



**STRENGTHEN  
SUSTAIN  
MAXIMIZE**

**2013-2014  
BUSINESS  
PLAN**



# **MESSAGE FROM THE PRESIDENT**

**AS AN ORGANIZATION, WE WILL  
CONTINUE TO LIVE OUR VALUES  
AND KEEP STUDENTS AT THE  
CENTRE OF ALL DECISION-MAKING.**

This 2013-2014 Business Plan marks the first-year strategies and initiatives necessary to achieve the goals outlined in Humber's 2013-2018 Strategic Plan. This is an exciting time for Humber – and postsecondary education in general – as we renew and innovate to meet the changing needs of our students, industry partners and the world around us.

Humber's three campuses serve 27,000 students through eight academic schools, including 3,850 students studying in our collaborative programs at the University of Guelph-Humber, and more than 2,000 apprentices. Through our continuing education programs, we satisfy the ongoing education and training needs of 56,000 registrants, and continue to draw the most applications in the college system – almost 60,000 for Fall 2012. Enrolment has increased exponentially over the past five years, and even as the province and the Greater Toronto Area (GTA) face a demographic slowdown, Humber is projecting modest but continued increases in the demand for our distinctive brand of polytechnic education.

Humber offers a broad range of opportunities and credentials to our students, offering graduate certificates and bachelor's degrees, diplomas, certificates and apprenticeships. With more pathways and programs for learners of all kinds, Humber continues to attract students who are interested in the mix of applied, theoretical and breadth education that makes our graduates so attractive to employers.

In the Fall of 2012, Humber launched the most comprehensive, consultative strategic planning process conducted to date, engaging with more than 1,600 faculty, staff, students, employers and community partners to discuss the future of Humber and postsecondary education in Ontario. As we embark on this first year of Humber's new five-year institutional Strategic Plan, we are excited about the bold and distinctive goals we have planned for ourselves. Specifically, we will continue to strengthen our polytechnic identity through increased opportunities for faculty and students to engage in applied research and scholarship, the growth of pathways into our degree programs for college diploma graduates, and the expansion of degree-granting options.

We remain committed to quality through a sustained focus on teaching and learning excellence, demonstrating leadership in the development of innovative teaching and learning strategies, learning outcomes and ensuring an exceptional experience for our diverse student body. Throughout our recent strategic planning discussions, we heard about the importance and impact of maximizing our partnerships with industry, community agencies, alumni and other educational institutions. Of course, none of these goals is achievable without first-rate human, technological and capital resources, and we remain reliant on the excellence and professionalism of our employees to ensure that we have strong foundations for success. As an organization, we will continue to live our values and keep students at the centre of all decision-making.

This first year of our new Strategic Plan will be a transitional one, and the 2013-2014 Business Plan provides us with the roadmap and milestones necessary to get us on track to achieve our five-year goals. I would like to thank the Board of Governors and Executive Team for their leadership, as well as all Humber faculty, support staff and administrators for their hard work, expertise, and commitment to supporting student success.



**Chris Whitaker, President & CEO**

# VISION, MISSION AND VALUES

## WHAT IS POLYTECHNIC EDUCATION?

The polytechnic model of multidisciplinary education is well-established and highly regarded across Canada and around the world. Polytechnic education has the following key elements:

- **Industry Partnerships** – career-focused and community-responsive education and training developed in partnership with employers
- **Comprehensive Range of Credentials** – programming across a wide range of credentials spanning many fields, including graduate certificates, bachelor's degrees, diplomas, certificates and apprenticeships through a variety of delivery methods including day, evening and online
- **Pathways** – effective and efficient pathways between credentials that recognize previous learning and allow students to build on their credentials
- **Innovation and Entrepreneurship** – unique blend of theoretical, applied and breadth learning, including relevant work experience and multiple opportunities for experiential learning and entrepreneurship
- **Applied Research** – opportunities for students to engage in applied research activity with faculty and industry partners to solve real-world problems



## Where we're going...

Humber's vision has evolved over the years as we've continued to grow and develop. In partnership with industry, the community and government, we are committed to providing excellent polytechnic education to our students, and to be a leader within the system.

### VISION

Leadership in Polytechnic Education

## What we do...

As one of Ontario's 24 colleges, Humber's broad mission is to provide learners of all kinds with access to and opportunity for postsecondary education within Ontario's publicly funded higher education system. With approximately 200,000 alumni and over 45 years of experience, Humber continues to offer a wide range of high-quality educational options and experiences to students.

### MISSION

Humber develops broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve – locally, nationally and globally.

## How we do it...

Learning happens everywhere. In classrooms, common areas, labs, cafeterias, libraries, during phone conversations, online, on field trips... the list goes on. Every faculty and staff member at Humber has an important role to play in delivering an outstanding learning experience to our students. At Humber, the way we do things is as important as what we do. We are committed to working together to provide our diverse communities with an inspiring, innovative and positive environment.

### VALUES

**Student-Centred** – We hold the current and future success of our students as our highest priority.

**Excellence** – We are committed to outstanding services, academic programs and teaching.

**Innovation** – We anticipate and respond to emerging trends to meet the evolving needs of our local, national and global communities.

**Respect** – We uphold the highest ethical standards, and affirm and protect the rights, dignity, and integrity of each member of our diverse community.

**Inclusion** – We cultivate a working and learning environment where diversity is recognized as essential to our success.

**Sustainability** – We preserve our collective future by embracing the social, ecological, and economic impact of our decisions.

# COMMITMENTS TO OUR STUDENTS

The importance of student success was a theme that resonated strongly throughout Humber's strategic planning process. There was an overwhelming recognition of the value of a high-quality Humber education and the importance of supporting our students in their pursuit of academic and personal success. The notion of our responsibilities to one another as learners, teachers and postsecondary education professionals culminated in the development of three commitments to our students:

- Humber provides all students with a high-quality educational environment and experience that leads to the achievement of each student's desired outcomes.
- Humber graduates have the knowledge and skills they need to be successful in their professional and personal lives.
- Humber makes academic and operating decisions based on delivering on our commitment to student success.

## About Humber

Established in 1967, Humber is a leading postsecondary education institution, offering a broad range of programming from apprenticeship training to certificate and diploma programs, baccalaureate degrees and graduate certificates. Our mandate is to provide a comprehensive and balanced mix of programs and services that support the success of our students in work and life. Humber has expanded to serve students at three campuses in the Greater Toronto Area (GTA) and Orangeville. Offering over 150 full-time programs in more than 40 areas of study through eight academic schools, Humber also offers 1,400 continuing education courses and in excess of 400 online courses. Humber was recognized as an Institute of Technology & Advanced Learning (ITAL) in 2003, which allows us to offer up to 15 per cent of our programming as four-year baccalaureate degrees and to conduct applied research.

As we begin to deliver the goals identified in the 2013-2018 Strategic Plan, we will continue to communicate both internally and externally about our identity and distinct polytechnic advantage. A member of Polytechnics Canada, we continue to grow our range of programming and offer the broadest range of educational options to learners across the Ontario postsecondary spectrum, providing effective and efficient pathways between credentials, offering a blend of theoretical and applied learning with opportunities for breadth education, and conducting applied research. An important element of our ITAL designation, Humber Research is a vibrant and growing enterprise that supports faculty, students and recent graduates pursue research and entrepreneurship activity in collaboration with industry.

Humber is projecting a 4.3 per cent increase in full-time postsecondary enrolment for Fall 2013. In particular, the demand for our degree offerings continues to grow and Humber degrees currently represent over 31 per cent of all enrolment in degree programs at Ontario colleges. In September 2013, Humber will offer 21 degree programs. Enrolment in these programs is projected to increase to more than 4,000 students by 2014. Demand for the collaborative programs offered by the University of Guelph-Humber also continues to rise, with an enrolment target of 4,000 full-time equivalents (FTEs) projected for Fall 2013.

Our mission is to provide all of our students with opportunities for integrated, applied and theoretical education across a range of programs and credentials. We do this while maintaining connections with our partners in industry and the community to ensure that our programs are responsive to their needs. Our vision of “leadership in polytechnic education” includes our commitment to provide innovative pathways to postsecondary education for current students and lifelong learners, as well as the un/underemployed and marginalized youth.

**Supported by essential Foundations for Success, the three priorities identified in the 2013-2018 Strategic Plan are:**

**1. STRENGTHENING OUR POLYTECHNIC IDENTITY**

**2. SUSTAINED FOCUS ON TEACHING AND LEARNING EXCELLENCE**

**3. MAXIMIZING THE IMPACT OF PARTNERSHIPS**

The 2013-2014 Business Plan identifies the Year 1 Initiatives required to begin the process of achieving the goals and success outcomes outlined in Humber's 2013-2018 Strategic Plan. In addition to the considerable ongoing activity in all departments and academic schools, 2013-2014 will also be a year of transition, integration and development. In a number of instances, the first-year initiative related to a particular goal will be to engage stakeholders and leaders in dialogue and consultation to develop a framework or workplan, along with clear performance targets and success measures that will guide next steps. In other cases, we will need to formalize – and in some cases, develop – revised processes, policies and evaluation criteria related to the way we do business. We will continue to identify and implement the specific operational actions necessary to deliver on the Year 1 Initiatives and to hone the indicators by which we measure our progress.

# STRENGTHENING OUR POLYTECHNIC IDENTITY

We are innovative, we are comprehensive, we focus on quality and we are committed to student success – we are Humber. These are important elements of our unique identity, and underscore our vision of “leadership in polytechnic education.” Humber is a full-service postsecondary education institution, with a comprehensive range of credentials and services for students, and meaningful partnerships with employers and community agencies. We offer more options and pathways for students than any other college in Ontario, from graduate certificates and bachelor’s degrees to diplomas, certificates and apprenticeships. We are attuned to the needs of our stakeholders and committed to serving both student success and the evolving needs of the labour market.

