



# **From Impossibility to Reality**

**Documenting the History of CAFCE in Canada**

**Andrew Crichton  
Formerly Co-operative Education Co-ordinator  
Memorial University of Newfoundland**

**March 2009**



## Preface

When I began documenting the history of the Canadian Association for Co-operative Education (CAFCE), I did not realize the extent to which CAFCE and its membership had achieved such an extended reach in furthering the development of co-operative education, not only in Canada, but internationally. CAFCE has thrived, stumbled, survived and thrived again through turbulent times, not only for the Canadian economy in general but, more specifically, for the Canadian post secondary educational system. In spite of fluctuating and often unpredictable budgets from governments and institutions, CAFCE has always emerged intact.

One of the most rewarding experiences of this work has been to reconnect and renew friendships with the many professional colleagues with whom I have worked over the years; another has been to meet many new and younger colleagues from coast to coast, who have successively taken over the banner of leadership to raise the bar in furthering co-operative education excellence. It has been inspirational to learn of the many contributions they have made and continue to make with a head office infrastructure comprising of only one staff person. It has been remarkable to learn that, at any particular time, in an organisation of some 450 members, as many as 100 are actively involved, voluntarily, either on the Board, in national sub committees or in the work of the regional groups across Canada.

This article has attempted to document these contributions over 35 years and to give credit to those responsible. However, at the conclusion of this work, it is my feeling that I have been able to do little more than scratch the surface and provide only a small sampling of activities and accomplishments. Indeed, there is a great deal more to this story. Of particular significance has been the lack of official documentation of CAFCE activity prior to the mid 1990s. This was a time of considerable turbulence within CAFCE which was coping with withdrawal of federal funding programs, formation and dissolution of the Canadian Centre for Co-operative Education, office relocations and downsizing. In early 2001, Carol Cox, CAFCE's Office Manager, packed and relocated the office to its present address on Yonge Street. At that time, she discovered that there were no historical records including board meeting minutes and reports among material which had been moved in 1994 from a previous address on King Street West.

Because of this lack of documentation with CAFCE's early history, Carol was insistent that the Board commission the writing of a CAFCE history and in CAFCE's 2006 strategic plan this was listed as an action item. Hence, a great deal of credit for this work must go to Carol and her persistence. Not only has Carol provided information and support, but she has engaged in discussions and offered valuable information and opinion. Carol has performed above and beyond the call of duty on so many occasions for so many people; CAFCE is indeed fortunate to be the beneficiary of her dedication and commitment. I have been assisted in this work by many across Canada who have related their experiences and provided information. I am extremely grateful to them. I regret that it has not been possible to include all of the material which I have received. I wish to thank the CAFCE Boards of Directors for 2006/2007 and 2007/2008, and specifically Board Presidents Linda Hart and Stefan Kerry who have been diligently piloting me through from the beginning of this work in the summer of 2007.

