that "At least once in every three-year period, a Board of Governors shall cause to be conducted in a manner approved by the Council of Regents an operational review of the college, and the Board of Governors shall submit to the Council of Regents a copy of any report, study or document received by the Board of Governors as a result of such evaluation and review."

The Ministry probably has its reasons for requiring such a periodic review but here on the receiving end of such directives one must begin to wonder how much more checking and examining is really necessary.

Consider.

We have an active and curious Board of Governors. As well as generally overseeing the Humber operation and setting college policy, it is regularly involved with the College in a much more detailed way.

Its finance committee minutely examines and approves (and occasionally, disapproves) Humber expenditures. Its program committee each year conducts a detailed appraisal of several programs. All new major programs or significant program changes must be approved by this committee.

We have, too, of course, the auditors who visit us every year. They examine our accounts to see that we are spending our money properly and keeping appropriate records as all auditors do. Also, they carefully check our full-time and part-time enrolment records on which so much of our funding depends.

These enrolment statistics and many, many others are reported regularly to the Council of Regents, and stored in their OCIS (Ontario Colleges Information System) files whence they are available to all the colleges. We can compare ourselves to the other colleges in the CAAT system on many indices: enrolments, costs per student contact hour, space utilization, administrative overhead, etc. If we are out of line, questions are asked and pressure is brought to bear.

In addition, the Operations and Planning Group at the Ministry has done efficiency studies of the colleges. Humber, evidently, has ranked near the top of all the colleges in these studies.

The Council of Regents regularly institutes in-depth reviews of programs common to several colleges. The process here is a needs analysis popularly termed DACUM. Several Humber programs have gone through the DACUM exercise and the Community Studies/Social Service Worker cluster at Lakeshore II will do so this spring. All new programs or significant program changes must also be approved by the Council of Regents.

Some programs (e.g. Diploma Nursing) have external agency checks on their quality.

A final "external" monitoring of our activities is done by our program Advisory Committees. These, made up of representatives of the vocational areas served by each program, are supposed to meet regularly and assist program faculty in keeping program objectives current and standards at an appropriate level. Advisory Committee activities are monitored by the Board of Governors.

As might be expected in a well-managed college many "internal" monitoring processes are in place at Humber.

We have one of the more elaborate faculty evaluation systems of any of the CAAT colleges. Beginning last semester every teacher in every class, both in the full-time and part-time areas, is evaluated by his/her students every semester. Academic administrators make regular visits to teachers' classrooms, and every teacher every year has an interview with his/her Dean and Chairman to review teaching and curriculum development activities and to plan appropriate professional development. This faculty evaluation process is carefully monitored by the Vice-President, Academic.

Administrative personnel also undergo a formal annual progress review by their supervisors. Administrators in this process set objectives, identify strengths and weaknesses in their performances and agree with their supervisors on professional development procedures. This administrative review is monitored by the Personnel Department.

Recently, in response to a faculty request, the President initiated an Administrative Services Evaluation in which all Humber employees were invited to contribute their perceptions of the quality of the various services at Humber. More than three hundred and fifty did so. Although the questionnaire was imperfect this evaluation was a start in what is intended to be a regular review of administrative effectiveness at Humber. As far as we know, no other CAAT has undertaken such an activity.

In addition to the regular monitoring of our programs by the Program Committee of the Board of Governors, the Academic Council now has in operation a Program Review process in which each program is given an in-depth evaluation every four years. Graduates of programs and employers of graduates are important external contributors to this evaluation.

Finally, and very importantly, are the job placement statistics for our graduates. Humber has always ranked very high here. These figures are spot-checked by the Ministry.

Our Multi-Year Plan is Humber's basic annual document. Here we go public with a comprehensive list of statistics on our operations. Here we list our long-term and short-term objectives and report on the extent to which previous objectives have been met. The Humber Community, including the Board of Governors, the Ministry, the Council of Regents, and the public at large have in the Multi-Year Plan a document by which we can be held accountable in a very detailed manner.

So in addition to all this the Council of Regents wants a big operational review every three years. We are law-abiding citizens, so, of course, we'll comply. I hope there's time left over for teaching and learning, though. George Orwell would understand.

by Bill Thompson
Coordinator, Program Review

Humber in York

When Madeleine asked me to "... write a piece on your impressions of York", my first inclination was to refuse with thanks. I could have used any number of excuses, all of them based on the thought that "I haven't been here long enough".

I didn't refuse, because many of my friends and colleagues at other campuses have also asked the question, "What's it like?", and I'm happy to share these first impressions. Of course, they won't be exhaustive or even complete. (Charles Pascal took over 233 pages to share his impressions of York.)

It's almost a cliché to say that small campuses are friendlier than large ones but it appears to be true simply because you can get to know most students and all the faculty. At the large campuses, of course, you know the people in your own area and a few others, but every time you walk down the hall there are more "strangers" than acquaintances. Here, it's just the opposite. The "stranger" is noticed simply because he or she is new. The faculty members get to know the students very quickly too, simply because they see them more often in class.

Staff numbers are also small and, in a "bull pen" situation, faculty get to know each other pretty well and are always available to each other to discuss methodology, philosophy, or to plan the staff skit at the Christmas party.

If you walk very slowly, it might take you 5 minutes to pace all the halls at Keele'sdale (probably 4 minutes for the York-Eglinton Centre).

In spite of the fact that "small is beautiful", there are many "we don't have" because we are small. We don't have student lounges or athletic facilities or a CAPS or a library or cafeteria at York-Eglinton Centre. We don't have storage space, adequate parking or adequate faculty areas, but in all honesty I must say I've heard those last three items discussed at other campuses as well.

