

HUMBER

# Dialogue

News and Events for Humber College Faculty and Staff

April 1983 Vol. 1 No. 2

## A Not So Trivial Pursuit

It's a favourite game around here, 'What's wrong with Humber?' Played regularly by most Humber staff and students in staff rooms, coffee shops, the pubs, on the buses, over meals, in bed at night, the game will be given a formal impetus over the next few months by the Mission Review Committee.

Soon formal invitations will be sent to individuals and groups within and without Humber to submit views on where Humber should be going in the next decade, and how it can best get there.

We don't want pap, or self-serving propaganda, or bitching. We need and want hard-nosed analyses and practical recommendations around any aspects of life at Humber that will make us the best possible college in the next decade.

Humber is a large, complex, well established institution operating within a context of constraints and opportunities that will be difficult to change. But within these realities, the Mission Review Committee is willing to consider any questions, any directions, any recommendations that make sense. We hope every person concerned about the future of Humber will make a contribution.

We hope this review will deal with fundamental questions about Humber's future as well as with practical alternatives to our current practices and processes. Should we continue striving to be the biggest college in Canada? Is there, somewhere along the way, a contradiction between providing quali-

ty education and squeezing in more students every year? Are we really kidding ourselves in trying to be all things to all potential students; or is this something we should be justly proud of with the challenge being in trying to do an almost impossible job better than anyone else? Can we afford not to grow given government funding policies?

Is Humber's current program mix carved in stone or can we develop a practical and humane way of dropping some programs and adding others without getting into a public fight every time we try to do so? Is there a hidden agenda floating around here that says that every Humber employee deserves lifetime employment here? If so, do we need to adopt some of the measures the Japanese have used to make such a situation highly productive? Exercises at our desks? A college song to start the day?

Do we really know where we should go in adopting new programs? More computers, more high tech? Government funding is pushing us this way? Are we going to end up as one huge college of technology? Should we? Does it really matter? Are the cynics right who say we are already a glorified trade school? If so, aside from stressing reading and writing skills, shouldn't we face the inevitable and become the best possible trade school in the country? In such a future do liberal studies (Human Studies at Humber) really have any place in our curriculum? Can we justify the time and money spent in this area? How do we really justify it now? Only by an act of faith?

Is our internal organization appropriate? Is our rigid divisional organization counter-productive in an era that demands maximum flexibility? Do we need a post-secondary math department modelled after our communications department to take optimum advantage of our teaching resources for this basic skill? Has the time come for a computer department serving the whole college or is our current scheme of things - various enthusiasts squirreling away in their own corners - the best way to harness expertise and energy? Do we really need all these deans and associate deans, and vice-presidents, etc., or do we need more of them to give us firm direction and guidance? Should they be on term contracts like the president?

Is there any chance our faculty union will become interested in more than job security and pay increases - say interested in educational matters - or are we destined to go on forever with a labour management situation modelled on a factory?

How come we have some of the best computer experts in the country here at Humber co-existing with an internal information system that is nowhere near state of the art quality? Is this an unfair-

ly loaded question or are the critics correct who ask it frequently?

Is the North Campus too big or not big enough? Is there a real need for a new facility in York other than to satisfy the political realities of the Board of Governors? Would it make more sense to expand Lakeshore I and get out of York physically? Is there any evidence to give us direction here? Should we go the route of bigger 'more cost-effective' classrooms as some of our people recommend, or is this the road to educational disaster as others contend? Given the realities of financing, is the decision on this going to be made for us whether we like it or not?

This is only a brief sample of the questions that are continually asked around here among people who feel comfortable with each other. The Mission Review process hopes to bring them and a lot of others into public discussion. Anything can be asked, and we hope to find a few answers! We invite everyone to participate. You'll be getting a formal invitation soon.

Mission Review Secretariat

## Humber Celebrates International Women's Day

It was an interesting, if somewhat unorthodox, Affirmative Action session planned to celebrate International Women's Day.

An all-male panel, made up of Humber administration and faculty were asked to share their views on the topic: 'In a recent interview with Barbara Frum on The Journal, Hugh Hefner, Chairman of Playboy Enterprises, stated that Playboy Magazine was largely responsible for the sexual liberation of women. Do you agree?'

The discussion, chaired by Doris Tallon, Executive Assistant to the President, included Tom Norton, Vice-President, Academic; Stewart Hall, Dean, Continuous Learning and Development; Bob Cardinali, Comptroller; Dave Gup-till, Director of Personnel; Bill Thompson, Coordinator, Program Review; and Morry MacLeod, Faculty Member, Human Studies Division.

According to Bill Thompson, 'Playboy is the most civilized of the pornographic magazines and has been a prominent player in the discussion of sex during a period when women moved from a largely inarticulated role to a much more prominent one.'

Bob Cardinali, on the other hand, argued that, 'Liberation is the act of setting free and it is clear that Hugh Hefner is trying to take credit for something women themselves should have taken credit for long ago.'

'We mustn't forget however,' said Morry MacLeod, 'that so many other factors in the fifties and sixties contributed to the liberation of women. The pill, for example. But,' he added, 'Playboy has certainly played a part in the liberation process in that liberation involves knowledge and the exchange of ideas.'

More than 100 men and women gathered to hear the speakers and take part in the question and answer period that followed. It was generally agreed that, minus the photographs, Playboy is a relatively sophisticated publication which often deals with the major issues in society.

Follow-up sessions were requested and the matter is being considered.

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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'If you do not think about the future, you cannot have one'  
John Gallsworthy

## College Mission Review Committee Mandate and Membership

After 16 years of phenomenal growth, fiscal uncertainties and contemplated retrenchments, Humber College has finally established the machinery to address its future: the College Mission Review Committee.

Humber's President, Robert A. Gordon, revealed details of the Committee's structure and its mandate at the March 3 meeting of the Planning Advisory Committee.

