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CANNABIS PRODUCTION

Two colleges lead the way in adapting to a new economy

APPRENTICESHIP

Is it time to bring skilled trades out of the back shop?

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Cover photo: Vivian Kinnaird, Dean of Business, Hospitality and Environment at Niagara College, outside the production facilities of Niagara's new program on cannabis production. Her story on the administrative challenges of the program's launch appears on page 7. Photo courtesy of Niagara College.

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OCASA Continues to Engender Pride and Excellence in Administration

L'APACO continue à favoriser la fierté et l'excellence en administration

James Humphreys, PhD
Executive Dean,
School of Health & Life Sciences,
Conestoga College
Doyen exécutif, École des
sciences de la santé et de la vie,
Collège Conestoga

It is an honour for me to appear here in my new role as President of OCASA. The accomplishments of this organization over the past two decades are undoubtedly underappreciated by most of us, until we get under the hood and start taking stock of the power it provides all administrators.

Did you know, for example, that before OCASA, only support staff and faculty had a say on pensions? Through OCASA, administrators are now represented on both the Board of Trustees and the Sponsors' Committee at CAAT. OCASA introduced professional recognition for administrators through the Doug Light Award for Lifetime Achievement – see page 37 for a story on this year's winner, Dr. Mary Preece. OCASA also provides opportunities for networking and professional development through a variety of activities, especially the Leaders & Innovators Conference each year. We will soon be setting the date and details for the 2019 event; I suggest you make plans to attend. There is so much more in OCASA's history, forged out of professional pride over two decades by just-as-busy-as-you volunteers.

In this issue, we offer three areas for discussion. Not to be missed is the regular Career Corner column by Brian Desbiens (page 30), which focuses on what every administrator should be aware of when governments change.

The section on skilled trades includes a guest article by journeyman electrician Dave Armishaw of Orillia (page 19), who for several years was support staff at Georgian College. As well, I offer special thanks to the many colleges that provided the rich variety of photos of skilled trades appearing throughout the issue.

In our cover story for this issue (page 7), Vivian Kinnaird of Niagara College describes the challenges of beginning Canada's first postsecondary program for cannabis production. It is a national story and we could not pass up the opportunity to provide some insight into the contribution of Ontario colleges.

Please read on and enjoy. If you have comments on this issue or suggestions for topics on future issues, please pass them on to the *College Administrator* staff and/or the Editorial Board. [CA](#)

C'est un honneur pour moi de paraître dans cette rubrique comme nouveau président de l'APACO. Les réalisations de cette organisation au cours des vingt dernières années sont, sans le moindre doute, mal appréciées par la majorité d'entre nous, jusqu'à ce que nous y jetions un coup d'œil plus rapproché et que nous fassions l'inventaire des pouvoirs qu'elle confère à tous les administrateurs.

Saviez-vous, par exemple, qu'avant l'APACO, seuls le personnel et les corps professoraux universitaires avaient une voix en matière de pensions? Grâce à l'APACO, les administrateurs ont désormais des représentants à la fois auprès du Conseil d'administration et du Comité de commanditaires de la CAAT. L'APACO a créé une reconnaissance professionnelle pour les administrateurs grâce au Prix Doug Light pour l'ensemble des réalisations. Voyez à la page [number] l'article sur la lauréate de cette année, la Dre Mary Preece. L'APACO donne aussi l'occasion à ses membres de réseauter et d'effectuer leur perfectionnement professionnel par un ensemble d'activités, notamment la Conférence des leaders et innovateurs, qui a lieu chaque année. Nous choisirons une date et les détails de l'édition 2019 sous peu. Je suggère fortement que vous prévoyez y participer. L'histoire de l'APACO est si riche, forgée de fierté professionnelle pendant deux décennies par des bénévoles tout aussi occupés que vous.

Nous discuterons de trois sujets dans le présent numéro. D'abord et à ne pas manquer, il y a la rubrique Coin carrière, par Brian Desbiens (page 30) qui traite des choses dont chaque administrateur doit tenir compte lorsqu'il y a un changement de gouvernement. Quand je leur ai mentionné notre section sur les métiers, qui comprend un article invité par Dave Armishaw, électricien compagnon et homme d'affaires (page 19), le personnel de l'APACO a suggéré que je remercie tout particulièrement les collègues qui ont fourni une grande variété de photos pour les métiers mentionnés dans l'ensemble de ce numéro.

Dans notre article-couverture (page 7), Vivian Kinnaird, du Collège Niagara, raconte les difficultés de créer le premier programme postsecondaire au Canada en production de cannabis. C'est une question d'envergure nationale. Nous ne pouvions pas manquer cette chance de mettre en lumière la contribution des collèges ontariens.

Lisez, donc, et profitez-en. Si vous avez des commentaires sur ce numéro ou des suggestions d'idées pour des futurs numéros, n'hésitez pas à les transmettre au personnel administratif de *College Administrator* ou au Comité de rédaction. [CA](#)



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FreePoint Technologies Inc. partnered with a research team from **Fanshawe College** on an industry-academic research project to deploy real-time data collection for measuring the efficiency of manufacturing equipment. FreePoint and Fanshawe College tested their project technology in the field at two manufacturing locations in Southern Ontario.

Funded by Ontario Centres of Excellence (OCE), on behalf of the Government of Ontario, and the Natural Sciences and Engineering Research Council (NSERC), the project partners found that deploying real-time data helps organizations better engage employees by allowing them to see how their work impacts those relying on their efforts.

OCE is proud of its longstanding role in supporting Ontario's colleges as catalysts of innovation where, each year, approximately 10,000 students work with more than 750 companies across Ontario on research and development activities. Through the Collaborative Voucher Program and the Colleges Applied R&D Fund, the Government of Ontario and OCE help colleges build their capacity to collaborate with industry in creating innovative products and services that support job creation while providing students with valuable skills and hands-on work experience.

"The FreePoint-Fanshawe project is an outstanding example of an industry-college partnership. Together we provided exceptional learning opportunities for students through engagement in an applied research activity that both developed student skills and addressed a need for the company."

– **Dan Douglas**, Dean,
Centre for Research and Innovation

"I was thrilled to be offered a fulltime position at FreePoint undertaking quality assurance testing for the software developers and assisting the research and development engineer. Working at FreePoint is rewarding and fun, and the people are great!"

– **Leah Tomaszewski**, an Electrical Engineering
Technology graduate from Fanshawe (third from left)



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By Vivian Kinnaird

Dean of Business, Hospitality and Environment, Niagara College

Par Vivian Kinnaird

Doyenne des Affaires, de l'Hébergement et de l'Environnement, Collège Niagara

CANNABIS PRODUCTION

Niagara launches Canada's first program after three years of challenges and hurdles

As I write this, Canada is mere weeks away from legalizing cannabis for recreational use. This bold step means our country is taking a lead in shaping a new global industry and addressing the health and wellness of Canadians. We're already seeing the economic effects, as evidenced by the rapid expansion of the cannabis sector, with licensed producers building and expanding facilities across the country. Other industries in the supply chain are either emerging or expanding their existing work. Scores of new, well-paying jobs are being created across the country.

But what about the effects on education?

One of the great pleasures of being a college administrator is being able to tackle these questions and help chart a course that will define how we, as educational institutions, respond to the challenges and opportunities that present themselves in these moments of change.

This past September, classes began in Niagara College's Commercial Cannabis Production program – Canada's first postsecondary credential in the production of cannabis. This Ontario graduate certificate program meets a very real need for highly skilled, specially trained professionals who will play a major role in leading this industry into the future.

What makes Niagara's program different is its unique focus on providing hands-on experiential learning.

In the past year, several part-time and continuing education courses and training for the cannabis industry have emerged in institutions across Canada. What makes Niagara's program

PRODUCTION DE CANNABIS

Niagara lance le tout premier programme au Canada après trois ans d'obstacles et de difficultés

Au moment où j'écris ces lignes, le Canada est à quelques semaines seulement de la légalisation du cannabis pour l'utilisation récréative. Cette ambitieuse décision signifie que notre pays prend une position en tête de file pour façonner une nouvelle industrie mondiale et pour agir en matière de santé et de bien-être des Canadiens. Nous en constatons déjà les effets économiques, comme en témoigne l'expansion rapide du secteur du cannabis : des producteurs autorisés bâtissent ou élargissent des installations partout au pays et d'autres industries de la chaîne d'approvisionnement sont soit en émergence ou élargissent leurs activités existantes. Une panoplie de nouveaux emplois de qualité et bien payés se créent d'un bout à l'autre du pays.

Mais qu'en est-il de l'effet sur l'enseignement ?

L'un des grands plaisirs d'être administratrice d'un collège, c'est la capacité de s'attaquer à ce genre de question et de planifier une trajectoire qui définira comment nous, institutions d'enseignement, allons répondre aux défis et opportunités qui surviennent lorsque les temps changent.

En septembre, les premiers cours du programme de production de cannabis commercial du Collège Niagara ont commencé. Il s'agit du premier diplôme postsecondaire au Canada qui se spécialise en production de cannabis. Ce programme de certificat universitaire ontarien répond à un besoin bien réel de professionnels hautement qualifiés et formés spécialement, car ceux-ci joueront un rôle majeur dans l'avenir de cette industrie.

Cette année, plusieurs cours à temps partiel et de perfectionnement professionnel pour l'industrie du cannabis ont paru dans des institutions à travers le Canada. Ce qui distingue le programme de Niagara, c'est qu'il se concentre spécifiquement sur l'expérience pratique de la culture et de la récolte du cannabis, tout en naviguant le cadre réglementaire strict et complexe de Santé Canada qui régit l'industrie.

Les étudiants travailleront réellement avec des plants de cannabis dans un laboratoire universitaire conçu à cet effet. Le laboratoire répond aux règlements de Santé Canada et reproduit les exigences de sécurité complètes qu'on retrouverait dans des installations autorisées de production de cannabis. L'intérêt pour





Photo courtesy of Niagara College.

different is its unique focus on providing hands-on experiential learning in the cultivation and harvesting of cannabis and the navigation of the strict and complex regulatory Health Canada framework that governs the industry in Canada.

Students will work hands-on with cannabis plants in an on-campus, purpose-built teaching lab that fully conforms to Health Canada's regulations and mimics the full security requirements of a licenced cannabis production facility. Response to the program has been astounding, both from interested applicants and industry partners. Over 300 individuals applied for our initial cohort of 24 students, who started their classes this fall, and our partnerships with both licensed producers and other members of the wider cannabis industry have created a network for our students, faculty and staff.

So, how did we get here? If someone had told me ten years ago that I would be part of a team designing a college program teaching professional plant scientists how to grow cannabis, I never would have believed them. What convinced us that Niagara College had a role to play in this transformational industry?

The answer lies in the close ties to industry that are a hallmark of Ontario colleges. Through its well-established diploma programs in greenhouse operations and horticulture, Niagara College has long enjoyed a close working relationship with horticultural businesses across the country, including many of those involved in Canada's burgeoning medicinal cannabis industry. We also have an amazing roster of faculty in our

le programme est extraordinaire, à la fois de la part des candidats et des partenaires de l'industrie. Plus de 300 candidats ont demandé l'inscription à notre première cohorte de 24 étudiants. Ces derniers ont commencé leurs cours cet automne. Nos partenariats avec des producteurs autorisés et d'autres membres de l'industrie du cannabis en général ont créé un réseau pour nos stagiaires, nos professeurs et notre personnel.