So far, if I've left you with the thought that the York campuses are, in fact, small and friendly, then I've succeeded in half of my task.

Let me say something about our students, for they are a mixed bag. The College Preparatory and Commercial programs are made up primarily of Canadian students who are involved in some way in a "second chance" situation. First time around circumstances led to a lack of success. Now, a little older, a little wiser, or just given the opportunity, they have come to Humber to have another shot at it. Many have responsibilities that would crush a typical post-secondary student and yet they carry on and succeed often against significant odds.

The English as a Second Language student was often highly educated in his homeland. (We've had doctors, nurses, engineers and architects, and members of almost any other profession you can name.) Regardless of what their educational experiences might be or how or why they arrived in Canada, they come to learn the language of their new land.

While the courses are important because they lead to graduation, we must not forget that our students' involvement with Humber can change the direction of their lives.

What contributions will our E.S.L. students make to Canada because they can now communicate their thoughts and ideas? What satisfaction must a young adult feel as he masters first elementary school and then secondary school subjects to allow him entry to a Humber post-secondary program? What delight for a more mature lady to rediscover and rekindle old skills and learn new ones and move confidently into a new career?

The last impression I share with you relates to the faculty. I must say I didn't realize some of the complications that go with an I.L.P. system and a continuous intake program—timetables are always changing as classes of one level leave and another level arrives. There is testing for proper placement and the rotation of teachers so E.S.L. students will be exposed to differing accents and linguistic patterns. While there are new methodologies for me to explore, I do recognize the invaluable traits of imagination, initiative, and dedication. How can we do a better job? What changes must we make to remain relevant? These are questions not only being asked, but whose answers are being pursued. The Business and Commerce staff is just completing a project which resulted in over 300 interviews with representatives of local business to establish the needs of the future. The E.S.L. staff are developing new specialized programs, and the College Prep. faculty are reviewing the curriculum in light of the College-wide problem of remediation.

Well, those are my impressions after six weeks. There is no doubt the York campuses are different in that we serve a different clientele with different needs and, therefore, we often use different methods.

But we shouldn't overemphasize the difference for we, like every other campus at Humber, are striving to provide our students, the young and not so young, with all the assistance, guidance, and support we can muster.

by Jack Ross
Dean, York Campuses

VIEWPOINT

The following is the first of a continuing series of guest editorials by Humber personnel. If you'd like to make a statement by expressing your views on a topic that you feel might be of general interest, please contact Madeleine Matte in the Public Relations Office, Room D146.

Ask most people what education is and they'll agree that it's what schools are built for. What teachers are paid for. What books are written for. It's what people need to get jobs, what they need to be respected. It's capital letters after your name, a framed diploma on the wall of your room, ambiguous questions on an examination paper.

Education is what you need to be scrabble champion of your block. Education is listening to people who are older than you talk about people who are dead. Education is the reward for enduring years of hard chairs, practice exercises to discipline the mind and bladder, and exercises to discipline the body.

It's the social deodorant that won't let you down, the last word in one-upmanship, the perfect put-down, the ultimate weapon, the GNP's rising star. Sure it's all of these things, but none of these is what it is.

Education is seeing "Easy Rider" and feeling impotent anger. It is discovering mushrooms on your lawn in the morning and wondering how the hell they got there. It's reading Velilovsky and talking to yourself and anyone else who'll listen for days afterwards. It's waking up in the middle of the night with a strange woman huddling against you. It's a little girl soothing a baby. It's six bars in four hours and vomit on your shoes. It's squeezing a trigger and feeling the manly thump of the rifle against your shoulder, and it's crying a woman's tears for the thing you have just killed.

Education is stuffing your friend's intestines back into the shredded hole which once held his stomach and cursing a world that allows war. It's seeing the "Man From Lamancha" at the O'Keefe and skipping up Yonge Street in the rain and singing to yourself.

Education is talking to a cop about the 13 year-old addict he took to the hospital last night. It's four mind-blowing nights spent in a Mississipi jail. It's four agonizing hours spent trying to entertain the kids in the Terminal Ward of the Princess Margaret Hospital. It's overhearing a conversation about you. It's finally getting around to reading that book you wrote a book report about in Grade 11....and enjoying it.

Education is watching an illegitimate abortion, telling a Newfie joke to a fisherman from Herring Neck, trusting somebody against your better judgement, masturbating and not going blind. It's doing something right for the first time and nobody noticing. It's doing something wrong for the fifth time and everybody noticing. It's wanting to tell a pretty girl that you love her.

It's watching Maoists throw molotov cocktails at a veteran's reunion on Novembr 11th.

Education is listening to an elevator operator debate Machiavelli with your mother. It's doing your best and failing. It's meeting your public school principal after ten years and realizing he isn't nine feet tall. It's being right and getting fired anyway. It's watching your kids try to get away with the same things you tried to get away with. It's meeting somebody you might end up marrying. It's watching your best friend kiss somebody's ass.

Education is having two women. It's going to the Brunswick House on a Friday night. It's trying to answer the question of an eight year old boy. It's walking through Harlem at night. It's your first date. It's getting caught shoplifting.

Education is finding out that you're not that great after all. It's making love. It's discovering that Vidal agrees with you. It's lunch with friends. It's being asked your opinion knowing you'll be the most hated person for giving it. It's meeting someone who dropped out of school just because he wanted to.