"PAC's mandate is to recommend short and long range policies for Humber," President Gordon said. "Of increasing concern at this time is our lack of a long range framework within which to make decisions affecting the directions Humber will take in the decade ahead."

Among the issues facing the College, Dr. Gordon identified such areas as changing demographic trends which will affect the numbers and composition of future Humber student population, technological developments which will affect the careers of students, the content of the College programs, the ways in which

students will be taught, changing social conditions, and continuing financial strictures.

"All of these demand that we take a fundamental look at where we are going as a College over the next decade, and how we should get there," he said.

The Mission Review Committee, as a sub-committee of PAC, will be responsible for a fundamental review of Humber's mission, he explained.

The committee will assemble resource materials, request input from various persons and groups, both from within and without the College's communities, analyze this material and by early September distribute its preliminary analysis in the form of a green paper to which the members of PAC will be asked to react.

The Mission Review Committee will make its final report to the Planning Advisory Committee by December, 1983. The results of discussion at the PAC level will then go to the Board of Governors as a recommendation that it be the

framework to guide the College through the 1980's.

Three general objectives have been identified for the Mission Review Committee:

1. To state succinctly the College's philosophy and missions.
2. To identify, to the extent possible, those social, political and economic factors that will affect the College during the next decade.
3. To advise the College on what changes it should make in campus development, program priorities, and operating procedures to meet the changing conditions of the next ten years.

The committee will follow three pathways to obtain material, proposals, recommendations. The first will be basic research to obtain existing data; it will seek written submissions from within the College and from individuals and agencies outside of, but relevant to, the College; and it will hold open hearings at which oral presentations may be received.

'In effect, the Committee will

function as a Royal Commission,' Dr. Gordon said.

'Deadline for all written submissions is June 13, according to Mr. Holmes.'

Members of the Mission Review Committee are:

- Larry Holmes, Dean, College Relations, Chairman
- Bill Thompson, Committee Secretariat
- Pat Ferbyack, Program Coordinator, Child Care Worker Lakeshore 1
- Roy Giroux, Vice-President, Educational and Faculty Services
- Renate Krakauer, Program Consultant, Continuous Learning, York-Eglinton Centre
- John Parsonage, Director, Industrial and Technical Training, Professional Services
- Bev Walden, Associate Dean, Business Division, North Campus
- Betty Walling, Manager, Computer Service, North Campus

## We Try Harder

In hard times Humber's placement office just works a little harder. And the effort gets results. Statistics released from the Ministry of Colleges and Universities show that the average employment record in 1981-82 for graduates of Ontario's community colleges stands at 76%. Humber's average this year is 90%.

Martha Casson, head of the placement department, explains. 'Things are bad out there', she says, 'but we are located in the centre of a large and diverse employment area. The figures from places like St. Clair College in Windsor and Cambrian College in Sudbury reflect the problems in a one industry town when that industry shuts down. Their rates bring the average down. Our unique programs in high demand fields also help our averages. Courses like funeral services, arena management, and ambulance and emergency care have placement figures for graduates approaching 100%.'

But Martha is quick to add that Humber's placement department does work a little harder when times are tough and a little differently from those at some of the other colleges. 'Our staff take job orders home with them,' she says, 'They'll call a graduate at 7 am and after work until they reach her/him. That's a lot more effective than just putting a notice in the mail. It also helps that some of our faculty members work very hard to place their own graduates and others are very quick to send news of any job opening on to the placement office. Our advisory commit-



tee members also help. They may hire our graduates themselves, or, what is more likely, they will let us know of openings in related fields or recommend our graduates to their business associates.'

'We also follow up on our grads who are having problems,' says Martha. 'And if we find that Johnny and Jane have had six interviews and still fail to land a job we'll call them in and give them some help with interviewing techniques.'

'Finally, our college public relations office maintains excellent relations with the press. Stories that appear in the media about our placement office almost always result in job orders. Employers are always delighted to hear about a free placement service. The most recent article in the Toronto Star, for instance, has resulted in three job orders in as many days.'

It's said that when the going gets tough, the tough get going. And, if indeed that's the case, down at Humber's placement office, they are tough.

by Jane Chamberlin,  
Assistant, Public Relations

## ESL Meets The Computer

A joint project of Continuing Education & Development and English as a Second Language entitled 'Language Development through Technical Training,' has received \$45,000. from the Federal Canada Community Development Program (special response feature).

Kate Dorbyk, Associate Director of Development and Peter Muller, formerly seconded to C.E. Development, have designed the project to respond to the need for specialized language development in a real world setting. William Hanna, Director of York and Sr. Program Co-ordinator, Languages, has seconded an E.S.L. faculty member as special consultant to the project.

The project will develop a curriculum which integrates computer literacy and language training. Users of the curriculum will therefore develop English language skills and at the same time acquire technical training and currency.

At present the project manager and three project workers are being trained in computer literacy. As they do so they will be analyzing problems which arise from learning technical concepts when English is a second language, and developing strategies for teaching complex technical concepts and terminology to first-level English language learners.

The curriculum will therefore offer the E.S.L. student a gentle introduction to technical terms and concepts while providing a broad view of computer applications that will be useful in determining career goals.

In the latter part of the project, the workers will teach the curriculum to staff and clients of local social service agencies and community groups. This will ensure the curriculum has the widest possible exposure and impact in the community.

The project will provide the E.S.L. department with research material which will be useful in determining future program directions. It will also enhance the project workers employability as the project offers both technical skills training and job experience. In addition the project will provide Humber and its community with a curriculum that is both timely and relevant. The experience will help determine the College's educational response to technical change by providing entry level information for the technically inexperienced.

by Kate Dorbyk  
Continuous Learning and  
Development



The following is the first of what will be a series of book reviews. Contributions are always welcome and should be sent to the Public Relations Office, room D146.

