

# COLLEGE CANADA

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Colleges  
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University-Colleges  
Polytechnics  
Cégeps

**Special Issue**



SPOTLIGHT ON  
PARTNERSHIPS

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# Partnerships and Possibilities

Partnerships are essential to the success of Canada's colleges, institutes of technology, university-colleges, cégeps and polytechnics. Sixty such institutions have contributed to this special issue of College Canada, highlighting the myriad partnerships that meet the needs of learners and their future employers. I thank all of our contributors.

Partnerships are not just a "nice-to-have" but an absolute "must-have" if these institutions are to remain effective.

Most colleges and institutes were established in the mid 1960s as a revolutionary type of post-secondary institution designed to educate unprecedented numbers of "baby boomers", and to supply the skills that even then immigration alone could not meet. The impetus was federal and provinces responded. The very foundation of today's college system was rooted in a pan Canadian partnership.

Today, Canada faces a skills crisis. Yes, a crisis. As demographers predicted, the demand for skills has risen tremendously across the country. Pressure on colleges and institutes to meet the needs of employers is intense. Unfortunately, thousands of qualified students, who with training would be employed immediately, languish on wait lists owing to a capacity shortfall. The opportunity cost for students, employers and the overall economy is enormous. Waiting will not solve the crisis.

Four decades ago, Canada built college facilities with an anticipated life span of 40 years. These institutions remain positioned to deal with the skills crisis, but require recapitalization to meet today's demand, to enhance labour market productivity, and to build the foundation of a sustainable knowledge economy.

The federal, provincial and territorial governments must make the skills crisis a national priority, and take action. The possibilities are tremendous, but a renewed national partnership is a necessary condition for success.



**James Knight**  
President &  
CEO  
Association of  
Canadian  
Community  
Colleges

# CLUSTER Partnerships

This issue of *College Canada* contains 60 examples of partnerships from across the college and institute network. These partnerships involve school boards, business and industry, community groups, overseas institutions, and more. While member institutions were invited to provide singular examples for this magazine, many also participate in clustered partnerships which involve multiple types of partners focused on knowledge building and transfer in a sector important to the economic health of the local region.

To respond to this capacity to facilitate cluster partnerships for local economic development, the *ACCC Rural Cluster Initiative* has helped facilitate clustered partnerships in the sectors of tourism, geomatics, and forest products in three rural regions of the country. In each of the three clusters, the local ACCC member institution works closely with business and industry, especially small- and medium-sized enterprises, to support the development of a sector of import to the local economy. In the East Kootenay region of British Columbia, the College of the Rockies is significantly involved in promoting tourism in the region by partnering with local tourism businesses to provide the skills needed to advance an economic advantage in the sector. Nova Scotia Community College partners with community organizations and businesses in applied Geomatics innovations which further economic development in Annapolis and Digby counties, and College Boréal partners with local firms involved in traditional and new emerging industries based on forest product services in north eastern Ontario.

Rural knowledge clusters foster the creation and renewal of the local knowledge base through participating institutions, creating competitive advantage for local business by developing a rich base of skilled workers and local entrepreneurship culture. Canadian colleges and institutes have a pivotal role to play within their communities to provide skills upgrading, training, business and entrepreneurship development support services, and applied research and commercialization services. Rural-based colleges and institutes have great community impact because they are the most accessible and often the only post-secondary institution in the region. Community partnerships is at the heart of how colleges and institutes deliver programs and services, beginning at the governance level with community representatives on the boards of colleges and institutes, and moving down to the operational level with community employer representatives on program advisory committees which are responsible for the development and updating of college/institute curriculum. As a result of this pivotal role, rural colleges and institutes are well positioned to act as leaders within rural knowledge clusters.

In June 2007, Carrie Schaffer, David Woolnough and Brian Bender, representatives from College of the Rockies, Nova Scotia Community College, and ACCC, respectively, attended the International Rural Clusters Conference in Akureyri, Iceland to provide workshops on knowledge transfer and

partnerships to participants from Finland, Australia, Scotland, Iceland, Norway, and the United States. Akureyri, home to 20,000 people, is the only city in the rather isolated area of northern Iceland. Yet, cluster partnerships have allowed the city to thrive: moving away from a dependency on fishery industries to focus on local food cultivation and production, renewable energy, utilization of waste heat and geothermal energy (Kalina power plant), and greening of waste disposal.

The Canadian rural cluster partnerships initiative was viewed by the international audience at the conference as a model for the sustainable involvement of higher education and training in local socio-economic development and diversification. Canadian colleges and institutes are continuing to refine that model, and focus on partnerships, and the possibilities they create for prosperity, innovation, and growth. Using best practices and lessons learned from the Rural Knowledge Cluster pilot initiative, project sites helped develop a College/Institute Rural Clusters Partnership Model for the benefit of all ACCC members. The Model relies on participatory approaches and has four key features; it is community-based, has a rural development focus, is led by industry or key participants, and supported by the college/institute and any levels of government – local, regional, provincial or federal.

To find out more about the *ACCC Rural Cluster Initiative* visit <http://www.accc.ca/english/services/rkc.htm>. I hope you enjoy our spotlight on the possibilities for partnership in this special issue of *College Canada*.

## Algonquin College and the Small World - Big Picture EXPEDITION AFRICA Partnership Project

Algonquin College's *Small World - Big Picture Expedition Africa* project was a breakthrough 'reality learning' partnership initiative that offered Ontario high school students—digital natives aware of a global community—an exceptional educational experience that leveraged the power of technology not only to enhance learning but also to forge human connections. Running from September 14, 2006 to January 19, 2007, the project made African culture and social issues accessible to the students, allowed them to interact with young people on the other side of the world, and amplified their appreciation of classroom curriculum concepts.

A multi-faceted international effort, the project was the result of the cooperative and collaborative efforts of an extended network of diplomats, school board administrators, media partners, and sponsors. African ambassadors and high commissioners from Egypt, Tanzania, Kenya, South Africa and other parts of the African Continent embraced the concept and the opportunity to cultivate a sense of social responsibility among today's teen population. School boards from different parts of Ontario participated in the eight-month planning process to ensure curriculum would align with the issues being touched on throughout the various legs of the journey. Media partners provided coverage of the expedition, which supported students' exposure in the classroom and invited their families to participate. The Canadian International Development Agency provided critical funding support. Addison on Bay in Toronto donated trucks for transporting the expedition, shipped them to Africa, refitted them for that climate and equipped them with data, video and audio satellite communications. By marshalling these partners around the expedition and drawing on their collective resources to construct a powerful reality learning experience, Algonquin College and all involved achieved an exceptional success with the *Small World - Big Picture Expedition Africa* project.

## Cégep André-Laurendeau and the LOGISTICS of Partnership

With over 25 years of experience, and a vast network of provincial, national and international partners, particularly the Canadian Institute of Traffic and Transportation and New Brunswick Community College - Dieppe Campus, Cégep André-Laurendeau is a recognized leader in the field of logistics training in Québec and eastern Canada.

Over 200 students are registered in seven logistics programs; a rate of participation that meets the labour market needs of the sector. To continually upgrade its expertise in logistics, and maximize the effectiveness of business interventions in a function vital to a company's survival and growth, the Cégep created the Institut international de logistique de Montréal [International Logistics Institute of Montréal] in 2006. Offering training programs, applied research and technical support in logistics, supply chain management and transportation, the IILM partners with firms in the development and realization of projects favouring technological innovation and implementation. This partnership focus allows the non-profit IILM to enhance the productivity and competitiveness of companies through optimized management practices and integrated new technologies supporting innovation in the logistics chain.

To find out about the Institute, visit [www.iilm.ca](http://www.iilm.ca).

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# Assiniboine Community College – Partnerships from NURSING to AGRICULTURE

## Nursing

In 2003, Manitoba found itself with a critical shortage of nurses. The impact was especially intense for rural and remote communities, where the level of care was seriously affected. After a careful review of practical nurse competencies and the length of time to complete a practical nursing program, the Health Canada's First Nations & Inuit Health Branch decided that bringing a practical nurse training program to community sites would be a sound human resource investment. As a result, in collaboration with First Nations and Métis leaders from dozens of communities, and with both federal and provincial government funding, Assiniboine Community College (ACC)

implemented a four year Practical Nursing Aboriginal Strategy to deliver the practical nursing program in six communities.

## Agriculture

ACC has the unique distinction of being Manitoba's only agriculture training college. When Manitoba's pork industry faced a significant skills shortage as it expanded steadily over a ten year period, ACC was well positioned to respond. A partnership comprised of ACC, several key companies, the Manitoba Pork Council, and Manitoba's Apprenticeship Branch came together to devise a strategy. The result was a new Pork Production Technician Apprenticeship, leading to journeyperson technicians with knowledge of

reproductive physiology, nutrition, animal behaviour, work safety, and other skills required in a modern hog farrowing operation. The delivery model was unique compared with other apprenticeship programs, tailored to suit the circumstances of this industry and its employees. Also unique to this program – the industry, through the Manitoba Pork Council, holds an annual graduation for new journeypersons. Many journeyperson Pork Technicians then move into the Pork Management Certificate delivered jointly by ACC and the University of Manitoba, also with significant industry involvement in the program's advisory committee.

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# Aurora College a Partner in GAS HYDRATE PRODUCTION

Gas hydrates present a potential energy resource which could be important to the future of the energy-related industries in the Western Arctic and around the world. Aurora College has played a number of increasingly complex roles in the study of gas hydrate deposits in the Canadian Arctic over the past 10 years. Following the College's participation in related projects in 1998 and 2002 as a local logistics and planning partner, as well as a provider of laboratory and local technical support to multinational research teams, Aurora College, through its Aurora Research Institute,

has now accepted a lead role in ongoing field study of gas hydrate production.

Building on experience in operating drilling rigs as part of oil and gas trades training, Aurora College has been asked by representatives from the Government of Canada (Natural Resources Canada) and the Government of Japan through the Japanese Oil Gas and Metals National Corporation, to act as the legal operator of the research wells; to put theory into practice and actually produce natural gas from solid material consisting of frozen water and gas found roughly 1,000

meters below the frozen surface of the Mackenzie River Delta.