Andrew Crichton  
St. John's, Newfoundland and Labrador  
March 4 2009

# Contents

	Page
Preface	
<b>1. Early Beginnings, 1957-1973</b>	<b>1</b>
<b>2. CAFCE is Born: 1973 – 1979</b>	<b>4</b>
2.1    CAFCE’s Founding Meeting	4
2.2    CAFCE’s First Year of Operation	5
2.3    The Shaping of CAFCE – The Formative Years	6
2.4    CAFCE as a Lobby Organization - Building the Road to Ottawa	7
2.5    The Co-operative Education Council of Canada (CECOC)	8
2.6    The “Leading Light” Award	10
<b>3. The 1980s – Decade of Uncertainty</b>	<b>11</b>
3.1    “The Twilight War” - Environmental Backdrop to the 1980s	11
3.2    Employment Opportunities in the 80s – the Dodge Task Force	12
3.3    Job Entry and the National Office	13
3.4    The Three -Year \$300,000 Program	13
3.5    “To Freebie or Not to Freebie? That is the Question”	15
3.6    The Influence of CECOC on Funding and Quality	16
3.7    CAFCE Archives	16
3.8    CAFCE Logo Revisited	17
3.9    CAFCE on the International Stage	17
3.10   The Research Plunge	18
3.11   The Albert S. Barber Award	20
3.12   Sunset on the 1980s	21
<b>4. The 1990s - CAFCE in Turbulent Years</b>	<b>22</b>
4.1    Sunrise on the 1990s	22
4.2    Shaping the National Office - an Entrepreneurial Initiative	23
4.3    CAFCE, CCWEAC and the Canadian Centre for Co-operative Education	24
4.4    Dr. Graham R. Branton	26
4.5    CAFCE Regional Groups	27
4.6    The Role of CAFCE Conferences in Regional Development	29
4.7    “Co-op Education” - Canada’s Co-operative Education Publication	30
4.8    National Co-operative Education Week – “Education Today for Excellence Tomorrow”	31
4.9    International Co-op Exchange Programs in Canada	32
4.10   Retirements - the End of an Era	33
<b>5. CAFCE in the New Millennium</b>	<b>34</b>
5.1    Transition of a Thousand Years	34
5.11   Balance or Bust	34
5.12   We Are Still Here – and Here to Stay!	35
5.2    Accreditation Revisited	36
5.3    International Co-op in the New Millennium	38
5.31   CEIA-CAFCE Visa Project	39

5.32	The Canada UK Exchange Agreement	39
5.33	Globalisation Marches On!	40
5.4	Promoting CAFCE Through the National Media	42
5.5	The Co-operative Education Manual	42
5.6	Research, Research and More Research!	43
5.61	The Research Rebirth	43
5.62	The Research Recognition and Incentive Grant	44
5.63	Statistics, Damned Lies and Statistics	44
5.7	Recognising Excellence and Achievement	45
5.71	The Co-op Student of the Year Award	45
5.72	The Emery-Default Award	46
5.73	Volunteer Recognition Award	46
5.8	Strategic Planning in CAFCE	47
5.9	Reflections on the Past; Thoughts for the Future	48

### ***Appendices***

A.	CAFCE Presidents	50
B.	Recipients of the Albert S. Barber Award	51
C.	Dr. Graham Branton Research Award Recipients	52
D.	CAFCE Strategic Plan 2007	53
E.	CAFCE Service Awards	54

# 1. Early Beginnings, 1957-1973

This is the story of the Canadian Association for Co-operative Education (CAFCE)/Association Canadienne de l'Enseignement Cooperatif (ACDEC). CAFCE was formed on September 26, 1973 when 29<sup>1</sup> representatives of 15 post secondary institutions from across Canada met at McMaster University and Mohawk College in Hamilton, Ontario<sup>2</sup>, formally adopting a constitution and electing a board of directors. However, to fully appreciate the role of CAFCE and the context within which it was formed, we need to step back a few years to 1957, arguably the most significant year in the history of co-operative education in Canada.

In the late 1950s, Canada was riding the wave of a technological revolution. The community of Kitchener-Waterloo, Ontario was in the midst of it, experiencing unprecedented growth and quickly becoming what some described as “Silicon Valley North”. Industry and business leaders were predicting chronic shortages of engineering skills in the years ahead which, if not addressed, could have a serious impact on Canada’s ability to compete internationally, thereby impairing the nation’s economic well being in relation to its Western counterparts.

In response to this challenge, business leaders of the Kitchener-Waterloo area, together with educational administrators and faculty from two small liberal arts colleges, developed a vision of establishing a new university based upon the co-operative education concept. Many of the business leaders had strong connections with the United States, where co-operative education programs had been operating since the early 1900s, and with the UK which had well established “sandwich” programs with similarities to the co-operative education concept.

While the Waterloo initiative had strong local community support, it was not without controversy amongst the academic community and even within a broad base of Canada’s engineering profession. The initiative was shunned by representatives of established engineering schools who came to visit Waterloo, not to praise the initiative and discover more about it, but to criticise the effort, claiming that co-operative education would weaken the academic program and the economy could not support it.<sup>3</sup>

It was in this climate that the University of Waterloo was born. In the fall of 1957 the new university saw its first 74 students registered, not only as the first students at the new university, but the first students to enrol in a co-operative education program in Canada.