## BOOKS

### Perennial Wisdom Rediscovered Again

Many North Americans (it comes more easily in Canada where it's been a national sport for generations) are undergoing a crisis of confidence in their self-concept as the world's most efficient producers of goods and services. Japanese, German and other models are being examined to find out where we went wrong, how we fell behind. In such a muddle of self-recrimination, it is refreshing to read a book that reminds us that some of us still do things very well indeed, that there are models of institutional excellence among us that we would do well to emulate. They may even have some lessons for us here at Humber.

**In Search of Excellence - Lessons from America's Best-Run Companies**, by management consultants Thomas J. Peters and Robert H. Waterman, describes the internal processes of several U.S. companies which are thriving in spite of our economic doldrums. The good news about America, that this book attempts to share, is that by treating people decently, giving them an opportunity to shine individually, and insisting on high quality performance can have extraordinary results. High productivity is not something that springs from the mysterious recess of other, more disciplined, cultures. It can be achieved here by working wisely with people. The perennial wisdom rediscovered again.

The authors identify eight common characteristics of successful enterprises. One is a bias for action, for getting on with it, for maintaining nimbleness in spite of size. Another is staying close to the customer, for learning from the people they serve. Excellent companies foster many leaders and many innovators. They are hives of 'Champions', people with good ideas who are not kept on a short rein. They encourage risk taking.

Excellent companies treat the rank and file as the root source of quality and productivity gain. They do not foster we/they labour attitudes or regard capital investment as the fundamental source of efficiency improvement. Management seems to keep close to the action, visiting stores and assembly lines regularly for personal direct information and contact.

They stick to what they can do well and operate with simple lean management structures. Excellent companies are both centralized and decentralized, both loose and tight. They can be extremely conformist around certain values and processes. They seem to permit a high degree of autonomy within a closely defined environment.

The result - extraordinary effort from average people, the authors claim. Some of the examples they describe - MacDonalds, IBM, BM, Xerox - are familiar to everyone as successful institutions. The common characteristics are also familiar. Why don't we practice what we know works?

Can the example of these excellent companies be of any value to us at Humber? Do we have a shared sense of values? Is the student our most important concern when about half of them don't graduate? Are we really serious about asking them regularly how well we are treating them? Is high quality education really one of our high priorities when class sizes and schedules are often dictated by people not involved in teaching? How often are our administrators in and out of the classrooms, talking in the halls, eating and drinking where the students do? Is our environment such that our innovators are given a chance to flourish? Are we centralized and decentralized in the right areas?

There is a mythology about Humber that goes something like this. Our glory days were the early days when the idea people were given a chance to innovate and grow in their own little fiefdoms, with top management content to put up the buildings and develop the necessary systems. We are now in a maintenance phase of our existence where routine work has driven out the non-routine work of innovation. Where a lot of the excitement has gone. Where staleness has set in.

While there is some acceptance of this version of Humber's history, there is no agreement on the villains. Unions, lack of money, poor leadership, unreasonable demands, etc. are all variously blamed. Probably all deserve some blame. But the authors of **In Search of Excellence** would probably say we aren't harnessing our people-energies sufficiently.

**In Search of Excellence - Lessons From America's Best-Run Companies:** Thomas J. Peters and Robert H. Waterman, Jr., Harper and Row, 1982.

by Bill Thompson  
Coordinator, Program Review

## VIEWPOINT

The following is one 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.

Before I get on the bandwagon, there are a few points I'd like to clarify: I am not a bleeding heart liberal.

I like my boss, as well as most of the other administrative staff at Humber.

I aspire to those hallowed heights as much as the next person.

Oh-oh, you say - not another hell-raiser! I must admit that a lead-in like that does nothing to alleviate suspicion, but it might make you read on. And, if you are one of the people this article pertains to, so much the better!

I have not been at Humber for years and years, and maybe that's to my credit. I believe that I still have the objectivity that someone relatively new to a job has in the beginning. I have no loyalties cast in stone, and the observation I am about to make is not the result of a grudge or miscast allegiance to the support staff.

However, there is a rather uncomfortable phenomenon that I have discovered in these hallowed halls - one that needs to have attention brought to it, and soon.

It seems unfortunate to me that despite the large number of administrative people who are pleasant, go out of their way to assist, have a welcoming hello, and treat everyone as equals, there is a small minority of persons in authority who have shouldered not only their titles, but a massive ego as well.

One would gather that their job descriptions include an entire chapter on their interaction with support staff. How else can we explain the behaviour of these people on a day-to-day basis?

We gaze on in disbelief as our bosses tout the wonderful character of Mr. Somebody, while remembering that Mr. Somebody's personality turns on only when he makes it past the secretary's desk.

We gather up our courage to throw a cheery 'HI!' to the new Director down the hall, only to have his head quickly turn away when Chairman So-and-so walks by.

Since Dr. Gordon himself has the grace to stop conversing with a couple of staff members to say 'goodbye' as a clerk passes him in the hall, we should be able to convince some of our inflated titleholders to step down off their pedestals long enough to acknowledge our presence.

Let me remind you that I am speaking of a very small number of men and women. I am not out to start a small-scale war, with a camp of outraged support staff on one hand, and the indignant administration on the other.

I wrote this article to generate awareness only. If just one of the persons of whom I write takes it to heart, I will rest easier.

by Kathleen Rowlands  
Placement Services



## Le Français Est En Vogue À Humber!

En octobre 1982, le Dr Robert Gordon, Président du Collège, demanda la mise sur pied d'un comité consultatif de langue française.

L'intention du Président était d'une part, de faire face au marché sans cesse croissant de la nécessité d'un personnel bilingue dans la région métropolitaine, et, d'autre part, de se préparer à l'arrivée des étudiants des cours d'immersion.

Tout d'abord, il serait souhaitable de rappeler les réalisations obtenues dans le département de français. Les cours de français langue seconde, mis en place il y a 10 ans déjà, jouissent depuis quelques années d'une grande popularité auprès de nos étudiants et de la communauté avoisinante.