## GOAL 1

**Optimize and differentiate Humber’s programs, credentials and services**

### STRATEGIES

- Identify and focus Humber programs and credentials in areas of demonstrable strength, excellence and distinctiveness that are relevant to student interest, as well as current and future labour market demands
- Develop and implement a strategic enrolment management framework to continuously assess and improve programs and services against key student success and outcomes measures

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber is recognized for at least three dynamic, interdisciplinary Centres of Innovation that embody distinctive program clusters and pathways, applied research potential, and anticipate the needs of a constantly changing labour market

- Humber’s academic schools deliver programs across three campuses that address skills shortages, contribute to pathways, and support the polytechnic identity
- Humber consistently assesses all programs and services against clearly identified criteria, and demonstrates commitment to continuous improvement and evidence-based decisions

### YEAR 1 INITIATIVES

- Using a cross-institutional and inclusive approach, develop a workplan and undertake the first steps of developing and implementing an integrated strategic enrolment management system
- Develop the process and criteria that will be used to inform the identification of distinctive program clusters with the potential to be Humber Centres of Innovation
- Identify and begin integrating existing and new metrics to assess program and service performance
- Conduct 2013 Brand Study to develop baseline measures related to student and parental awareness of Humber programs

## GOAL 2

**Leverage the range of Humber's programs to lead the system in providing pathways**

### STRATEGIES

- Be the institution of choice for college diploma graduates pursuing degree completion in affinity program areas
- Be the system leader in providing options and opportunities for degree graduates seeking career-specific graduate credentials

## SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber's degrees include clear, identifiable pathways for credential holders and attract increasing numbers of students with advanced standing
- Humber has demonstrably focused on mapping and improving pathways into, through and beyond our programs

### YEAR 1 INITIATIVES

- Develop a comprehensive and integrated strategy to ensure continued development of innovative pathway options for students

## GOAL 3

**Demonstrate Humber's distinctiveness as an exemplary provider of postsecondary education that blends theoretical, applied and breadth learning**

### STRATEGIES

- Position Humber's polytechnic focus – range of career-focused credentials and pathways, strong industry connections, applied research and innovation – as a leading model of postsecondary education that delivers results for students, the labour market and the province

## SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber's polytechnic identity and mandate is well understood both internally and externally
- Humber Research is a vibrant resource centre that integrates faculty, student, community and industry expertise to address real-world research problems
- Humber has expanded degree-granting options to include research-based honours baccalaureate degrees and master's degrees
- Humber has received formal designation from the Province of Ontario as a differentiated provider of postsecondary education and training

### YEAR 1 INITIATIVES

- Within a comprehensive strategy, develop coordinated policies and processes for delivering a new Humber brand and an integrated marketing campaign that is aligned with Humber's polytechnic identity and highlights Humber's distinctive programming
- Enhance our focus on applied research through a comprehensive Humber Research strategy (including identified success measures) that identifies and aligns resources with an increased focus on applied research opportunities with demonstrable impact on students and industry
- As appropriate, expand advocacy/government relations activities with respect to differentiated status and use provincial Strategic Mandate Agreement (SMA) negotiation process to advance specific institutional goals

# SUSTAINED FOCUS ON TEACHING AND LEARNING EXCELLENCE

Our commitment to excellence in teaching and learning for all of our students is fundamental to our vision of “leadership in polytechnic education.” As the needs of our learners, employers and the community continue to evolve, Humber is committed to ongoing innovations in teaching and learning options and delivery. As we expand opportunities for faculty and students to become involved in applied research and scholarship activity, we expand the definition of applied learning and further define our polytechnic identity. We strive to deliver an excellent educational experience to all of our students, and are committed to providing quality work-integrated learning and personal development opportunities. As an organization, we will live our values, embrace the spirit of continuous improvement and endeavour to provide opportunities for all of our communities to engage in dialogue and learning related to our long-term strategic direction.

## GOAL 1

Live the values of a “learning organization”

### STRATEGIES

- Encourage an adaptable, flexible working and learning environment that allows for the creation, acquisition and transfer of knowledge
- Demonstrate our commitment to collaboration and integration by building cross-institutional forums that foster innovation and support effective and aligned decision-making

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber has an organizational culture that encourages curiosity, creativity, innovation and collaborative problem solving, and promotes and values lifelong learning

- Humber has built innovative and functional cross-institutional forums for the sharing of perspectives and to inform transparent decision-making
- Humber employees and students are provided with regular opportunities for ongoing collaboration and engagement in the development, alignment and delivery of the strategic priorities, and ensuring linkages with our stated values

## YEAR 1 INITIATIVES

- Develop processes and establish regular events to continuously engage the Humber community on the status and implementation of strategic priorities
- Identify annual training themes that can be delivered in a cross-functional or cross-school format that encourages communities of practice and shared learning opportunities

## GOAL 2

Ensure an exceptional student experience for a diverse student body

### STRATEGIES

- Identify and meet the diverse needs and aspirations of all of our learners by:
  - Providing integrated advising from pre-entry to post-graduation
  - Leveraging early intervention programs to ensure student success
- Ensure that co/extra-curricular activities are well integrated into the student experience and assessed/valued as an essential element in supporting student success

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber has an integrated advising model, based on a case-management approach, that is recognized as best practice and which supports all students to be successful
- Humber has implemented targeted early intervention programs, including a focus on the first-year experience, that are based on Humber-specific data and analysis, as well as best practices at Humber and other institutions
- Humber students benefit from an intentional and coordinated focus on internationalization and a global perspective
- Humber has developed and implemented a leading-edge system to formally record co-curricular activity that reflects student/graduate accomplishments in developing essential skills both in and outside the classroom

## YEAR 1 INITIATIVES

- Determine the optimal framework, process and structures for Humber to successfully implement an integrated, collaborative advising model; develop a workplan and undertake the first stages of implementation of the new model
- Assess and integrate multiple data sources to inform the identification and implementation of strategies to support student success and engagement
- Enhance our focus on internationalization through an integrated strategy that aligns related goals, actions and success measures
- Establish a process and cross-institutional working group to begin scoping the development of a Humber-specific co-curricular record that has value for students and employers

## GOAL 3

### Demonstrate leadership in innovative teaching and learning strategies

#### STRATEGIES

- Attract and retain outstanding, diverse faculty who embody our commitments to students and are empowered to reach their full potential as innovative teachers
- Ensure all Humber students have high impact, relevant learning experiences such as:
  - Meaningful workplace or experiential learning opportunities
  - Participation in applied research projects with faculty and/or industry partners in targeted programs
  - Opportunities to develop and practice entrepreneurial skills
- Excel at the application of technology to support student learning and success
- Introduce flexible and innovative program and service delivery options that provide greater choice for students
- Focus on teaching and learning that develops graduates' essential skills, as well as job-specific skills
- Humber is a provincial leader in providing entrepreneurship training and opportunities for students and graduates
- Humber has developed and implemented an innovative strategy to re-imagine online learning; Humber Online provides a range of online courses and programs that enhance student flexibility and choice
- Humber has developed and implemented a strategy to enhance the development of multiple delivery options for online and face-to-face learning and service delivery supported by the required technology infrastructure
- Humber is a provincial leader in the development, implementation and assessment of institution-wide "essential skills" that prepare graduates for success in work and life

#### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber faculty demonstrate and deliver innovative and flexible learning activities and outcomes
- Humber faculty are actively engaged in scholarship and applied research activities
- Humber's Centre for Teaching and Learning programs are formally recognized by international organizations such as the UK-based Staff and Educational Development Association (SEDA)
- Humber students, graduates and employers benefit from consistently meaningful work-integrated/experiential learning opportunities

## YEAR 1 INITIATIVES

- Expand initiatives through the Centre for Teaching and Learning (CTL) to deliver on a comprehensive strategy/workplan and associated goals, actions and success measures, including:
  - Create opportunities for faculty and academic managers to plan and resource faculty development plans in both teaching and scholarship
  - Develop a collaborative consultation process to identify Humber-specific measures for teaching and learning effectiveness
  - Investigate and pilot faculty "exchanges" with industry partners
  - Investigate and pilot innovative co-teaching and cross-disciplinary models across programs/schools
- Develop a strategy for Humber Online, including clearly defined short- and long-term outcomes and resource requirements, and begin implementation of associated workplan
- Consolidate and begin implementing an institution-wide approach to experiential learning, entrepreneurship and assessment of essential skills
- Develop learning space and technology standards to support effective teaching and learning

# MAXIMIZING THE IMPACT OF PARTNERSHIPS

Humber has long maintained excellent relationships with our partners in industry and a series of unique and creative partnerships with community-based organizations. Through our eight academic schools, we are in constant contact with industry to ensure that our programming continues to meet the evolving needs of employers. These partnerships are extremely important to us, and are poised to be increasingly so, providing essential workplace experiences for our learners and connections which help our graduates achieve success beyond our doors. Our increasing numbers of alumni are a considerable advantage to current students and the institution at large as connectors into the work world and community.