The goals of this partnership program are to identify techniques which would produce natural gas from gas hydrates, evaluate technologies for production and exploration, and build an understanding of gas hydrates in nature including environmental issues. With an estimated overall cost of \$50-\$60 million, this exciting partnership initiative is one of the most expensive research projects ever conducted in Northern Canada.

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## Bow Valley College Partnering for ESSENTIAL SKILLS in the Workplace

The success of Bow Valley College's Test of Workplace Essential Skills (TOWES) has been a direct result of the partnership networks that support it. An effective testing and training tool that uses real workplace documents to measure essential skills of employees, clients, or students, TOWES test results identify skill gaps to help employers provide precise training that fosters safer and more productive workplaces. TOWES underwent nationwide field testing and extensive psychometric review before being released into the Canadian market.

Billed as Canada's Essential Credential, TOWES enjoys a national network of distributors, the

sheer volume of which is unique. The network, which continues to grow, is comprised of 39 colleges, one NGO, and one private business. Marketing and distributing the TOWES product line is the primary focus of the network, and each of the partners shares in the products' revenue streams. The network also promotes joint ventures to broaden the scope and breadth of the TOWES product line, an example of which is a current effort among the partners of the distribution model to develop an online learning testing tool.

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## Camosun College - Partnering for SPORTS is a Guaranteed Win

Victoria's Camosun College has teamed up with sport performance experts PacificSport, PacificSport Victoria, and LifeMark Health to create Canada's most comprehensive sport education facility: the Pacific Sport Institute (PSI). The Institute, opening in September 2008, is a unique partnership integrating sport education and development, athlete performance, sport innovation research, and community health programming under one roof. The facility includes classrooms, a double gymnasium, leading-edge fitness training facilities, sports medicine and rehab services, sport research facilities, a lit all-weather playing field and multi-purpose spaces. Located at Camosun's Interurban Campus, the Institute will serve 18,000 students, 1,000 employees, 600 elite Canadian athletes and thousands of community members in sport, fitness, and health related activities. The PSI will generate more than \$24.8 million per year in regional spending and attract many exciting national and international sport events to Victoria.

Camosun College is providing five new academic programs offered in the PSI: Exercise and Wellness Diploma; Sport Management Diploma; Athlete and Coach Education Diploma; Athletic and Exercise Therapy Applied Degree; and, Sport and Fitness Leadership Applied Degree. Camosun will

also offer community health and fitness programming in cooperation with PacificSport Victoria, including sports camps, competition and event hosting, coaching certification, officials training and more. PacificSport and PacificSport Victoria will bring their expertise in high performance athlete training and coaching to the PSI. Olympic, Paralympic and World Championship athletes will train alongside students and community members. PacificSport and a newly appointed Camosun College Sport Technology LEEF (Leading Edge Endowment Fund) Chair will also collaborate on sport technology research innovations, not only for the health of competitive athletes, but for application to the larger community as well. Privately owned LifeMark Health Inc. will provide numerous physiotherapy, medical and rehabilitation services to athletes, students and the community onsite at the PSI.

The Pacific Sport Institute at Camosun College is founded on partnership and a shared interest in providing expert-led programs and services for excellence in sport.

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## Capilano Partnerships – from the OLYMPICS to the GOLD COAST of Australia

From the British Columbia landscape to the Australian coast, Capilano students benefit from the partnerships forged by the institution. For example, Capilano employees went on a fact-finding mission to the Callaghan Valley near Whistler, British Columbia in June, 2007, to view the Olympic ski jump currently under construction. The group was there to explore partnership opportunities with Vancouver's Olympic Organizing Committee (VANOC) to commence after the completion of the 2010 Winter Olympic Games and Paralympic Winter Games. VANOC is building some lodges to be used during the Olympic events, and Capilano is exploring possibilities of using these locations for cross-educational activities or as a laboratory for students in programs such as Tourism, Outdoor Recreation, Wilderness Leadership and Destination Resort Management.

Another example involves opportunities for Capilano students and faculty to work and study in Australia. A degree completion program partnership agreement has been formed with Griffith University, which has campuses in Brisbane and on the Gold Coast. Griffith is a large university with 34,000 students, 7,000 of which are international students. This program will transfer a Capilano Associate of Arts degree, which allows Capilano students to complete their Bachelors of Arts in one additional year. A student completing an Associate of Science degree may complete a B.Sc. in less than two years at Griffith. Students pay international student fees, but the trade-off is one year less at university and an international experience. This degree completion program has two full scholarships available and also qualifies for student loans. Capilano's partnership with Griffith may have considerable benefits for faculty members wanting to complete a PhD degree with few, if any, residency requirements.

## Carlton Trail: Partners for Regional FIRE TRAINING

Training for volunteer firefighters in Humboldt, Saskatchewan and the surrounding area has become more consistent since Carlton Trail Regional College and the 24 district fire departments formed a partnership in 1997.

Training days are set up in cooperation with all departments, thus allowing for equipment sharing and maximum attendance by firefighters from all over the area. This centralized yet area-wide training partnership makes departments more consistent in terms of knowledge acquisition, team work, and networking.

Since 2003-2004, Carlton Trail has offered between 35 and 62 modules to an average of 440 firefighters per year. To complete the Level I and II firefighting course, 25 modules of training have to be completed. Every time a trainee passes a module, he or she is given a certificate of achievement. The trainee must demonstrate the practical skills involved and pass a written exam on each module. This structure ensures that trainees have the knowledge they need, and dispels some myths about volunteer fire departments.

To finance the Carlton Trail Regional Fire Training Group, departments are charged a fee of \$1,300, with a yearly maintenance fee of \$100 thereafter. New training materials, equipment etc. are purchased on an ongoing basis. Each fire department keeps training records, as does Carlton Trail, while routine visits to the departments by the Division of Occupational Health and Safety ensure firefighters are getting all the training they need, and equipment is fully operational. It takes team work to fight fires, and Carlton Trail to proud to be a member of the team.

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# Conestoga College Institute of Technology and Advanced Learning Partners with RESEARCH IN MOTION®

In 2007, when students in Conestoga's third-year, B.A.Tech. (Integrated Advanced Manufacturing Technologies) program were looking for an applied project to complete as part of their curriculum, they only had to look across town to Waterloo-based, Research In Motion® (RIM).

Twenty-four students, under the supervision of Calin Stoicoiu, worked with RIM® to design, build and demonstrate a Flexible Manufacturing Cell (FMC) that addressed the automation of three key tasks for two Blackberry® smartphone models. The students were challenged to develop an FMC that would automate the tactile feel (click) testing of the operating keys on the phones, download software through a phone USB connector, and apply a product identification label on the inside

of the battery compartment. A key consideration in the project was identifying the most optimal method of measuring and collecting data for mechanical testing of the operating keys; a process that was done manually at RIM®. The students designed a six-station FMC that met the technical and output specifications required by RIM®, and enabled the identification of acceptable and defective operating keys.

This project enabled Conestoga students to conduct an applied research and development project with an industrial partner, while mastering and applying the necessary knowledge and essential skills required to design, build, and demonstrate the effective operation of an FMC.

For RIM®, the partnership provided not only recommendations for an FMC (including fixture design) that addressed its technical needs, but also recommendations for the optimal sensor and integration with a software platform for testing keys on two of the company's Blackberry® smartphones, as well as data collected during testing.

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# Walkerton CLEAN WATER Centre Partners with Confederation College

Confederation College and the Walkerton Clean Water Centre are partnering in the area of education and training to provide safe and clean drinking water and build on the resources and expertise of faculty within the College's Instrumentation and Environmental Technician programs.

The Walkerton Clean Water Centre is a world-class institute dedicated to safe and secure drinking water for the people of Ontario. The Centre provides innovative, knowledge based education for operators, operating authorities and owners of

drinking water systems throughout the province.

To target remote communities, the Walkerton Clean Water Centre has created the Mobile Training Unit (MTU) in the form of a cube van. This drinking water training and technology demonstration unit has been outfitted with a variety of systems, some of which include an ultrafiltration membrane demonstration unit, a rainmaker simulating water cycle in the biosphere and water quality laboratory encompassing numerous measuring devices testing for more than 20 water quality parameters.

Safe drinking water is a concern for all. Recently, in the 2007 Speech from the Throne, the Government of Canada announced their intention to implement a new water strategy to help clean our major lakes and oceans, and improve access to safe drinking water for First Nations. Confederation College is in the process of expanding this partnership model to develop education and training for occupations such as Water and Wastewater Operators as part of the solution.

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# Cumberland Regional College: A Multilateral Partnership for ABORIGINAL EMPLOYMENT Development

The Nipawin Partnership Agreement (NPA) is the first agreement in Canada whereby a Municipal government has partnered with local businesses, Aboriginal communities, the regional college, and provincial and federal government departments in a multilateral approach to supporting Aboriginal employment and Aboriginal business. The NPA comprises a total of 17 partners; one of them is Cumberland Regional College which played a leadership role in the establishment of the Agreement.

The Nipawin Representative Workforce Committee (NRWC) was established to oversee the implementation of the NPA. With a motto of "Building a Community of Change – Sharing Knowledge to Enable Growth," the NRWC is a group-based partnership intended to be open, transparent, and representative of all individuals involved in the Nipawin and surrounding area for the purpose of discussing and incorporating Aboriginal employment and business initiatives locally. The aim of the committee is to increase both the quality and level of Aboriginal employment and business within the region by:

- ensuring that Aboriginal individuals are being respected;
- mobilizing community resources to maximize the potential of organizations, institutions, individuals, and groups;
- advocating for Aboriginal people in terms of local employment possibilities;
- promoting local business;
- encouraging public education, cultural awareness, and understanding; and,
- facilitating and assisting in Aboriginal community building.