Education is reading something that you wrote fifteen years ago and smiling a little sadly at what you've lost.

by Gary Noseworthy
Human Studies

Motorcycle Rider Training

**Continuing Education and Development
Humber College**

The development of new courses and programs requires not only an awful lot of hard work, but also an awful lot of creative energy. With the ever-increasing demands being placed on community colleges to meet the needs of the communities they serve, those involved in the process of development must analyse community expectations, draw up proposals and concern themselves with the possible success/failure ratio of each new enterprise.

The Continuing Education and Development Department at Humber meets these criteria admirably.

One of the most successful new courses to come out of work done in that department is Motorcycle Rider Training. Kate Dorbyk, Associate Director, Development, examines the course in the following article.

Motorcycling has become an increasingly popular mode of transportation over the past 5 years. But, sadly, there has been a concomitant increase in the number of injuries and fatalities.

In 1981, the motorcycle fatality rate was 35.2 per hundred thousand in Ontario, compared to 9.9 per hundred thousand automobile drivers.

Not only were more motorcycles involved in accidents than any other form of vehicle, but the motorcyclist's chance of being injured was greater than his/her automobile driving counterpart. In the 5,256 motorcycle accidents which occurred in 1981 in Ontario, only 9% of the riders escaped injury, as compared to 66% of automobile drivers involved in accidents during the same time period.

In 1983, up until September, while the overall highway fatality rate decreased by 25%, the motorcycle fatality rate had increased by 17.9%.

Percentages and rates of increase or decrease can be distracting. The reality is that 112 motorcycle riders and passengers lost their lives in 1982 on Ontario roads. This is a bleak picture indeed. Yet more and more evidence is emerging which reveals that a motorcyclist's chance of being involved in an accident is sharply reduced if he or she is trained by professional instructors in an authorized training program. In an as yet unpublished American study, research has determined that motorcycle accidents per 1000 registered is 9 for untrained riders and .4 for trained riders. Clearly, haphazardly learning skills which involve life or death decisions is at best misguided and often downright dangerous.

Realising the importance of providing professional motorcycle instruction to its community members, Humber College offered and filled 9 weekend programs in 1982, training a total of 175 riders. It is anticipated a

further 350 riders will be trained in 1983.

Humber College was also successful in being designated by the Ministry of Transportation and Communication as an official signing authority. Consequently, after successfully completing the riding test administered at the end of the 2-day program, the student's licence can be upgraded to include an "M" (motorcycle) endorsement.

Humber's training course does not, of course, guarantee accident-free riding, but it provides the best opportunity to receive professional instruction in a highly structured intensive training program. In spite of the rather alarming accident statistics, a professionally trained motorcyclist can enjoy years of safe and happy riding confident in the knowledge that he or she has the required skills to cope with a road crisis.

by Kate Dorbyk
Associate Director, Development

Norma S. De Castro - Update

"An average teacher tells, a good teacher demonstrates, a superior teacher explains and an excellent teacher inspires."

Norma De Castro, one of the original architects of Humber's Nursing Programs, clearly belongs to the latter category. Although her present position involves teaching in the basic nursing program as well as developing and teaching of post-diploma Continuing Education Programs, it is her obvious enthusiasm and dedication to the classroom element of her job that shines through.

After a mini-sabbatical from Humber, she completed her PhD thesis at Western California University in Santa Ana. Her concern for the quality of education was reflected in her topic, "An Instrument to Assess Teaching Effectiveness in Continuing Education". Although she was not directly involved in the concept and design of the student evaluation questionnaire, circulated to both full-time day and part-time night students at Humber this past semester, she was clearly prepared to discuss it. In response to whether she felt that post-secondary students in the 19-20 age category had the emotional maturity and objectivity to make a valid assessment of faculty, the answer was an unequivocal no for some students. The technically superior "no nonsense" instructor could easily fall to the more personable. Rather she stresses the importance of daily good rapport with the student. She employs a variety of teaching techniques giving students the opportunity to participate, contribute, and clarify their ideas. This immediate continual feedback, plus the measurable pass/failure rate make a more valid assessment of a teacher's worth she believes. In her doctoral thesis, Norma explored the reticence on the part of faculty to participate in this assessment procedure but feels that it is the insecure, who worry about their credibility as teachers, who feel defensive and threatened. A positive, confident professional welcomes the feedback. Norma, feeling a prime responsibility to her students, sees possible problems with inadequate teachers protected by the tenure system.

Norma feels a teacher's mandate is to "meet the personal and educational needs of her students". Personal is defined not in terms of life experience, but rather in terms of where the students, as an individual "is at". She looks at a student's potential, study habits, and interests and then works with her strengths. This is a formidable task considering the general decline in the quality of the secondary school graduate. In the nursing professions the learning material literally affects life and death and it is frustrating to have to cope with the basic problems of comprehension, spelling, and grammar. She expresses concern for the student who must assimilate this vast amount of vital material within a compressed two years time span. "The learning process should also be fun". She is eternally optimistic however, and her philosophy of teaching can be summed up by her motto, "Don't flunk them; teach them". The only note of caution is in the added phrase "within a reasonable time constraint".

Norma's latest accomplishment is in the publication of A MENTAL HEALTH NURSING WORKBOOK which has been adopted for use in Ontario Community Colleges. She is presently completing a textbook on "Mental Health Concepts in Nursing Practice."

In addition to her teaching schedule, and her writing, Norma is actively involved with The Canadian Institute of Stress founded by the late Dr. Hans Selye. She frequently presents seminars on coping with today's pressures to various community and professional groups. In response to last year's popular "Shining up your Image" series, Affirmative Action has invited Norma to do a special half-day seminar for Humber Support Staff in May. The date will be announced later.