## GOAL 1

**Ensure essential linkages with industry and key external stakeholders**

### STRATEGIES

- Enhance and strengthen relationships that serve and support the needs of employers, industry partners and the labour market
- Build a broad range of mutually beneficial partnerships with external stakeholders

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber students benefit from expanded and high-quality work-integrated learning (WIL) opportunities, including work placements and applied research projects, with key industry partners
- Humber's Program Advisory Committees (PACs) are vibrant, innovative bodies that meet regularly and contribute to the quality and relevance of Humber's programs
- Humber has effective communications and partnerships with sector councils and associations to address current and future labour market needs

- Humber is delivering on a coordinated and effective strategy to support business and industry through corporate training opportunities
- Humber's Office of Advancement & Alumni Relations has developed and initiated a robust long-term strategy that engages industry in partnerships and contributes to Humber's vision and mission
- Humber has innovative connections with other external organizations that lead to valuable donor relationships and investment partnerships

### YEAR 1 INITIATIVES

- Develop goals, actions and success measures and begin implementation of a long-term industry partnerships strategy to enhance linkages and mutual benefit, including a renewed corporate training strategy and workplan
- Develop a comprehensive strategy and establish medium- and long-term goals for donor/fundraising activities

## GOAL 2

**Build and maintain beneficial relationships with alumni**

### STRATEGIES

- Celebrate the success of our graduates, and ensure their continued involvement with Humber as mentors, employers and bridges into the workplace and community

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber's graduates enjoy successful outcomes and stay engaged with the college as donors and as part of a vibrant alumni community

- Humber alumni are celebrated within the college and looked to as a valuable resource within their workplace and/or community
- Humber has developed an innovative mentorship and professional development program that engages and connects current students and alumni

### YEAR 1 INITIATIVES

- Continue to refine and implement a comprehensive Alumni Engagement strategy

## GOAL 3

**Enhance creative connections with education and community partners**

### STRATEGIES

- Effective outreach to the elementary and secondary education sector to develop innovative pathways into Humber programs and credential options
- Develop and sustain creative partnerships with other postsecondary institutions – provincial, national and international
- Cultivate relationships with existing and emerging community partners and stakeholders

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber's distinctive programs are well-known and promoted by elementary/secondary guidance counsellors, teachers and administrators
- Humber models innovative transition programs to support both well-qualified and under-prepared high school graduates
- Humber's unique partnership with the University of Guelph-Humber has continued to evolve to meet the needs of students

- Humber has developed partnerships with other postsecondary institutions in Ontario, Canada and across the globe, which serve the needs of students and build Humber's polytechnic reputation
- Humber is known by community agencies as an effective and focused partner in programs, services and pathways to support successful outcomes for identified populations such as Aboriginal Peoples, newcomers to Canada, the un/underemployed and marginalized youth

### YEAR 1 INITIATIVES

- Working in alignment with relevant sector/Colleges Ontario initiatives, develop workplan and begin implementation of Humber-specific initiatives to conduct outreach within the secondary school system
- Review Humber's current partnerships with international educational institutions, identify gaps and continue to build new partnerships that reflect Humber's strength and priorities as a polytechnic institution
- Implement new and enhanced initiatives as identified in the workplan of Humber's Community Outreach & Workforce Development unit

# FOUNDATIONS FOR SUCCESS

Our ability to successfully deliver on our five-year goals and strategies is dependent upon excellent infrastructure and services, integrated planning and the maintenance of our human and capital resources. In order to provide the best possible educational experience for students, we must ensure that our faculty, staff and administrators have the tools and resources necessary to deliver on their individual roles. As we continue to evolve and grow, we must also align and integrate the planning and financial management functions to ensure that we are able to invest in our strategic priorities and meet the working and learning needs of our employees and students. These Foundations for Success are integral to Humber's ongoing leadership in polytechnic education.

## GOAL 1

**Invest in accomplished and engaged employees who are supported in delivering an exceptional student experience**

### STRATEGIES

- Ensure all employees understand, and are well supported to deliver on, their roles in promoting student success
- Demonstrate appreciation for the skills, knowledge and values of all employees

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber recruits and retains outstanding and diverse faculty, support staff and administration with the mix of credentials and industry experience that benefit our students
- Humber faculty, support staff, and administrators are provided relevant professional development opportunities that enhance their ability to promote student success and academic and administrative excellence

- Humber provides ongoing opportunities for employee participation in continuous improvement initiatives, generating creative ideas, and making decisions that contribute to Humber's ability to realize its vision, mission and values
- Humber employees feel valued for their contribution, and deliver on their role in promoting student success
- Humber has developed and implemented an enhanced framework to align employee recruitment, professional development and performance management

### YEAR 1 INITIATIVES

- Enhance programs to support faculty and staff in their personal and professional development through ongoing programs such as leadership development and management training and the Tuition Assistance Program (TAP)
- Begin development of an enhanced performance management process that integrates recruitment, professional development, succession planning and assessment/feedback

## GOAL 2

**Enhance strategic investments in infrastructure and key priority initiatives that deliver results for improved student learning and success**

### STRATEGIES

- Consolidate, align and enhance investments to support high-quality academic and student service facilities, equipment and technology, as well as key priority initiatives
- Develop and implement an integrated, transparent and flexible framework for prioritizing the allocation of resources towards both short- and long-term projects that will deliver on our commitments to students

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber has an integrated, timely process for prioritizing and allocating resources to short- and long-term investments in infrastructure and priority initiatives that promote student learning and success
- Humber programs and services have the infrastructure supports necessary to serve the needs of all learners and contribute to the realization of Humber's mission, vision and values

- Humber's Centres of Innovation have the infrastructure necessary to maximize their impact at the local, provincial and national level
- Humber's investments in priority infrastructure, and innovative approaches to teaching and learning delivery, have resulted in an improved ratio of square feet of space per student, moving closer to the provincial college average
- Humber's Enterprise Systems Project (ESP) has been successfully implemented and is supporting good business practices throughout the organization

### YEAR 1 INITIATIVES

- Establish an enhanced framework and cross-functional structure responsible for developing and implementing clear criteria/processes for prioritizing and making decisions related to short- and long-term investments in new/renewed facilities, equipment, technology, and key priority initiatives
- Develop a transparent process to communicate decisions across the college and share information on the process for making strategic investments to improve student success
- Invest in key infrastructure enhancements approved by the Facilities Planning Committee (FPC) for 2013-14

## GOAL 3

**Strengthen Humber's business planning and resource allocation model to anticipate and adapt to a changing external fiscal framework and align decision-making and resource allocation with our values and strategic priorities**

### STRATEGIES

- Enhance and fully implement an integrated business planning, resource allocation and reporting model
- Ensure Humber's commitment to sustainability is reflected in planning and decision-making

### SUCCESS OUTCOMES

We will know we are on track if, by 2018:

- Humber has fully implemented an integrated business planning, resource allocation and reporting model
- Humber has embraced a comprehensive sustainability strategy that is embedded in our integrated planning and resource allocation model

- Humber has developed and implemented a balanced scorecard that provides aggregated performance indicators to support achievement of strategic priorities
- Humber has a risk assessment and management framework that reflects best practice
- Humber consistently achieves a balanced or surplus financial position that ensures we deliver on current and future strategic priorities

### YEAR 1 INITIATIVES

- Using a cross-institutional approach, establish a framework for an integrated business planning and resource allocation model that is well understood by the Humber community and promotes effective delivery of Humber's approved strategic priorities, goals and strategies
- Begin development of a Humber balanced scorecard approach to assess and report on key indicators
- Develop and implement an integrated risk management framework

# OVERARCHING SUCCESS MEASURES



Humber's commitment to evidence-based decision-making has been important to our success to date and will continue to be critical in the years to come. The overarching measures listed here are important elements of Humber's accountability to our Board of Governors, the Ministry of Training, Colleges and Universities (MTCU) and other key stakeholders, but they are not the only indicators against which we will measure our performance. To supplement these overarching measures, and to monitor annual progress on our strategic priorities, we have identified – or in some cases, committed to develop – additional measures and indicators that speak directly to the successful implementation of specific goals, strategies and initiatives. In all cases, we aim to demonstrate improvement over the identified baseline, and to achieve results higher than the GTA average and/or comparator colleges on provincial indicators.

## OUR STUDENTS

### Learning Outcomes

- Evidence of progressive achievement in the skills identified as being essential for successful work and life (take current pilot projects to scale by 2018)
- Key Performance Indicator (KPI) Student Satisfaction/Engagement with key teaching and learning capstones

### Retention Rates

- Retention Rates (by year and by credential)
- KPI Graduation Rates (by credential)

### Graduate Outcomes

- KPI Graduate Employment (and employment in related field), KPI Graduate Satisfaction, KPI Employer Satisfaction
- Measures from Humber-specific graduate and employer surveys

## OUR FOUNDATIONS

### Employee Engagement

- Internal Employee Engagement survey (improvement over 2013-14 baseline)
- Continued recognition as an “Employer of Choice” by external organizations

### Infrastructure

- KPI Student Satisfaction with key facilities, resources and services capstones
- Square feet per student

### Financial Sustainability

- Balanced budgets or surpluses that are demonstrably targeted/invested in institutional improvements related to student success and strategic priorities

## **Executive Team**

**Chris Whitaker**  
*President and CEO*

**Rani K. Dhaliwal**  
*Vice-President, Finance &  
Administrative Services*

**Michael Hatton**  
*Vice-President, Academic*

**John Mason**  
*Vice-President, Student  
& Corporate Services*

**Deb McCarthy**  
*Vice-President,  
Human Resources*

## **2012-2013 Board of Governors**

**Mario Alessandro**

**Bhalinder Bedi**

**Wanda Buote**

**Ruth Clark**

**Gerry Connelly**

**Thora Espinet**

**Franca Giacomelli**

**Brien Gray**

**Joan Homer, *Chair***

**Lily Khosla**

**Hurb Kumaasi**

**Audrey McKinney, *Vice-Chair***

**Susan Ross**

**Gordon Schofield**

**Dana Sheikh**

**Chris Whitaker, *President***



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**Humber College**  
**Institute of Technology and Advanced Learning**



## **2013-2014 Financial Budget**

## INTRODUCTION

The proposed budget for fiscal year 2013-2014 provides for the priorities and enhanced investments mentioned in the interim business plan. This is the first budget in Humber's history that indicates an Excess of Revenues over Expenses position in the amount of \$15.9M (to be used towards future strategic initiatives), as it has been developed based on past experiences and improved estimation of revenue and expenses. Also included in the 2013-2014 budget, are two areas of enhanced investments:

- \$5.0M towards initiatives and deferred maintenance identified in the Interim 2013-2014 Business Plan
- Additional \$3.0M (for a total of \$5.0M) towards acquisition and renewal of the academic equipment (classroom and laboratory) to reflect the actual amount allocated each year (note: the \$3.0M used to be allocated from Net Assets at the beginning of each year).