# Dawson College Partnership launches CONFUCIUS INSTITUTE in Québec

"To be fond of knowledge is better than to know it; to delight in it is better than to be fond of it."  
Confucius

The teachings of Confucius, a Chinese philosopher who lived from 551-479 BC, placed great emphasis on study and learning. Dawson College and Université de Sherbrooke have partnered with the Beijing Normal University to launch the Confucius Institute in Quebec, which aims to establish new academic, scientific and cultural links between Canada and China. The Institute's goals are to promote the learning of the Chinese language in Quebec and to improve Canada-China relations through a better understanding of Chinese culture and civilization. It will also provide valuable training opportunities for entrepreneurs wishing to do business in China.

The Confucius Institute in Quebec is open to students, and the general public. It offers courses in Chinese language, calligraphy, painting, medicine and Tai Chi. The Institute's offerings will grow to include a certificate for teaching Chinese as a second language, as well as a wide range of conferences, workshops, and cultural events.

The Institute has also opened a resource centre located at Dawson's campus in downtown Montreal.

Dawson College and Université de Sherbrooke join a network of over 150 Confucius Institutes that work to promote the integration of Chinese language and culture around the world.

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## Douglas College Partners in IMMIGRANT EMPLOYMENT Program

The Skills Connect for Immigrants Program helps skilled immigrants to find jobs in British Columbia that match their skills and experience. The Program helps new immigrants navigate an unfamiliar labour market, overcome language barriers, gain experience in the Canadian workplace, and upgrade their skills if necessary. Service partners in the Program include Douglas College, Camosun College, the DIVERSEcity Community Resources Society, the Association of Service Providers for Employability and Career Training, the Multicultural Helping House Society, and Back in Motion.

Through its Working Solutions for Skilled Immigrants

Program, and one-on-one collaboration with clients to assist them in completing any upgrading and recertification as quickly and easily as possible, Douglas College provides Skills Connect services in sectors such as construction, transportation, energy, and tourism and hospitality. In partnership with Back in Motion, an employment assessment and solutions company, Douglas College was also selected to deliver Skills Connect services for the health sector; services which focus on the 12 health occupations in British Columbia experiencing skill shortages, including registered and licensed practical nurses, laboratory technologists, pharmacists, occu-

pational therapists, physicians, physiotherapists.

Funded by the provincial Ministry of Health, Citizenship and Immigration Canada, and Health Canada's Internationally Educated Health Professionals Initiative, the Skills Connect for Immigrants Program is a key component of *Work BC* - the provincial action plan to address skills shortages. The program connects skilled immigrants with employment in communities throughout British Columbia in sectors where skills shortages exist or are projected.

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## DIPLOMA-BACHELOR'S DEGREE – New Training Models at Collège Édouard-Montpetit in Partnership with Universities

Collège Édouard-Montpetit has signed formal agreements with various universities to offer combined College Diploma (DEC) and Bachelors Degree (BAC) programs in five of its academic streams; developing learning models in conjunction with partners.

For example, in partnership with Université du Québec en Abitibi-Témiscamingue (UQAT), the College offers a harmonized Diploma-Bachelor's qualification which combines a Multimedia Integration Techniques college program with a Bachelor's Degree in Multimedia (major in 3D creation). UQAT grants diploma graduates equivalency for

the minor in multimedia. A similar model of a harmonized college-university qualification is offered through a partnership between the College and Université de Sherbrooke in the area of nursing. The university component is delivered at the Collège, and students can earn their DEC-BAC in just five years.

With the Université du Québec à Trois-Rivières, the College offers two integrated DEC-BAC programs: one combining Accounting and Management Techniques with a Bachelor's Degree in Accounting, and the other combining Store Management Techniques with a Bachelor's Degree in Business Admin-

istration (major in marketing). The College has also signed an agreement with the School of Optometry at Université de Montréal to create a bridging program between the Visual Orthoses Techniques program - optical profile, and the undergraduate Doctorate in Optometry. The School of Optometry reserves 10 percent of spaces for students in the optical profile with a satisfactory college performance rating. These students are granted equivalency for 16 credits in the undergraduate Doctorate. The total length of college and university education is therefore 7.5 years instead of 9 years.

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## Partnering with Fanshawe College - From SEARCH ENGINES to AUTOMOTIVE ENGINES

### Search Engines

Fanshawe College is partnering with two Internet search engine giants to provide a unique experience for its marketing students. As the first educational institution in Canada to partner with Yahoo! Canada, Fanshawe is offering third-year Business Administration Marketing and Marketing Management students the opportunity to work with Yahoo! Canada to run search engine marketing campaigns for a live client. Yahoo! Search Marketing has committed to providing each student with advertising credits to run their campaign.

One of three Canadian colleges to offer the Google Advertising Professionals Program, supported by Google headquarters in California, Fanshawe will prepare Third-year Business Administration Marketing and Marketing Management students to write the Google Advertising Professionals Program exam. As part of the sponsorship, Google is also providing each of the 72 students with vouchers to run a Google AdWords™ campaign for a live client from industry.

Thirty-seven companies from around the world have agreed to partner and participate as live clients in the Search Engine Marketing course including 3M, GoodLife Fitness, Iceculture, Info-Tech Research Group, Raigatta Energy, Museum London, Mostly Digital, Shred Tech, and the Thames Valley District School Board.

### Automotive Engines

Fanshawe and General Motors (GM) have developed a very strong partnership, with the College offering GM Canada's Automotive Service Educational Program (ASEP) to more than 10,000 students over the past 20 years. Courses are based on GM Canada's curriculum, and taught by Fanshawe instructors in Fanshawe's facilities. For GM Canada, the program means a pool of skilled technicians trained on GM-specific technology. For Fanshawe, it means an automotive department stocked with new GM vehicles, tools, and equipment for use by ASEP students, and students in Fanshawe's Motive Power Technology programs.

## UNIVERSITY TRANSFER Partnership Program at Fleming College

An innovative program at Fleming College is preparing students for university life in partnership with Trent University. In a unique partnership agreement between Fleming College and Trent University, the General Arts and Science - University Transfer Program allows students to complete a one-year program at Fleming and then transfer into the second year of a Bachelor of Arts degree at Trent.

Students take four first-year university-level credits in English, Psychology, Sociology, and Philosophy at Fleming, as well as additional courses in Language Composition and Critically Aware Thinking. Students must achieve an overall average of 70 percent, and 65 percent or higher in the four transfer credit courses to be considered for admission into Trent.

The University Transfer program is now in its third year of existence with 85 students currently enrolled. Thirty-five graduates have gone on to attend Trent University and praise the unique program and its faculty. "It prepared me well," said Fleming alumnus and second-year Trent student Tim Lizotte. "I found the (transition) to academic work at Trent very seamless and the Fleming courses helped conceptualize the rigorous courses and high workload here at Trent." Mr. Lizotte is majoring in English and Geography and plans to go on to teachers college. Other graduates have gone on to major in Sociology, Women's Studies, Anthropology, and English.

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## George Brown College leading the way in Partnership for Interprofessional Education in the HEALTH SCIENCES

Interprofessional Education (IPE) is a relatively new approach to moving existing health-care practice toward a working model that is more collaborative – and one that has been generating a considerable amount of buzz lately among health-care educators.

On the forefront of this thinking is George Brown College's Centre for Health Sciences, which has been implementing many new IPE initiatives across all four of its health education schools: Nursing, Health and Wellness, Dental Health and Health Sciences Management.

In addition to putting IPE in practice across its own programs, George Brown is leading in the implementation of IPE across the entire post-secondary spectrum. "If we truly want to look at improving teamwork and collaborative practice in the health-care system, we need to look at addressing IPE in the college [and institute] system and develop stronger ties with university-educated professionals," says George Brown Centre for Health Sciences dean Lorie Shekter-Wolfson.

Even though building relationships with other colleges, institutes and universities is not new, the process of linking schools more systematically around collaborative patient-centred practices is a first for George Brown and the Ontario college and institute system. One recent example is an innovative partnership between the College and St. Michael's Hospital in Toronto, which will see university medical students working alongside students from George Brown in its Community Learning Centre for Healthy Living.

Although its future is still evolving, IPE is on the forefront of addressing the dynamic needs of our health care system. The support and timing for IPE has never been better, and, as dean Shekter-Wolfson puts it, "our Health Sciences students will be ready for the ride."

## Georgian College: CANADIAN AUTOMOTIVE INSTITUTE Expert Partner

Founded in 1985, the Canadian Automotive Institute (CAI) at Georgian College continues its mandate to provide the automotive industry with business professionals capable of taking leadership roles within this challenging environment. The Institute was created by a proactive partnership between the Canadian automotive industry, relevant associations, corporate manufacturers, retailers and aftermarket sectors, and Georgian College.

The CAI is heavily supported by the automotive industry; support which has resulted in provincial approval for Georgian College to offer a Bachelor Degree program in Automotive Management. The CAI proudly boasts a 96 percent graduate placement rate. Each fall, CAI students present the Georgian College Auto Show, North America's largest outdoor auto show and a learning lab giving students hands-on experience with all the major manufacturers. Graduates are prepared for positions in virtually any sector of today's automotive industry.

The automotive parts industry drives the Ontario economy; one in seven jobs is related to the manufacturing of cars and trucks. Georgian's Centre for Automotive Parts Expertise (CAPE) was established in 1999 to produce technologists to fill the need for highly skilled people in the parts industry. By learning in the classroom, labs and through cooperative education with industry partners, students take their experience with industrial-scale equipment, including engineering workstation computers with specialized software, digital lathes and milling machines and industrial robots, straight to the workplace. Graduates are qualified to work in design, robotics, quality assurance, research and development, production/process engineering, environmental management and toolmaking.

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## Grant MacEwan Partners with SAIT Polytechnic to Offer ONLINE MANAGEMENT Studies Diploma

In December 2006, Grant MacEwan College in Edmonton joined forces with SAIT Polytechnic in Calgary to offer their respective Management Studies diploma and Business Administration diploma, with a management major, entirely online.

This partnership was made possible thanks to eCampusAlberta, a consortium of 15 Alberta colleges and technical institutes, which currently offers 26 online programs, ranging from certificates to applied degrees.