Alors, comment en sommes-nous arrivés là ? Si on m'avait dit, il y a dix ans, que j'allais faire partie d'une équipe de conception de programme universitaire qui enseignerait à de jeunes phytologues professionnels comment faire pousser du cannabis, je n'y aurais pas cru. Comment avons-nous déterminé que le Collège avait son rôle à jouer dans cette industrie en transformation ?

La réponse : le lien étroit qui unit les collèges ontariens avec l'industrie. Par nos programmes bien établis en horticulture et en agriculture de serre, le Collège Niagara joui depuis longtemps d'une relation étroite avec des entreprises horticoles partout au pays. Or, beaucoup de ces entreprises avaient planté leurs racines dans l'industrie du cannabis médical au Canada. Nous disposons aussi d'une équipe épatante de professeurs dans notre École de l'environnement et d'horticulture. Bon nombre d'entre eux ont une grande expérience de travail dans ces industries.

Ces relations préalables nous ont permis de garder l'œil ouvert, de déterminer où ces industries se dirigeaient et d'identifier les besoins et les opportunités de main-d'œuvre qui se profilaient à l'horizon. Or, c'est par ces échanges que



Photo courtesy of Niagara College.

School of Environment and Horticulture, many of whom have extensive experience working in those industries.

Those pre-existing relationships allowed us to keep our ear to the ground, to determine where those industries were heading and to identify what workforce needs and opportunities were

nous avons constaté le besoin grandissant et bien réel de professionnels formés pour remplir les effectifs de l'industrie canadienne du cannabis. Après cette constatation, la décision de créer un programme de production de cannabis était facile à prendre. Nous savions que le besoin existait, et nous savions que nous avions le corps professoral, l'expertise et les liens avec l'industrie nécessaires pour que le programme soit une réussite.

Notre programme de production de cannabis commercial a été conçu en tenant compte des besoins de formation de 19 producteurs de cannabis au Canada. Nous les avons consultés pendant près de trois ans, après quoi nous avons formé un programme qui permettrait de produire des diplômés prêts au travail, qui pourraient aisément passer du Collège à leurs nouveaux emplois.

Mais ce n'était pas chose facile. Créer des cours innovateurs pour un programme que personne n'avait jamais préparé auparavant et pour une industrie qui vit de si grands changements et d'importantes transformations était une entreprise de taille. Au Collège Niagara, nous avons la chance d'employer une équipe incroyable de professeurs et d'administrateurs ; tout le personnel s'est mobilisé pour appuyer cette entreprise.

Nous avons travaillé de près avec notre Centre d'excellence académique. Nos rencontres hebdomadaires permettaient de veiller à ce que le programme offre non seulement la meilleure expérience d'apprentissage possible pour nos étudiants, mais qu'il respecte aussi toutes les exigences d'un programme



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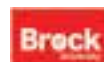
The Joint PhD in Educational Studies program provided me the opportunity to delve deeper into scholarly research that was both professionally and personally meaningful. As a student in the program I had access to a broad range of expertise from faculty members across three universities, making it an exemplary learning experience.

- Melissa Oskineegish-Joint PhD Graduate 2018

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We consulted with producers over a period of almost three years, developing a curriculum that ensured we'd be able to produce job-ready graduates.

on the horizon. A continuing dialogue brought us to the realization that there was a real and growing need for trained professionals to fill a rapidly expanding workforce in Canada's cannabis industry. From there, the decision to offer a program in cannabis production came easily – we knew the need was there, and we knew we had the faculty, expertise and industry connections to make it successful.

Our Commercial Cannabis Production program was designed by listening to the training requirements of 19 cannabis producers across Canada. We consulted with those producers over a period of almost three years, developing a curriculum that ensured we'd be able to produce job-ready graduates that could transition from the program into their jobs on day one.

de certificat postsecondaire en Ontario. Nous avons donc demandé l'approbation du ministère de la Formation, des Collèges et des Universités. L'approbation a été accordée en temps presque record, passant de l'étape conceptuelle à l'approbation ministérielle en seulement huit mois.

L'établissement du premier certificat postsecondaire au Canada pour la production de cannabis n'a pas eu lieu sans embûches. La gestion des très nombreux règlements de sécurité imposés par Santé Canada, notamment pour établir un laboratoire d'enseignement sur le terrain de l'université, par exemple, a exigé un niveau de coordination extraordinaire de la part du personnel du Collège. Nos équipes de gestion des installations et des technologies de l'information ont fait preuve de dévouement et de rigueur pour veiller à ce que notre laboratoire d'enseignement soit non seulement idéal pour l'enseignement, mais aussi qu'il soit parfaitement conforme aux exigences réglementaires, ou même qu'il les dépasse.

Santé Canada, qui veille à l'application des règlements du gouvernement fédéral, a été très solidaire pendant tout le processus. Une bonne partie de nos efforts ne s'inscrivait pas dans des catégories nettes et claires définies par les règlements en vigueur. Pour atteindre nos objectifs, nous devons faire preuve de créativité, de dialogue et d'innovation. Santé Canada a su nous offrir les lignes directrices et les conseils précieux qu'il fallait.

Comme administratrice, le défi le plus imposant était de rester au fait de tous les développements afin d'arriver au but dans les délais prescrits. Nous savions que nous voulions être

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This was no small task. Creating an innovative curriculum for a program that no one had done before, for an industry that is in such rapid transformational growth, was a massive undertaking. At Niagara, we're fortunate to have an incredible team of faculty and administrators, all of whom pulled together to support this venture.

We worked closely with our Centre for Academic Excellence, meeting with them weekly to ensure the curriculum not only provided the best possible learning experience for our students, but also met all the requirements for a graduate certificate program in Ontario. This resulted in an application to the Ministry of Training, Colleges and Universities for program approval that was polished and thorough. Approval was granted in near-record time, going from concept to full Ministry approval in just over eight months.

Facilities management and information technology teams were dedicated in ensuring our on-campus teaching lab met requirements.

Setting up Canada's first postsecondary credential in cannabis production wasn't without its challenges. Working through the myriad of security regulations required by Health Canada for having an on-campus teaching lab, for example, required an extraordinary level of cooperation across the college. Our facilities management and information technology teams were dedicated and rigorous in ensuring our on-campus teaching lab not only provided an excellent learning space for our students, but also met or exceeded regulatory requirements.

As the federal government regulator, Health Canada was extremely supportive throughout this process. Much of what we were trying to accomplish didn't fit into neat categories established by current regulations. Getting to where we wanted to be required creativity, dialogue and innovation, and Health Canada provided us with rich guidance and advice.

As an administrator, a very real challenge was keeping on top of all the moving pieces to keep the project on schedule. Knowing that we needed to be ready for launch in Fall 2018 not only brought a sense of urgency, but also helped to keep us – and our industry partners – on track, with regular check-ins and milestones. We have incredible faculty with great connections to the industry, and those positive working relationships meant we had the resources we needed to make it happen. The entire Niagara College team shares an entrepreneurial spirit and a drive to pre-emptively meet the needs of Ontario's evolving economy. Having the support of the college community meant we always had the enthusiasm and energy needed to bring this unique idea to fruition.

prêts au lancement du programme à l'automne 2018. Cela créait un sentiment d'urgence, certes, mais nous encourageait aussi, avec nos partenaires, à progresser régulièrement pour compléter chaque étape importante. Notre corps professoral a d'excellents liens avec l'industrie. Ces relations de travail solides et positives nous ont permis d'accéder aux ressources dont nous avons besoin pour réussir. L'équipe complète du Collège Niagara partage cet esprit d'entreprise et cette ambition de répondre proactivement aux besoins économiques changeants de l'Ontario. Grâce à l'appui de la communauté universitaire, nous avons toujours l'enthousiasme et l'énergie nécessaires pour mener ce projet à bon port.

Donc, quels conseils pourrais-je donner à d'autres administrateurs ?

Nos équipes de gestion des installations et des technologies de l'information ont fait preuve de dévouement pour veiller à ce que notre laboratoire soit idéal pour l'enseignement et qu'il soit conforme aux exigences réglementaires.

Tout d'abord, je ne saurais trop souligner l'importance d'être engagé auprès des industries desservies par nos collèges et universités. La création de ce programme aurait été impossible sans l'appui enthousiaste, la rétroaction honnête et les discussions constructives de nos partenaires de l'industrie. Au Collège Niagara, nous croyons qu'il est important d'habiliter notre personnel d'enseignement, de maintenir de fortes relations de travail avec leurs industries et de nous fier à leur expertise et leur expérience afin de façonner notre avenir.

Cette approche s'est avérée gagnante pour le collège, pour l'industrie, et pour nos étudiants. Nous avons déjà formé des partenariats avec six producteurs autorisés importants qui mènent l'industrie du cannabis au Canada. Ces partenariats ont mené à des bourses et d'autres formes d'appui financier pour nos étudiants, des placements coopératifs, des voyages d'études et d'autres expériences d'apprentissage uniques, de même qu'à des occasions d'emploi dans des installations de production partout au pays.

Ensuite, soyez réalistes quant au temps et aux ressources nécessaires pour réaliser un projet de ce genre. Il a fallu beaucoup de flexibilité, d'agilité et de volonté pour

I can't stress enough the importance of being engaged with the industries whose workforces our colleges serve.

So what advice do I have for other administrators? First of all, I can't stress enough the importance of being engaged with the industries whose workforces our colleges serve. We could never have created this program without the enthusiastic support, honest feedback and constructive discussions that our industry partners contributed. At Niagara College, we believe in empowering our faculty to make and maintain strong working connections in those industries, and we rely on their expertise and experience to help shape how we move our college forward.

Doing so has resulted in real benefits for the college, the industry and our students. Already we have formed partnerships with six prominent licensed producers who are leaders in Canada's cannabis industry. Those partnerships have resulted in scholarships and other financial support for our students, co-op placements, field trips and other unique learning experiences and job placement opportunities at production facilities across the country.

My second piece of advice is to be realistic about the time and resources required to complete a project like this. It took a great deal of adaptability, nimbleness and willingness to accept new ideas to create a program that truly delivered a meaningful, hands-on experience for our students. Always assume it will take more time and effort than you expect at the outset, and be prepared for unexpected hurdles and challenges. When we started on this journey, there was no playbook, no template for the program we were creating and delivering.

At the same time, have confidence in your team and set them up for success. We had a firm deadline: we needed to get the program up and running by the start of Fall 2018 classes.

Je ne saurais trop souligner l'importance d'être engagé auprès des industries desservies par nos collèges et universités.

accepter de nouvelles idées et créer un programme qui offre réellement une expérience utile et pratique pour nos étudiants. Supposez toujours qu'il vous faudra plus de temps et d'effort que prévu, et préparez-vous à des obstacles et à des défis inattendus. Lorsque nous avons commencé le processus de création et de prestation, il n'y avait pas de manuel, pas de modèle de programme sur lequel nous pouvions nous fonder.

Ayez néanmoins confiance en votre équipe, et donnez-lui les outils pour réussir. Nous avons une échéance ferme pour la prestation du programme à l'automne 2018. Pour y parvenir, nous devons compter non seulement sur des ressources internes du Collège, mais aussi sur des partenaires externes, dont des représentants de l'industrie, Santé Canada, le ministère de la Formation, des Collèges et des Universités, et bien d'autres. La clé de notre succès dépendait de notre capacité à entretenir de bonnes relations de travail et de collaborer avec ces partenaires. Malgré les difficultés, je savais que notre équipe exceptionnelle de personnel enseignant et administratif serait à la hauteur.