Despite the sceptics, the Waterloo initiative was considered, not only by its initiators, but by its students and by industry across Canada, as a resounding success. Within 10 years, Waterloo’s total student enrolment had expanded to 8,500 full time students with over 50% of the total undergraduate enrolment being in co-operative programs,<sup>4</sup> not only in engineering, but in applied physics, applied chemistry, psychology, physical recreation, and mathematics.<sup>5</sup> Others were quick to follow suit with the University of Sherbrooke initiating mandatory engineering and MBA co-op programs in 1966. Memorial University of Newfoundland followed two years later in 1968 with its first undergraduate degree program in Engineering, also on a mandatory basis, hiring as its first engineering faculty dean, Dr. Angus Bruneau, a former Waterloo engineering

---

<sup>1</sup> McCallum, Bruce A., Wilson, James C. (1988). *They Said it Wouldn't Work (A History of Co-operative Education in Canada)*, Journal of Co-operative Education, XXIV, 61-67

<sup>2</sup> The actual number present is unclear; the April, 1974 Issue of CAFCE News states the number as 35.

<sup>3</sup> McCallum (1988)

<sup>4</sup> Barber, A.S. (1968). *The Story of Co-operative Education in Canada*, Journal of Co-operative Education, V, 1-7

<sup>5</sup> Wright, Douglas T. (1968). *The Future for Co-operative Education*, Journal of Co-operative Education, IV, 7-12

professor.<sup>6</sup> In 1969, the first co-operative education program west of Ontario was established in Saskatchewan at the University of Regina.

Community Colleges were also attracted to the co-operative education model with Georgian College of Barrie Ontario taking the lead introducing its first program in 1968. Georgian was quickly followed by two of Ontario's largest community colleges, Mohawk College of Hamilton and Fanshawe College of London, both launching programs in 1969.

A detailed and inspirational account of the Waterloo story can be found in "Out of the Shadow of Orthodoxy; Waterloo@50", by Kenneth McLaughlin<sup>7</sup>. Published in 2007 in celebration of the 50<sup>th</sup> anniversary of the University of Waterloo, this impressive volume provides a compelling narrative of the challenges faced by those who had an unconventional idea and who persisted and succeeded, against the odds. McLaughlin's work may be described as "landmark" because it typifies the challenges faced by many co-operative education practitioners and managers who are, and have been over the years, involved in launching and operating co-operative education programs in an academic environment. While the pay off for students, employers, faculty, institutions, and society as a whole can be considerable, it is a marriage that needs continuous attention and nurturing within the institutional environment to succeed and thrive.

While the nine years between Waterloo's start and the implementation of co-operative education at another institution may have seemed like a long time, in the realm of academia it must be considered not unusual. A few years were needed to see if the Waterloo initiative would succeed. Once that assessment was made, and the decision made to proceed, plans for any new programs had to be developed and processed through institutional hierarchies. For those who have worked in such institutions, they will not find this time frame surprising.

Following the implementation of these early programs, the concept began to gather steam and thus, by 1979, 22 years after the Waterloo launch, Canada had 50 co-op programs in 12 institutions with a total post secondary enrolment of 26,000 students<sup>8</sup>.

As the co-operative education concept spread, there was much consultation and communication among institutions, particularly with the University of Waterloo. All who were interested visited to make their own assessment as to whether it was appropriate for their institution and to determine how they might best proceed. A close relationship developed particularly between Memorial University, the University of Sherbrooke and the University of Waterloo. For example, Albert (Bert) Barber, then Director of Co-ordination and Placement at Waterloo, was retained by Memorial University to advise on the implementation of an undergraduate B.Comm co-op program resulting in Memorial being the first university in Canada to introduce a mandatory undergraduate business co-operative education program in 1973.