De plus, la création de nouveaux cours, tels que **Littérature et modes d'expression, Informatique et Art culinaire** font partie du programme des cours de l'éducation permanente. Est-il nécessaire de souligner que ces cours sont enseignés en français?

Il est à noter qu'une centaine d'étudiants ont pris part aux programmes d'immersion au Québec en 1982. Outre ces étudiants, une quinzaine d'enseignants se sont rendus à Jonquière pour défier les subtilités de la langue de Bossuet. (Pauvre Bossuet . . . sans blague Ralph).

Dès lors, il apparaissait évident que la mission du Comité consultatif était de 'Planifier des programmes de formation professionnelle en langue française au niveau post-secondaire'.

Lors de sa réunion de février, le Comité consultatif a souligné l'urgence de la formation d'un personnel bilingue:

- dans l'industrie du tourisme et de l'hôtellerie
- dans les services de la santé
- dans le traitement d'information par la technologie de pointe.

Charlotte Boulanger (Analyste en marketing), William Hanna (Directeur des programmes d'anglais langue seconde à York-Eglinton), et Raymond Doucet (Coordonnateur des programmes en langue française) avaient pour tâche d'analyser les besoins spécifiques, de définir le marché, d'identifier les ressources humaines et les sources de financement nécessaires, de mettre au point une stratégie et de permettre l'intégration de ces nouveaux cours aux programmes déjà existants.

### Étudiants À Plein Temps

Vu la population estudiantine francophone desservie par le Collège, il est impossible de prétendre conférer à Humber le statut de 'Collège reconnu bilingue' à l'instar des collèges Algonquin, Cambrian, Canadore, Niagara, Northern et Saint-Laurent.

Une première analyse des besoins confirme que la demande d'un personnel bilingue pour les services de la santé et en gestion hôtelière se fait de plus en plus ressentir.

Dans cet optique, Monsieur Larry Holmes, doyen de la division 'College Relations and Hospitality Management Programs' offrira à ses étudiants à partir de septembre 1983, un cours de français de communication qui leur permettra de fonctionner aussi bien dans la salle à manger, qu'au bar ou à la réception.

Il serait également souhaitable que certaines concentrations des sciences de la santé offrent, dans un proche avenir, la possibilité de former du personnel bilingue.

Les étudiants francophones déjà inscrits dans un de ces programmes pourraient choisir un cours de perfectionnement en langue maternelle et aussi un cours de nomenclature technique. Les semaines de placement et d'apprentissage pratique auraient lieu dans des institutions francophones ou

bilingues. Éventuellement, dans les programmes où le bilinguisme s'avère important, ce système de RATIFICATION DU DIPLÔME pourrait être employé davantage.

### Programmes D'Immersion

Pour les 5,000 étudiants des programmes d'immersion de la métropole, le Collège Humber pourrait devenir 'LE' Collège communautaire, l'institution d'enseignement post-secondaire en mesure de répondre à leurs besoins et à leurs attentes.

La création de nouveaux cours, de même que les cours de français dans les domaines où la Division des Sciences Humaines se spécialise, pourraient attirer cette clientèle.

Lorsqu'un nombre important de ces étudiants auront atteint le système collégial, plusieurs programmes décernant diplômes ou certificats, seront également en mesure d'offrir la ratification en français.

### Adultes Francophiles

Une enquête auprès des étudiants de français langue seconde de l'éducation permanente révèle que le français est utile à ces 350 étudiants soit au travail, soit en voyage. Plusieurs d'entre eux ont choisi le français pour l'acquisition d'une 2<sup>ème</sup> langue.

Dès septembre prochain, les personnes désireuses d'obtenir UN CERTIFICAT DE COMPÉTENCE EN LANGUE FRANÇAISE pourront s'inscrire au programme.

Ce certificat servira d'attestation officielle aussi bien pour l'employeur (bien souvent démuné de tout moyen linguistique pour juger de la compétence de son employé dans ce domaine) que pour le détenteur dont les aptitudes linguistiques ne seront pas remises en question.

La ratification des diplômes et le certificat de compétence devraient encourager les candidats qui envisagent une carrière dans des domaines qui leur permettront d'utiliser leurs connaissances de la langue, à s'inscrire aux cours de français.

### Post Scriptum

On constate avec intérêt qu'un nombre impressionnant d'employés du Collège peuvent s'exprimer en français.

Permettez-moi de remercier chacune des personnes qui ont offert leurs suggestions et commentaires pour la planification et le développement des projets francophones.



Le coordonnateur des programmes en langue française, Raymond Doucet

## Engineers Take Note of Humber



Plastics engineers from across North America attending a convention in Toronto last week had a welcome change of plans. Added to the agenda was a tour of Humber's Technology Division.

What the engineers wanted to see most was our prestigious CAD/CAM (computer aided design/computer aided manufacturing) systems. CAD/CAM is a vital component in the new automated factory. It is capable of designing, among other things, machine tool parts and circuit boards. It was of particular interest because it can be used in assisting engineers in the production of plastic molds. Humber College, along with McDonnell Douglas and Spar Aerospace, is considered an innovator in its use of the CAD/CAM system.

The group also visited the VAX terminal room, the CNC (computerized numerical control) lab and the electronics lab.

'The educational system here is a good incentive for industry to move to Canada,' said Rodney Brotz of Sheboygan, Wisconsin.

Mike Katua of Toronto added, 'I was quite impressed with how advanced the equipment at Humber is.'

The convention took place March 3 and 4 at the Ramada Inn.

by Lori Fournier  
Marketing Assistant



## French is in - What's in it for Humber College?

It was in response to the growing demand for bilingual employees and the imminent arrival of immersion students at the college level in Metro Toronto that our President decided, in late August 1982, to look into the French market. He assigned the task to an Advisory Committee to evaluate potential French courses or bilingual programs for the college.

As most of you know, Humber has been offering courses in French as a second language for several years to day and evening students. More recently the college has started to provide French-speaking students with literature, microcomputer and cooking courses taught in French, mostly to part-time students.