When asked to summarize her brilliant academic career, Norma stated simply that her students were her "Magnificent Obsession". How lucky for them!

by Judy Dunlop
Registrar's Office

Upcoming Conferences and Seminars

The following is the 1983 schedule of conferences, seminars and workshops to be presented by the Professional and Management Development Department.

CONFERENCES DATE

1. Ontario Parks Association Annual Educational Seminar March 10-11
2. 1983 National Health Care Management Conference March 24-25
3. Drugs and Geriatric Care April 7-8
4. Cardiology May 30-31
5. C.P.R. Symposium Sept. 24-25

WORKSHOPS DATE

1. Rightful Dismissal in the 80's March 3
2. Downsizing: Managing Large Scale Work force Reductions April 27
3. Job Displacement June 10
4. Care of the Burned Patient June 17

SEMINARS DATE

1. Managing Stress for Teachers March 18

2. Managing Stress for Dentists March 25
3. Future Positive: Dynamic New Roles for Staff Development in Health Care March 7-8 (Vancouver)
March 14-15 (Ottawa)
4. Management for Supervisors in the Health Care Setting March 21-22
July 4-5 (Calgary)
July 6-7 (Regina)
August 4-5 (Fredericton)
August 8-9
August 15-16 (Winnipeg)
August 18-19
September 8-9 (St. John)
November 24-25
5. Management Skills for Administrative Assistants March 7-9 (Vancouver)
April 6-8
June 28-30
6. Records Management March 14-15
June 13-14
7. Coping with New Office Technology April 28-29
8. Productive Supervision Feb. 21-24
April 19-22
May 24-27
9. Effective Executive Secretary March 10-11 (Vancouver)
March 28-29
10. Salary and Benefits March 7-9
June 6-8
11. Job Evaluation April 11-12

PROFILES: NEW MEMBERS OF THE BOARD



Daniel Benedict has been appointed as Labour Representative to the Board. He comes to Humber with a distinguished background in international labour relations, specializing in labour education.

Dr. Benedict earned his PhD in economics from the University of Grenoble, in France, and has taught at both McMaster University and most recently at the University of Quebec in Montreal, where he is Visiting Professor of Economics. His work in labour relations also takes him regularly to Washington and Ottawa.

Dr. Benedict acted as Regional Secretary for Latin America for the International Metalworkers Federation where he developed innovative programs in labour education. He has also served as one of two North American representatives on the United Nations Committee of Experts on Transnational Corporations and as a consultant on Labour Education for International Labour Organizations for the United Nations.

Dr. Benedict was out of town at time of writing, but when asked about his interests, his wife replied, "He is a very educated man. He has a mind like a firecracker, but his great pleasure in life is his three grandchildren".

Dr. Benedict will serve as Deputy Chairman of the Program Committee of the Board for 1983.



Nancy Lawrie is not new to Humber College. "In fact," she says, "I had to give up the part-time teaching I've done for the college in order to sit on the Board of Governors. To do both would be a 'conflict of interest'."

Ms. Lawrie has a high profile in the region this month even without her position on Humber's Board, since she acts as County Coordinator for Peel for the Ontario Heart Foundation, and February is Heart Month.

Ms. Lawrie has demonstrated her interest in community affairs in Etobicoke for many years and on behalf of many organizations. Originally a teacher, she served as President of the Etobicoke Social Planning Council from 1978-80. She has had a particular interest in the plight of battered wives, and was instrumental in establishing Women's Habitat in Etobicoke, one of the first emergency hostels for abused women in the Province. Ms. Lawrie served as president of Women's Habitat from 1978-81 and has also been active in training and development workshops for several local community agencies.

"I am a great believer in the community college system", says Ms. Lawrie, "and I am particularly interested in women having the opportunity for non-traditional roles."

Ms. Lawrie will serve on the Program Committee of the Board for 1983.



G. Ross Robertson has worked for Bell Canada since 1948 in positions of increasing responsibility. From 1969 until 1978 he was located in Oshawa as Commercial Supervisor, Personnel and Training, Ontario District. He assumed his present position as Director, Business Office for Bell Canada in Toronto in 1978, and can be found, during the day, directing the operations of the Toronto Phone Centres. Mr. Robertson is involved at the moment in instituting a major technological change at Bell—the installation of an on-line computer system.

While in Oshawa, Mr. Robertson served on many community organizations, including the Chamber of Commerce, The United Way and the Durham Lung Association. He also advised the Business Division of Durham College. Since coming to Toronto, however, he has taken a 'sabbatical' from volunteer work. "It created a void in my life", he says. "I wanted to get involved in bringing my business experience to the board. The types of programs Humber has allow me to see how business and education can meet. I am particularly interested in some of the questions relating to environment and health and safety".

Mr. Robertson will act as deputy chairman of the Finance Committee for 1983.



Joseph Sorbara, QC, is one of two founding partners of the law firm Tanzola and Sorbara, in Downsview, and a Director of Federal Trust, which is involved in real estate construction and land development. He has donated his time to charitable organizations and worthy causes as diverse as the Toronto Historical Board, Channel 47—the multilingual TV station, and York Finch Hospital, but he seems proudest of his contribution to the Canadian Scholarship Trust—a fund set up so parents can invest in order to pay for their children's educations. Mr. Sorbara has served in many capacities for the Trust, including those of President and Chairman of the Board, and is delighted that since 1971 over 80,000 children under the age of ten have been enrolled by their parents or benefactors. The first of these children are already being funded for their post secondary education. Originally, only students entering university qualified for funding, but Mr. Sorbara was recently successful in having the trust regulations changed to make community college students eligible for support.