Finalement, profitez des occasions qui se présentent. La création de ce programme a été une expérience incroyable en terres inconnues. La conception et la mise en œuvre de programmes qui répondent aux besoins des industries émergentes témoignent du rôle extrêmement réactif et flexible des collèges dans le paysage économique toujours changeant de l'Ontario. Soyez ambitieux. Ayez un esprit d'entreprise. Écoutez l'industrie et votre corps professoral. Laissez leur sagesse guider vos décisions. [c|A](#)



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Always assume the project will take more time and effort than you expect at the outset, and be prepared for unexpected hurdles and challenges.

Supposez toujours qu'il vous faudra plus de temps et d'effort que prévu, et préparez-vous à des obstacles et à des défis inattendus.

Accomplishing that meant relying not only on resources within the college, but on external partners as well, including industry representatives, Health Canada, the Ministry of Training, Colleges and Universities and others. Being able to coordinate those partners and maintain those positive working relationships was key to our success. Despite those challenges, I knew our exceptional team of faculty and administrators would get it done.

Finally, take advantage of the opportunities that present themselves. Creating this unique program has been an incredible journey through uncharted waters. Designing and implementing programs that meet the needs of emerging industries reflects the incredibly nimble and responsive role colleges can play in Ontario's constantly evolving economy. Be bold and entrepreneurial, listen to what the industry and your faculty are saying and let that guide your decision-making. c|A



Photo courtesy of Cambrian College.



Photo courtesy of Durham College.



Tackling the unique challenges of cannabis-related learning

By Debbie Johnston, Dean,
School of Continuing Education, Durham College

Introducing cannabis education into the postsecondary environment creates considerable opportunities but also brings with it some rather unusual challenges compared to more conventional program development.

Naturally, the first step in any such project is to secure program or course approval from the institution's senior leadership. At Durham College (DC), the foresight of the Vice-President, Academic, the President and the Board of Governors made obtaining approval for our cannabis-related offerings a straightforward matter. DC leadership immediately recognized the extraordinary employment possibilities for our graduates within the booming cannabis industry.

Such support has been more challenging to secure at other postsecondary institutions. The societal stigma still attached to cannabis remains a key influencing and detracting factor. Yet, as cannabis legalization shifts social perspectives, it is likely that more and more programs and courses will be offered by colleges and universities across the country.

Another hurdle to overcome in establishing cannabis education offerings is finding the talent to develop and deliver these new programs and courses. Within the cannabis industry, competition for expertise is particularly fierce and it can be difficult for postsecondary institutions to attract individuals with the requisite knowledge and experience.

This is where the strength of industry partnerships becomes critically important. With those relationships in place to provide subject matter expertise, the postsecondary institution can focus on hiring individuals with strong curriculum design and development experience and then have them work closely with industry experts. This still leaves the question of how to find instructors with both industry and teaching experience. Unfortunately, there are no simple solutions. Starting the search early and applying some creative thinking to sourcing candidates can be crucial factors to success.

In our experience at DC, the challenges did not end at approvals and staffing. Given the incredible pace of change in the Canadian cannabis industry, we must remain vigilant about staying on top – or even ahead – of developments in the landscape, particularly when it comes to regulations. When designing courses, close attention must be paid to methodologies that will accommodate rapid content updating on an ongoing basis. Once again, retaining strong subject matter expertise is an absolute must.

For the college administrator charged with managing the development of cannabis education, the demands are complex and ongoing. Recognizing challenges early on and establishing strategies to address them go a long way toward making the development and delivery of this unique learning successful.



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Bill Swan
Contributing Editor

APPRENTICE SHORTAGE

Skills mismatch and shortage of apprentices predicted to be a growing problem

Stop me if you've heard this one: AI and Robbie the Robot will change jobs so drastically that even professionals – lawyers and accountants and doctors – are encouraging their children to take up a trade.

For job security, the story goes, high-income parents are encouraging their children to become plumbers and electricians and carpenters.

The same conventional wisdom tells us that no amount of deep learning will replace the plumber with their plunger and auger, come to rescue you after your basement floods from a sewer backup. Or the electrician who will punch holes in your drywall when you want an additional electrical circuit in your laundry room or workshop.

Not that Robbie will replace all lawyers, but the growth of machine learning and deep learning will magnify the efficiency of traditional professions: that's the fear. We will need fewer lawyers, accountants, legal assistants and bookkeepers, but we will always need plumbers, electricians and carpenters on site and able to solve problems.

Couple that with another issue: our present apprenticeship program in Ontario is not attracting enough young people into the trades to replace attrition.

The Ontario Chamber of Commerce report *Talent in Transition: Addressing the Skills Mismatch in Ontario* attributes to Skills Canada a startling statistic: “40 percent of new jobs created in the next decade will be in the skilled trades, but only 26 percent of young people aged 13 to 24 are considering a career in these areas.” The same report cites the Auditor General of Ontario's 2016 annual report, which revealed that fewer than half of the people who begin an apprenticeship program in Ontario complete it.

A report from Employment Ontario predicts that worker shortages in the automotive sector are expected to reach between 43,700 and 77,150 by 2021.

As well, there is no way to avoid the physical demands of many trades, a rude fact that prevents many from continuing past what once was the normal retirement age of 65. Thus, baby boomers – always a tsunami from the time they arrived and flooded maternity wards – are now ready to retire from the trades in numbers that can only aggravate that shortage.

Meanwhile, those whose eyes are fastened on the Fourth Industrial Revolution – AI, in other words – predict that “nearly 42 percent of the Canadian labour force is at a high risk of being affected by automation in the next decade or two.” So writes Creig Lamb of Ryerson University's Brookfield

Fewer than half of the people who begin an apprenticeship program in Ontario complete it.

Institute in a 2016 report entitled *The Talented Mr. Robot: The Impact of Automation on Canada's Workforce*.

This doesn't mean, of course, that 42 percent of jobs will be lost. Lamb, Senior Policy Analyst at Brookfield, predicts it will be a force working downward in society.

“Individuals in these occupations earn less and are less educated than the rest of the Canadian labour force,” Lamb says.

One could conclude that it is a convergence of two separate forces: the unpredictability of the changes AI will continue to unleash and the aggravation of the scarcity of some specific skills, the most visible being the traditional trades.

The Ontario Chamber of Commerce's Economic Summit, *The Workforce of Tomorrow: Confronting Disruption as Ontario Transitions to a Learning-based Economy*, focused on these two issues. Held on October 24-26, 2018 in Niagara-on-the-Lake, the Summit was well past deadlines for this issue. Interested readers might want to search for insights that emerged.

Add one more factor: job satisfaction. (See our feature on page 23 on Konrad Sauer, a graduate of Conestoga College's Graphic Design and Advertising program.) The economic pressures exerted today for “just-in-time” production now include services, and many argue that this and the enabling electronic interfaces have depersonalized jobs and made many – at least in the eyes of those locked in cubicles or call centres – pointless and never-ending.

It is not just a problem in Ontario or Canada.

Mark Carney, Governor of the Bank of England, predicted in a September 2018 speech titled “The Future of Work” that “if education is unable to keep pace with the changing demand for skills, those who already have the skills to use new technologies will earn even higher premiums.”

“Job polarisation will increase the supply of labour competing for lower skilled jobs,” Carney said. “Greater global interconnectedness will reinforce these dynamics.”



Photo courtesy of Northern College.



Photo courtesy of Canadore College.

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Photo courtesy of Humber College.

The Ontario Chamber of Commerce's *Talent in Transition* cites the reality today of "highly educated persons working in positions for which they are overqualified." The result, the report says, is that "lesser qualified people are essentially edged out of the labour market."

Some predict the result will have political and societal fallout. Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, wrote in *Foreign Affairs* that "a job market increasingly segregated into 'low-skill/low-pay' and 'high-skill/high-pay' segments [. . .] will lead to an increase in social tensions."

"The biggest issue may be how to institutionalise retraining in mid-career and to integrate it with the social welfare system," Carney said in his speech to the Bank of Ireland in September. "The time for a quaternary system of education, founded on the same principle of universality as primary, secondary and tertiary education may eventually arrive." Translation: retraining will become essential, normal and well-supported.

The time of transition from the old society to the new, Carney said, will not happen overnight: "The benefits of the First Industrial Revolution, which began in the latter half of the 18th century, were not felt fully in productivity and wages until the second half of the 19th."

In *Talent in Transition*, the Ontario Chamber of Commerce calls for a number of changes, including streamlining the apprenticeship application process and recommending the leverage of the Ontario College Application Service to provide candidates with electronic single-entry access to apprenticeship, thus cutting out frustrating duplication.

Attracting young people to a career in trades is an international problem. California, for example, last year committed \$6 million to a campaign to revive the reputation of vocational education, and \$200 million to improve its delivery.

It is an issue that colleges encountered after formation in the late 1960s, being seen as the poor cousin of the universities. Much of this undoubtedly had to do with high school teachers and counsellors being familiar with universities and not quite trusting the colleges.

But recognition of the trades is important; in this issue we offer a look at trades through the eyes of a journeyman electrician who runs his own business – and struggles with the issue of hiring apprentices (see page 19).

But burnishing the image of the trades, engendering pride of accomplishment – which tradespeople will tell you is inherent to the job – becomes increasingly important.

In his 1997 book *Before the Big Bang: The Origins of the Universe and the Nature of Matter*, Ernest J. Sternglass relates his 1947 visit with Albert Einstein. During an afternoon stroll in his garden, Einstein told Sternglass, then a promising young physicist: "Nobody can be a genius and solve the problems of the universe every day. [. . .] when I accepted a job at the University of Berlin, I had no duties really. Nothing to do except wake up and solve the problems of the universe every morning. Nobody can do that."

"Don't do what I've done," Einstein said. "Always have a cobbler's job [. . .] where you can get up in the morning, face yourself, that you're doing something useful." c|A

Burnishing the image of the trades, engendering pride of accomplishment – which tradespeople will tell you is inherent to the job – becomes increasingly important.

Pride of accomplishment important in skilled trades



Dave Armishaw
Electrician, business owner
and teacher living in Orillia. His
writing has been published in
College Quarterly.

As a journeyman electrician, apprenticeships have long been a significant part of my personal interests, career, identity and employment. I am also an employer with an excellent apprentice and I look forward to seeing him take over my electrical contracting business in the future.

But I do have an academic side; some years ago, I published articles (*College Quarterly* 10.2 [Spring 2007]) on craft related to apprenticeships and have done considerable research on associated subjects, including the history of skill-making in the social sciences.

Current regard for skilled trades is very hard to generalize. After 60 years in the trades, I must emphasize that what I say in that regard is ultimately my personal opinion. That being said, it does seem to me that there is more interest currently in offering respect to skilled tradespeople than may have existed in the past.

I am currently an electrical contractor in Ontario, nearing 45 years as an electrician, and have extensive experience in many construction trades. Including my time with my father, who was a carpenter, I have worked with tradespeople for about 60 years. As well, I prepared teaching material for classroom instruction and taught building operating principles and practices to several types of audiences. For about 12 years I worked in facilities maintenance and was responsible for energy management and system controls for Georgian College.

My point of view now is that apprenticeships, in order to be well understood, need to be viewed through the lens of a variety of dichotomies, valid and invalid, that have not been adequately addressed.