This year, over 100 students have been scheduled to go to Québec for a six-week immersion program. A few members of our staff and faculty have also availed themselves of the opportunity to participate in a three-week French immersion experience in Jonquière, Québec.

But this is only the beginning. The Advisory Committee on French Programming has identified, during its February meeting, three areas in need of bilingual employees: the hospitality and travel industry, health care institutions, and computer programming/word processing.

The members of this committee bring to the college their experience at the provincial government level, in immersion schools, in various associations serving the francophones and in private industries.

More specifically, we have representatives from the Ministry of Education (Francophone Affairs), the Ministry of Health, Intergovernmental Affairs, TV Ontario, Bell Canada, COFTM (Centre des organismes francophones du Toronto métropolitain), Ecole Etienne-Brûlé, etc.

Raymond Doucet (Coordinator French Programs), William Hanna (ESL Director at York-Eglinton), and Charlotte Boulanger (Marketing Analyst-special projects), investigated the three areas selected by the Advisory Committee to examine the needs, identify resources and funding sources, and determine how Humber College could integrate these new courses.

### Full-Time Students

It is obvious that, unlike Algonquin, Cambrian, Canadore, Niagara, Northern and St. Lawrence colleges, Humber doesn't serve a francophone population dense enough to become a bilingual college. However, our research has so far confirmed a particularly acute need in the fields of health care and hospitality and tourism.

Igor Sokur, Coordinator for Hospitality Management, has asked the French cluster to design a French course for his students. This course will be designed around the dining room, the bar and the reception desk of hotels. This will start in September.

Ideally, we would also like to be able to include a French component in a cluster of Health Sciences programs where service to the patient will be enhanced by the availability of bilingual personnel.

Students with some French would have the option of adding to their program a French refresher course, a technical vocabulary and human relations course using crisis case studies. We are also looking into possible field placements in French for bilingual institutions.

Gradually, this system could be extended to other programs where bilingualism is an asset. Humber College would have something more to offer to the students and the recruiters. The Ontario government will provide support and financial assistance as we move into this area.

### Immersion Programs

For the 5,000 students presently enrolled in French immersion programs throughout the city, Humber College could turn into THE post-secondary institution in Toronto 'pour les adeptes du français de communication.'

The French courses offered by the Human Studies Division and the insertion of the other specialized courses taught in French should attract these immersion students. By the time a large segment of this population reaches the college system, several certificate and diploma programs could feature an endorsement of the graduate's functional bilingualism.

### Francophile Adults

A survey among the 350 evening students taking French as a second language indicates that people find French a benefit in their everyday working environment and for travelling. People often take French for the simple pleasure of learning another language.

A certificate of proficiency in the French language will be a new concept for the francophile adults involved in second language education next September.

The Certificate of Proficiency in French will confirm that a student is bilingual. This can be a real plus for the employer who cannot check it out personally. This Certificate will be an asset in an increasing number of jobs. The Certificate can also be a tangible reward after several semesters of evening classes in French. Another main advantage of this Certificate is its very low price for the quality of the language training.

After the student has mastered the first four levels of French conversation, it will be time to review the grammar before moving on to the level where the student selects three courses from a range of offerings:

- 4 levels of conversational French (entry level may vary)
- 1 grammar review course (computer-assisted learning)
- 1 writing/reading OR literature course
- 2 courses from:
  - computers (2 levels)
  - programming (2 levels)
  - microcomputers
  - photography
  - accounting
  - international cooking
  - choir
  - human relations
  - word processing

Since we have started working on this project, we've had the pleasant surprise of discovering an amazing number of people who speak French at Humber. It is also very stimulating to hear the interesting suggestions several of you have contributed to this assignment.



by Charlotte Boulanger  
Marketing Analyst  
- Special Projects

## PROFILE: Joan Rutherford Boyd



Joan (Rutherford) Boyd joined the faculty of the Business Division in August of 1977, to teach marketing and retailing in the Management Studies area.

She completed an Honours B.A. at York University and is currently well into her Master's of Education program at O.I.S.E.

Before coming to Humber, Joan spent fifteen years in the retail community working as a buyer, and as a style and color consultant for Sears and Sayvette stores.

In addition, Joan has her own consulting firm, J.T. Enterprises, offering seminars on a wide range of subjects related to career development. Topics include:

- your business and professional image
- how to market yourself in business
- increasing sales and productivity
- stress management

She has conducted sessions for such diverse organizations as the Sunnybrook Medical Centre, Hilton Hotels, and the Winnipeg Sales and Management Group. Joan feels her outside involvement in the business community revitalizes and renews her, allowing her to bring a fresh 'excitement and a keen sense of reality' to her teaching.

As she is presently the only woman teaching in the Marketing Studies area, the question naturally arose as to whether she had experienced any problems in the all male environment. Without hesitation Joan emphasized the close-knit team approach, evident among the faculty, where all members are cooperative and supportive.

Unfortunately, this progressive attitude is not prevalent in the corporate entity, in general. Joan feels women have to be better qualified than men, they have to work harder, and they have to be more flexible than men in comparable positions. Women must also be aware of the prejudices held by some men, unproven by fact or statistic, and must be prepared to deal with them. For example, some men hold the view that women do not seek additional responsibility, that they have higher absentee rates, that they are fragile, emotional, cry easily and are unable to handle criticism. We might allow a slight concession on the last point. To survive in business a sense of humour is essential. Joan Boyd is definitely a survivor!

by Judy Dunlop  
Registrar's Office



## Humber Developmental Centre - Changing For The 80's

### History:

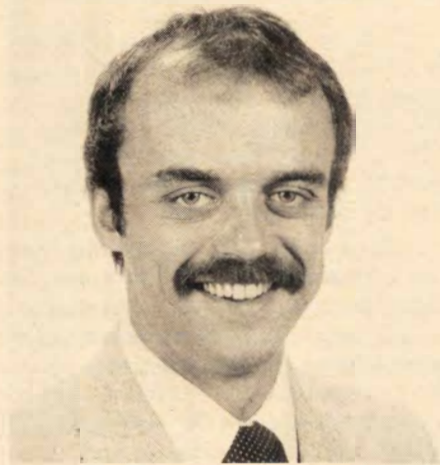
In 1972, as a result of the Ontario government's ten million dollar winter works project, the Peel-Humber Developmental Centre was created. Its mandate was to help children, designated as 'severe to profound mentally retarded', to receive full-time day educational programming while still living at home. It offered to parents, for the first time, a viable alternative to institutionalization, while providing, to the child, the essential enriched environment.