"This initiative was fully funded by eCampusAlberta because it was a unique partnership between the two institutions, and management studies

is such a high-demand area," said Elsie Elford, Dean, MacEwan School of Business. "It has allowed our faculties to collaborate on the development of online curriculum, and to share best practices in delivering courses."

Both MacEwan and SAIT have a history of providing business administration studies to campus-based students. By partnering to make the program available online, approximately 200-250 students per term have the opportunity to complete a diploma or certificate without stepping foot on an actual campus.

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## Holland College: ON THE ISLAND University Partnership

Mirroring national trends, an increasing number of Holland College graduates are seeking to continue their formal learning and earn a university degree, and university graduates are enrolling in college to acquire skills for employment. Most often, the University of Prince Edward Island (UPEI) is the first choice of Holland College students looking to transition to university studies. UPEI graduates may look to Holland College to transition to the workplace.

In response, the local college and university have been working together to establish clear pathways for students to pursue their post-secondary goals

on Prince Edward Island. There are currently 18 articulation agreements, including several joint-degree offerings, between the two institutions with a number of additional agreements under development. By combining their strengths, Holland College and UPEI are adding significant value and choice for students considering post-secondary education on the Island. The institutional partnership effort is removing the either/or choice for students who can now enjoy the best of both worlds, offered by the combined college and university educational and Island experience.

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## “Living Food” – Partnership a Key Ingredient in Success of Humber’s CANADIAN CENTRE OF CULINARY ARTS AND SCIENCE

Humber College’s exciting new Canadian Centre of Culinary Arts and Science is much more than simply a cooking school. As one of Humber’s first centres of excellence, it is the latest evolution in the College’s 30-year history as Canada’s foremost culinary education and learning institution. As well as being a champion of academic programming, the Culinary Centre partners closely with governments, industry, corporate leaders, and international institutions to serve

cook apprentices, culinary students, and established professionals in the restaurant, hotel, and food industries.

Located in Toronto, the Canadian Centre of Culinary Arts and Science is a Centre of Excellence like no other in Canada. It hosts the most modern, leading-edge kitchen technology in North America and is the home of world-renowned chefs. The Centre proudly boasts that it has graduated World and Olympic Culinary Champions and shares

its passion for food and learning through its own television series, School of Chef.

The ingredients essential to creating a great chef are the same as those that have gone into making the Canadian Centre of Culinary Arts and Science a global success – a passion for food, a passion to learn, and a passion to provide culinary leadership and partnership.

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## Kwantlen University College and Phoenix Society Create COMMUNITY Partnership

The Phoenix Drug and Alcohol Recovery and Education Society is a not-for-profit society and registered charity that assists people in dealing with drugs, alcohol, and other related behavioural health issues. Kwantlen University College and the Phoenix Drug and Alcohol Recovery and Education Society signed a Memorandum of Understanding that establishes a strategic partnership to develop and deliver a distinct learning and research program at the Phoenix Society and Kwantlen Learning Centre.

“The Phoenix Society is delighted to be working with Kwantlen University College,” said Michael Wilson, Phoenix Society

executive director. “We share a common goal of community and economic development by providing students experiencing barriers and challenges, such as addiction and homelessness, with improved access to community-based education programs, skills training and a pathway to employment that can enable them to participate in their community and the economy.”

The scope of the agreement is to provide program participants with opportunities to develop and enhance their employability and academic skills through social and educational supports that enable them to participate in their community and the economy. Services include:

formal assessment and upgrading of English, Math, and study skills; assistance with general educational development or adult basic education completion; academic upgrading/preparation for entry into further post-secondary education programs, apprenticeship or trades training programs; strengthening career plans and skills development employment benefit applications; and, improving essential skills such as literacy and numeracy in preparation for employment or training.

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## La Cité collégiale - A HIGH SCHOOL ON CAMPUS

An innovation in partnership between secondary and post-secondary education began in September 2003. La Cité collégiale in Ottawa linked up with the local Conseil des écoles catholiques de langue française du Centre-Est [Centre-East Catholic French-Language School Board] to establish a technical and vocational high school on its Ottawa campus. The École professionnelle et technique Minto [Minto Professional and Technical School] provides approximately 100 grade 10, 11 and 12 students with access to modern facilities, state-of-the-art equipment, and high quality programs and services through resource-sharing between the two educational institutions. A large percentage of students from the École professionnelle et technique Minto earn their Ontario Secondary School Diploma (OSSD) and go on to post-secondary studies at La Cité collégiale.

The School is unique in that it responds to diverse learning styles, and is especially geared towards students with technical and vocational interests and aptitudes. Since last September, grade 12 students have been taking a post-secondary course offered at La Cité collégiale to earn college-level credits while also earning credits toward their Ontario Secondary School Diploma. La Cité collégiale is showing leadership in implementing the new Ontario Ministry of Education and Ontario Ministry of Training, Colleges and Universities dual credit recognition program by offering 26 dual credit recognition projects in most teaching areas at the College, including apprenticeship. This forward-looking approach has inspired other innovative projects in partnership with French-language high schools in Eastern Ontario.

For more information on the Minto Professional and Technical School, visit [http://minto.ecolecatholique.ca/fr/English\\_Information\\_s105.html](http://minto.ecolecatholique.ca/fr/English_Information_s105.html)

## Lambton College and PARTNERSHIP AWARDS

Lambton College was presented with the *2007 Award for Outstanding Community/Corporate Partnership* by the Association of Colleges of Applied Arts and Technology of Ontario (now Colleges Ontario). The Award recognized the collaborative partnership between Lambton College, the Steamfitters UA Local 663, the Carpenters LU 1256, the International Brotherhood of Electrical Workers LU 530 and the Sarnia Construction Association in the creation of a Skilled Trades Training Centre in November, 2006. The Centre provides training in carpentry, hairstyling, electrical, and steamfitter apprenticeship programs. It also houses a lab for the College's paramedic program, and provides space for an alternative energy engineering technology lab. Designed to benefit local residents, business and industry, the Centre is also supporting the County's youth retention strategies.

The Yves Landry Foundation was founded in 1998 based on the vision, principles and hopes of the late Yves Landry, Chairman, President and CEO of Chrysler Canada Ltd. from 1990 to 1998. The *2006 Yves Landry Award for Outstanding Innovation in Education* was presented to Lambton College for its three-year Chemical Production Engineering Technology program, three-year Instrumentation and Control Engineering Technology program, and two-year Mechanical Technician-Industrial Maintenance program. Based on industry needs and forecasts, these programs have attracted steadily increasing enrollment, which will result in a highly skilled local workforce able to improve the competitiveness of the Sarnia-Lambton industrial community and meet a forecasted shortage of aging baby boomers in process operations and skilled maintenance and instrumentation trades. Working in true partnership with industry to meet their training needs has bolstered Lambton College's international reputation as a leader in industrial education over the past decade.

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## Langara College a Partner in QUALITY ALLIANCE MARKETING OVERSEAS

The University Quality Alliance (UQA) program is a collaborative marketing strategy that has both direct and far reaching indirect benefits for everyone involved, particularly for the international students it was intended to serve.

The UQA program was created to address two issues: the difficulty that overseas parents and students have in understanding that going to a college instead of a university may be the best choice, and that Canadian education falls under provincial jurisdictions.

Langara College has partnered with five of Canada's top universities in the UQA marketing campaign: the University of British Columbia, Simon Fraser University, the University of Alberta, the University of Saskatchewan, and York University. Member institutions advertise jointly overseas as UQA; the universities actively recruit students for their third and fourth years of studies on Langara campus, and Langara shows overseas parents and students that Langara College study can lead to a variety of university options.

In summer 2007, the College added five Vancouver area school districts to the UQA program. The school districts joined because they can demonstrate to overseas parents and students that they provide a pathway to five of Canada's top universities, either directly or via Langara.

The UQA program offers all the partners a marketing opportunity that cannot be duplicated. This unique partnership has resulted in everyone working together to provide: better services for international students; peace of mind for their parents; and increased applicants and registrations for the institutions. All of us are winners, and Canada's efforts to recruit international students are strengthened.

## Lethbridge College, City, Builder: PARTNERS IN A GREEN HOME

To serve the City of Lethbridge, Alberta in its desire to increase the green factor in SunRidge, the first BuiltGreen subdivision of its kind in Canada, Lethbridge College partnered with the City and Cedar Ridge Quality Homes. The partnership takes the form of a project that will research and construct a green home as a unique learning experience for Lethbridge College students, and for the community.

To educators, the project is a goldmine of student involvement and learning. Students in Engineering Design and Drafting Technologies, Interior Design, and Multimedia will be involved. Other programs may eventually be engaged: Nursing may study toxicity of pollutants; Accounting will determine the "triple-bottom-line" advantages; Computer Information Technology may have a hand in designing "smart" controls for the house; Environmental Science students will be involved in xeriscaping (landscaping without supplemental irrigation) and approaches to water use; Sociology students in General Studies may work on the ethics of environmental responsibility; and Communication Arts has already had a hand in reporting on the initiative.

The city, which becomes the home's owner, has provided an upfront investment which will be recouped when the model home is completed and sold. The sale will require the purchaser to allow the home's energy consumption and livability to be studied for a year.

As the project proceeds, each decision and detail will be made available online, as will the research data gathered after completion. All of the parties involved hope that by sharing the learning, some of the misconceptions surrounding the "building green" phenomenon will be explained.

The partnership project is far more than a classroom opportunity; it may well help determine how homes are built in Lethbridge in the future. By comparing the data collected from the home with information taken from a comparable test home not utilizing green technology, the partners will be able to determine if their decisions were sound.

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# INTERNATIONAL BUSINESS: A Partnership Approach at Cégep Limoilou

Program development knowledge and expertise in the skills-based approach to geomatics has been exported by Cégep de Limoilou to developing or emerging countries, such as Brazil, Tunisia, Senegal and Peru, for the past seven years.