Regulation of skilled trades moved from the jurisdiction of the Ministry of Colleges and Universities to a newly formed (2009) College of Trades. In very simple terms, for each trade, a committee composed equally of union and non-union apprentices, journeymen and employers meets regularly. On a year-by-year basis, the committee discusses issues pertinent to a particular trade (apprenticeship ratios, for example) and two very different views may be held. Although both union and non-union members are equally represented at the table, the three union members have the backing of substantial, professionally prepared research that unapologetically emphasizes a singular viewpoint. Those of us on the non-union side may have just met at the meeting's start and have nowhere near the funding required for research. It is not an even representation. As a result, funded research on skilled trades and the impact of provincial legislation on



Photo courtesy of Fanshawe College.



Photo courtesy of Durham College.

trades in Ontario has largely been founded on the views and intentions of the provincial trades unions.

Having said that, I wish to acknowledge the positive effects that trades unions have had on all tradespeople. One example is identifying and resisting efforts by some parts of building and maintenance and construction firms to fragment the established trades. This would allow workers qualified in select proficiencies of a trade, such as plumbing or electrical, to do the work but be paid at a much lower rate. That type of advocacy has been largely the work of the established trades unions.

Nonetheless, the College of Trades does affirm that skilled trades in Ontario should remain self-directing and always be taught by qualified and experienced peers.

While construction work, especially in today's job market, is strenuous, difficult and challenging, some aspects can be very positive. For example, a tradesperson has the satisfaction of seeing tangible results for their work at the end of the day. Most will have participated in projects much larger than they could have performed on their own. This identification with a larger purpose can be viewed as part of the personal identity of the individual worker, just as is adopting the lore and knowledge of the craft. Craft identity is significant to me and I have written considerably about the subject in the past.

All Occupational Advocacy Groups (OAG) – a general term I use to refer to any organization that advocates for an employment group – seek to define and protect the role they serve in society. Scarcity, risk to society and possession of a unique body of knowledge or specialized training are just a few significant issues that aid in determining just how effective the efforts of the organizing OAG can be. I see the College of Trades following that lead.

As a practice, the efforts of OAGs in Ontario follow the lead of teachers and nurses in seeking a solution (professionalization) to their perceived deficiencies. Better home addresses, more holidays abroad and an imported automobile indeed add to the feeling of validation where it is not uncommon for an individual to experience “fear of fraudulence” due to a lack of genuine, tangible evidence of competence.

Apprenticeships have a rich and storied past; the ancients understood that having special knowledge allowed them to maintain a livelihood as craft workers, and it is mandatory to safeguard that knowledge for your group. Ironically, in the earliest biblical writings, this practice of possessing a secret lore was regarded with suspicion. Craft was considered synonymous with trickery or deception, as we use the term “crafty.” If I were to ask if you are comfortable allowing a “grease monkey” to work on your SUV, I would emphasize the specialized training a modern service technician received. It is no exaggeration to say that many highly specialized trades receive more training, are more specialized and have more responsibility than members of some professions. Parents have also played a part by recommending trades to their children as a viable career choice. Thanks also to positive portrayals by elementary and secondary schools – a very recent change – skilled trades may be viewed more positively.

We could say that the Ontario College of Trades serves somewhat of a role for Ontario's construction and maintenance workers as an OAG. Working in conjunction with regulatory

Many highly specialized trades receive more training, are more specialized and have more responsibility than members of some professions.

bodies such as the Electrical Safety Authority, the Technical Standards & Safety Association and the Ministry of Labour, the Workers Safety and Insurance Board helps ensure that installations are done properly and safely.

Another dichotomy I wish to challenge is the assumption that cognitive and hand skills are necessarily mediated by entirely different regions of the brain. As recently as 40 years ago, research published by renown Toronto neurologist Donald Hebb held that one important brain region, the cerebellum, controlled fine motor skills and was not connected to the higher intellect. Current brain research abandons such generalizations. We now know that there are no brain regions that treat motor skills and intellectual function distinctly, either by brain regional activity or importance to mastery. This exaggerated dichotomy has long been used to support low regard for skilled trades.

Professions requiring high academic achievement have maintained personal and professional identities based on status: social standing, car choice, trips abroad. Yes, education leads to different identities, interests and social involvements. However, less than a century ago, a McGill University president told a graduating class that none of them need disgrace the institution by becoming plumbers. Today, there are many university graduates in the skilled trades. The future will likely see more, as skilled work offers more daily freedom of movement and autonomy than the professional options available to a graduate.

The quality formal training that an apprentice receives at one of Ontario's community colleges complements field experience with technical or theoretical understanding and practical training to fill gaps in daily work experience. In my case, for example, the outcomes will always need to conform to the *Ontario Electrical Safety Code*. There have been many revised editions of the *Code* since I took my first class at George Brown College, Casa Loma Campus, in 1976, but the intent remains the same. Part of the practical training (or experiential learning) is unchanged, although much is very different.

Every journeyman keeps a close eye on the behaviour of the novice to identify the individual who merits their investment of time and diverted attention. It is an important part of the path to excellence.

What may not be clear for most people outside the trades is the importance of problem-solving. All trades must have a toolbox of available methods, not a single one. We arrive at job sites having to determine the best approach on the spot; there



Photo courtesy of St. Clair College.

are no textbooks to direct us. In fact, next to pride of work, the ability and willingness to resolve daily conflicts and difficulties as they arise is the most important part of being a tradesperson. It is my biggest stock in trade. It comes from a mixture of determination, resilience, resourcefulness and patience – and it is hard to teach. My apprentice is excellent in this area and I am very proud of his growing abilities.

Hence, the single most important factor in the making of a skilled tradesperson is time spent with a master with high standards: one who has a great sense of self as a master and who insists on the same from their protégé. Unfortunately, many novices have the misfortune of being treated as labourers. But, in order to become really good, you must adopt high expectations of quality and learn readily by watching work well done. Every top tradesperson met someone they greatly admired or idolized early on and set about to be as good or better.

What do I recommend to enhance the quality and experience of formal in-class craft training? Remuneration is the single most important factor for any position, regardless of perceived rank, and no training can change that. Oxford University or the University of Toronto, George Brown College or Seneca College – the difference doesn't matter to employers.

Ontario's community colleges ought not only to consider that 50 years of preparing craft workers for success is something to be genuinely proud of, but should also back that up with tangible evidence.

Apprenticeship gains in quality and effectiveness through three problem areas: for the young person seeking a position with a contractor, for the employer seeking to minimize turnover in the early period of employment and in program completion rates.

My apprentice was raised with a great work ethic and had the opportunity to work with skilled trades in his youth. A young person who does not have experience with tools is at a significant disadvantage from the start. In addition to pre-apprenticeship, the novice also needs an attitude to hit the ground running as a willing and able worker. This can definitely be enhanced by the community college system. In turn, the employer seeks to identify such workers quickly. The apprenticeship system currently allows very little time to try a prospective worker out before signing a binding and obligatory contract.

In a vocational trades setting, most tradespeople in construction gain bragging rights by participating in a large or complex project. Growing up, I always heard of the DEW Line





Photo courtesy of Conestoga College.



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My apprentice and I derive our greatest satisfaction from our high standing among the contractors we work with.

– more recently, the Bruce Peninsula power project or the CN Tower. Most construction trades have worked on a significant project. A mechanic specializing in performance automobiles may achieve a similar sense of pride.

If I want to know how a tradesperson feels about their work, I don't go by their complaints or what they say about their work. Instead, if I insult their trade, I will get genuine response. A plumber may complain continuously, but still proudly identifies as a plumber. Certain construction trades, such as residential sheet metal workers, are very sensitive on this issue.

Every good tradesperson takes immense pride in their work and will jump to defend both the outcome and methods used to accomplish it. Peer respect from other trades is extremely important. My apprentice and I derive our greatest satisfaction from our high standing among the contractors we work with. CIA

Shop Class as Soulcraft: An Inquiry into the Value of Work

Matthew B. Crawford
New York: Penguin, 2010
Reviewed by Bill Swan

Konrad Sauer (see page 24) highly recommends Matthew B. Crawford's *Shop Class as Soulcraft: An Inquiry into the Value of Work*, which extols the virtue of working with your hands.

Crawford earned his credentials as an electrician, then funded his way through college and graduate school by working weekends, summers and whatever other time he could spare at his trade. After university, Crawford relates, he took a pay cut by doing more academic work: writing abstracts for academic papers. It sounded prestigious, but he was soon challenged by the quota imposed by a new corporate owner (25 abstracts a day, with the requirement that he read each paper in order to write the abstract. Apparently, properly crafted abstracts will sell access to the papers much better than the abstracts provided by the paper's own author). His conclusion: the level of job satisfaction in much academic work can't compare with jobs requiring manual dexterity. After five months, Crawford took his love of motorcycles and cars – in particular, the craft of repairing, honing and souping up engines – and started his own motorcycle repair shop. Crawford's message: reducing shop classes in high school was a mistake; we need to more fully appreciate and respect the problem-solving required of all trades; and all real learning requires a hands-on component.

**Crawford's conclusion:
the level of job satisfaction
in much academic work can't
compare with jobs requiring
manual dexterity.**

From the book:

Any job that can be scaled up, depersonalized, and made to answer to forces remote from the scene of work is vulnerable to degradation, even to the point of requiring that the person who does the job actively suppress his better judgment.

The special appeal of the trades lies in the fact that they resist this tendency toward remote control, because they are inherently situated in a particular context.

Crawford holds a PhD in political philosophy from the University of Chicago. He is currently a fellow at the University of Virginia's Institute for Advanced Studies in Culture. [CIA](#)



Photo courtesy of Mohawk College.

SELF-TAUGHT CRAFTSMAN

Konrad Sauer's hand-crafted planes delight demanding woodworkers

Ask Konrad Sauer where he learned his woodworking skills and he'll give you a blank look. Ask him where he learned how to work with metal and he will repeat the look.

Press him, and he will admit that he is self-taught in working with metal and wood – and both are key to his main business of designing and crafting woodworking planes.

Even if you are a woodworking enthusiast, you may not have seen Konrad's planes – made to order, each a hand-crafted artistic combination of wood and metal, designed to make woodworkers drool.

Take his K18: \$5,400 plus full shipping costs to anywhere in the world from his shop in Kitchener.

How do you cobble together a world-class business using a combination of skills that you learned on your own?

His diploma in Graphic Design and Advertising from Conestoga College may have helped, if only to convince him that his dream job as Art Director included frustrations: the insanity of shifting priorities, last-minute deadlines that ate weekends with family. And Toronto traffic.

In high school he knew he liked working with his hands, learning by doing. He would like to see high school students interested in skilled trades be given the same level of respect as those wanting to be lawyers. “When I was in high school in the late 80s I was the only kid in my class that did not want to go to university. I did really well; I could have gone anywhere.”

High school students interested in skilled trades should be given the same level of respect as those wanting to be lawyers.

“I was really, really discouraged from going to college. But that wasn't the way I learned; I wanted to continue to make things. I was always drawing and painting and [sculpting].”

His learning style led him to Conestoga College's program in Graphic Design and Advertising, which led to a job in the industry and the coveted post as Art Director for a Toronto firm.



Entrepreneur Konrad Sauer (right), who specializes in high-quality woodworking planes, and Dan Barrett, (left) of Barrie, who makes wood planes. Photo courtesy of Konrad Sauer.