## ASSUMPTIONS

A key assumption in the development of this financial budget is the continuation of current economic climate and recognition that the provincial fiscal deficit will have an impact on post-secondary education funding. Last year the Ministry of Training, Colleges and Universities (hereafter, the Ministry) announced reductions to the grant funding (related to international students and policy levers) effective 2013-2014 fiscal year. While no clear direction has been received around this year's tuition fee framework, it is expected that the economic context will also affect the province's other budgetary priorities such as its ability to provide additional funding for growth as well as capital projects.

Other significant assumptions, such as enrolment; salary and benefit improvements; and general cost escalation have been established on the basis of best available information and direction provided in the collective agreement and/or appropriate government guidelines/regulations.

The following summarizes various assumptions used in the development of fiscal 2013-2014 budget:

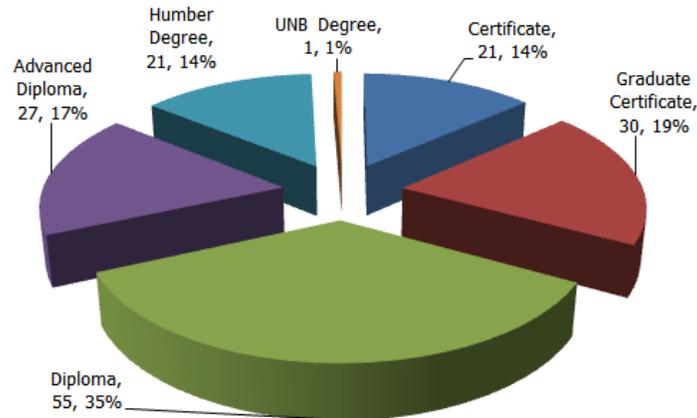
1. Programs
  - a. Start of 9 new programs (3 Diplomas; 4 Degrees; 1 Certificate; 1 Graduate Certificate)
  - b. Discontinuance of 7 programs (2 Advanced Diplomas; 3 Graduate Certificates; 1 Diploma; 1 Certificate)
2. Enrolments
  - a. Full-time to increase by 5.3% (over Fall 2012 budget)
  - b. Part-time to increase by 2.3%
  - c. Apprenticeship – no change
  - d. Fall 2013 mix – Domestic 88.0%, International 12.0%
3. Grants
  - a. Reduction of operating grants:
    - i. \$1.2M for Policy Levers
    - ii. \$0.8M for International Students

- iii. \$0.3M for Municipal Tax Levy
- b. Grants not included (due to uncertainty of their receipt):
  - i. Special Purpose (Special Bursary, Apprenticeship Enhancement, Pre-Cook Apprenticeship, onCAT GenEd Alignment)
  - ii. Conditional (Immigration Bridging projects)
- 4. Tuition and Other fees
  - a. Tuition Framework will allow 2.0% increase
  - b. School generated fees to increase by 3.5%
- 5. Salary & Benefit costs
  - a. All full-time staff complements are budgeted for the entire year (starting April 1, 2013)
  - b. Faculty staff
    - i. no improvement to salary grid;
    - ii. movement allowed within the salary grid based on the years of service
  - c. Support staff
    - i. 2.0% increase;
    - ii. plus a flat amount based on the years of service rendered;
    - iii. movement allowed between the salary grid based on the years of service
  - d. Administrative staff
    - i. movement allowed within the salary grid based on experience
- 6. Other costs (other than salary and benefit) will generally escalate by 2.0%.

**PROGRAM OFFERINGS / CREDENTIALS**

Figure 1 below depicts the 155 post-secondary programs, by the type of credential that will be offered in 2013-2014 fiscal year. For Fall 2013 Humber plans to launch nine (9) new programs which include four (4) degrees, taking the total number of undergraduate degree programs offered to 22 (well ahead of any other College in the province), while closing a total of seven (7) existing programs. In addition to offering these credentials, Humber also provides learning opportunities for students through a range of apprenticeship programs and part-time courses.

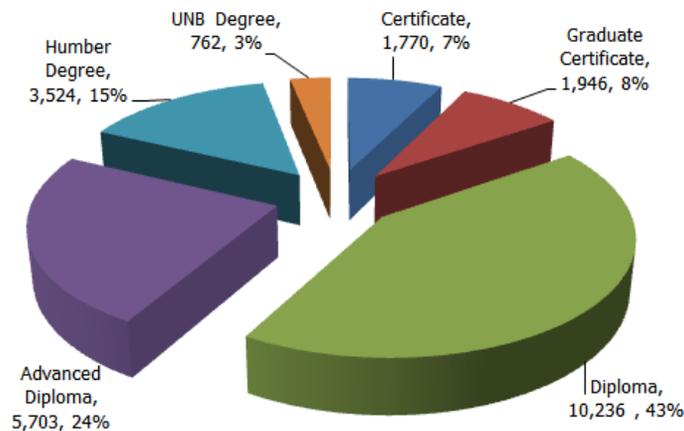
**Figure 1 – 2013-2014 Full Time Program Offering (155 Programs)**



*Note: Excludes Apprenticeship/Skills Trades programs and Part-time courses*

Figure 2 below depicts the planned enrolment for Fall 2013 (full-time students only) by type of credential. The figure indicates that 67% of the enrolment will be in diploma programs (including advanced diplomas), while 18% in degree programs (including the one in partnership with University of New Brunswick) and 15% in certificates programs (including graduate certificates).

**Figure 2 – 2013-2014 Full Time Fall Enrolment, by Credential (23,941 Students)**

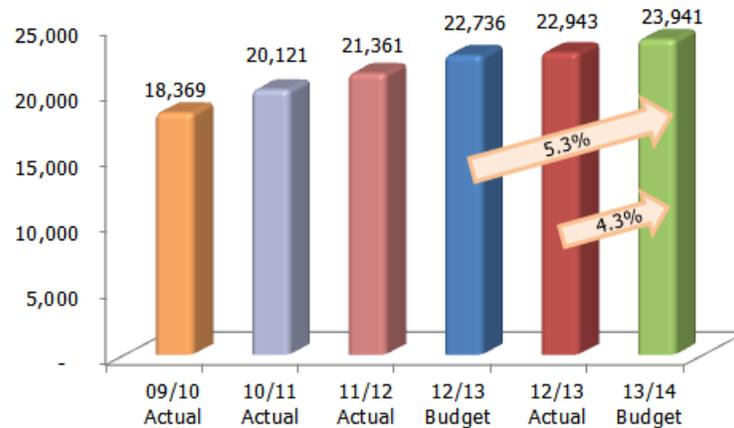


*Note: Excludes Apprenticeship/Skills Trades programs and Part-time courses*

## ENROLMENT (Schedule 2)

For Fall 2013, the college is projecting a full-time student enrolment of 23,941 (21,061 domestic; 2,880 international), which represents an increase of 5.3% over Fall 2012 plan enrolment or an increase of 4.3% over Fall 2012 actual enrolment (see Figure 3). This anticipated enrolment growth reflects the population increase being experienced in GTA's north-west quadrant, an increased demand for Humber's programs, especially the degree offerings, along with improved retention of existing students.