The Cégep's international operations are managed through a partnership with GéoQuébec, a private sector company that groups private firms, educational and research institutions and public authorities involved in geomatics. Of the three main organizational groupings that comprise GéoQuébec, Cégep Limoilou is an integral member of the Emerge group

which includes seven educational and research institutions exporting geomatics knowledge and human resource development.

To complement geomatics projects undertaken by Canadian companies, Cégep Limoilou partners in the delivery of relevant training to enable new technical workers to contribute to the economic and land development of their countries. The main areas of partnership and knowledge transfer include:

- Training in all geomatics disciplines, including: geodesy, land surveying and cadastral operations, basic mapping, thematic mapping, photo interpretation and

remote sensing, photogrammetry, geographic information systems, and applications development.

- Securing of all public and private land rights (surveying, registration, and publication of land rights);
- Protection and sustainable development of resources (water, soils, forests, mines);
- Intervention planning and land development;
- Monitoring of natural phenomena;
- Implementation of a municipal property tax system; and,
- Infrastructure management.

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# Highest Accreditation Given Loyalist College-Brock University NURSING Partnership

Loyalist College and Brock University entered into a partnership to offer a Collaborative Baccalaureate Nursing Program in 2000. The process of collaboration involved building on the strengths, knowledge, and expertise of faculty, staff, and administrative representatives from both institutions. Delivered by both partners, the baccalaureate nursing program allows students to experience two very diverse learning and living environments.

The first group of students was admitted to the program in September, 2001. Graduates have

stated that the experience of clinical practice in two distinct health care systems allowed them to enrich their perspectives of health care delivery, and foster personal and professional growth.

Until September, 2005, all students commenced their studies at Loyalist College and, upon successful completion of the first two years, continued their studies at Brock University. Brock began, in 2005, to offer Years 1 and 2, thereby increasing accessibility to baccalaureate nursing education for students across Ontario and

beyond. In March, 2007, both educational institutions, along with the program itself, were evaluated by the Canadian Association of Schools of Nursing Board of Accreditation. The evaluation involves a very rigorous examination of all aspects of the program, and of each partner institution. In only the seventh year of the life of the Baccalaureate Nursing Program, the Board awarded the program the highest possible seven-year accreditation, which is a testament to excellence in nursing education at both Brock University and Loyalist College.

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## CANADA WORLD YOUTH and Cégep Marie-Victorin

Canada World Youth provides young adults, aged 17-24, with voluntary educational opportunities in international or Canadian locations. Cégep Marie-Victorin has been a key partner of Canada World Youth since 1984; signing a Memorandum of Understanding in 1996 to establish an Adult Education Certificate in Community Development and Intercultural Relations.

This unique certificate provides students with organizational, communication and leadership skills; better understanding of themselves and others; greater social awareness; and stronger critical thinking skills. Students attend courses and participate in preparatory meetings for a three-month cultural immersion and community development experience in a developing country.

To date, 570 Canada World Youth participants from various corners of the world (Canada, Tunisia, Nicaragua, Costa Rica, Brazil, Ukraine, India and Bénin) have earned a certificate. The instructional material, revised each year, is available in English, Spanish, French, and Portuguese, with some sections also available in Ukrainian and Russian.

In 2000, based on the success of the Adult Education Certificate in Community Development and Intercultural Relations, the Cégep Marie-Victorin-Canada World Youth partnership began offering a diploma program in the humanities focusing on international projects to students completing their secondary education.

Together, Canada World Youth and Cégep Marie-Victorin are on the cutting edge of formal and informal education in international voluntary initiatives. Based on the passion and respect of both organizations, this ongoing partnership has led to the emergence of a new teaching approach in which the individual takes prime responsibility for his or her own learning, and obtains official recognition of courses completed to maximize the experience of a lifetime!

## Partnerships Flourish through ARTICULATION Agreements with the Marine Institute

For the Fisheries and Marine Institute of Memorial University of Newfoundland, collaboration has been the cornerstone of the growth of its Bachelor of Technology program. As the first degree of its kind in Canada, when it was introduced in 1997, the Bachelor of Technology program allowed diploma graduates in health science, applied science and engineering technology access to a degree to enhance their business and technology management skills and advance their careers.

Partnerships with other colleges and institutes have been a critical element in the success of the Bachelor of Technology program. In just ten years, 14 Canadian and international colleges, institutes, and universities have signed articulation agreements with the Marine Institute to provide a pathway to the program for their students. As a result, 700 graduates have earned their degree and enrolment has averaged over 500 people per year.

The most recent partnerships flourishing through articulating agreements include those with the Saskatchewan Institute of Applied Science and Technology and John Abbott College. The Marine Institute has also expanded the program internationally, entering into partnerships with the Institute of Technology in Tralee, Ireland and Jilin University-Lambton College, the largest University in China.

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## Mohawk College Partners in COLLABORATIVE NURSING Degree

Mohawk College, in partnership with McMaster University and Conestoga College, offers a four-year Collaborative Nursing Degree. Introduced in 2001, the program has just earned a seven-year accreditation from the Canadian Association of Schools of Nursing.

Seven years is the highest accreditation achievable and reflects the quality of the curriculum and the strength of the faculty in delivering the best of college and university Nursing education.

With a 100 percent graduate employment rate, the program is unique as the first in Ontario to have a fully integrated curriculum for all students at the three sites. There are currently 630 students at the McMaster site, 610 at Mohawk and 430 at Conestoga.

## Nicola Valley Institute of Technology: Tripartite Partnership and COMMUNITY-BASED Education

The Nicola Valley Institute of Technology (NVIT) is an Aboriginal-governed, public post-secondary institution formed as a private institute in 1983 by the Coldwater, Nooaitch, Shackan, Upper Nicola, and Lower Nicola Bands of the Nicola Valley.

NVIT has built various partnerships with Aboriginal communities, colleges and institutes, universities, and organizations. One of the most successful partnership models developed involves a tripartite agreement between a First Nations community, NVIT, and a university. The community initializes the partnership, identifies its needs and contracts with NVIT to deliver the programs required. NVIT ensures that the programs are accredited, transferable and ladderable to the public post-secondary system.

In some instances, a collaborative partnership between various community-based programs has laddered into one degree track. This allows NVIT, the university, and the community to pilot a blended model of instruction using web and video conferencing and on-site learning within the actual communities. Although a more costly method of delivery, this partnership model is being piloted in five community centres, allowing students to remain in their communities and pursue degrees.

NVIT's success in building long-term partnerships in education is the result of an in-depth understanding of the needs and priorities of Aboriginal communities. These partnerships provide mentorship opportunities and assist in building capacity within such communities. Finally, the crucial element for the success of these joint ventures is that these relationships are constructed on the foundation of mutual trust, autonomy, and respect.

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# College of the North Atlantic

## DEPARTMENT OF NATIONAL DEFENSE Partnership

The College of the North Atlantic (CNA) in Newfoundland and Labrador, has always been tightly intertwined with its area communities, so when the Abitibi-Consolidated paper mill in Stephenville closed in December of 2005, it was no surprise that the College was tapped to provide leadership in a major economic diversification project.

Community leaders are strong advocates of the College, and were avid supporters of the pursuit of training for the military as a means of generating new economic activity. Accordingly, a feasibility study and a partnership were initiated with the Department of National Defense (DND).

The Bay St. George campus of CNA in Stephenville, is presently delivering training to 30 soldiers enrolled in Cooking and Vehicle Technician programs, and is providing residence accommodations

to a further 20 students enrolled in Firefighting at Marine Institute's Stephenville Emergency Response Training site. These 50 students were joined in November, 2007 by an additional 20 students who will enroll in CNA's Cooking program.

Concurrent transformation of DND, a major deployment in Afghanistan, and a significant increase in recruitment levels, have imposed some unique demands for the Department. With a strong military heritage at the community level, and enthusiastic commitment at all levels of the College, the present initiative offers DND an opportunity to evaluate alternative service methodologies in a best-case scenario environment.

The transition has been seamless, owing to thorough preparation and a strong partnership between DND and CNA.

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## MINING CLUSTER Partnership: Northern College and the Federated School of Mines

Established in 2006, the Federated School of Mines builds upon the collective expertise, interaction, and collaboration of the Northern Ontario mining sector and six post-secondary institutions – Northern College, Cambrian College, Canadore College, Collège Boréal, Confederation College, Sault College, Contact North, NORCAT and Laurentian University - to support the mining industry cluster and enhance services to the mining, and mining services, sector. In addition to functioning as a “clearing house” for training providers and for those companies and organizations that need specific training for their employees, the School is also a catalyst for the development, in partnership with industry, of new programs to meet labour market needs.

Through this initiative, because of the broad geographic distribution of sites, mining and mining-related education and training will become more accessible

to learners. In addition, priority is given to the use of diverse delivery modes, which enhance access in more remote areas so that each institution's unique areas of expertise can be delivered effectively and efficiently. As part of its mandate, the Federated School of Mines will also take advantage of opportunities to apply the results of research being conducted at partner institutions, thus maintaining a high level of currency and relevance. Furthermore, the Federated School of Mines will be well positioned to expand on the already successful international mining and mining-related training projects undertaken by the member institutions.

Ultimately, the goal of the partnership is to attract people to the North, to strengthen communities through access to education and training, to encourage learners to stay in Northern Ontario and to assist the industry in meeting its educational needs.

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## Northern Alberta Institute of Technology: Multi-level Partnership = Hundreds More APPRENTICES Trained in Alberta

Petro-Canada, Spartan Controls, the provincial and federal governments and the Northern Alberta Institute of Technology (NAIT) partnered recently to build a \$39.6 million training facility at NAIT's Edmonton campus. The facility will increase training capacity for badly needed instrumentation apprentices by more than 60 percent and by 25 percent for millwrights, also in high demand. The new building has about 10,000 square metres of program space, but students' training isn't confined to a classroom or lab. The building's mechanical areas and mechanical distribution systems are visible to everyone to celebrate the work of the trades that NAIT teaches. The showpieces of the instrumentation facility are two large distillation labs that simulate a refinery. The labs are two stories high and surrounded by glass. At night they are illuminated for effect and can be seen from street level.