Shortly after college, he fell in love with furniture he could not afford. He took the obvious route: he began making his own, learning on his own the woodworking skills required.

In turn, to achieve the classic finish on his furniture, he discovered the potential and limitations of woodworking planes. Sampling the charm of high-end planes led to the obvious: again, he had to make his own.

In 2001 he quit his Art Director job and returned home to Kitchener. He paired up with Joe Steiner of Woodstock to form



Photo courtesy of Algonquin College.

Sauer & Steiner Toolworks and he began crafting planes. With understanding spousal support, his life changed.

His ultimate pride is his K13 model, a 13-inch plane (K for Konrad, 13 for the length of the plane). That was the result of sleepless nights and multiple concept sketches: he threw out all ideas of what a plane should be and “designed one from the ground up.” You can order your own from his website’s catalogue: \$4,600 and up, plus shipping.

Despite the price, the planes are not simply collector’s items, although it is possible someone with deep pockets is building a collection for grandchildren. These are working tools, high-quality devices that just happen to look nice; their real value is in the quality of performance for the woodworkers who demand it.

The woodworking and metal skills were only part of it. Building a business is more than production.

“You must learn how to push through some uncomfortable things. Take an accounting course – you’ve got to keep your books. Take a process design course. So much of this stuff is cumulative and if you drop the ball early on, whether it’s the

way you run your business or the way you price things or even the way you make something, it will bite you in the butt over and over and over again.”

His design process aims first at the result that he wants, “and then I figure out how to do it.” Does he worry about someone stealing his design and producing knock-offs?

“A common question machinists and engineers ask me is about the formula for bending metal and calculating the release so that it springs back exactly into the shape you ordered. . . but they don’t get it.” There is no formula, he says: “It is more intuitive.”

Each plane is adapted to client preference: “This allows me to not have to worry about somebody thinking [they can] mass produce these in a way that is going to compete from a quality standpoint and from a design, ergonomic and aesthetic standpoint. I try to be very deliberate about building that into them.”

He has no apprentices in his shop; it would slow him down too much, he says. “The time commitment involved in doing that would really affect my ability to earn an income.” He does agree that his unique combination of skills should be passed down to another generation, perhaps in the classic tradition of European handcrafts.

The real secret of his success? “To whatever degree I’m successful as a plane maker, maybe half of it has to do with my plane, the actual widget that I make; all of the other half is how you interact with people.”

For more on Konrad, visit his website:
<https://sauerandsteiner.blogspot.com>. c|A

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Confederation College supports a variety of Indigenous initiatives within its Strategic Plan, Wiicitaakewin: The Path to 2020. These initiatives help to build relationships through reconciliation, inform learners' success and foster an environment for all learners to experience the Negahneewin Council Vision. They include:

- Negahneewin Student Support Services – “Negahneewin means leading the way”
- Indigenous Learning Outcomes – embedded in course content and include professional development sessions
- Negahneewin Reading Series – books chosen from Indigenous authors discussed monthly
- Indigenous Self-Identification program for students
- Indigenous Student Navigators and Counsellors – assist students transitioning to the College
- APIWIN “a place to sit” – student lounge where social, cultural and recreation activities occur
- Elders/Senators program
- Outdoor living classroom comprised of fire drum and tipi
- Indigenous programs
- Centre for Policy and Research in Indigenous Learning
- Negahneewin Council - Indigenous Education Council



Guy Williams
Manager, First Nations Centre,
Fanshawe College

One in two Indigenous students will drop their program of choice

The more than 10,000 Indigenous students attending Ontario Colleges every year represent a direct impact of \$70 million on the college system.

Over the past five years, the number of Indigenous students pursuing post-secondary education in Ontario colleges has doubled. According to recent data from OCAS, close to 5% of all students within Ontario's college system are Indigenous. Indigenous youth are the fastest growing segment of Canada's population under the age of 30. In many First Nations, 70% of the population is under the age of 30.

However, one in every two Indigenous students will drop their program of choice.

Losing an Indigenous student in the first semester can represent a direct loss of revenue of \$16,745 in tuition and grants. With drop rates of 50%, there is tremendous loss of revenue. However, 85% of Indigenous students who are in good standing at the end of the first semester will graduate from their program.

One in every two
Indigenous students
will drop their
program of choice.

If we graduated all our Indigenous students, we could facilitate an annual impact of over \$300 million on Indigenous communities.

While it is important to begin with general knowledge of the challenges Indigenous students face, it is more

critical to approach them from the perspective of individual students. If Indigenous students are to match other students' retention and completion rates, then learning support practices have to be developed so that each student has the optimal support conditions to pursue their studies and academically progress toward completion over the course of a degree or program.

One study in Southwestern Ontario shows that Indigenous students' graduation rates are 8.3% below that of their non-Indigenous counterparts – even when their high school admission averages are equal. The Level 1 retention rate for Indigenous students is 13% percentile behind their non-Indigenous counterparts. In terms of completing college programs, Indigenous student success rates are 18% below those of non-Indigenous students.

The route to postsecondary education is a high school problem. High school is a significant barrier in two related ways: not enough students are graduating and not enough students are learning about their strengths and career options. Indigenous students do not graduate from high school at the same rate as non-Indigenous students.

The majority of students – 57% of enrolments – arrive at college through alternative entry provisions. The “access” gap represents the gap between community or school experience/ outcomes and the entry demands of postsecondary education.

Creating a postsecondary experience where all Indigenous students have an equal opportunity to graduate will be challenging and may not be self-sustaining as we start out; however, the benefits to the college system, our

students, our communities and our employers are immense, and creating successful pathways for Indigenous students is priceless. It is life-changing. It is life-affirming. It is necessary.

I am Indigenous. Everything we do begins with a story. My parents and grandparents told stories all the time, often repeating favourite stories many times.

As a child, I was enthralled with stories. As a teen, after hearing my father tell a variation of the same story for the eighth or ninth time, I wanted to jump right to the end.

I would later come to understand how we, as N'lakapamux peoples, used storytelling to encourage critical thinking, to learn to listen attentively and to take lessons from the stories and to apply them in our everyday lives.

By telling stories,
we encourage
listeners to think
critically.

Understanding Indigenous peoples is to recognize that we use stories to encourage our listeners to think critically and to take their own meaning from the stories. There is no one right way or one wrong way.

European settlement in our lands is a relatively new occurrence in the history of my peoples. There are rock writings in my community that date back tens of thousands of years – not the 150 that Canada recently celebrated.



In simple terms, I do not think the way you think. I may know very little of the N'lakapamucin language, but I have a style of thinking and communicating that is different from mainstream methods. I live, every day, in this space of Canadian perspectives clashing with Indigenous ways of knowing and being.

When speaking with Indigenous peoples and students, understand that a pause in conversation can often be

our way of trying to put into words our thoughts in a manner you can understand. Your language is not our first language.

Misunderstandings can occur because we have different understanding of key concepts. When we speak of the land, it is not something that belongs to someone; rather, we are of the land, we are connected to the land, the forests, to human and non-human life, to the waterways.

When we ask for a return of the land, we ask for a return of the land to the collective community so that it will be preserved for use by future generations. Understanding Indigenous people is to understand that we may have a different understanding of core concepts.

I have lived in Southwestern Ontario for the past 28 years. I have had the opportunity to live, build relationships and raise a family in the traditional lands of the Anishinaabe, Haudenosaunee and Lenape peoples. I believe in the importance of land acknowledgements. Incorporating an acknowledgement protocol into a course introduction and/or official meetings and events recognizes Indigenous people as the original inhabitants and custodians of their land. It promotes an awareness of the past and ongoing connection to place and land of Indigenous peoples within Canada.



Supporting student success

Sheridan Centre for Indigenous Learning and Support

Sheridan's *Centre for Indigenous Learning and Support* is a welcoming and inclusive space dedicated to supporting the success of Indigenous students. Receive support and guidance from an Indigenous Elder, get academic and admissions help, learn about your financial aid options, and more.

Drop by the Centre and learn more about Indigenous cultures in Canada. Everyone is welcome!

sheridancollege.ca

Sheridan | Get Creative

Land acknowledgement recognizes the association of Indigenous peoples with land and place.

An acknowledgement doesn't replace a treaty, native title, or land rights, but it is a small gesture of recognition of the Indigenous Peoples of Canada's association with land and place, and their history. Acknowledgements are something that non-Indigenous people give not because they feel pushed into it, but because they believe it is the right thing to do.

Low success rates at the high school level have a direct impact on college students' education outcomes. One in three Indigenous students will fail or withdraw from the Level 1 Writing Course. One longitudinal Australian study of Indigenous youth from 1999 to 2007 found that low literacy and numeracy achievement in this group contributes to low secondary school completion and

low postsecondary participation. College preparatory programs for Indigenous students can assist in closing these gaps.

One in three Indigenous students will enter college with English and Math marks at the Grade 12 level that are below 60%. Over half of all students will enter college with marks below 70% in those subject areas.

Over 60% of Indigenous students from our First Nation communities do not graduate from high school. In Canada, off-reserve Indigenous and Metis students are most likely to complete high school, while on-reserve and Inuit students are least likely. On reserves, female Indigenous students are more likely to complete high school than their male counterparts.

The majority of Indigenous students (61%) come into college with high school admission averages of under 70%. One in ten comes in with a high school average of less than 60%. Incoming high school averages are directly related to student outcomes.

Being “underprepared” for the academic demands of the teaching and learning environments of higher education produces major personal challenges for many students.

Older students also bring other challenges. Distinguishing between academic and personal support and placing equal emphasis on both is an important element of meeting the various and sometimes rather complex needs of Indigenous students.

Indigenous students under the age of 19 are less successful than those over 20. Younger students are far more likely to drop the program (37.9%) than graduate from their program (26.5%). Level 1 retention for those 19 and under is 57.3% compared to 76.9% for the college as a whole. For Indigenous males 19 and under, college success is even more challenging. One in ten Indigenous males under the age of 19 are graduating from their programs.

From the work of Anishinaabe educator Janice Simcoe: “Canada’s constitution recognizes three categories of Indigenous [...] people: First Nations, Inuit, and Métis. These categories break down into further categories. There are 634 First Nations in Canada, comprising 10 language families, which in turn represent 50 or more languages [...]. Inuit people carry an additional language family that includes

two languages [...]. Métis people have developed at least one language – Michif – [...] but there are likely additional languages with hybrid origins amongst Métis groups in Canada. Fifty-three languages, at minimum, represents 53 different ways of perceiving, interpreting, describing, and interacting with the world and thus 53 different evolutions of beliefs, customs, practices, and protocols.”

There is nothing easy about seeking ways to improve Indigenous student outcomes. No one approach will work for all colleges. Working together, we need to create solutions unique to the students and communities the college serves.

Doing so will challenge us to transform our current practices, policies, curriculum and structures. This will require respectful dialogue between Indigenous and non-Indigenous leadership. We will need to share strengths, value collaboration and deepen the learning.

As Canadians, we are behind other jurisdictions worldwide in reconciling with Indigenous peoples. Australia and New Zealand are great examples of forging new, productive relationships with Indigenous people at all levels of education.

It is difficult to acknowledge that colonialism has had devastating and long-term impacts on Indigenous peoples. Reconciliation is a starting point but does not change the challenges Indigenous peoples face when dealing with the impacts and traumas caused by the colonial experience; however, we hope that government and institutions will work with us for a more equitable and safe future for all.