"I believe in the community college system", says Mr. Sorbara, "and I like being able to contribute my expertise. I think I will benefit from the experience of being on the Board of Governors and I am looking forward to serving on the property committee. I am prepared to work hard for the college".



The Winter of 82/83 has, thus far, been gentle indeed and, as a result, some of the more common complaints about the February "blahs" haven't been as audible as they usually are. Nonetheless, we thought it might be fun to inject a note of Spring and feature some photos of students enrolled in the Retail Floriculture Program practising their colourful, creative craft.

C.O.S.H

Committee On Sexual Harassment

"I believe that virtually every woman who has worked in other than a female job ghetto has suffered some form of sexual harassment on the job. I see it more as an issue of power than sexuality, and it is not always women who are victims, and not always a superior who is involved. Students have been known to harass other students, for instance." The speaker is Eleanor Wright Pelrine, the chairperson of COSH, the newly formed Committee on Sexual Harassment.

What exactly is sexual harassment? The guidelines for the committee, approved by the Board of Governors, state in brief, that sexual harassment is unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted... implied or expressed promise of reward for complying with a sexually oriented request... or threat or reprisal for refusal to comply with a sexually oriented request.

Doris Tallon, Status of Women Advisor at Humber College, felt strongly that there should be a method for dealing with sexual harassment at the college. She asked Eleanor to investigate the ways other institutions and businesses deal with the issue and to recommend a procedure for dealing with complaints. "What I found," says Eleanor, "was that the grievance procedures were often very intimidating and that staff associations and unions were concerned that unsubstantiated complaints could become part of an employee's permanent work record."

The procedures and representation of COSH have been set up in order to avoid those pitfalls. Initially, each union and staff association represented at the college was asked if it would be part of a grievance hearing procedure. All agreed. Recently appointed committee members are as follows: Administrative Staff Association — D. Tallon and Bev Walden; Faculty Union — Jean Jablonski and Gene Duret; Support Staff Union — Joan Jones and Moira Reed; SAC — Kathy Greig and Tom Godfrey. The chairperson, selected from the college community at large, and agreed upon by the membership, is Eleanor Wright Pelrine.

If sexual harassment is alleged to have occurred the grievance procedure is as follows:

1. The complainant will report the alleged occurrence to any member of COSH and that member will discuss the matter in order to assess informally whether what has occurred fills the definition of sexual harassment.
2. If so, the committee member will take the complaint informally to the accused. If the matter can be settled by discussion, and, perhaps an apology, no report will be made to the committee except that a complaint has been received and amicably settled.
3. If no settlement can be reached, the complainant will file a full report of the incident, including as full an explanation as possible, preferably including times and perhaps witnesses. The committee member will ask the chairperson to convene a meeting of COSH. The accused will receive a copy and be asked to file a written response.
4. The committee will meet, consider the submissions, and may ask any of the involved parties to appear before it. The committee will propose a course of action to the parties involved intended to resolve the issue. If the issue is not settled, the matter will be referred to the college president for executive action.

There are methods of dealing with sexual harassment newly appended to the Human Rights Code and an additional grievance procedure under the appropriate collective agreement. COSH is intended to create a relatively informal, conciliatory and non-threatening forum for handling a grievance.

College Gets Million \$ For Equipment

Humber was recently allocated \$1,219,000. from the Canada Employment and Immigration Commission Skills Growth Fund. The funds will be used to purchase much-needed equipment for training several types of machinists and technicians.

The Skills Growth Fund was established by the National Training Act. A training agreement under the Act, enabling CEIC to allocate funds to the colleges, was signed between Canada EIC and the Ministry of Colleges and Universities on August 27, 1982.

The Skills Growth Funds are in addition to capital grants from the Ministry of Colleges and Universities, and the Ontario Board of Industrial Leadership and Development.

Florence Gell



Still Moving Upward

Mrs. Florence Gell, past Chairman of Humber's Board of Governors, has added another first to her already impressive list of "firsts".

Upon the recommendation of William Davis, Premier of Ontario, and of the Honourable John Aird, Lieutenant Governor of Ontario, Mrs. Gell was recently sworn in as Chairman of the Metro Conservation Authority. She is the first woman to be appointed to this position.

Those at Humber remember Mrs. Gell as a dynamic, outspoken and exciting character who pioneered in filling positions that were considered unattainable to women.

Humber DIALOGUE salutes Florence Gell and knows that the Conservation Authority is in very capable hands.

by Doris Tallon
Executive Assistant to the President

Content at Humber

CONTENT'S feature articles and regular departments are frequently provocative and always thoughtful. And its readers continue to be supportive. As one wrote recently, "I'm new to journalism, and I think I've been waiting for Content all my life."

CONTENT is "a scrappy little magazine", according to Doug Fetherling, media columnist for Quill and Quire. But the scrappy 10-year old seemed to be breathing its last in April of 1981, when a straightforward news release from publisher Barrie Zwicker announced that Canada's news media magazine had suspended publication.

CONTENT, written for and by journalists, is a journalism review independent of the mainline media. During its 10 years, the publication had served as observer, conscience, gadfly, and gossip for journalism professionals with a commitment to their craft and to social responsibility. It was unthinkable that Content's thoughtful and independent voice be stilled, but harsh economic reality had closed in on its publisher.

At Humber, Larry Holmes, then Dean of Creative and Communication Arts, was pleased with the college's programs in Journalism, Photography, Graphic Arts and Public Relations, but always casting about for teaching tools which could provide "real world" experience to students. And I, with my background as a writer and broadcaster, was

convinced that the publication could survive and even grow with the nurturing Humber could provide.