Major players in the booming Alberta economy, Petro-Canada and Spartan Controls contributed \$2 million and \$3 million in equipment respectively, along with a promise to keep the Facility current for 10 years. The Alberta government contributed close to \$21 million, with additional funding for equipment from Western Economic Diversification Canada, in what can be described as one of the best examples of multi-level collaboration in NAIT's history.

NAIT provides training to 50 percent of trades people in Alberta and 17 percent nationally. NAIT also delivers 36 different apprenticeship programs. "It took leadership and vision to build this centre, to recognize the important role NAIT's growth plays in addressing the skilled labour shortage," says Dr. Shaw, president and CEO of NAIT.

## A CIRCUMPOLAR Partnership: Northlands College and University of the Arctic

Northlands College, University of the Arctic - a cooperative network of colleges, universities and other organizations committed to higher education and research in the North - and the University of Saskatchewan have come together in a unique circumpolar partnership to develop and deliver a Bachelor of Arts degree in Northern Studies. The program has been developed as a degree completion in order to capitalize on past investments in Northern learners who have managed, through a variety of means, to obtain two or more years of university credit. The degree in Northern Studies is designed to be specifically relevant to northern peoples with an emphasis on northern issues and Aboriginal public administration while, at the same time, incorporating a direct linkage to the northern labour market.

The completion degree is an innovative, efficient, and collaborative partnership that has been made possible by advances in technology. Rather than investing in facilities, this initiative brings together best practices in distance education, student support and northern-focused curriculum developed in each of the three institutions. The program is being offered in Northlands College's three northern campuses and commenced in September 2006. Spring of 2008 will see the first North American graduates of the Bachelor of Arts in Northern Studies.

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## Nova Scotia Agricultural College and Dalhousie University: Joint Bio-Environmental Engineering Centre is a Partner for the AGRI-FOOD INDUSTRY

Through a direct partnership agreement with the Resource Stewardship Division of the Nova Scotia Department of Agriculture, Nova Scotia Agricultural College (NSAC) is home to the Bio-Environmental Engineering Centre, known by its acronym BEEC. A research and demonstration site operated jointly by the NSAC Engineering Department and the Dalhousie University Department of Biological Engineering, the BEEC was established in 1992 and is located at AgriTech Park in Bible Hill, just a few kilometres from NSAC. BEEC is a state-of-the-art environmental research and development complex dedicated to working with, and in support of, the Atlantic Canada agri-food industry.

BEEC has evolved into one of the leading adaptive environmental research facilities in all of Canada. Research scientists from NSAC and Dalhousie University, along with several other research agencies, use the resources available at BEEC to support their collective research programs; generating innovation and new knowledge in Canada's essential agri-food sector.

## Nova Scotia Community College Partners with Hundreds of COMMUNITY GROUPS on REACH OUT to Nova Scotia Day

On Wednesday, October 17, 2007, nearly 10,000 students and staff at Nova Scotia Community College (NSCC) Reached Out to Nova Scotia by taking on volunteer projects that respond to the needs of communities across the province.

Reach Out is a one-day, province-wide initiative designed to thank the people of Nova Scotia who have supported the development of NSCC across the province. It is the first initiative of its kind and magnitude within the education sector in Canada.

"Reaching out to others is one of the things we do best at NSCC," says Joan McArthur-Blair, NSCC President.

Leading up to Reach Out to Nova Scotia day, campuses worked with community groups to assess the needs of each area. As a result, 350 volunteer projects were selected in communities across Nova Scotia, including:

- Renovating and cleaning-up at the North Preston Recreation Centre
- Constructing an outdoor stage at the Th'YARC Playhouse
- Building a parade float for Feed Nova Scotia
- Providing a facelift at L'Arche Cape Breton
- Repairing and enhancing the Birchtown Interpretive Centre & Community Park
- Mapping and installing new signage for the 'lost' community of Roxbury
- Renovations and painting at Bridgewater Interchurch Food Bank
- Conducting historic restoration at St. Andrew's Anglican Church in Sydney

In addition, several NSCC sites also invited the public onto campus for free workshops and services, such as a lawnmower maintenance workshop and a wood-burning stove seminar.

"Reach Out is an extension of what we do every single day at NSCC by blending learning, service and work," says Pat Seaward, Reach Out Co-Chair at Waterfront Campus in Dartmouth.

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## Olds College Multi-faceted Partnership Creates RURAL ADVANTAGE

Canada's largest communications company, Bell Canada, is the industry partner at the hub of a state-of-the-art distributed learning facility that will enable Olds College and the Chinook's Edge School Division to better support the educational needs of rural communities through advanced technology. Expected to open in Fall, 2008, the Bell e-Learning Centre will focus on research and developing innovative solutions that enable distributed learning for students and residents throughout the region.

The partnership with Bell, announced in March 2007, supports the vision of the Community Learning Campus (CLC) which is currently under construction in Olds, Alberta. The CLC is an innovative project that represents a ground breaking approach to learning for students in rural Alberta. Integrated with the Olds College campus, the facilities of the CLC—a Core High School, Bell e-Learning Centre, Health & Wellness Facility, and Fine Arts and Multi Media Centre - will provide the physical framework from which to build opportunities for learners.

“As Canada's leader in Information and Communication Technology innovation, this investment reinforces Bell's commitment to Alberta and to our partnership with the Alberta Government in building the SuperNet,” said Charles W. Brown, President, Bell, Western Canada. “In addition, we plan to interconnect the management and operational components of the Bell e-Learning Centre with Bell's 11 Innovation Centres across the country to provide access to the latest Bell-developed research and development solutions. Olds College is the first academic institution in Canada we have connected in this special way.”

## From CORNER GAS to APPRENTICESHIP: Parkland Regional College Partnerships

Parkland Regional College and Job Start Future Skills entered into a partnership with the Kahkewistahaw Gas and Convenience store to provide Essential Skills training to store employees. Kahkewistahaw Gas and Convenience is owned and operated by the Kahkewistahaw Band. It is open seven days a week, 24-hours a day, and employs 24 people—94 percent of whom are First Nations. Using the College's resources and the Essential Skills tools available to provide individualized intervention, participants increased their Essential Skills scores, often by one or two full levels. Employees used actual Petro Canada workplace documents to make the training more relevant. They also received training in everything from e-mail etiquette and customer conflict to handling dangerous chemicals. To build their team, they explored personality styles and problem solving. When the results were in, employees performed better than they expected, and it motivated them to set goals and continue learning.

Another successful partnership involved Parkland Regional College, the Saskatchewan Apprenticeship and Trade Certification Commission, and several local employers. In response to industry demand in the East Central region of the province, the partners collaborated on an ambitious and innovative initiative delivering Apprenticeship-level training for the Industrial Mechanics (Millwright) trade in rural Saskatchewan. Local industry initially partnered in the delivery by providing a core group of 15 apprentices, some of whom would not have engaged in the apprenticeship system if not for the pilot. Industry also supported the program by supplying journeypersons as session instructors, technical expertise and shop equipment, tools and training aides.

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## Portage Partnerships: ABORIGINAL, WOMEN'S'S HEALTH, INDUSTRY...

Portage College serves the northeast region of Alberta, bringing programs and services to the residents of area communities. "Inclusion" is a primary strategic aim; all stakeholders (community groups and members, potential employers in business and industry, and students) are partners in program development and delivery.

Examples include:

- The development and delivery of a unique program called Practical Nurse with Focus on Aboriginal Cultures, which was conceived through the collective efforts of a partnership with health

care and agency representatives of Aboriginal communities in the northeast region.

- Development of a Women's Shelter Crisis Worker Program, in partnership with the Alberta Council of Women's Shelters. The program is now offered on-line across Canada.

- Partnerships with industry members forged within the College's Industry and Resource-based Advisory Committee in the Trades areas of Power Engineering, Steamfitter-Pipefitter, Welding and Carpentry.

- A partnership agreement covering exclusive program delivery

and development for the Cerebral Palsy International Sports and Recreation Association, offered on-line as classifier training for individuals deemed eligible to compete in disabled games, including the Paralympics.

These are just some "sound bite" examples of the numerous partnerships in which Portage College participates; partnerships which all work towards the inclusion of stakeholders in program development and delivery.

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## Red Deer College and Health Region Partner to Change the Face of RURAL HEALTH CARE

One of the most pressing challenges facing the Central Alberta region is how to attract, train, and retain highly qualified health care practitioners in a largely rural area. In 2005, leaders from Red Deer College and the David Thompson Health Region came together to discuss the region's health care challenges. The partners began their collaboration by assessing a broadened definition of health; the delivery of training in rural settings; the promotion of health, wellness, and personal responsibility; and, the potential for interprofessional collaboration.

Bringing together the best of the College's training capabilities and educational programs with the Health Region's reach and infrastructure, the partnership created a

Collaborative Action Plan focused on four key initiatives:

1. Enhancing learning opportunities throughout the region by building on the capacity of the David Thompson Health Region infrastructure to deliver programs outside the Red Deer campus, and by expanding the availability of videoconferencing and Web CT programs;

2. Improving community and practicum opportunities for students in interprofessional team environments;

3. Creating joint appointments that enable collaborative action towards interprofessional team building in both the education and health care sectors; and

4. Increasing organizational leadership capacities through col-

laborative professional development opportunities geared at attracting, developing, and retaining the most highly qualified people working in both organizations.

Positive effects of the partnership are already being realized with the establishment of a joint steering committee and the launch of a Rural Opportunities Working Group focused on envisioning a "desired future state" for the professional development of rural health care workers. The Red Deer College/David Thompson Health Region partnership marries educational expertise with regional networked reach to turn a vision for educational service delivery into a reality.

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## BUS MANUFACTURER Partners with Red River College

Red River College's (RRC) Applied Research and Commercialization program is bringing industry together with trained researchers and students to solve real-world challenges. One of the College's most prominent applied research projects to date was a joint effort with bus manufacturer Motor Coach Industries (MCI) to integrate a modified heavy-duty diesel engine into an existing vehicle in order to meet the Environmental Protection Agency's (EPA) 2007 requirements for reduced NOx and particulate emissions.