Much of the qualitative data on Indigenous student performance is anecdotal and is typically not gathered in ways that

provide a reasonably objective assessment of Indigenous postsecondary programs and services. Likewise, there is a need to assess Indigenous student performance in all college programs. It is quite evident to Indigenous student support staff that they need particular sets of information about each individual student in order to anticipate and meet the needs of all their students and provide support early enough to enable success and avoid failure.

I’ll end this piece with a concept that, when enacted, would make a significant difference to the success rate of Indigenous students.

5% of your student population, or one student in 20, is Indigenous, and this number is growing. As a system, we do not do a great job of educating Indigenous students. This impacts our colleges and has a direct effect on the socio-economic well-being of Indigenous families and communities.

Here’s my solution: that we commit 5% of our financial and personal resources to Indigenous students.

If the average employee has four weeks of holidays, they will be working 48 weeks, five days a week, or 240 days in the year. If they devoted 5% of their time to Indigenous student outcomes, that would equal 12 days a year.

If college staff is not spending 12 days a year focused on Indigenous students, then Indigenous students subsidize the cost of services for mainstream students.

Knowing a truth about an inequity and doing nothing about it – that is more like colonialism than reconciliation. It feels like the past rather than the future. Let us work together to give respectful, reciprocal relationships an opportunity.

The 5% Rule: 12 days a year.

That’s a simple place to start. **CA**

THANK YOU

from the Fanshawe College Administrative Staff Association (FASA) to all Fanshawe College administrators for the work they do to benefit the organization.



FANSHAWE



By Brian Desbiens, PhD
Past President, Sir Sandford Fleming College

Par Brian Desbiens, PhD
Ancien président, Collège Sir Sandford Fleming

HOW TO WORK WITH A NEW GOVERNMENT

Ontario colleges are subject to the *Ontario Colleges of Applied Arts and Technology Act*, which was passed by Parliament and categorizes our system as an agency or board of the Province of Ontario. It means that the presiding government's Management Board establishes regulations, policy and procedures for the Colleges of Applied Arts and Technology system.

As my former VP, Finance and Administration repeatedly told me, we are virtually public servants and our role is to implement public policy. When I was hired as President of Sir Sandford Fleming College, I was explicitly told by my Board of Governors that I was not to belong to a political party but to work with all parties. They also said that our Board was apolitical and should include trustees representing all the citizens of Ontario who, as taxpayers, support our college institution.

This Fall, the college system is in the midst of forming relationships with a new government. I served for over 16 years as President and all three major parties governed during that period. The advice to work with all parties was very wise. We always felt an obligation to support any government in implementing their programs.

This does not mean an institution or individuals have to be passive. I have found that the best leaders in administration are very proactive. Let me share some best practices that I have tried to implement or have seen implemented effectively.

What should be done ahead of time? If an institution waits until a government is elected to form relationships, it is already far behind because relationships must be fostered on a continuous basis.

First, a new president or senior administrator must get to know the landscape. Who are the elected officials in their communities? A proactive communication strategy with the entire political network is advised. This means knowing and working with municipal, provincial and federal elected officials and their staff. Often the staff are the people you will be dealing with to resolve issues, so you need to develop a working relationship with them.

I also suggest that you need to know which of your staff members are already politically active. Staff should be

GÉRER UN NOUVEAU GOUVERNEMENT

Les collèges de l'Ontario sont assujettis à la *Loi sur les collèges d'arts appliqués et de technologie de l'Ontario* adoptée par l'Assemblée législative. Cette loi classe notre système comme agence ou conseil de la province de l'Ontario. Cela signifie que le Comité d'administration du gouvernement au pouvoir établit les règlements, les politiques et les procédures pour le Système des collèges d'arts appliqués et de technologies.

Comme me l'a maintes fois dit mon ancien vice-président aux finances et à l'administration, nous sommes, dans le fond, des fonctionnaires. Notre rôle est d'appliquer la politique publique. Lorsque j'ai été embauché à titre de Président du Collège Sir Sandford Fleming, mon Conseil des gouverneurs m'a explicitement affirmé que je ne devais pas appartenir à aucun parti politique et plutôt travailler avec tous les partis. On m'a aussi indiqué que le Conseil était apolitical, qu'il devrait avoir des fiduciaires représentant tous les citoyens de l'Ontario qui, à titre de contribuables, appuient notre institution.

Cet automne, le système collégial forme des liens avec un nouveau gouvernement. J'ai occupé le poste de Président du Collège Fleming pendant plus de 16 ans. Tous les trois principaux partis ont gouverné pendant cette période. Le conseil de travailler avec tous les partis était bien sage. Nous avons toujours ressenti l'obligation d'appuyer les gouvernements lorsqu'ils cherchaient à mettre leurs programmes en œuvre.

Cela ne signifie pas pour autant qu'une institution ou que les particuliers qui la forment doivent être passifs. J'ai souvent trouvé que les meilleurs dirigeants sont très proactifs. Laissez-moi donc communiquer certaines des pratiques les plus solides que j'ai tenté de mettre en œuvre, ou que j'ai réussi à mettre sur pied.

Que faut-il faire d'avance ? Si une institution attend l'élection d'un gouvernement pour former des relations, elle est déjà en retard, car les relations doivent être nourries continuellement.

D'abord, un Président ou un haut dirigeant doit apprendre à connaître son paysage politique. Qui sont les élus dans leurs communautés ? Il est conseillé d'employer une stratégie de communication proactive dans tout le réseau politique. Cela signifie qu'il faut connaître les élus municipaux, provinciaux et fédéraux et leur personnel, et qu'il faut travailler avec eux. Bien souvent, c'est avec le personnel que vous travaillerez pour



Photo courtesy of George Brown College.

While the President should not align with one party, staff should be encouraged to be active.

encouraged to be active. While the President should not align with one party (although they may have been involved before they became President), it is very helpful to have other staff who are aligned. In small communities, you may also want to know who is related to whom. Sometimes names alone are insufficient. I was fortunate to have an administrative assistant who was active in the PC Party, a dean involved in the Liberal Party and faculty and support staff active in the NDP. In colleges with multiple campuses, this becomes even more complex. In my case, one community was more conservative than another.

résoudre les problèmes. Vous devez donc développer une relation de travail avec eux.

Je suggère aussi d'apprendre à connaître les membres de votre propre équipe qui sont déjà actifs au sein de divers partis politiques. Ce personnel devrait être encouragé à s'impliquer. Bien que le Président ne doive pas s'affilier à un parti spécifique (et cette distance n'insinue aucun lien préalable), l'alignement politique d'autres membres de l'équipe pourrait s'avérer très utile. Dans certaines communautés, vous pourriez aussi vouloir savoir qui est lié à qui. Parfois, les noms ne suffisent pas. J'ai eu la chance d'avoir une adjointe administrative qui était active au sein du Parti progressiste-conservateur, un doyen qui œuvrait au sein du Parti libéral, et du personnel professoral et de soutien actifs au sein du Nouveau parti démocratique. Dans des collèges avec plusieurs campus, cela se complique. Dans mon cas, une communauté était plus conservatrice qu'une autre.

Les liens sont essentiels, mais la communication constante était tout aussi cruciale. Beaucoup d'institutions désignent une personne chargée de gérer les relations gouvernementales. Dans les plus petits collèges, cela revient aux hauts dirigeants. Mais comme je l'ai indiqué, le personnel de tous les niveaux peut être impliqué. Vous devez connaître votre réseau.

Vous devez aussi comprendre la plateforme et l'idéologie de chaque parti. C'est surtout le cas pour le gouvernement actuel. Comment un dirigeant peut-il positionner son institution pour de nouveaux investissements, qu'il s'agisse de projets d'immobilisations ou de développement de programmes, s'il ne connaît pas les priorités des partis et des politiciens locaux ? En voici un bon exemple : lorsque Chris Hodgson (mon ancien agent immobilier !) est devenu membre du parlement provincial, je savais qu'il avait trois objectifs pour sa communauté. Le premier était d'établir un campus permanent dans sa communauté natale d'Haliburton. Il nous a fallu dix ans pour y parvenir, et nous n'avons réussi que lorsqu'il est devenu ministre et président du Comité d'administration. Ce sont des projets de longue haleine – rien à voir avec de petites victoires rapides.

Cela dit, les politiciens ne sont qu'un aspect des relations gouvernementales. Les dirigeants doivent aussi connaître la bureaucratie. L'un des meilleurs PDG avec qui j'ai travaillé créait des liens non seulement avec les membres du ministère



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Relationships are critical, but equally important is communication on an ongoing basis. Many large institutions will designate someone to handle government relations. In smaller colleges, this falls to senior leaders. But, as I indicated, staff at all levels may be active. You need to know the network.

In addition, you must understand each party's platforms and ideologies. This is especially true for the government of the day. How can a leader position their institution for new investment, whether for capital projects or program development, unless they know the parties' and local politicians' priorities? A good example of this: when Chris Hodgson (my former real estate broker!) became a Member of the Provincial Parliament, I knew he had three goals for his community. One was to establish a permanent campus in his home community of Haliburton. It took us a decade to achieve this and we were only able to do this after he became Minister and Chair of the Management Board. You have to be in it for the long game – not just short wins.

Politicians are only one aspect of government relations. Leaders also need to know the bureaucracy. One of the best CEOs I worked with always fostered relations with members of not only the higher education ministry, but also all other key ministries. If you are in Northern Ontario, for example, you need to know the minister, staff and bureaucrats from Francophone Affairs, Indigenous Affairs, Mines, Northern Development and so on.

Much relationship-building must be done before any election. There are always new players to meet and new relationships to form after an election. If there is a change in government, the

de l'Enseignement supérieur, mais aussi avec tous les autres ministères clés. Si vous êtes dans le nord de l'Ontario, vous devez connaître le ministre et le personnel du ministère des Affaires autochtones, des Affaires francophones, du Développement du Nord, des Mines, et ainsi de suite.

Les politiciens ne sont qu'un aspect des relations gouvernementales. Les dirigeants doivent aussi connaître la bureaucratie.

Les relations doivent bien souvent être forgées avant une élection. Après une élection, il faut toujours rencontrer de nouveaux acteurs et former des liens avec eux. Si le gouvernement change, les transformations s'opèrent à plusieurs niveaux. Les élus pourraient perdre ou gagner un emploi, mais c'est aussi le cas de leur personnel et de leurs bureaucrates. Les efforts nécessaires pour former de nouvelles relations de travail sont considérables.

Si vous êtes administrateur d'une université et que vous voulez prendre un rôle de direction supérieure, voici une série de questions à vous poser lorsque vous vous ajustez à un nouveau gouvernement. Les administrateurs à tous les niveaux pourraient déterminer que ces questions sont utiles pour comprendre les priorités des hauts dirigeants pendant la période de transition.