The objectives of the Centre, then and now, are threefold:

1. To maximize learning potential for the children by utilizing the expertise of existing college staff.
2. To provide a training facility for students in the community service programs, particularly the Early Childhood Education and the Early Childhood Education for the Developmentally Handicapped programs.
3. To provide a resource centre for students and community volunteers interested in working with the handicapped.

Originally a partnership was established composed of Humber College, The South Peel Association for the Mentally Retarded, and The Brampton Association for the Mentally Retarded. This partnership yielded the Board of Trustees of the Developmental Centre, responsible for policy formation in the Centre's operation.

In 1975 this existing structure was reassessed with Humber College assuming organizational responsibility, formerly allotted to the Associations. The licensing structure was reduced from the 2-18 years category, to ages 5-12. The Ministry of Community and Social Services provides operating costs; Humber College assumes property operating costs and a minor percentage of specific staff salaries. This arrangement continues unchanged.



### The Presents:

Blair Carter, the present Director of the Centre, reflects the social concern and humanistic approach that has earned the Centre its reputation of excellence today. His interest in working with the handicapped stemmed from early volunteer experience at the Huronia Regional Centre in Orillia. He followed through with an Honours B.A. from York University, and a Master's degree in Education from the University of Toronto. His philosophy of educating the handicapped can best be summarized by the word 'normalization'; that is, the unswerving conviction that the handicapped have the same right to respect, dignity, and the opportunity to contribute to society as any other individual. 'First', he emphasizes, 'you see the child; secondly, the handicap'.

Today the Centre accommodates 27 children of varying physical disabilities, in the 5-12 year age range. The staff - pupil ratio is 1:4; generously supplemented by student field placements. Referrals come from schools, clinics, doctors, public health nurses, and social workers. When a child is admitted to the Centre an individual learning program is planned, incorporating the results of the child's assessment tests, the goals hoped for by the parents, with input from the Child Development Counsellors. The children are organized into small groups where they are most compatible, where they can stimulate each other, hopefully, meeting individual and group needs to maximize potential. The ultimate goal is to match learning and chronological age.

Two-way communication between the Centre's staff and parents is fostered with a daily log being sent home recording a child's activities and progress. Formal counselling sessions and three home visits per year are also available. It is this positive, supportive role that contributes most to the Centre's uniqueness. Parents, whose children were categorized by traditional school values as failures, now receive positive reinforcement for every accomplishment.

### The Future and Bill 82:

Bill 82, by legislative definition, insures the right of every school age child to a publicly supported education, suited to his personal needs and abilities. It removes the option of school boards to provide services for exceptional pupils, thus eliminating the need for private placement facilities such as Humber. What does this mean for the Developmental Centre? Dramatically stated, it could force its closure. This however, is not reflected in the co-operative spirit exhibited between the Ministry and the Centre. Gradual phase-out is now in progress, scheduled for completion in 1984. At that time, the mandate of the Centre will

shift in emphasis to the pre-school child, offering integrated day care services. Enrolment of 34 non-handicapped, and 16 handicapped youngsters, ages birth to 5 years is projected. All will function in the same facility. Those that have special needs will have programs suited to their requirements. The Centre will, in fact, become a role-model or lab school for the ECE and ECEDH programs, as the new age criteria is ideally suited to their curriculum. Again Humber will demonstrate its initiative and flexibility to adapt to the changing times.

by Judy Dunlop  
Registrar's Office



## College Funding Outlined

Colleges and Universities Minister, Dr. Bette Stephenson, announced recently that operating grants to Ontario's 22 community colleges will increase by 9.47%.

Addressing the Association of Colleges of Applied Arts and Technology of Ontario, Dr. Stephenson stated that the government allocation amounted to \$443 million; that the standard tuition fee increase will be limited to 5%; and that capital grants for 83/84 will be \$12.1 million.

Association members were told that the government's Board of Industrial Leadership and Development will provide the colleges with an additional \$13 million in 83/84. Of that amount, \$8 million is for the purchase of equipment to facilitate training in advanced technology occupations. The remaining \$5 million has been allocated to training under the Training in Business and Industry II Program.

A recent news release from the Ministry of Education quotes Dr. Stephenson as saying that 'the allocation of these funds during a period of restraint indicates the importance the government places on training offered by the colleges. The emphasis on advanced technology training is evidence of the government's effort to assist the industrial community to achieve and maintain international leadership in advanced technology. The skill and knowledge to design, manufacture, and market advanced technology equipment and processes are essential to our economic well-being.'

Dr. Stephenson also announced that funding for the Ontario Student Assistance Program (OSAP) for 1983/84 will be increased by \$9.6 million to \$119.4 million. One reason for this increase being to offset the five percent increase in tuition.

The Ontario Student Assistance Program assists approximately 90,000 students annually.



Commencing with this issue, the Personnel Relations Centre will be a regular contributor to DIALOGUE.

## The Personnel Report

We hope to use the **PERSONNEL REPORT** section of DIALOGUE to keep you informed about changes that affect your pay, your benefits, your job or your career. We will be giving you brief but thoughtful analyses of collective bargaining activities, pension plan amendments, income tax changes and the like. We also plan to keep you up-to-date with our current Training and Development Programmes, as well as possible development activities outside the College. We hope to give you the best of two worlds: accurate technical information about your pay and reasoned analysis on current employment related matters.