Staff and students from RRC's Mechanical Engineering Technology program were involved in engineering, prototyping, testing and certifying the new engine integration in an MCI supplied D4500 prototype coach. Numerous engineering design reviews and third party engine calibration events were also part of the research effort. Following delivery of the prototype coach, in September 2006, all test requirements were met or exceeded. As a result of the success of this project, Motor Coach Industries contracted RRC for a second project focused on technical writing.

## College of the Rockies: MINING Apprenticeship Partnership Program

The Mining Apprenticeship Program (MAP) is a flexible apprenticeship training program developed by the College of the Rockies in Cranbrook, British Columbia. MAP was created to increase the number of apprentices in the Heavy Duty Mechanics, Welding, Electrical and Millwright/Machinist Trades. Prior learning assessments, and linkages with the secondary school system and British Columbia's Industry Training Authority's Accelerated Credit Enrolment in Industry Training program, are involved, in addition to a variety of apprenticeship work experience placements with industry partners and indentures (sponsors).

The advantages of the MAP program are that it increases the supply of journeypersons and skilled workers for industry; provides skilled workers trained at local industry sites; allows regional training opportunities; establishes a cost-effective training model for industry and government; supports the local post-secondary institution and secondary school systems; strengthens industry/post-secondary education and training partnerships; and, increases access to a career in trades for youth and under-represented groups.

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## Partners in Environmental Awareness: Collège de Rosemont and the Québec Association for the Promotion of ENVIRONMENTAL Education

Each year, Collège de Rosemont partners with the Association québécoise pour la promotion de l'éducation relative à l'environnement (Québec Association for the Promotion of Environmental Education [AQPERE]) to offer an education-environment competition for students interested in research and analysis, creativity, innovation, and training in areas of environmental sustainability within the college community.

Established in 1990, AQPERE is a non-profit organization promoting environmental education as a tool for eco-responsibility. Initially reserved for students of Collège de Rosemont, the competition was broadened in scope in 2005 to include all colleges in the province. Over the past three years, more than 30 cégeps have taken part in this event, and approximately 400 students have submitted more than 200 projects, often featuring original ideas and actions for tangible, creative, and innovative measures supporting environmental development and sustainability.

Together, Collège de Rosemont and AQPERE are pursuing their shared goal of full participation by all 65 public and private cégeps in Québec by 2014, the year that ends the United Nations' decade of education in sustainable development.

## Centre de l'entrepreneuriat de l'Université Sainte-Anne (Collège de l'Acadie): a JOINT VENTURE with multiple partners

The Centre de l'entrepreneuriat de l'Université Sainte-Anne (Entrepreneurship Centre of Université Saint-Anne) in Pointe-de-l'Église, Nova Scotia is premised on partnership. The Centre includes:

- a university business development centre (the Centre d'aide en affaires et en entrepreneuriat, or CAAE)
- offices of government agencies working in the business development sector and in the job market
- the university's Administration department, which is responsible for delivering college and university programs.

Employers, future employees and entrepreneurs in the region therefore have a single point of access to a broad range of services, as well as the expertise of many people active in the field of entrepreneurship.

From the first foundation stone laid, the cooperation of the municipal and federal governments has been essential in making this partnership fruitful. The Centre is managed by the Conseil de développement économique de la Nouvelle-Écosse (Nova Scotia Economic Development Council), with resources made available throughout the province.

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## SAIT Polytechnic – A Partner in the GLOBAL EDUCATION NETWORK

SAIT Polytechnic is a founding member and active participant in a unique, collaborative, international partnership known as the Global Education Network (GEN). The GEN involves four colleges on three continents: Box Hill Institute (Melbourne, Australia), SAIT Polytechnic (Calgary), Kirkwood Community College (Cedar Rapids, USA) and the Institute of Technical Education (Singapore). Based on a vision of collaboration and partnership that facilitates institutional relationships, provides innovative international learning opportunities for students, and enables graduates to gain experience and ultimately employment on any continent of the world, GEN's ultimate goal is to involve at least one partner institution on every continent.

The Global Education Network accomplishes its goals in a variety of ways. Student and faculty exchanges between the partner institutions have taken the form of three-week study tours and full semester-long exchanges. The sharing of curriculum and best teaching practices between GEN partner institutions has helped shape and improve program curriculum in a variety of disciplines in all four institutions. In addition, the four GEN institutions are collaborating in the development of an on-line international studies certificate for GEN student participants, a credential which will strengthen our students' résumés and help them in their search for work in a globalized economy.

## Partnerships ON THE MOVE at the Saskatchewan Institute of Applied Science and Technology

### Have training, will travel

SIASST's fleet of three mobile training labs takes trades training to remote and rural areas of Saskatchewan through partnerships with industry, the provincial government, and the training sector. Each of the labs includes a tractor-trailer unit with pop-out sides that transform it into a 1,100-square-foot training facility. Supply units contain training aids, materials and tools, many of which were donated by manufacturers. Each lab can accommodate 12 students and can be used to offer Industrial Mechanics, Welding, Machine Shop, Electrician, Plumbing and Steamfitter/Pipefitter programs. Each lab carries enough fuel to power it for up to 20 weeks.

The first lab, launched in September 2006, spent several months at a uranium mine site in Northern Saskatchewan. Training system partners involved in the initiative include the Saskatchewan Indian Institute of Technologies, the Métis training organization Gabriel Dumont Institute, the Saskatchewan Apprenticeship and Trade Certification Commission and Saskatchewan's regional colleges.

### Inner-city training centres

SIASST is taking an active role in two partnerships that will see inner-city training centres established in Regina and Saskatoon as a way to reach traditionally underserved segments of the population. The projects bring together representatives from the K to 12 sector, the Métis training organization Gabriel Dumont Institute, the Saskatchewan Indian Institute of Technologies, industry and government.

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## HYDROELECTRIC Industry Leader Partners with Sault College for Powerful Learning Experience

When Brookfield Power, a leader in the hydroelectric power industry, recently built a wind farm in the Algoma Region, it wanted to partner with a local leader in training and education in renewable energy. Sault College and Brookfield Power have formed a partnership which offers exciting new opportunities to students studying in a field expected to greatly expand in the future.

Brookfield Power has funded the renovation of existing space within Sault College to create the Brookfield Power Energy Training

Centre - a new, state-of-the-art facility for mechanical training. By housing both an interactive lab space, as well as a classroom facility, students training to work in the area of renewable energy will be able to apply their knowledge directly in the lab.

The second phase of the collaborative partnership between Sault College and Brookfield Power will involve the construction of a fully operational wind turbine on campus that will provide energy to support the student life centre. The tower

will rise 120 feet from the ground, or 150 feet from the ground up to the tip of the blades. Locating the wind turbine in the heart of the campus will give students training in the electrical and mechanical disciplines the opportunity to gain hands-on experience with the maintenance of state-of-the-art wind-energy equipment.

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## Selkirk College Partners in COMMUNITY HEALTH COOPERATIVE

Selkirk College recently established a service- and learning-based community health centre, called the College Community Caring Centre, in collaboration with the Nelson Community First Health Cooperative in Nelson, British Columbia. The College Community Caring Centre houses a variety of traditional and alternative health and human service providers who have agreed to

practice and exchange information under one roof.

The Centre will work closely with members of the Nelson Community First Health Cooperative to provide innovative solutions and practical experiences for patients, as well as nursing students. As members of a healthcare team, the student nurses will participate with their instructor in practicums of up to six

weeks, providing patients with health information, referrals, support, and community outreach services. The Centre will also run health-related campaigns that provide information to the public about topics such as heart disease, understanding the health care system, and managing seniors' health issues.

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## Seneca College: Success in PARTNERSHIP AWARDS

Seneca College recognizes the many ways in which collaborative partnerships have created new educational opportunities, unique methods of addressing community needs, important research initiatives, and better teamwork to ensure greater insight and information in areas that impact the local, national, and global community.

Seneca College's annual Board of Governors' *Success in Partnership Awards* are viewed as an opportunity to thank those whose vision has led to partnerships with Seneca that benefit Canada's economy and open doors to new and exciting ways to work together to achieve greater levels of excellence in diverse areas.

Partnerships with business/industry, community, and educational organizations and individuals have created life changing opportunities for past, present, and future Seneca students. Seneca College has been honoured to celebrate the great work done together with such esteemed partners as Apotex Inc., Charles Coffey, the York Catholic District School Board, The Cement Association of Canada, the National Film Board of Canada, and many others. While the *Success in Partnership Awards* highlight only a few partnerships each year, Seneca, in its 40-year history, has been proud to be involved in thousands of collaborative partnerships that have helped transform the way students succeed.

## Collège Shawinigan: A Coalition against NOSOCOMIAL DISEASES

Acting on research into nosocomial diseases such as C-Difficile, SARS, and HIV, conducted by Alice Guillemette, a member of its nursing faculty, Collège Shawinigan launched a partnership-based training project unique in Québec: the Adult Education Certificate in Hygiene and Health in Sanitary Maintenance.

Staff with Collège Shawinigan's Continuing Education department consulted directors of the Centre de santé et de services sociaux de l'Énergie (Health and Social Services Centre of the Énergie region) to gauge the relevance of a training concept for hygiene and health in sanitary maintenance. Directors of the Centre, and sanitary maintenance officials, enthusiastically supported such an innovative idea; releasing staff to partner with the Collège in building course plans, and teaching theory and practice for some components of the program. Québec's ministère de l'Éducation, du Loisir et du Sport also lauded this collaborative initiative as the only one of its kind in hygiene and health in sanitary maintenance in Québec.

While Collège Shawinigan, in close cooperation with its partners, was instrumental in incorporating the fight against nosocomial diseases into curricula, the battle will be fought on the front lines, where employers can now hire staff with knowledge of nosocomial diseases, contagious situations, and transmission methods in addition to applied skills in the proper use of disinfection products.