1. Quelles relations avez-vous établies avec les partis existants dans votre communauté ? Qui assumera le rôle de dirigeant dans le nouveau gouvernement de votre région ?
2. Quel est votre plan à l'égard des autres partis ? À tout le moins, un remerciement à l'endroit des anciens dirigeants pourrait être de mise. Mais qui sont les nouvelles personnes d'influence ?
3. Qu'avez-vous fait récemment pour entretenir vos liens avec les trois paliers de gouvernement dans toutes les régions où vous avez des responsabilités ? Les avez-vous rencontrés ? Avez-vous dîné ensemble ? Connaissez-vous leurs besoins et leurs envies ? Savez-vous de qui ils dépendent et qui a de l'influence sur eux ? Il n'est pas toujours question de déterminer ce qu'ils peuvent faire pour vos institutions. Pendant ma première année comme président, j'ai demandé à tous les dirigeants locaux (publics et privés) ce que le collège pouvait faire pour eux et leurs communautés. Ce travail fondateur m'a été précieux pendant des décennies.
4. Savez-vous qui, dans votre équipe, est engagé en politique ? Comment pouvez-vous gagner leur confiance en vous et en votre institution ?
5. Quel est votre plan pour informer et renseigner les nouveaux dirigeants sur les effets positifs qu'a votre institution dans la communauté ? Comment allez-vous partager les besoins de



COLLEGE LEADERSHIP EXCELLENCE

Professional development opportunities!

Professional development opportunities for middle managers interested in senior management positions are available through the Leadership Excellence program run by Colleges Ontario and the College Employer Council.

To learn more, contact your college president's executive assistant.



COLLEGES ONTARIO | COLLÈGES ONTARIO

turnover takes place at many levels. Elected officials may lose or gain jobs, as will their staff and bureaucrats. Extensive effort is required to form working relationships.

If you are a college administrator and want to take on a more senior leadership role, here are a series of questions you may want to ask yourself as you try to adjust to a new government. Administrators at all level may find these same questions will help them understand senior administrators' priorities during the adjustment period.

1. What relationships have you established with the existing parties in your community? Who will emerge in leadership roles in the new government from your region?
2. What is your plan for the other parties? At the very least, a thank you to former leaders may be in order. But who are the new emerging people of influence?
3. What have you done lately to foster relations with all three levels of government in all the regions for which you have responsibilities? Have you met them, had lunch, know their needs and wants? Do you know who they rely on and who has influence with them? It is not always about what they can do for your institutions. In my first year as President, I went out and asked all local leaders (public and private) what the college could do for them and their communities. This foundation work lasted for years.
4. Which members of your staff are engaged in politics? How are you fostering their trust in you and your institution?
5. What is your plan to inform and educate new leaders in the benefits of your institution to the community? How will you share your college's needs in order to successfully fulfill your mandate? How can you help newly elected officials do their work?
6. Do you understand the new government's language and how to speak to its members? In the mid-nineties, Mike Harris's PC government never used the term "access." Colleges were handicapped since that this is one of our major mandates. They did, however, understand the term "skilled work force."
7. Have any college alumni been hired by the new government? After asking our staff to scan members of a new government, I was surprised to discover that several former Fleming students held various roles in the new government. I visited them regularly and they gave me great insight into the workings of the government, which helped position our asks and gave us a head's up on issues. [Editor's Note: 16 of the new Ontario Legislature's MPPs are college graduates. Did any of them attend your college?]
8. How often have you invited political leaders to your campus outside of the election cycle? I was fortunate to know local



Photo courtesy of Georgian College.

-
- votre collègue afin de bien remplir votre mandat ? Comment pouvez-vous aider les nouveaux dirigeants à s'acquitter de leurs responsabilités ?
6. Comprenez-vous la langue de votre nouveau gouvernement ? Savez-vous comment leur parler ? Au milieu des années 90, le gouvernement Progressiste-conservateur de Mike Harris n'utilisait jamais le terme « accès ». Les universités s'en voyaient handicapées, car c'est là un de nos mandats majeurs. Cependant, ce gouvernement comprenait bien l'expression « main-d'œuvre compétente ».
 7. Le nouveau gouvernement compte-t-il quelques-uns de vos anciens élèves ? J'ai été surpris, lorsque j'ai un jour demandé à mon personnel de faire une étude du nouveau gouvernement, de découvrir que plusieurs anciens étudiants de Fleming occupaient divers postes au sein du gouvernement. Je les visitais régulièrement. Ils m'ont donné d'excellents conseils sur le fonctionnement du gouvernement, ce qui nous a permis de mieux placer nos demandes et nous a donné un avertissement lorsqu'il y avait des problèmes. [NLDLR : 16 des députés du nouveau gouvernement ontarien possèdent un diplôme collégial. Proviennent-ils de votre collège ?]
 8. Combien de fois avez-vous invité des dirigeants politiques sur votre campus en dehors de la campagne électorale ?

16 of the new Ontario government's MPPs are college graduates. Did any of them attend your college?

16 des députés du nouveau gouvernement ontarien possèdent un diplôme collégial. Proviennent-ils de votre collège ?

If you wish to be a senior leader in our college system, you will have to develop skills and relationships that are political in nature.

leaders who were appointed minister; they would invite their minister friends to visit the college. There is a huge difference in terms of influence between a backbencher and a minister. Plan these visits effectively so that politicians get to know your unique mission, effectiveness and needs. In my later years, I also always wanted any visit to include a learning opportunity for students. What have you done lately to inform your students? What did you do to encourage them not just to vote but to learn about the October municipal elections?

9. To my knowledge, very few staff go into politics after their careers in the college system. We need more. Have you considered running for office? Why not? Your leadership skills could possibly make you an excellent contributor.

Government relations in today's world has many aspects. Colleges Ontario plays a major role in system advocacy, but it is up to the local institution's staff to be proactive. Some of your staff are natural leaders in this manner. Others are not. One should never impose a duty on others, but if you wish to be a senior leader in our college system, you will have to develop skills and relationships that are political in nature.

In today's era of mistrust of government, this is even more important.

Charles Pascal, Past President of Fleming, once invited me to spend two weeks with him when he was Deputy Minister of Higher Education. Learning how government works and the challenges bureaucrats faced as they work with the political arm was an extraordinary experience.

Have you spent any time trying to understand the inner workings of the ministry of which we are a part? This could be a great eye-opener. A few days thus spent could be a profound learning experience.

Even spending a day with your parallel colleague in the ministry might be helpful. After my intensive experience, I often visited staff in the ministry or took them to lunch. They were grateful for the connection and I was rewarded with many insights throughout the years.

Another strategy I used was to volunteer for working groups in our system, to which ministry staff were often assigned. I spent 25 years in various roles (secondary school reform, the Curriculum Advisory Group, the Educational Quality and Accountability Board) advising the Minister of Education. This gave me great insight not only into another ministry, but also gave me credibility in our own Ministry of Advanced Education and Training.

Look for opportunities to contribute and learn. They will pay off immensely in your career. [C|A](#)

J'ai été chanceux, car les dirigeants locaux que je connaissais sont devenus ministres. Ils invitaient leurs amis ministres à visiter le collège. Il y a une grande différence d'influence entre un parlementaire ordinaire et un ministre. Prévoyez ces visites pour les politiciens; permettez-leur de découvrir votre mission unique, votre efficacité et vos besoins. Plus tard dans ma carrière, je voulais toujours que ces visites soient une occasion d'apprentissage pour les étudiants. Qu'avez-vous fait récemment pour informer vos étudiants? Que comptez-vous faire pour les encourager non seulement à voter, mais à s'informer sur les élections municipales de cet automne?

9. À ma connaissance, très peu de membres du personnel du collège font le saut en politique après leur emploi dans un lieu d'enseignement. Il faut que ça change. Avez-vous considéré la politique? Pourquoi pas? Vos compétences en leadership pourraient possiblement se traduire en une excellente contribution sociale.

Les relations gouvernementales d'aujourd'hui ont de multiples facettes. Collèges Ontario joue un rôle majeur dans la défense du système. Mais pour l'institution locale, il faut que le personnel du collège soit proactif. Des membres de votre équipe seront des leaders naturels. D'autres ne le seront pas. Il ne faut jamais imposer une tâche aux autres, mais si vous souhaitez être haut dirigeant de notre système collégial, vous devrez développer les compétences et des relations en politique.

C'est d'autant plus important en cette époque de méfiance face au gouvernement.

Charles Pascal, ancien président de Fleming, m'a autrefois invité à passer deux semaines avec lui lorsqu'il était ministre adjoint des Études supérieures. C'était une expérience extraordinaire qui m'a permis de comprendre comment le gouvernement fonctionne et les défis auxquels se heurtait la bureaucratie lorsqu'elle travaillait avec l'élément politique.

Avez-vous déjà tenté de comprendre les fonctionnements internes du ministère dont nous faisons partie? Cette expérience pourrait être très révélatrice. Quelques jours consacrés à cet effort pourraient s'avérer une expérience d'apprentissage importante.

Il serait même utile de passer une journée avec un homologue ministériel. Après mon expérience intensive, j'ai souvent visité le personnel du ministère, ou alors je les ai souvent invités à dîner. Ils étaient reconnaissants pour ce lien, et j'ai, à mon tour, eu l'avantage de recevoir beaucoup de conseils à travers les années.

Une autre stratégie utilisée était de se porter bénévole pour les groupes de travail dans notre système. Ces groupes incluaient bien souvent des membres du personnel ministériel. En 25 ans j'ai occupé divers rôles (réforme des écoles secondaires, groupe consultatif de programmes, comité de qualité et responsabilité en éducation) qui conseillaient le ministre de l'Éducation. Cela m'a donné une idée non seulement des activités du Ministère, mais aussi une certaine crédibilité auprès de notre ministère des Études supérieures et de la Formation.

Cherchez les occasions où contribuer et apprendre. Elles vous rapporteront au centuple dans votre carrière. [C|A](#)

Dr. James Humphreys of Conestoga College elected 2018-2019 OCASA President



Dr. James Humphreys of Conestoga College was elected OCASA President for 2018-2019.

He was elected in June at the Annual General Meeting, held in conjunction with the OCASA Professional Development Leaders & Innovators Conference.

In an interview with *College Administrator*, Dr. Humphreys said the services provided to

administrators by OCASA attracted him to the organization; the annual personal development conference impressed him; and the opportunity to network got him involved.

“When I started at Mohawk the OCASA college ambassador told me about OCASA and all that it provided for members,” he said, “Then added, ‘Oh, by the way, as a new administrator, the first year is free’.”

“What I then discovered in OCASA is a great resource across the province.”

His 20 years in the colleges began at Seneca College, where, with a newly minted PhD in Molecular Biology and Genetics, he began as Professor and Coordinator and, later, Chair in the School of Biological Sciences and Applied Chemistry. After more than 15 years at Seneca, he moved in 2013 to Mohawk College as Associate Dean in the Faculty of Health Science/Community and Urban Studies in the School of Justice and Wellness Studies.

He then moved to Sheridan College, where he served as Dean, Applied Health and Community Studies from January 2016 to April 2017, moving once more in May of that same year to Conestoga to his present position as Executive Dean, Health and Life Sciences.

He said that OCASA membership provides unique opportunities at the conference for networking, learning and sharing through workshops.

“But the presentation each year – recently, by Linda Franklin, CEO of Colleges Ontario – is a highlight.” The Presidents’ Panel, he adds, is always popular, as those attending hear three presidents discuss the challenges and opportunities they see facing the system. “They don’t always necessarily agree, but it is interesting to hear.”

The financial and demographic challenges, along with the constantly shifting job market, place colleges at the centre of activity, he says. In his view, the colleges, with their practical, hands-on learning, are best suited to meet the challenges of the next decade.

“It will be a challenge for all administrators to maintain pride in the job they do, making it possible for students to change their lives, providing support for faculty as they meet those same challenges.”

“In addition to the annual conference, OCASA provides a voice for administrators on benefits, pension and a seasoned, rational voice on issues across the system,” he adds. “I am honoured to hold the position of President and to work to add to the legacy provided by this organization.”