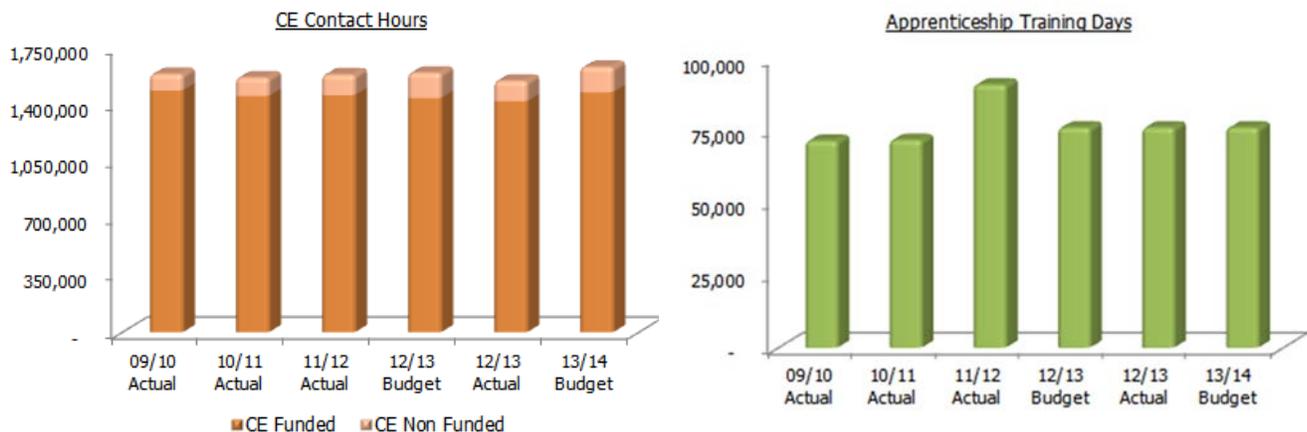
**Figure 3 – Full Time Fall Enrolment**



*Note: Excludes Apprenticeship/Skills Trades programs and Part-time courses*

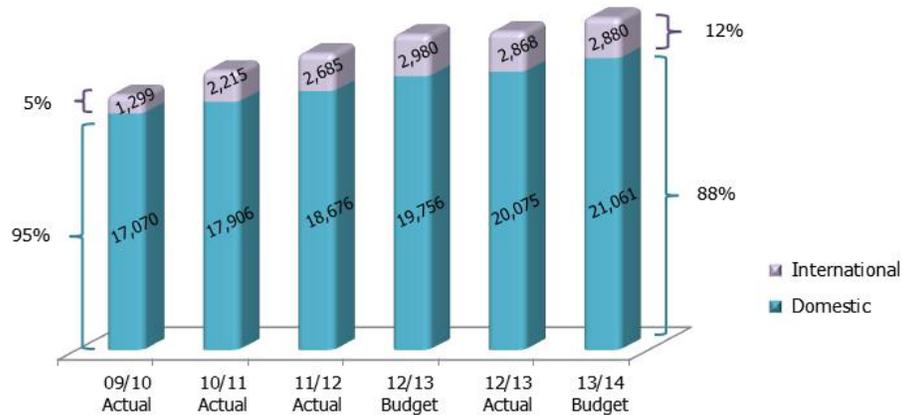
In addition to full-time studies, Humber also provides part-time teaching as well as apprenticeship training for skilled trades (such as Electrician, Plumber, Boilermaker, Cuisine and Developmental Services Worker etc.). To provide apprenticeship training, each year Humber has to apply for and is subject to approval by the province. The enrolment activity related to apprenticeship (measured in Training Days) is estimated to remain unchanged, year over year, whereas the part-time courses (measured in Contact Hours), which encompasses both funded (same as day programs) and non-funded (i.e. general interest) courses, are estimated to grow by 2.3% over the fiscal 2012-2013 plan (see Figure 4).

**Figure 4 – Continuing Education (CE) and Apprenticeship Enrolment**



In the coming years, it is anticipated that the number of direct-entry students (from high school) will decrease due to projected demographic change. To offset the impact of this evolving trend, Humber has put a concerted effort towards international student recruitment. This recruitment strategy, along with supportive government policies, has had a positive impact on Humber’s international enrolment over the years (see Figure 5). As of Fall 2013, it is anticipated that international students will comprise 12% of the full-time student population.

**Figure 5 – Full Time Fall Enrolment (Domestic vs. International)**



*Note: Excludes Apprenticeship/Skills Trades programs and Part-time courses*

For Fall 2013 planned enrolment growth is projected to take place both at the North (4.6% increase over Fall 2012) and Lakeshore campus (6.9% increase over Fall 2012) locations, due to better student retention efforts and the new degrees and programs scheduled to start in the Fall 2013 (see Figure 6). The recent additions to infrastructure (i.e. Lakeshore Commons building, Medical building etc.) have greatly assisted in accommodating past growth and with the upcoming construction of Learning Resource Commons building (and resultant renovation of vacated spaces) it will get even better.

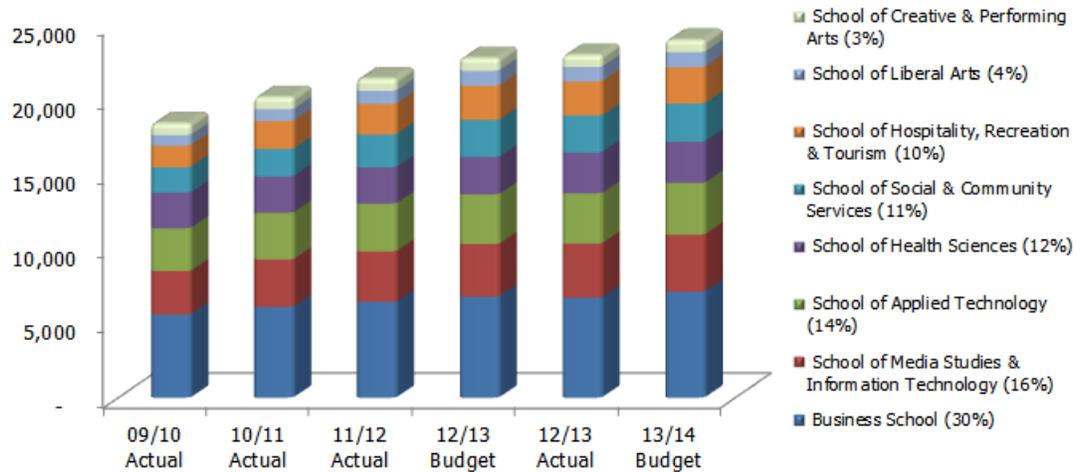
**Figure 6 – Full Time Fall Enrolment (by Campus)**



*Note: Excludes Apprenticeship/Skills Trades programs and Part-time courses*

Figure 7 below depicts the distribution of next Fall’s planned enrolment (full-time students) among the various Academic schools. The three largest schools (Business, Media Studies & Information Technology, and Applied Technology) combined will continue to attract majority (60%) of the college’s enrolment, consistent with previous year.

**Figure 7 – 2013-2014 Full Time Fall Enrolment (by School)**

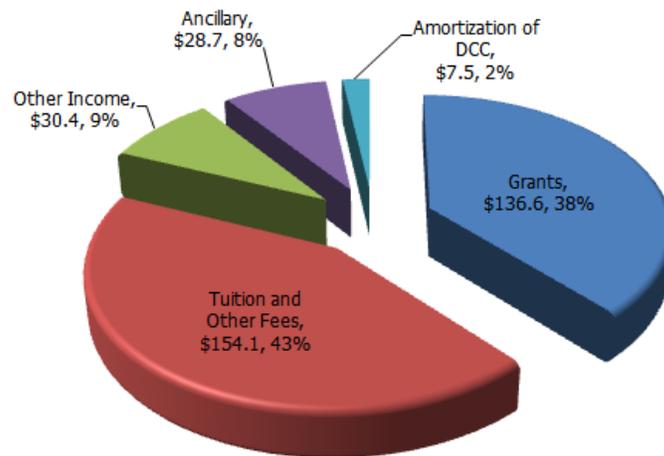


*Note: School of Liberal Arts and Sciences supports other academic schools with General Education courses*

**2012-2013 FORECAST TO 2013-2014 BUDGET: VARIANCE EXPLANATION (Schedule 1)**
**REVENUES**

The total revenue for fiscal 2013-2014, generated through Operating and Ancillary operations, is budgeted to be \$357.3M (see Figure 8), which is an increase of \$6.0M (or 1.7%) over fiscal 2012-2013 forecast.

**Figure 8 – 2013-2014 Total Revenue (\$357.3 Million)**



In comparison to 2012-2013 forecast, the 2013-2014 revenue budget does not include certain grants and revenues as the certainty of receiving these amounts (or to the extent they will materialize) is unknown at the time of budget development. Example of these amounts include certain special purpose grants; tuition fee framework; and final contribution from University of Guelph-Humber.

The Operating revenue budget (Schedule 3) of \$321.1M is comprised of:

- Grants at \$136.6M, are decreasing overall by \$0.5M (or 0.4%) over 2012-2013 forecast. Even though the college stands to receive enrolment growth funding (\$5.1M) next fiscal, last year the Ministry announced reduction to base grants which for Humber will amount to \$2.3M (Policy Levers \$1.2M, International Students 0.8M, Municipal Tax Levy \$0.3M). In addition, special purpose grants in the amount of \$2.6M (Second Career Grant reduction, Special Bursary, Apprenticeship Enhancement, Pre-Cook Apprenticeship, OnCAT GenEd Alignment) and conditional grants in the amount of \$0.7M (Immigration bridging projects) were not budgeted for upfront due to the uncertainty of receiving them in 2013-2014.
- Tuition and other fees at \$154.1M, are increasing by \$9.3M (or 6.4%) over 2012-2013 forecast. The increase is due to enrolment growth (including the start of 9 programs); anticipated increase allowed in the tuition framework and approved mandatory (non-tuition) fees.
- Other income at \$30.4M, is decreasing by \$3.9M (or 11.4%) over 2012-2013 forecast. This decrease is mainly due to the elimination of one-time revenues (i.e. settlement from University of Guelph-Humber lawsuit and tax recoveries) and reduction in miscellaneous revenues (i.e. deferral fees, school-based and research projects).

The Ancillary revenue (Schedule 5) at \$28.7M, is expected to increase by \$0.8M (or 2.7%) over 2012-2013 forecast primarily due to increase in revenues from the Education and Training Solutions and Parking operations, as the planned activities return to previous levels.