Several months later, in November, 1981, negotiations with Zwicker were concluded, and Content moved to its new home at Humber. Holmes became publisher, and I was appointed editor.

By that time, the magazine had been out of publication for a year, and everything had to be done from scratch. Editorial material had to be prepared, advertisers solicited, a support staff person hired and faculty advisors arranged for. Office space was necessary and deadline for the first issue was January-February, 1982.

The major challenge was to maintain Content's appeal to the more than 3000 journalists who subscribed, to gain enough advertising support so that Content could ultimately be self-sustaining, and to devise a system of involvement for faculty and students in several of Humber's programs, while maintaining the magazine's "professional" reputation.

Content provided an opportunity to combine a new venture with the resources and facilities available at Humber. Electronic typesetting, for example, was already being uti-

lized in the production of Coven and Magazine World. It was relatively easy to add Content to the production schedule. Students in Graphic Arts, Journalism, Photography and Public Relations had already developed skills and interests applicable to a publication like Content. Faculty members in those programs offered years of invaluable experience in the work demanded to produce a magazine.

Now, a year later, Content has published six issues from its new home. The economic climate is harsh, and, to date, the magazine has been subsidized by the Creative and Communication Arts Program. Content's new cover design and much of its photography and illustration are the work of students, paid at a freelance rate for their contributions. A journalism intern works on the magazine two days each week, and other students and graduates offer freelance contributions to the review.

by Eleanor Wright Pelrine
Editor, Content

This in-depth look at the operations of the Professional Services Division was written for DIALOGUE by Moe Wanamaker, Dean of Professional Services.

The Professional Services Division *AT HUMBER COLLEGE*

HISTORICAL UPDATE

The Professional Services Division exists to provide training, education and development resources for local employers and employees. Originally called the Training in Business and Industry Department (T.B.I.), the staff operated a skills development program of the same name along with the Ontario Management Development Program. The department experienced exceptional growth as a result of extensive program development and marketing initiatives with business and industrial clients. Registrations exceeded 20,000 by 1975.

Continued growth from 1975 to 1978 was bolstered by the addition of two new Provincial Government Programs, the Canada Manpower Industrial Training Program (C.M.I.T.P.) and the Ontario Career Action Program (O.C.A.P.) which related to the employment skills development of individuals in industry. In this period the Department also initiated a Conference and Seminars activity which experienced exceptional success on a national scale. At this point registrations were exceeding 25,000 per year.

In the four year period ending in March, 1982, the Training in Business and Industry Department completed a re-organization and expansion plan which established the Professional Services Division. As a result of innovative program development and marketing, the division exceeded 30,000 registrations per year during this period.

OPERATING MODE

As an integral part of the College's Continuous Learning efforts, we focus on the part-time learning needs of the employer/employee community at both the local and national level. Our objective, as a cost-recovery organization, is to provide a comprehensive range of educational, training and manpower development services in as flexible and accessible a manner as possible to the employed adult student based on the needs as defined by that population.

Our students and client organizations seldom access College physical facilities and yet our reputation as a College responsive to employer/employee needs is well known and growing. Although the vast majority of our activities occur in the Toronto area, our Conferences and Seminars and Contract Training activity has developed a nation-wide reputation in several areas. Our division operates year round but most of the actual training occurs between September and May. We regularly access our own sources of part-time instructors from the private sector to meet client needs when our own full-time faculty are not available.

THE ORGANIZATION

The Professional Services Division is presently organized into two departments:

- The Technical Training Department was organized in February, 1981, by joining our skill oriented government programs with the technical contract-based activities.

This department is primarily financed by the successful delivery of provincial government funded programs with a growing level of activity in client fee supported projects and the Professional and Management Development Department has been recently formed by combining our client contract training initiatives with our part-time extension, conferences and seminar activities to focus on the non-technical and non-government funded activities. This department is entirely self-financed by client fees.

PROFESSIONAL AND MANAGEMENT DEVELOPMENT DEPARTMENT

This department is involved in delivering a special type of Continuing Education to professional and managerial people. Until Humber College started the trend four years ago, such educational programs were not generally offered by Colleges or Universities in Canada. The major suppliers were private seminar organizations, most of which were American operated. Since then many other colleges and universities have become involved.

The need is there! In the United States, Dun's Review in March 1979, estimated that American business spends over one billion dollars a year sending executives to seminars, workshops and conferences. The recently published Ontario Green Paper on Continuing Education suggests that such education may constitute the fastest growing industry in the province. Certainly our experience supports this. In the last four years, our program has experienced exceptional growth, and this year we will offer more than 400 programs enrolling more than 10,000 students.

Executives and professional people want a specialized kind of Continuing Education program. Specifically:

- Updating information on critical issues.
- Intense concentrated skill development sessions conducted by professionals in their field.
- Professional educational programs geared towards achieving professional accreditation.
- Professional quality educational materials.
- Very high level of customer/student service.

This is exactly what we offer. Through our contacts with professional associations, trade groups, respected resource people and other professionals, we organize and offer conferences, seminars and courses to meet their needs.

This year we are offering over 150 professional seminars on such topics as: Salary & Benefits Administration, Word Processing, Management for Supervisors in the Health Care Setting, Sales and Marketing Management, Human Resource Planning, How to Deal with the Media, and many others. Our seminar for Executive Secretaries has, over the last three years, become the most popular and respected program of its kind. In fact, as a result of that

popularity, we initiated and operated the first national Conference for Executive Secretaries in Toronto in March, 1982 attracting over 600 delegates.