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## PRIMOS: Cégep de Sherbrooke Forges Partnership to Ensure SUCCESSION IN HEALTH CARE

To provide the local healthcare sector with sufficient numbers of qualified staff, the innovative Partenariat régional d'intégration de la main-d'œuvre en santé (Regional Healthcare Worker Integration Partnership [PRIMOS]) was jointly launched in 2005 by healthcare and educational institutions in the Eastern Townships. As in other areas of Québec, the healthcare sector in the Eastern Townships faces pressing workforce needs, and staff shortages that will worsen in coming years. The PRIMOS initiative focuses on promoting careers in health care, and on rapidly integrating students into healthcare institutions. In their first year of studies, students enter the workplace through summer jobs and a co-op work-study program. Importantly, PRIMOS also includes retention measures to encourage students to remain in the Eastern Townships after they graduate.

After two years in operation, the results of PRIMOS are conclusive. A total of 247 students, registered in seven healthcare programs at the professional or college level, worked in seven healthcare institutions in the region during the summers of 2006 and 2007. The success of PRIMOS led to the development of a similar project in the industrial sector. The Partenariat régional d'intégration de la main-d'œuvre manufacturière (Regional Manufacturing Sector Integration Partnership [PRIMOM]) is designed to provide qualified recruits for industry, which is now facing shortages of skilled labour in some fields. The project will be incorporated into five relevant technical programs and six professional training programs offered by Cégep de Sherbrooke the start of the fall 2008 session.

To learn more about PRIMOS and PRIMOM and the project partners, visit <http://primos.cegepsherbrooke.qc.ca>.

## Sheridan Institute of Technology and Advanced Learning and the Centre for ADVANCED MANUFACTURING and DESIGN TECHNOLOGIES

The Centre for Advanced Manufacturing and Design Technologies, which opened in the fall of 2005 at Sheridan's Davis Campus in Brampton, Ontario, is the result of a unique tripartite relationship involving Sheridan, municipal and provincial governments, and regional industry. Sheridan's vision for the Centre was rooted in meeting the current and future needs of local manufacturers as a means of stimulating local economic development – a vision which emerged through consultation with the City of Brampton and regional employers. Funding support for the Centre came from the City, industry partners, and the Ontario Ministry of Economic Development and Trade.

The 18,000 square foot facility houses state-of-the-art labs and equipment, which support new post-graduate programs in Integrated Manufacturing, Solid Modeling, and Manufacturing Management, as well as an advanced co-op diploma in Manufacturing Engineering Technology. The Centre aims to address skills gaps in the manufacturing sector by producing graduates who can work capably with the advanced technology and systems being used by manufacturers to increase productivity. These multi-skilled graduates will be able to use their understanding of the interface between technology, processes and people to enhance industry's capacity to innovate and stay ahead of the competition in a global market.

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## A METALLURGY INDUSTRY-Education Partnership with Cégep de Trois-Rivières

Since 2005, Cégep de Trois-Rivières and the Commission scolaire du Chemin-du-Roy (Qualitech Training Centre) have been working closely to develop solutions to the challenges of recruiting qualified faculty to institutions, and staffing or succession issues faced by companies in the metallurgy sector, particularly welding and mechanical-welded fabrication firms.

One solution involves the introduction of a unique bridging program in Québec; an integrated DEP-DEC (Secondary Diploma in Professional Studies-College Diploma) supported by over 50 regional and national companies. This bridging program allows students to earn three diplomas in four years instead of five; a significant time saving for students and for companies who have quicker access to highly skilled graduates qualified for employment in the metallurgy field.

The contribution by partners, and the pooling of expertise by all teachers in this field, has made this solution possible. The first cohort will be admitted in the fall of 2008.

Students will begin their training in the DEP, and simultaneously take DEC courses to promote their integration. Specifically, the training will involve:

- DEP (secondary school diploma in professional studies) in welding assembly (1,800 hours);
- ASP (secondary school diploma in a vocational specialization) in high pressure welding (600 hours);
- DEC (college diploma) in metallurgical engineering technology – with an option in mechanical welding.

## In Tune: Vancouver Community College Partnership Supports Aspiring ABORIGINAL MUSICIANS

Vancouver Community College's School of Music launched one of its most imaginative collaborations in August, 2007. The School combined forces with the Music Section of the Canada Council, the Vancouver-based Arts division of Legacies Now and the Manitoba-based Aboriginal Music Camp, to offer the first Aboriginal Music Lab. This intensive workshop/laboratory provided high level practical training for professional and aspiring Aboriginal artists in a range of advanced, hands-on skills, techniques, and seminars delivered by established artists within the Aboriginal and non-Aboriginal music and media scene.

This unique collaboration recognizes the ever-growing community of highly talented Aboriginal artists, and the need to establish new partnership programs to address training in traditional and contemporary Aboriginal music. The Aboriginal Music Lab attracted participants from British Columbia, Ontario, Québec, Manitoba, Alberta, and the Yukon. Artists ranged from singer-songwriters to blues guitarists, country singers, a classical cellist and an Inuit DJ. Participants attended featured sessions in such areas as Blues and Jazz Performance Skills, DJ Culture, Voice Technique, Song Writing Skills, Culture and Context, Reviving Traditional Music, and Electro-Acoustic Music Skills.

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## A Vanier College - Cégep de Sept-Îles VIRTUAL CLASSROOM Partnership

In September 2006, two Humanities teachers, Sharon Coyle from Cégep de Sept-Îles and Sophie Jacmin from Vanier College, partnered to launch *Team-teaching in the Virtual World*, a project made possible by a grant from the Canada-Québec Infrastructure Program Agreement. During the 2006-07 academic year, two groups of students from each cégep used Internet tools such as DECclic II, Skype, Virtual Window (IChat), and Google's Docs and Spreadsheets, to follow their Knowledge and World Views Humanities curriculum as though they were physically present together in one large classroom.

The virtual partnership between the classrooms allowed students separated by geographic distance to join together in exploring values and beliefs from around the world and ways of communicating that might enhance conflict resolution. The first virtual classroom was such a success that during the autumn 2007 session, students from both cégeps once again grappled "virtually" with such questions as 'How do we know?', 'Can we be sure of anything?', and 'What kind of knowledge do we acquire outside of a classroom?' Technology, the project's best friend, remained itself a hot topic of discussion as students and teachers analyzed its impact on communication and ultimately, the kind of knowledge that technology allows people to access, and the potential it creates for partnership independent of time, space, and distance.

## A Cégep de Victoriaville - CITY Partnership

Two examples illustrate the vitality of the partnerships between Cégep de Victoriaville and its community, government and education associates.

To improve the quality of services delivered to its community and lower costs, Cégep de Victoriaville proposed a partnership with the City of Victoriaville in 2005. The Cégep and the City initially negotiated the lease of space and facilities, such as football and soccer fields, as well as an arena. Based on their respective needs, agreement on equitable cost sharing was reached; agreement which led to partnership in the shared-cost construction of new bleachers on the cégep's fields, as well as the joint development of a grant application for a synthetic surface and a new aquatics centre. Cégep de Victoriaville was so pleased with the outcome that it is now establishing a management company with the City, and the local school board. Creating an exchange of services and staff, this new partnership will ensure modern, profitable structures for public use, while achieving substantial cost savings for the community.

### Faculty Partnership

The second example, a wider-reaching partnership initiated in April, 2007, involves cooperation between Cégep de Victoriaville and Collège communautaire du Nouveau-Brunswick – Campbellton Campus. Facilitated through the Cégep's national furniture and cabinetry school, and approved by the Réseau des Cégeps et des Collèges francophones du Canada, faculty from both institutions are exchanging expertise, and enriching pedagogy to foster students' learning and development. As a key component of the Cégep's Strategic Plan, this type of cooperative partnership is one which the Cégep would like to replicate and explore across the country.

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## Winnipeg Technical College Partnership Provides SECONDARY STUDENTS with Access to College Programs

As Winnipeg Technical College (WTC) approaches its 25<sup>th</sup> anniversary, it continues to meet its unique mission of providing quality career focused, skills based, technical education to both secondary and post-secondary learners to enhance their role as productive and responsible members of society. Through a unique partnership with the Pembina Trails School Division, the College integrates secondary learners into its programs alongside post-secondary students. This provides secondary students with entry-level skills to enter the workforce directly after graduating from high school. It also provides graduates with the increased opportunity of a 'head start' in their careers in Health Care and Human Services, Information and Business Technology, and Skilled Trades.

The partnership allows the Pembina Trails School Division to address the vocational and technical training needs of approximately 350 of their students per year. This is achieved for the same level of funding that would support only three vocational programs within their own school division. Instead, the partnership provides these students with access to more than 20 of the College's programs. The College also benefits by having a consistent number of seats funded by the division on a yearly basis. All findings of this approach to date indicate the success of this partnership. Although some choose to pursue further post-secondary education, graduates seeking employment related to their training at the College enjoy an employment rate of over 88 percent.

## Partnering in the North: Yukon College and Champagne and Aishihik FIRST NATIONS

Yukon College supports many collaborative initiatives and delivers a number of programs that have evolved through partnership. In a northern community with a rich First Nations culture, the Executive Development program (EDP) partners Yukon College and the Champagne and Aishihik First Nations (CAFN). The EDP is a pilot program that trains Champagne and Aishihik First Nations members in management and leadership skills through training delivered onsite and via distance to CAFN members in different communities.

The objectives of the EDP include training and education of existing and future executives in management and leadership; building management and leadership capacity in the implementation of the various land claims, self-government, and devolution agreements; and recognizing participants' learning achievements through university and college accreditation, thereby building the base for the future development of Yukon's corporate capacity strategy in support of First Nations capacity development.

The EDP provides culturally-relevant programming with an on-the-land component. Yukon College and CAFN are working together to focus on increasing competencies in core areas of programming such as communications, financial management and accountability, information management, personnel management, and supervisory training.

Yukon College and Champagne Aishihik First Nations are partners in education; living and learning together in the north. The EDP is a genuine partnership based on a shared interest in building a secure and sustainable future for Yukoners.

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