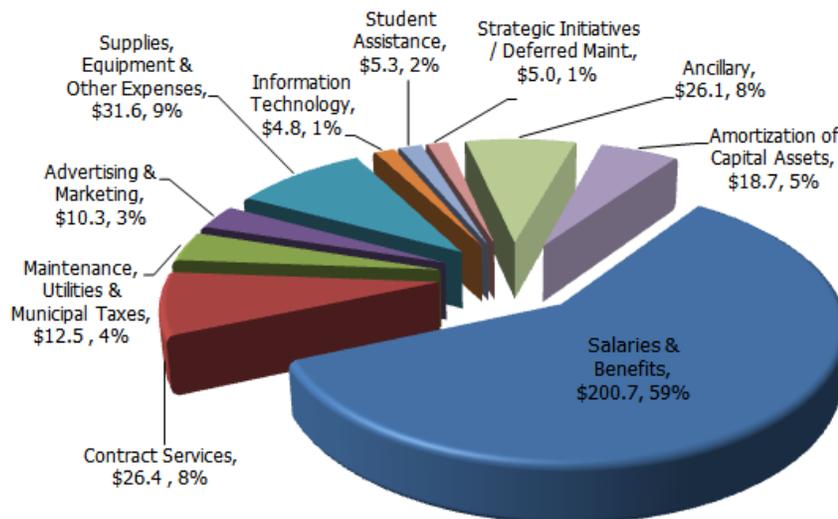
The Amortization of Deferred Capital Contribution of \$7.5M, is increasing by \$0.4M (or 5.6%) over 2012-2013 forecast. The increase is related to Ministry funding received for the infrastructure projects. These capital funds, when received, are deferred till they are ready to be recognized as revenue, to match with the corresponding amortization expense.

## EXPENSES

The total combined (Operating and Ancillary operations) expense for fiscal 2013-2014 is budgeted to be \$341.4M, which is an increase of \$21.2M (or 6.6%) over 2012-2013 forecast, to support continued enrolment growth along with providing for new and enhanced investments that the college is planning to undertake towards infrastructure and strategic initiatives.

Figure 9 below depicts the total expenditure budget by the type of expense planned.

**Figure 9 – 2013-2014 Total Expenses (\$341.4 Million)**



The Operating expense budget (Schedule 4) of \$291.6M is comprised of:

- Salaries and benefit costs at \$200.7M, are increasing by \$15.7M (or 8.5%) over 2012-2013 forecast. Reasons for the increase are: the assumption that all approved positions are and remain filled throughout the year (i.e. any vacancies and resultant savings realized during fiscal 2012-2013, won't materialize during next fiscal); hiring of 46 full-time and several part-time staff complement to support enrolment growth (i.e. teaching and learning); student support areas (i.e. advising at risk students, mental health initiatives) and administrative functions; negotiated salary increases and mandated benefit costs (especially CAAT pension plan).

- Contract services costs at \$26.4M, are decreasing by \$1.9M (or 6.7%) over 2012-2013 forecast. This is primarily due to the reduced renovation activities planned for next year (as the staff energies will be diverted towards retiring outstanding deferred maintenance – see Strategic Initiatives/Deferred Maintenance section below) and activities related to special projects that were not included in 2013-2014 revenue budget (i.e. OnCAT GenEd Alignment).
- Maintenance, utilities and municipal taxes at \$12.5M, are decreasing by \$0.7M (or 5.0%) over 2012-2013 forecast, primarily related to physical plant expenses that incurred in 2012-2013 and are not planned in the new fiscal year.
- Advertising and marketing costs at \$10.3M, are increasing by \$0.3M (or 2.5%) over 2012-2013 forecast due to increased promotion of the existing as well as new programs.
- Supplies, equipment and other expenses at \$31.6M, are increasing by \$2.8M (or 9.8%) over 2012-2013 forecast. The reasons for this increase are related to enrolment growth, program reviews and cost associated with new program start-up.
- Information technology cost at \$4.8M, is decreasing by \$0.1M (or 2.6%) over the 2012-2013 forecast.
- Student assistance costs at \$5.3M, which includes Ministry funded bursaries, tuition set-aside funds (work-study and bursary), awards and scholarship amounts, are projected to decrease by \$0.5M (or 8.9%) over 2012-2013 forecast. Humber has increased \$0.3M in 2013-2014 towards student financial aid but due to the discontinuance of some (i.e. Ontario Special Bursary, Ontario Work Study Plan) and reduction of other government funded grants (i.e. Aiming for the Top Bursary and Disabled Bursary), in order to support government's 30% off tuition rebate program, the overall value of the financial assistance available is lower.

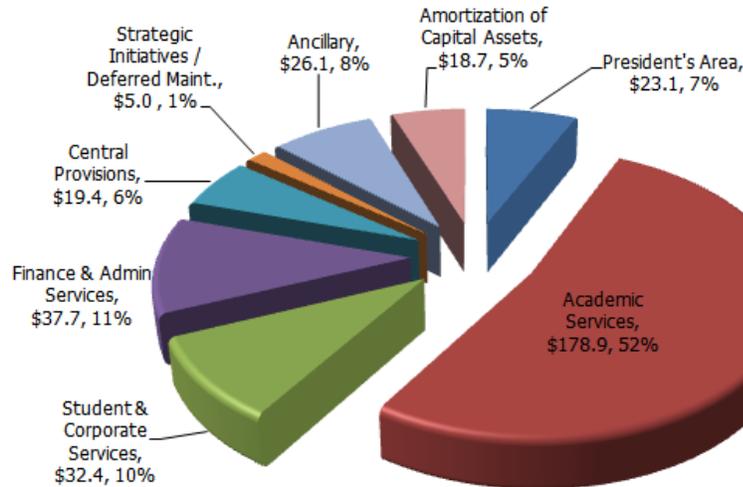
The Strategic initiatives/Deferred maintenance costs at \$5.0M, have been budgeted for the first time, to fund various initiatives that are needed for advising, retaining and providing support to our students (i.e. by providing comprehensive engagement during the recruitment stage, development of programs that are responsive to market needs, and providing additional research activities and scholarship for international students); and while they are at Humber, making their stay a better experience (i.e. by retiring \$1.4M of deferred maintenance and improving Humber's physical infrastructure).

The Ancillary expenses (Schedule 5) at \$26.1M, are estimated to decrease by \$1.0M (or 3.6%) over 2012-2013 forecast, primarily due to renovation expenses that incurred in 2012-2013 and will not be undertaken in 2013-2014.

The Amortization of capital assets cost at \$18.6M, is projected to increase by \$1.6M (or 9.1%) over fiscal 2012-2013 forecast due to the amount of assets capitalized in the current and prior previous years.

Figure 10 below depicts the total expenditure budget by area of responsibility.

**Figure 10 – 2013-2014 Total Expenses, by Area of Responsibility (\$341.4 Million)**



- Academic Services includes costs related to the academic schools and programs; Research; Teaching and Learning support; International office; eLearning; and Continuing Education.
- Student and Corporate Services include costs that are expended in support of students, such as Student Success and Engagement (i.e. Disability services, Student life, Athletics, Health Centre); Registrar; Library; and Marketing.
- Finance & Administration Services includes costs related to Information Technology; Facility management; Public safety; and Finance.
- President's Area includes the costs related to the Board of Governors; office of the President; Human Resources; Advancement and Alumni Relations; Planning, Program development and review; Institutional Research; Community Outreach and Workforce Development; and Principal's office at both Lakeshore and Orangeville campuses.
- Strategic Initiatives/Deferred Maintenance costs relate to targeted spending on projects and initiatives that are identified in Interim 2013-2014 Business Plan and will be undertaken to improve student success and their experience at Humber.
- Ancillary area includes costs related to Campus Services (Residences & Conference services, Retail & food operations and Student pub), Education & Training services (Motorcycle & Truck training, Association & Partnership training, and sailing centre), Parking operations and Daycare centres.
- Amortization of Capital Assets includes cost of depreciation to reflect the use of the asset, over the next fiscal year.
- Central provision includes costs that are system-wide in nature and provide benefit to the entire Humber community, such as Student Aid and Assistance; Municipal taxes; insurance and legal costs; Strategic and Facility renovation projects; institutional memberships (i.e. Association of Community Colleges of Canada, Colleges Ontario, Polytechnic Canada, and Colleges Employer Council); bank charges; legal; and insurances coverage costs.

**CONTINGENCY PLAN**

The proposed 2013-2014 Financial Budget indicates an Excess of Revenue over Expenses position; however the operating revenue and expense growth indicates a gap of \$10.7M. The contingency plan to address this gap is presented in Table 1 below.

**Table 1 (in millions of dollars)**

<i>Operating Revenue and Expenses (Schedule 1)</i>	<b>Budget Increase over Forecast</b>	<b>University of Guelph-Humber Contribution <sup>(1)</sup></b>	<b>Salary &amp; Benefit savings <sup>(2)</sup></b>	<b>Forecast to Budget Change after adjustments</b>
<b>Revenue</b>	4.9	2.0	-	6.9
<b>Expenses</b>	15.6	-	(5.5)	10.1
<b>Net</b>	<b>(10.7)</b>	<b>2.0</b>	<b>5.5</b>	<b>(3.2)</b>

Notes:

1. *Potential increase to University of Guelph-Humber contribution.*
2. *Potential salary and benefit savings due to timing of when positions get filled and unfilled vacancies.*

In addition to the above, the Board has also approved a portion of Net Assets (i.e. Internally Restricted), in the amount of \$9.9M as at March 31, 2012, to be set aside for operating contingency purposes.

With these contingencies and the continuous improvement in managing expenditures, Management is comfortable presenting the budget with Excess of Revenue over Expenses balance of \$15.9M.