ASSOCIATION PROJECTS

We work with a number of professional associations in offering courses leading to professional accreditation. We offer such courses on behalf of the Canadian Association for Production and Inventory Control, the Ontario Real Estate Association, the Purchasing Management Association, the International Materials Management Society and many others.

The skills required to operate these programs are highly specialized (e.g. program design and development skills, direct mail marketing skills, organization and project management skills, negotiation skills, etc.).

CONTRACT TRAINING

This cost recovery activity is created by our direct contact with business, professional, and industrial client organizations in order to put Humber College on the map as an exceptional resource. Our approach is two-fold. Our priority, through the use of marketing, is to contact employers in order to identify training needs and subsequently to assemble human and material resources to respond effectively by organizing a training project. Our alternative is to identify or develop College resources that satisfy perceived employer needs and then to develop effective delivery vehicles to satisfy general demands in the employer community.

A number of factors are contributing to the expansion of employer/employee involvement in such continuing education. Demographics place the greatest portion of potential part-time learners in the employer/employee sector. Employee retention is a predominant issue with obsolescence of know-how and productivity improvement as critical factors affecting this very expensive personnel asset. Continued training and development of existing staff is seen to be an appropriate response.

In meeting the increasing demand by employers for flexible access to appropriate resources we develop and execute marketing and development strategies to stimulate market awareness of Humber College as a major resource. At the same time, our Project Managers are actively engaged in not only servicing the substantial existing activity but contacting new potential client organizations. It is becoming increasingly apparent that the College, with its exceptional breadth and depth of competent instructional resources augmented by part-time instructors where necessary, as a great deal to offer in satisfying this demand.

TECHNICAL TRAINING DEPARTMENT

This department provides a professional education, training and development service focusing on the technical and skill training needs of business and industrial clients. As

such we are also responsible for the delivery and servicing of related Provincial and Federal Government programs oriented toward developing employee skills as follows:

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

- Provincial Government initiative to stimulate job skill training for groups of employees.

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

- Federal/Provincial Government initiative in which we develop training plans for employer-trainers.

Ontario Career Action Program (O.C.A.P.)

- Provincial Government initiative in which the College develops a work-experience/training opportunity with employers for unemployed youth.

Training in Business and Industry Program 2 (T.B.I.2)

- Provincial Government initiative similar to the regular T.B.I. Program, but exclusively aimed at the development of high-technical training involving state-of-the-art technologies.

Contract Training

- Humber College initiative which accommodates employers' needs which cannot be satisfied by existing programs.

Although staff specialization exists within the Technical Training Department, our staff is familiar with all of the available programs and market the College's capabilities to a wide range of industry primarily in the boroughs of Etobicoke and York.

The 1981/82 year marked a significant change in which increased emphasis was placed on high technology in Canada. To meet this need the Technical Training Department was created to deliver and administer technical and critical skills programs for industrial employees. The development of new programs is an increasingly important aspect of our activity. Computer Aided Manufacturing and Micro-Processor Applications for both engineering and business interests represents a major initiative as we are increasingly working with industrial giants as well as smaller employers. Excellent evaluations and substantial repeat business supports our credibility as we gain a reputation in these new technologies. We are also developing new programs in Industrial Robotics, Programmable Controllers and 6800 Microcomputers with other programs that stretch our technical expertise to both ends of the spectrum.

The activities of the Professional Services Division are perceived as being a critical aspect of Humber College's future success. Humber's level of activity in the business, industrial and professional market-place has declined substantially in recent times due to the economic climate. As a result of rather dramatic cost-cutting measures, we have been able to batten down the hatches to ride out the storm. With the continuing, and we hope increased support of Faculty and Staff, Humber can remain the leading college in Canada in the training and development field.

Athletics, Recreation and Leisure at Humber

WHAT'S AVAILABLE?

In today's society it is well known that being physically fit is the key to a long, healthy, happy and productive life. Your Athletic Department has organized a series of intramural, intercollegiate and instructional activities for students, staff and community members to help them maintain a satisfactory level of physical fitness.

The variety of sport activities that are offered to those are grouped into four areas to encompass all levels of skills and physical abilities. These areas are intramurals, intercollegiate, instructional and community clubs.

Let's examine each in turn.

Our Intercollegiate (varsity) programs are designed to suit the needs of students whose skills are developed to a level that allows them to be competitive beyond the intramural level. Although we strive to be competitive, the premise of participation for enjoyment and personal satisfaction is our main goal. This year students can participate in Varsity Basketball, Men's and Women's Hockey, Co-Ed Badminton, Co-Ed Curling, Co-Ed Skiing, Co-Ed Golf, and Co-Ed Table Tennis. To be eligible for intercollegiate participation, one must be a full-time student in good standing at Humber College. One must also have paid the activity fee required by the college. Once a student becomes eligible to participate in a varsity athletic program he or she may then participate in all events sanctioned by the Ontario Colleges Athletic Association on behalf of Humber College. Since most of our varsity sports are spectator oriented, we welcome the attendance of Humber personnel at all games.

Participation in Intramural Athletics is open to all full-time students and staff from any of the Humber campuses. These programs are largely recreational in nature and participation is welcome regardless of skill level. With the variety of intramural activities that are offered, chances are good that a person's favourite leisure activity will be featured sometime during the academic year.

During the evenings and weekends, the Department opens its doors to the community for instructional programs. These programs are taught throughout the year by highly qualified instructors, with the fitness and fun aspect highlighted.