We intend this column to be a valuable information source on which you can rely for accurate, important Personnel information.

Many issues and problems affect all of us, for instance, income tax regulations, but, often there are situations which will require us to zero in on particular topics - teaching workload surveys perhaps, or Hay Job Evaluations.

We want to present quality articles that will clarify, inform and stimulate.

We welcome your comments and constructive criticism.

### The Role Of The Personnel Relations Centre

The primary role of the Personnel Department at Humber College is to enhance the performance of the organization. What does that mean? Well, it means that we are here to assist in the recruiting and selecting of good teachers to teach, good support people to assist in the teaching function and good managers to manage the College's resources and activities.

We act as in-house consultants on wages, benefits, classifications and job vacancies. We help administer the two complicated Collective Agreements and we provide training and development programmes for support and administrative staff.

We also manage the College payroll system and maintain personnel records. We produce a multiplicity of statistical reports required almost daily by various government agencies as well as reports for O.P.S.E.U., as required by the two Collective Agreements.

We counsel employees on a variety of issues ranging from subordinate/supervisory conflicts to career counselling to personal financial planning.

The Personnel Relations Centre is a resource available to all employees of Humber College, not just managers and supervisors. Why not drop in sometimes?

### You Might Be Interested to Know ..... The College Workforce

Full-time Academic	Teachers	524
	Counsellors	9
	Librarians	5
Support		501
Administrative		107
Sub-total		1146
Part-time Academic	Sessional	116
	Partial Load	140
	Part-time	932
Support		409
Sub-total		1597

### Inflation Restraint Act (1982)

For this our first column, we have decided to concentrate on a relatively recent piece of provincial legislation which has had a dramatic impact on all Humber College employees.

The Ontario Inflation Restraint Act (1982) became law on December 17, 1982, retroactive to September 21, 1982. It places limits not only on provincially administered prices, but also on public-sector employee compensation, defined to include all forms of payment, direct or indirect, including wages, allowances, benefits and prerequisites. All compensation plans, whether established by a Collective Agreement or not, must pass through a **12 month control period**, during which compensation increases are to be held to a maximum of 5%.

Effective September 21, 1982, no one may receive an increase based on merit, performance, length of service, or further education, to the extent that it raises his or her annual salary beyond \$35,000, and no one earning \$35,000 or more per year may receive any such increase.

Legitimate promotions to a different or more responsible position are permitted, if normal practice is followed.

### Transitional Period

The two O.P.S.E.U. Collective Agreements (one for Academic, the other for Support employees) expired on August 31, 1982, but new agreements had not been signed on or before September 21, 1982. Therefore, the 1015 Humber College employees covered by these contracts were subject to a maximum increase of 9% in total compensation (includes all salaries plus benefit plan improvements) retroactive to September 1, 1982, and in effect until August 31, 1983, at which time the 5% 12-month Control Period begins.

### Support Staff

Support Staff employees earning in excess of \$35,000 will have their step increases withheld during the Control Period. However,

for most Support Staff (all those earning less than \$35,000) step increases up to the maximum will continue to be awarded on anniversary dates.

### Academic Staff

For Academic Employees, the situation is somewhat more complex: the Legislation prohibits the payment of step increments to those earning \$35,000 or more. In terms of the Academic Salary Scale, this will mean that **anyone at step 12 or above** as of September 21, 1982, may not receive any Performance Increments during the Control Period, although the records will reflect that without this prohibition, employees may have moved to a new step.

Any employee, who on or after September 21, 1982, moves from step 11 to step 12, will receive an increment of \$264 only, i.e. move to \$35,000.

The vast majority of those Humber Academic Employees eligible for step increases, receive them on September 1st each year. On September 1, 1983, those employees at step 10 and below (who are entitled to an increment) will be permitted to move up one step **before** the 5% increase is applied; those at step 11 will move to \$35,000 before application of the 5%; all others will receive a 5% increase only.

### Hay Staff

The Administrative Staff entered into their 5% 12-month Control Period on January 1, 1983. Administrative Staff annual increments are based on merit

ratings assigned by their supervisors. Therefore, Administrative Staff earning less than \$35,000 were eligible to receive increases slightly higher than 5% where supported by merit ratings. For those senior Administrative Staff earning more than \$35,000, increases were limited to 5% or less depending on assigned merit ratings.

The Control Period for Hay Staff ends on December 31, 1983.

### After Controls ??

Will everyone jump to the salary position they would have attained if it had not been for controls; or will some form of controls be imposed for several more years? Although there has been a lot of conjecture to date, neither the Inflation Restraint Board nor the government have issued any sort of regulations to cover the after controls period.

### Future Topics

Over the next few issues of DIALOGUE some of the topics we plan to discuss in this space are: Staff Training & Development, the College Pension Plan, the Hay job evaluation system, the support staff classification plan and the College Employee Benefit Plans.

If you have suggestions as to future topics or any comments regarding this column please contact the Director of the Personnel Relations Centre.

by David Guphill  
Director, Personnel

### Support Staff Union Dues Retro

In accordance with directions from the OPSEU, we will be deducting union dues from the recent retro-active 9% pay settlement. For all Support Staff, this \$5 to \$10 adjustment will be made on the March 31, 1983, pay deposit and will show as a separate dues adjustment (DUES ADJ).

If you have any questions or concerns, please contact the Payroll Department.



## ST. VINCENT: Humber's Caribbean 'Twin'

Just say 'St. Vincent' to Humber's old timers and their eyes will light up. Book sales, raffles, Caribbean Carnival - if it would raise money for St. Vincent, it happened at Humber. 'One student's father would even donate his home-made wine and we'd raffle it off as a prize. Some prize!' said Gordon Kerr, Business Division.

