

Basic Dennison: some study notes (David Schleich)

Community Colleges: Challenge and Opportunity. John Dennison

Since 1985: factors affecting Cdn. Community colleges.

-] Federal gov't CJS strategy [private sector support for training; forcing entrepreneurship in cc's]
-] Public expenditure limitations
-] Technical-vocational/ developmental ed'n low status when compared with academic and professional programs

British Columbia

PVI amalgamated with BCIT

OLA created [melding of KNOW and OLI] (Knowledge Network of the West)

§ Provincial Access Committee, 1988 [Access to Advanced Education and Job Training in British Columbia] ... need to

create 15000 new places in degree programs

-] Open learning systems
-] More programs via OLA/with uni's
-] Colleges allowed to grant associate degrees
-] Council on admissions, credit transfer, and articulation: to facilitate mobility
-] University-colleges [Malaspina, Okanagan, Caribbo]
-] University of Northern British Columbia

Advanced Education Council of B.C. [AECBC]

-] Merger of BC Association of Colleges and the Council of Presidents [no university presence]
-] Access for Equity and Opportunity, 1992 report

Ministry of Advanced Education, Training and Technology:

Partners for the Future, report 1991: new planning framework addressing all elements of the system: unis, ccs, institutes, private sector

-] Emphasized synergy, diversification, excellence, and accountability
-] Focus also on literacy training, First Nations ed'n/training access

Adult and Continuing Education: provided free; issue of relationship among providers [i.e. school boards, colleges, institutes, universities]

* Farris report: 1992 Lifelong Learning for the 21st Century

* Day report: 1992 Continuing Education in British Columbia's Colleges and Institutes. Note shift away from general interest to part-time vocational registration, especially business management, office administration, computer science/data processing.

* Cumming report: 1991 Delivery of ESL Instruction in B.C. Community colleges main providers.

* 1992 Student Outcomes Report [community colleges seen to be achieving their primary goals]

* 1992 Client Survey Project: more supportive of applied than academic programming but almost all required grads to have good communication and organizational skills

* Human Resource Development Project, 1991

Private Post-Secondary Education Act, 1990

] Private colleges registered; by 1995 accreditation process was in place

] NOTE: challenge of planning an integrated system

Skills Now Initiative 1993

o Skills training targeted at high school leavers and adults: linking high schools to workplace; more seats in college/univ.

programs; retraining workers closer to home; moving from welfare to the workforce

College and Institute Act, 1994

§ Formalized independent degree-granting authority of univ-colleges

§ Governance expanded to include reps from student/faculty/support staff; also creation of "education councils" [like Univ.

senates] with statutory AND advisory powers

Alberta

q Focus on rationalization and long-term planning rather than on radical restructuring

q Productive relationship between Department of Advanced Education and institutions: interdependent co-ordination and negotiation

q 1995: Ault. Applied Degrees. Cf. Grant McEwan, Red Deer, Grande Prairie, Mount Royal, NAIT, SAIT, Olds

Saskatchewan

q note: community colleges subject to political priorities of provincial government

q colleges established in early 1970s to respond to local needs: unique brokerage model in which academic and

vocational-technical courses provided under contract with univ's and technical institutes

q Regional College Act 1988, SIAST Act 1987: transformed former local development agencies to "regional colleges":

Saskatoon, Regina, Moose Jaw, Prince Albert merged with technical institutes to become campuses of SIAST

q 7 enlarged rural regional colleges, consolidated Northern College [Northlands], interprovincial institution [Lakeland]; Gabriel

Dumont Institute [Metis]; Saskatchewan Indian Community College/Saskatchewan Indian Federated College [affiliated with Univ. of Regina].

q College governance still via provincially appointed boards

q New distance education facility: SCAN [Saskatchewan Communications Network]

Manitoba

4 Prior to 1993 no boards of governors

4 Bill 49, 1993 [Colleges and Consequential Amendments Act] set up boards for the three colleges - to enhance response to local community need; local boards also responsible for their own labour relations
4 1988: student allowance policies rationalized in order to provide all "Access Initiative" participants with equal access to all educational programs at all institutions
4 Red River College, Assiniboine Community College, Keewatin
4 Roblin Report, 1993: more funding for colleges; bridging gap between colleges and universities; concern re: first nations access and limited participation of high-school graduates in college programs; regional focus for colleges.

Ontario

4 Large, centralized [thus, powerful stakeholder groups]
4 Roles of CoR, OPSEU, ACAATO
4 Separate identity from the universities
4 Disruptive labour relations in Ontario [strikes -faculty 1984, 1989; support staff 1977]
4 Skolnik Report, 1986: study of instructional assignment [Survival or Excellence]. Reported on declining morale; suggestions for improving faculty role in decision-making and to increase sense of professionalism. Workload formula changes; Skolnik advised against province-wide formula.
4 Pitman Report, 1986: focus on governing structures. Prevalent view that colleges following "industrial model". Pitman stressed need for a revitalized educational role for the colleges. Recommended creation of ACADEMIC COUNCIL in each college which would address all matters of academic policy and planning. Internal and external members on BoGs. CoR to be replaced by Citizens' Council; calls for improved personal communication between ministry personnel and the college community.
4 Gamdz Report, 1987. Study of CAAT collective bargaining process. 38 recommendations [e.g. CERA to replace CoR as the agent for management; sessionals and part-time to be in bargaining unit; question of central-vs-de-centralized bargaining [compromise to "two tier" bargaining options].
4 Vision 2000. CoR initiative under Charles Pascal. Focus on CAAT reform and relationships between CAATs and provincial economy, community, high schools, universities, and private sector. 40 recommendations (e.g. gen. Ed. Additions, system-wide standards on outcomes, program accreditation, degree completion in selected areas of advanced training; reform of funding formula, etc.)
4 1990: La Cite Collegiale [impacted Algonquin]
4 1993: College des Grands Lacs, Boreal
4 CSAC, PLA (Johnson, 1992).
4 OTAB [Ontario Training and Adjustment Board]; reps from key labour force partners, employer and union organizations, trainers and educators, women, people with disabilities, racial minorities, aboriginal peoples. OTAB focus to shift responsibility

for employment training from the provincial gov't to a partnership comprised of those groups having a major stake in the training. ACAATO response designated CAATs as cornerstone; thus CAATs were to be full partners in setting training policy.

Note, though, college rep replaced by university rep.

4 Focus on restructuring since early 1990s

4 Pitman, No Dead Ends, 1993: college-university transfer/relations focus. Suggested creation of OIAT [Ontario Institute of Advanced Training]