OCASA Board elects officers for 2018-2019

OCASA’s Board of Directors comprises 12 members who represent a variety of colleges and regions. Following the AGM, the Board of Directors met and elected officers for the coming year.

Elected President was James Humphreys, PhD, Executive Dean, School of Health & Life Sciences, Conestoga College. Other officers are: Diane McCauley, Chair, Nursing Programs, School of Community and Health Studies, Centennial College, as Vice-President; Sara Budd, Manager, Degree Program Partnerships, Georgian College, as Vice-President; Bill Trochimchuk, Manager, Financial Reporting and Budget, Confederation College, as Treasurer; Janine Foster, Campaign Director, St. Lawrence College, continuing as Secretary; and Krista Pearson, Registrar, Algonquin College, who served two one-year terms as President and becomes Past President.

Continuing on the Board of Directors are Shemeena Shraya, Manager, Divisional Finance and Operations, Preparatory and Liberal Studies, George Brown College, St. James Campus; Mary Lou McLean, Director, Applied Research (Acting), Fleming College (Frost Campus); and Charline Smith, Manager, Strategic Initiatives, Cambrian College.

New to the Board this year are Ryan Dearing, Manager, Admissions, Cambrian College; Michelle Cole, Manager, Program Development and Quality Assurance, Durham College; and Vertha Coligan, Dean, Faculty of Technology, Fanshawe College.

The full Board and their biographies can be viewed at www.ocasa.on.ca/about-us/board-directors.

Visit us online at www.ocasa.on.ca



Planning begun for 2019 conference

Leaders and innovators, the 2019 OCASA Leaders & Innovators Conference will be held again at Kingbridge Conference Centre in King City. The program planning committee is now developing the program for the year. Dates will be announced in the near future.

Highlights of this year's conference included an address by Linda Franklin, CEO of Colleges Ontario, and the Presidents' Panel, during which three college presidents shared their

thoughts: John Tibbits of Conestoga College, who, at 31 years, is the longest-serving President in all the colleges; Don Lovisa of Durham College; and Dr. Mary Preece of Sheridan College, now retired (and recipient of the Doug Light Award for Lifetime Achievement; see story on page 37).

As well, the conference offers a variety of workshops over the two days and opportunities to meet other college administrators.

New admin hires receive complimentary membership

New administrative hires at all Ontario colleges will continue to receive complimentary OCASA membership during their first year.

This is part of a program to introduce new administrators to OCASA as a professional association that can provide opportunities for networking and professional growth.

Sector-based online orientation resources will continue to grow, as will live, interactive webinars aimed at bringing together those newer to the system. [c|A](#)

New PD course to begin in January

OCASA will offer a new professional development course in January: *Leading Through Change*.

Other courses are under consideration. For complete details, visit www.ocasa.on.ca/certification.

OCASA offers courses aimed at equipping administrators with the essential skills, critical thinking and knowledge for the emerging issues we all face.



Mentoring Matters program

OCASA's Mentoring Matters program continues to grow. The program matches members with an experienced administrator and offers an opportunity for those new to a position to develop goal-driven learning, access to approaches and thinking outside of their own college and a broader view of the college system.

Mentors gain experience and a chance to share their expertise. Colleges benefit through employee satisfaction and

engagement. For more information, visit the OCASA website: www.ocasa.on.ca.

"Being a part of the mentor program [...] has been one of the best experiences of my career. I really can't say enough about the experience and the benefits I've gained from OCASA in the past year," says a new hire who enrolled in the mentoring program in 2014-2015.

OCASA award recipients honoured at conference

Dr. Paula Gouveia received the Distinguished Administrator Award at the 2018 Leaders & Innovators Conference.

The award honours Ontario college administrators who demonstrated distinguished administrative performance in outstanding leadership that promotes collegiality and teamwork; consistent professionalism that invites respect and credibility among colleagues; and produces significant outcomes, demonstrating overall effectiveness. Dr. Gouveia received the award for her work at Humber College, where she served as Dean of the School of Liberal Arts and Sciences. In August, she assumed a new position: Vice President, Academic at Cambrian College in Sudbury.

Also honoured at the Leaders & Innovators Conference was Dr. Mary Preece, who received the 2018 Doug Light Award for Lifetime Achievement (see page 37).



Photo courtesy of Loyalist College.

DR. MARY PREECE

OCASA Doug Light Award for Lifetime Achievement winner:
Teacher, Chair, Dean, President



Mary Preece

She has been at four different institutions: as Professor of Business, department Chair, member of the OCASA Executive, Academic Vice-President and, finally, college President.

Last June, as Dr. Mary Preece was preparing for retirement, she received the prestigious OCASA Doug Light Award for Lifetime Achievement.

"I was tremendously honoured," she told *College Administrator*. "That the folks I work with put together the nomination.... It doesn't get much nicer than to have people recognize what you stand for."

The award was presented in June at the OCASA Professional Development Leaders & Innovators Conference. Mary began her college career at Centennial College. An earlier member of OCASA, she served on the Executive as Secretary in 2001-2002.

In a way, the award represents the completion of a circle: Doug Light, President of Centennial from 1971-1978, was a strong advocate of a professional association for college administrators, which led to the formation of OCASA.

Mary was Professor in the School of Business at Centennial for 15 years and moved into academic administration in 1992, first as Chair, then Director, and ultimately as Dean of Academic Studies.

In 2002, Mary became Provost and Vice President, Academic at The Michener Institute for Applied Health Sciences, where she spearheaded a wide range of change initiatives to incorporate simulation education, inter-professional education in healthcare and the assessment of healthcare competencies.

In 2008, Mary joined Sheridan College as Provost and Vice President Academic. She also served as Sheridan's President and Vice Chancellor from November 1, 2016 to July of this year.

Her advice to others: "Find your dream and keep doing what you're doing.... I was more than delighted with teaching as long as the adrenaline surge was there. However, the opportunities that continue to be available in the colleges are wide for those looking for new ways to contribute to what's going on in the classroom."

Mary's first administration position after serving as department Chair was Director of the Centre for Instructional Design at Centennial, followed by service as Dean. At Michener, her role as Provost and Vice President, Academic "was all about bringing the best of theory and practice into the teaching and learning

"We need to walk the talk and show our commitment to the teaching-learning dynamic in our institutions. Valuing and trusting and honouring expertise are critical."

dynamic and supporting it however I could." As President, the priority was the same: contributing "to the increase in quality and the improvement of the learning experience for students."

"We need to walk the talk and show our commitment to the teaching-learning dynamic in our institutions. Valuing and trusting and honouring expertise" are critical.

"We really need to trust that the majority of folks are there for the right reasons; we need to find ways to honour and support them and to demonstrate respect for what they do."

Mary has praise for OCASA and says it provided needed support for her and her colleagues in challenging times. "OCASA was almost a salvation for a group of employees who were suffering tremendously because of the dynamics within the organization at the time," she said. Administrators face challenges today, she said, noting that collegiality is more difficult to cultivate in some areas. "And it cannot be just administrators respecting faculty; it has to be a two-way street."

The real issue facing everyone, she says, is the Fourth Industrial Revolution. "Our institutions are getting more complex and must be transformational. If not, we'll just be the buggy whip of the education sector and somebody else will take our place."

Mary's retirement plans include focusing on personal well-being and finding a way to apply her body of knowledge and experience to the colleges.

The OCASA Doug Light Award was first presented in 1999, and in 2013 was renamed the OCASA Doug Light Award for Lifetime Achievement. Originally designed to recognize excellence in administration, the award was named after Doug Light, President of Centennial College (1971-1978) and George Brown College (1978-1991). [c|A](#)

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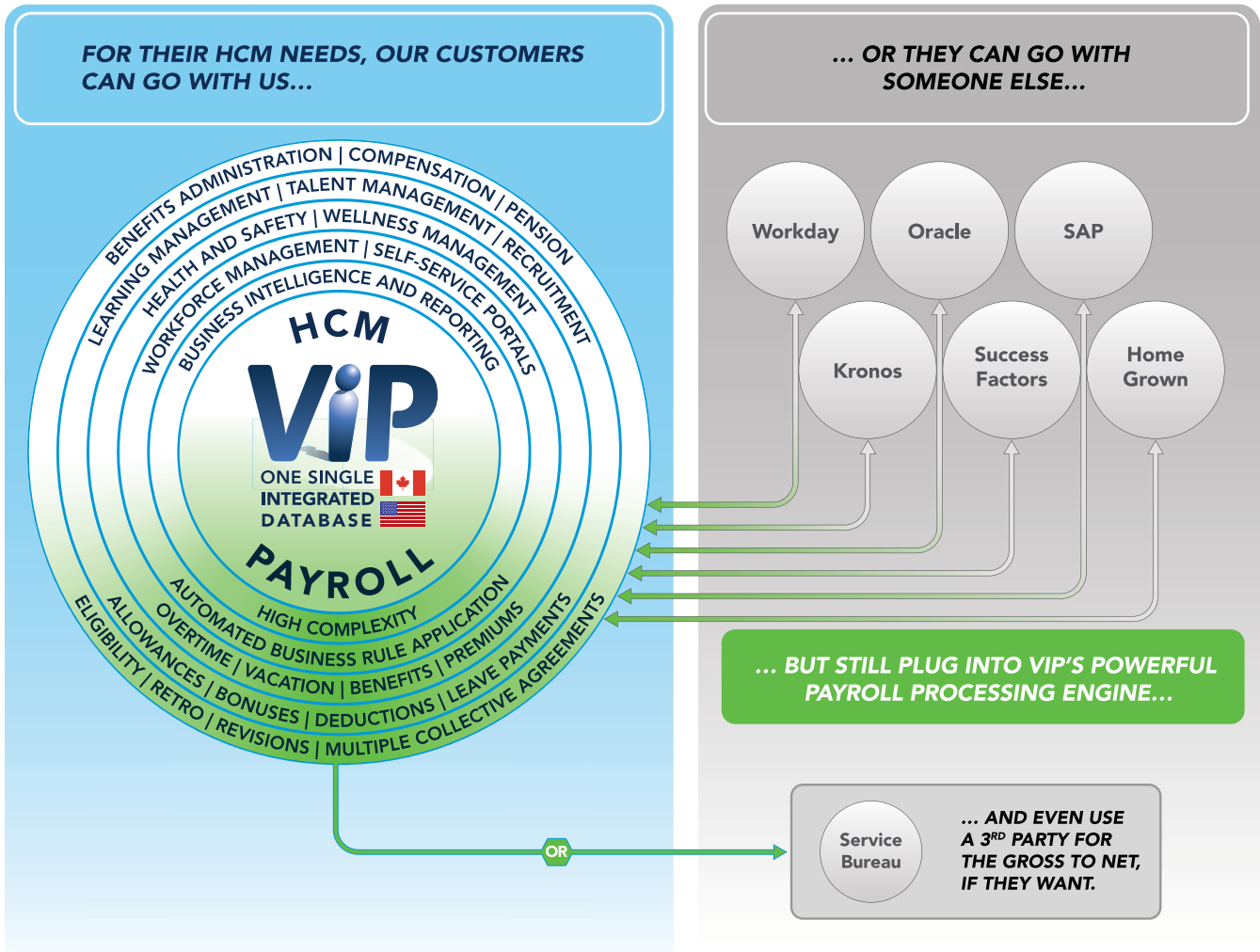
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