In the late sixties, Humber College was twinned with the island of St. Vincent in a program established by then education minister, William Davis. The idea was that creating a one-on-one relationship between schools here and schools in the Caribbean, would be an effective method of raising interest in helping under privileged areas. As far as we know, of all the original 'twinnings', Humber's is the only one that still works.

'It's really because of Gordon Wragg,' says Doris Tallon. 'He was the kind of man who would establish a personal tie in a situation like that.' Mr. Wragg went to St. Vincent with the president of Humber's SAC, and when he saw the illiteracy and the tremendous need for all kinds of equipment on the island, he became firmly committed to helping out.

Originally, helping out meant bringing two Vincentian students for a visit to Humber and equipping the Troumaca Bay School, which was being built on a mountain-top site chosen by Premier William Davis. An old DC3 was stripped down and filled with plumbing fixtures and flown down to the island. More recently, the fund has supplied dishes for home economics classes, duplicating and typing equipment, desks, books and medical supplies. The St. Vincent Hearing Fund, originally part of the college funding effort, grew so large that it is now a separate registered charity.

While equipment has been sent to St. Vincent, students have been brought from the island to train at Humber for jobs back home. As many as 17 students have been registered at Humber in one year, but right now there are only five. The program is sadly endangered by the decision of the Ministry of Colleges and Universities to raise the tuition fees for foreign students from just over \$1,200 to over \$4,000. For parents, some of whom must mortgage their homes to send their children here, the increase is 'out of sight'. The fund does help with tuition, and with supplies, and occasionally with housing. 'It varies with what's needed in each case,' says Doris.

Not all St. Vincent's mountains are as pleasant as the spot chosen for the Troumaca Bay School. In the late seventies, a volcano called Soufrière erupted, causing a great deal of damage on the island. At that time Humber College was put into service as a drop-off centre for clothing and food to go to help the islanders. Supplies from all over the north and west of Toronto and from as far away as Barrie filled up the college board room. Students here from St. Vincent were distraught, worrying about their families and unable to make con-

tact with the island, since all the phone lines were down. Bob Nash, a ham radio operator in Humber's technology division, was able to contact the island, leaving a message for the Premier of St. Vincent asking for news of the students' families. Much to her surprise, Doris later received a call

from the Premier himself, informing the students about the well-being of their relatives.

Over the years, Vincentians have come to feel that Humber College has a rather special place in their lives. Says Molly Pellicchia, currently Vice-chairman of Humber's Board of Governors, who

went to St. Vincent when she was student council president, 'When someone from Humber College arrives, everything on the island stops.' Trips to the island have usually meant a commitment to the fund on the part of the SAC president. Florence Gell, former Chairman of the Board, is also very generous to the fund. But it is Gordon Wragg who has given it its most substantial endowment.

'It's fabulous to go back to the island and see what our former students are doing,' says Doris. 'One of our architectural design graduates has built the most gorgeous house on top of a hill, with beautiful stonework and carving. Another of our broadcasting graduates is one of the top radio people on the island. And that's only the beginning. But I don't know what will happen now. There isn't the interest there once was, and time has to go on. If only I could win a million dollars. Then I'd build a fruit processing plant on the island. Their own industry. That's what they really need, isn't it?'

by Jane Chamberlin  
Assistant, Public Relations



Mr. Wragg with Vincentian school children.

### Calendar of Events 1983 Academic Year

Fri. Apr. 1	Good Friday (College Closed)
Fri. Apr. 8	Fees due for Summer Semester
Mon. May 9	First week of classes,
to	
Fri. May 13	Continuous Learning,
Fri. May 6	Last day of classes, Winter Semester
Mon. May 9	First day of classes, Summer Semester
Fri. May 20	Last day for refunds, Summer Semester
Mon. May 23	Victoria Day (College Closed)
Mon. June 20	Convocation Week
Sat. June 25	Mid-semester evaluation due
Thurs. June 30	Canada Day (College Closed)
Fri. July 1	Last day to withdraw from course
Fri. July 15	Civic Holiday (College Closed)
Mon. Aug. 1	Fees due for Fall Semester
Tues. Aug. 2	Summer Semester Ends
Fri. Aug. 26	Labour Day (College Closed)
Mon. Sept. 5	

### Letters To The Editor

Dear Editor,

I have some objections to the 'Do You think Canadian?' quiz in your first (March) issue.

Question one tells us that we were defeated by the British in the Seven Years' War. Since Canada did not exist as an independent nation at the time, it could in no sense of the word have been 'defeated'. The British and the British-American colonials defeated the French and the French colonials. For that matter, Canada did not 'win' the War of 1812.

Question three bothers me considerably. Are French-speaking Canadians to be considered 'ethnics', even if their families have dwelt in this country for three centuries or more? I think someone should nail down the meaning of the word ethnic somewhat more precisely than it has been. My father's father came from Poland and my other three grandparents were born in England, but I certainly don't consider myself ethnic anything. I'm a Canadian. Period.

As far as question five is concerned, I'd like to know what definition of the word 'nation' would split the country along the Ottawa River (no fair asking Rene). There is only one authority in this country which can make international treaties, declare war, issue currency. That authority is the Parliament of Canada, which consists of elected members from across the country. The last legal resort in the country is the Supreme Court of Canada, of which, last time I looked, there was only one.

Politically convenient definitions aside, there is but one nation north of the 49th parallel - Canada. By any sloppier definition, there could be ten or eleven or twelve. 'Deux Nations' doesn't work; Bob Stanfield found that one out, particularly in Quebec.

John Lasruk  
Creative and Applied Arts

Dear Editor,

I had a 'Humber Homesick Attack' when I read the first edition of the new DIALOGUE.

My compliments to you and the first group of contributing writers. The issue reads well and reflects the commitment and spirit that indeed make us 'Number One'. In that context, I'm wondering if our part-time teachers and staff will also get copies of DIALOGUE.

I look forward to more issues and hope contributors will be challenged to share perspectives and write about what they do see and feel at Humber.

As well, I look forward to coming back!

Marina Heidman  
Health Sciences Division.