**STRATEGIC INFRASTRUCTURE PROJECTS (Schedule 6)**

Recently the Board received staff presentation regarding the anticipated enrolment over the coming years and the capital and infrastructure investment that will be required to manage and support this growth (i.e. across all campuses) as well as complete the strategic projects that are currently underway or planned for the near future (i.e. Enterprise Systems, Telephony & Unified Communication System, Data Centres, Property acquisitions) – see **Statement of Strategic Infrastructure Projects** (Schedule 6) for the complete list of with estimated amounts.

As stated earlier and given the provincial government’s fiscal reality, it is assumed that for the foreseeable future, the Ministry won’t have the ability to provide any capital funds to the colleges towards these types of projects. Therefore the responsibility to plan and save for future initiatives falls squarely on the College.

The proposed 2013-2014 budget, to support the operating and strategic initiatives, has been constructed on the above principle and is presented to the Board for approval.

**The Humber College Institute of Technology and Advanced Learning**  
**Statement of Revenue and Expenses**  
**Budget for the fiscal year 2013-2014**

	Budget 2012-2013	Year-End Forecast 2012-2013 (9 month)	Budget 2013-2014	12-13 Forecast to 13-14 Budget Variance	
				\$	%
<b>Revenue</b>					
<b>Operating</b> (schedule 3)					
Grants	120,574,770	137,167,000	136,621,000	(546,000)	(0.4%)
Tuition and Other Fees	132,714,066	144,769,000	154,084,000	9,315,000	6.4%
Other income	22,638,179	34,329,000	30,407,000	(3,922,000)	(11.4%)
<b>Total operating revenue</b>	<b>275,927,015</b>	<b>316,265,000</b>	<b>321,112,000</b>	<b>4,847,000</b>	<b>1.5%</b>
<b>Ancillary</b> (schedule 5)	28,526,849	27,915,000	28,667,000	752,000	2.7%
<b>Amortization of Deferred Capital Contribution</b>	7,100,000	7,100,000	7,500,000	400,000	5.6%
<b>Total Revenue</b>	<b>311,553,864</b>	<b>351,280,000</b>	<b>357,279,000</b>	<b>5,999,000</b>	<b>1.7%</b>
<b>Expenses</b>					
<b>Operating</b> (schedule 4)					
Salaries and Benefits	188,649,216	185,000,000	200,703,000	15,703,000	8.5%
Contract Services	23,868,751	28,272,000	26,387,000	(1,885,000)	(6.7%)
Maintenance, Utilities and Municipal taxes	12,137,144	13,198,000	12,540,000	(658,000)	(5.0%)
Advertising and Marketing	9,226,408	10,060,000	10,307,000	247,000	2.5%
Supplies, Equipment and Other expenses	26,350,011	28,810,000	31,628,000	2,818,000	9.8%
Information Technology - Software & Licenses	4,263,409	4,883,000	4,758,000	(125,000)	(2.6%)
Student Assistance	3,167,500	5,800,000	5,285,000	(515,000)	(8.9%)
<b>Total operating expenses</b>	<b>267,662,439</b>	<b>276,023,000</b>	<b>291,608,000</b>	<b>15,585,000</b>	<b>5.6%</b>
<b>Strategic Initiatives / Deferred Maintenance</b>	-	-	5,000,000	5,000,000	n/a
<b>Ancillary</b> (schedule 5)	26,791,425	27,107,000	26,141,000	(966,000)	(3.6%)
<b>Amortization of Capital Assets</b>	17,100,000	17,100,000	18,650,000	1,550,000	9.1%
<b>Total Expenses</b>	<b>311,553,864</b>	<b>320,230,000</b>	<b>341,399,000</b>	<b>21,169,000</b>	<b>6.6%</b>
<b>Total Excess of Revenues over Expenses</b>	<b>-</b>	<b>31,050,000</b>	<b>15,880,000</b>	<b>(15,170,000)</b>	<b>(48.9%)</b>
<i>Transfer of Excess to Net Assets (for Strategic Initiatives)</i>	-	(31,050,000)	(15,880,000)	-	-
<b>Total Excess after transfer</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**The Humber College Institute of Technology and Advanced Learning**  
**Statement of Enrolment**  
**For the fiscal year 2013-2014**

	Budget 2012-2013				Forecast 2012-2013				Budget 2013-2014				12-13 Forecast to 13-14 Budget Variance	
	S '12	F '12	W '13	Total	S '12	F '12	W '13	Total	S '13	F '13	W '14	Total	#	%
	A	B	C	D	E	F	G	H	I	J	K	L	M=(L-D)	N=(M/D)
<b>FULL-TIME (Semestered)</b>														
<b>North Campus</b>														
School of Applied Technology	525	3,333	3,501	7,359	554	3,370	3,632	7,556	547	3,458	3,611	7,616	60	0.8%
School of Business	1,434	3,945	4,065	9,444	1,520	3,863	4,024	9,407	1,426	3,969	4,184	9,579	172	1.8%
School of Health Sciences	166	2,437	2,169	4,772	222	2,692	2,540	5,454	221	2,713	2,379	5,313	(141)	(2.6%)
School of Hospitality, Recreation & Tourism	319	2,279	2,403	5,001	313	2,286	2,413	5,012	341	2,431	2,572	5,344	332	6.6%
School of Liberal Arts & Sciences	25	590	583	1,198	34	553	575	1,162	-	586	539	1,125	(37)	(3.2%)
School of Media Studies & Information Technology	87	2,060	1,819	3,966	85	2,123	1,898	4,106	53	2,163	1,893	4,109	3	0.1%
School of Social and Community Services	30	36	70	136	29	36	59	124	30	36	71	137	13	10.5%
	2,586	14,680	14,610	31,876	2,757	14,923	15,141	32,821	2,618	15,356	15,249	33,223	402	1.2%
<i>% change over 2012-2013 Budget</i>					6.6%	1.7%	3.6%	3.0%	1.2%	4.6%	4.4%	4.2%		
<b>Lakeshore Campus</b>														
School of Business	498	2,806	2,829	6,133	537	2,823	2,932	6,292	565	3,128	3,181	6,874	582	9.2%
School of Creative & Performing Arts	124	843	824	1,791	121	806	809	1,736	121	801	806	1,728	(8)	(0.5%)
School of Liberal Arts & Sciences	200	427	450	1,077	152	420	411	983	200	430	468	1,098	115	11.7%
School of Media Studies & Information Technology	169	1,453	1,411	3,033	161	1,490	1,439	3,090	100	1,648	1,519	3,267	177	5.7%
School of Social & Community Services	197	2,310	2,368	4,875	210	2,289	2,328	4,827	273	2,375	2,460	5,108	281	5.8%
	1,188	7,839	7,882	16,909	1,181	7,828	7,919	16,928	1,259	8,382	8,434	18,075	1,147	6.8%
<i>% change over 2012-2013 Budget</i>					(0.6%)	(0.1%)	0.5%	0.1%	6.0%	6.9%	7.0%	6.9%		
<b>Orangeville Campus</b>														
School of Applied Technology	16	-	-	16	17	-	-	17	-	-	-	-	(17)	(100.0%)
School of Business	-	16	13	29	-	11	9	20	-	-	-	-	(20)	(100.0%)
School of Health Sciences	-	57	32	89	-	39	34	73	-	47	40	87	14	19.2%
School of Social and Community Services	-	144	152	296	-	142	127	269	-	156	144	300	31	11.5%
	16	217	197	430	17	192	170	379	-	203	184	387	8	2.1%
<i>% change over 2012-2013 Budget</i>					6.3%	(11.5%)	(13.7%)	(11.9%)	(100.0%)	(6.5%)	(6.6%)	(10.0%)		
<b>Total College</b>	<b>3,790</b>	<b>22,736</b>	<b>22,689</b>	<b>49,215</b>	<b>3,955</b>	<b>22,943</b>	<b>23,230</b>	<b>50,128</b>	<b>3,877</b>	<b>23,941</b>	<b>23,867</b>	<b>51,685</b>	<b>1,557</b>	<b>3.1%</b>
<i>% change over 2012-2013 Budget</i>					4.4%	0.9%	2.4%	1.9%	2.3%	5.3%	5.2%	5.0%		
<i>Number of students (included above):</i>														
<i>International Students</i>	1,450	2,980	3,200	7,630	1,366	2,868	3,193	7,427	1,400	2,880	3,400	7,680	253	3.4%
<i>New Programs</i>	-	305	279	584	-	442	432	874	-	295	260	555	(319)	(36.5%)
<b>PART-TIME (Contact Hours)</b>														
Funded				1,439,529				1,419,200				1,474,936	55,736	3.9%
Non Funded				154,800				125,399				155,504	30,105	24.0%
<b>Total Part-time</b>				1,594,329				1,544,599				1,630,440	85,841	5.6%
<b>APPRENTICESHIP (Training Days)</b>														
Apprenticeship				76,225				76,225				76,225	-	0.0%

**The Humber College Institute of Technology and Advanced Learning**  
**Statement of Operating Revenue**  
**For the fiscal year 2013-2014**