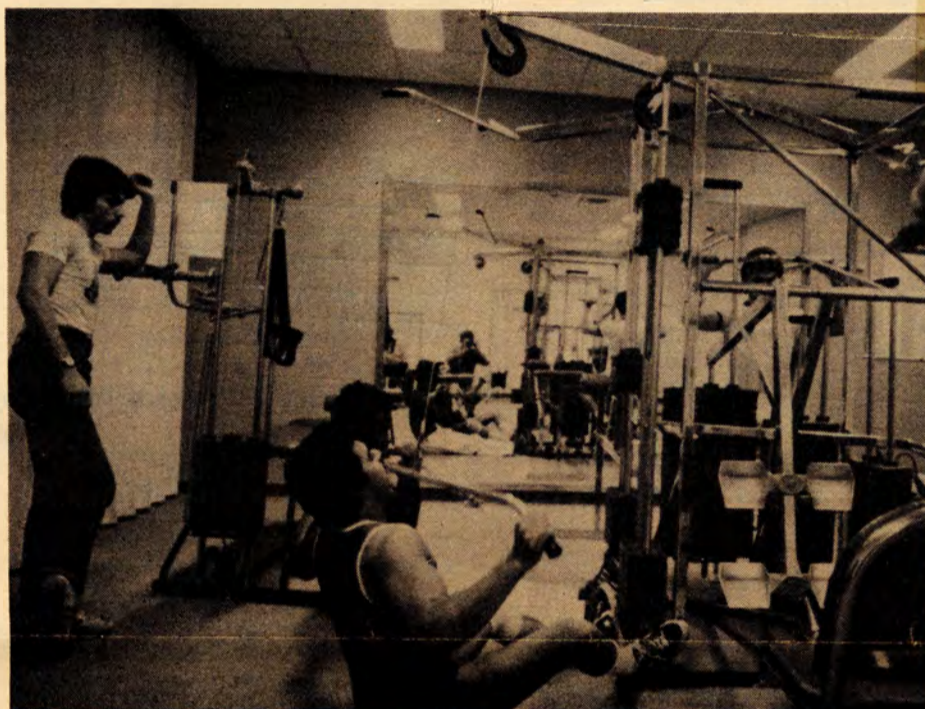
Jazzercise and DoMain (Women's self defense) are just two examples of the kinds of programs available to Humber staffers. Tai-Chi, Fencing and Wilderness Survival are further examples.

Intended mainly to allow the community to access athletic facilities, the community clubs are also open to staff and students. The club participant is primarily intent on participation rather than instruction, with some degree of social involvement. Club members are allowed to access the weight room, squash courts, saunas, and gym depending on the membership that is required. The Squash Club, Alumni Club, and Facility Club memberships are available at a generally lower membership fee than private clubs with similar facilities.

In addition to the above, the Gordon Wragg Student Centre also hosts activities at the provincial, national and international levels. In the past two years we have hosted the Canada Cup Wrestling Tournament, the Ontario Men's Basketball Championships and the Canadian Volleyball Championships. This year the Canadian College Basketball Championships, the Ontario High School Basketball Championships and 1983 Canada Cup Tournament are scheduled. Staff and students are always welcome to attend.

Although the Athletic Department

is one of the smallest in the college system, Athletic Director Rick Bendera manages to coordinate a unique blend of physical activities to satisfy the most temperamental athlete. The biggest problem facing Athletics is the availability of space, staff and funds. As funding for the college system continues to be cut back, the athletic programs will face the possibility of being reduced also. However, according to Mr. Bendera, "we will remain committed to providing students, staff and community with quality recreation and leisure programming."



Marketing Interview

Paul Halliday
Director, Marketing

Q. Most people associate marketing with the private sector. Why does a College need marketing?

A. Most people associate marketing with selling, but marketing goes far beyond that. To a large extent every organization "markets" all the time, whether it knows it or not.

Q. What do you mean?

A. My sister-in-law applied to both Humber and another Metro college last year. The other college lost her application and later when she straightened that out and went for a counselling interview, the interviewer didn't show up. You can bet that she's telling all her friends about her bad experience. Incidentally, she felt she was treated professionally by Humber.

Just over a week ago I met a woman ecstatic about Humber because Jack Eilbeck (A.C.A. Division) had been very helpful to her son while he was a student here. So impressed was she and her family that her daughter later enrolled at Humber after she had graduated from University. This woman remembered Jack's name even though these events took place several years ago. In other words, everything we do helps to create an impression of the college which in turn affects how people react to us.

Q. Are you saying that marketing is basically public relations?

A. That's certainly part of it, although I think we're talking about public relations in its broadest sense not just media relations. We need to work hard to maintain the good reputation and image we already enjoy. Beyond that, marketing involves more direct efforts in advertising and promoting our programs, courses and other services to people in our community.

Q. Aren't we already doing that?

A. Well, we're already doing a lot. The point is how we can do it most effectively. Basically there are two extreme approaches. We can take all the myriad courses we offer and send information on all of them to every adult in the Toronto area. Or we can send specific information on each course to only those people who are interested in each. Obviously each extreme is impossible. In the first case, the cost would be prohibitive, even assuming that people would read everything. In the second case, we don't have enough detailed information to know who wants what and when, etc. But on the whole, I would say that we need to move towards the second, targeted, approach.

Q. How are we going to know what the College should target?

A. Well, that's the challenge. In general, it will require lots of research, rigorous market analysis and planning, and co-ordination of all college systems and resources.

Q. Where do we start?

A. I think we already have. Humber is currently the largest community college in the country—so we're obviously doing something right. Sure, there are lots of things we can probably do to improve, but I don't think that we can go too far in stressing quality and customer service. I strongly believe in that old expression, "If you look after the customers, the customers will look after the business".