	Budget 2012-2013	Year-End Forecast 2012-2013 (9 month)	Budget 2013-2014	12-13 Forecast to 13-14 Budget Variance	
				\$	%
<b>Grants</b>					
Operating Grant	97,000,000	101,194,093	104,000,000	2,805,907	2.8%
Accessibility Fund for Students with Disability	1,137,500	1,137,500	1,137,500	-	-
Nursing Degree including Clinical Education	6,850,000	6,378,000	6,650,000	272,000	4.3%
Key Performance Indicators (KPI)	1,500,000	1,407,018	1,500,000	92,982	6.6%
Apprenticeship	5,200,000	5,600,000	5,300,000	(300,000)	(5.4%)
Employment Assistance Services	5,020,270	5,020,270	5,023,000	2,730	0.1%
Literacy and Basic Skills	1,100,000	1,194,441	1,200,000	5,559	0.5%
Facilities Renewal Plan	1,000,000	674,300	675,000	700	0.1%
Apprenticeship Enhancement Fund (AEF)	-	859,201	-	(859,201)	(100.0%)
Municipal Tax	1,375,000	1,600,350	1,500,000	(100,350)	(6.3%)
Aboriginal grant (Student services)	-	444,088	258,000	(186,088)	(41.9%)
First Generation (Student services)	-	225,800	210,000	(15,800)	(7.0%)
Summer transition Program	-	-	10,000	10,000	n/a
School College Work Initiative (CGTAT)	-	5,400,000	5,500,000	100,000	1.9%
Mobile Systems Integration (Applied Technology)	-	468,528	350,000	(118,528)	(25.3%)
International Engineers (Applied Technology)	-	515,000	100,000	(415,000)	(80.6%)
Pathway - Sustainability (Applied Technology)	-	370,000	250,000	(120,000)	(32.4%)
Women's Safety (Public Safety)	-	50,678	50,000	(678)	(1.3%)
Reporting Entity grant (Finance)	-	67,752	67,500	(252)	(0.4%)
Credit Transfer	-	100,000	100,000	-	-
Aiming for the Top Bursary	-	400,000	150,000	(250,000)	(62.5%)
Disabled Bursary	-	445,000	350,000	(95,000)	(21.3%)
Ont 1st generation bursary	-	51,000	-	(51,000)	(100.0%)
Second Career	-	2,300,000	2,000,000	(300,000)	(13.0%)
Arboretum	240,000	240,000	240,000	-	-
Other Grants	152,000	1,023,981	-	(1,023,981)	(100.0%)
Subtotal	<u>120,574,770</u>	<u>137,167,000</u>	<u>136,621,000</u>	<u>(546,000)</u>	<u>(0.4%)</u>
<b>Tuition and Other Fees</b>					
Full-time	104,056,116	112,620,000	120,299,050	7,679,050	6.8%
Part-time (Funded)	8,354,950	8,354,950	8,745,000	390,050	4.7%
Part-time (Non-funded)	2,662,500	2,325,000	2,697,600	372,600	16.0%
Apprenticeship	600,000	600,000	600,000	-	-
Summer Language	200,000	410,000	400,000	(10,000)	(2.4%)
School Generated (Lab & Co-op)	3,461,500	4,217,550	4,365,350	147,800	3.5%
Mandatory (Non-tuition) Student Fees	13,379,000	16,241,500	16,977,000	735,500	4.5%
Subtotal	<u>132,714,066</u>	<u>144,769,000</u>	<u>154,084,000</u>	<u>9,315,000</u>	<u>6.4%</u>
<b>Other Income</b>					
Guelph-Humber - Teaching	5,155,000	6,000,000	5,900,000	(100,000)	(1.7%)
Guelph-Humber - Service Agreements	5,049,245	5,102,000	5,165,550	63,550	1.2%
Guelph-Humber - Joint Venture Contribution	5,053,500	6,778,500	6,920,500	142,000	2.1%
Interest	3,500,000	4,500,000	4,900,000	400,000	8.9%
Miscellaneous	3,880,434	11,948,500	7,520,950	(4,427,550)	(37.1%)
Subtotal	<u>22,638,179</u>	<u>34,329,000</u>	<u>30,407,000</u>	<u>(3,922,000)</u>	<u>(11.4%)</u>
<b>Total Operating Revenue</b>	<u><u>275,927,015</u></u>	<u><u>316,265,000</u></u>	<u><u>321,112,000</u></u>	<u><u>4,847,000</u></u>	<u><u>1.5%</u></u>

**The Humber College Institute of Technology and Advanced Learning  
Statement of Operating Expenses  
For the fiscal year 2013-2014**

	<b>Budget 2012-2013</b>	<b>Year-End Forecast 2012-2013</b> (9 month)	<b>President's Area</b>	<b>Academic Services</b>	<b>Student &amp; Corporate Services</b>	<b>Finance &amp; Admin Services</b>	<b>Central Provisions</b>	<b>Total Budget 2013-2014</b>	<b>12-13 Forecast to 13-14 Budget Variance</b>	
									<b>\$</b>	<b>%</b>
<b>Operating Expenses</b>										
Salaries and Benefits	188,649,216	185,000,000	12,981,000	139,755,000	23,680,000	18,800,000	5,487,000	200,703,000	15,703,000	8.5%
Contract Services	23,868,751	28,272,000	6,259,000	8,881,000	650,000	9,587,000	1,010,000	26,387,000	(1,885,000)	(6.7%)
Maintenance, Utilities and Municipal taxes	12,137,144	13,198,000	49,000	644,000	113,000	6,084,000	5,650,000	12,540,000	(658,000)	(5.0%)
Advertising and Marketing	9,226,408	10,060,000	1,244,000	6,196,000	2,755,000	112,000	-	10,307,000	247,000	2.5%
Supplies, Equipment and Other expenses	26,350,011	28,810,000	2,533,000	22,488,000	4,464,000	2,086,000	57,000	31,628,000	2,818,000	9.8%
Information Technology - Software & Licenses	4,263,409	4,883,000	44,000	933,000	126,000	1,005,000	2,650,000	4,758,000	(125,000)	(2.6%)
Student Assistance	3,167,500	5,800,000	-	49,000	650,000	-	4,586,000	5,285,000	(515,000)	(8.9%)
<b>Total</b>	<b>267,662,439</b>	<b>276,023,000</b>	<b>23,110,000</b>	<b>178,946,000</b>	<b>32,438,000</b>	<b>37,674,000</b>	<b>19,440,000</b>	<b>291,608,000</b>	<b>15,585,000</b>	<b>5.6%</b>
<i>% of Total Operating Budget</i>			7.9%	61.4%	11.1%	12.9%	6.7%	100.0%		

**The Humber College Institute of Technology and Advanced Learning  
Statement of Ancillary Operations  
For the fiscal year 2013-2014**

	<b>Budget 2012-2013</b>	<b>Year-End Forecast 2012-2013</b> (9 month)	<b>Campus Services</b>	<b>Education &amp; Training Services</b>	<b>Centre for Employee Benefits</b>	<b>Parking</b>	<b>Day Care Centre</b>	<b>Total Budget 2013-2014</b>	<b>12-13 Forecast to 13-14 Budget Variance</b>	
									<b>\$</b>	<b>%</b>
<b>Revenue</b>										
Ancillary Revenue	28,526,849	27,915,000	14,697,508	5,754,240	623,927	4,993,000	2,598,325	28,667,000	752,000	2.7%
<b>Expenses</b>										
Salaries and Benefits	8,570,684	8,927,748	3,002,174	2,903,280	223,593	164,796	2,467,905	8,761,748	(166,000)	(1.9%)
Contract Services	3,470,771	4,624,383	1,207,845	703,828	165,000	2,322,233	25,477	4,424,383	(200,000)	(4.3%)
Maintenance, Utilities and Municipal taxes	3,558,160	4,432,069	3,713,188	98,363	-	80,000	40,518	3,932,069	(500,000)	(11.3%)
Advertising and Marketing	385,168	261,605	154,825	64,780	20,000	20,000	2,000	261,605	-	-
Supplies, Equipment and Other expenses	8,362,278	6,321,127	3,708,955	1,439,755	145,567	654,400	172,450	6,121,127	(200,000)	(3.2%)
Information Technology - Software & Licenses	32,500	32,500	31,500	-	1,000	-	-	32,500	-	-
Total Ancillary Expenses before Overhead	24,379,561	24,599,432	11,818,487	5,210,006	555,160	3,241,429	2,708,350	23,533,432	(1,066,000)	(4.3%)
Overhead expenses	2,411,864	2,507,568	1,469,751	575,424	62,393	500,000	-	2,607,568	100,000	4.0%
Total Ancillary Expenses	26,791,425	27,107,000	13,288,238	5,785,430	617,553	3,741,429	2,708,350	26,141,000	(966,000)	(3.6%)
<b>Total Contribution</b>	<b>1,735,424</b>	<b>808,000</b>	<b>1,409,270</b>	<b>(31,190)</b>	<b>6,374</b>	<b>1,251,571</b>	<b>(110,025)</b>	<b>2,526,000</b>	<b>1,718,000</b>	<b>212.6%</b>

**The Humber College Institute of Technology and Advanced Learning**  
**Statement of Strategic Infrastructure Projects**  
**For the fiscal years 2013-2014 to 2017-2018**  
(Estimates)

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
<b>Projects / Initiatives</b>					
Enterprise Systems Project - Student Systems	4,500,000	2,100,000	-	-	-
Learning Resource Commons Building	-	114,400,000	15,000,000	12,000,000	-
Learning Resource Commons Building (MTCU Funding)	-	(74,700,000)	-	-	-
Property Acquisitions	25,000,000	-	-	-	-
Lakeshore Campus Development	13,300,000	44,200,000	47,500,000	47,300,000	9,700,000
Data Centres	3,200,000	5,000,000	-	-	-
Telephony & Unified Communication System	4,000,000	2,100,000	-	-	-
Enterprise Systems Project - Human Resources Systems	-	5,000,000	5,000,000	-	-
Orangeville Campus Development	-	-	-	-	10,000,000
<b>Total</b>	<u><u>50,000,000</u></u>	<u><u>98,100,000</u></u>	<u><u>67,500,000</u></u>	<u><u>59,300,000</u></u>	<u><u>19,700,000</u></u>