It was during this period, when co-operative education was beginning to catch on amongst educators, industry and business partners and governments, that the seeds of CAFCE were sewn. For some time, Bert Barber, Peter Young, Director of Co-ordination, Memorial University of Newfoundland, together with Gilles Joncas, Directeur, Service de la Coordination, Université de Sherbrooke, had been discussing the idea of forming a national association<sup>9</sup>. Its purpose would be to serve as a forum in which educators could unite to assist one another, foster high quality

---

<sup>6</sup> Barber, 1-7

<sup>7</sup> McLaughlin, K. (2007). *Out of the Shadow of Orthodoxy; Waterloo@50*

<sup>8</sup> Blake, Ivan, Ed. *CAFCE Year Book and Directory* 1986, Toronto, 1986

<sup>9</sup> Peter V. Young, (Personal Communication, November 27, 2007)

education and develop a uniform approach to better serve employers<sup>10</sup>. They agreed to meet, and share their thoughts with other co-operative education practitioners from their institutions.

This meeting took place at the University of Waterloo in September 1972 with a total of 13 participants. It is the author's recollection that, having joined the Memorial University Division of Co-ordination in February of that year, Peter Young decided all three of the co-operative education co-ordinators at Memorial should attend as part of their professional development. Thus, the entire professional component of the Division, together with the Chairman of Memorial's Industrial Advisory Council, The Honourable Roy Legge (a former minister in the cabinet of Joseph R. Smallwood and now a vice president of the Churchill Falls Labrador Corporation), took flight for Waterloo. While Peter Young was known to hold the University of Waterloo and its accomplishments in very high esteem, in briefing his co-ordinators on what they should expect to derive from the meetings, he suggested that they should not only learn something about co-operative education practice, but they should also focus on the possibility of learning "just as much about how you should not do things as opposed to how you should do things". Indeed, it is fair to say that variations in the "Waterloo Model", particularly in management structure and in some aspects of co-ordinator practice, were appropriate in best meeting the needs of particular institutions and markets.

The two day "get-together" focused on professional development presentations by participants, as well as on the idea of forming an association. The outcome was that Peter Young and Gilles Joncas agreed to draft a constitution and by-laws for a national association with the goal of having it adopted one year later.

Any account of the early days of co-operative education is incomplete without a short note about the contribution of Bert Barber. The following is an adaptation of his biography as downloaded from the University of Waterloo Library website:



Albert S. Barber  
Source: University of Waterloo Library

"Bert became known as the "father of Co-operative Education in Canada". He was a university official with vision who maintained a close personal connection with his students. He came to the Waterloo College of Associate Faculties after spending more than twenty years as a manager at General Motors of Canada and Union Carbide of Canada. After attending the University of Toronto, he obtained a degree in industrial engineering from the General Motors Institute of Technology in Flint, Michigan. The Institute, being organised on a co-operative basis, is where he obtained his introduction to co-operative education. For his work developing co-operative education in Canada, he received many prestigious awards including the Canadian Centennial Medal, a citizenship award from the Association of Professional Engineers of Ontario and honorary degrees from both the University of Waterloo and Memorial University of Newfoundland. Bert was instrumental in the founding of CAFCE which, in 1983, initiated the Albert S. Barber Award, sponsored by the University of Waterloo and awarded annually in recognition of the recipient's outstanding contributions to the advancement of the philosophy and practice of co-operative education in Canada. Bert Barber died in 1992 but his legacy lives on"<sup>11</sup>.

---

<sup>10</sup> LeBold, Toni; Pullin, Richard; Wilson, James; (1990). *Cooperative Education in Canada*, Journal of Co-operative Education, XXVI, 7-13

<sup>11</sup> Notes on Bert Barber, [http://www.wpl.ca/site/waterloo\\_150/waterloo\\_150\\_barber\\_albert.asp](http://www.wpl.ca/site/waterloo_150/waterloo_150_barber_albert.asp), retrieved February 1, 2008

## 2. CAFCE is Born: 1973 – 1979

### 2.1 CAFCE's Founding Meeting

CAFCE's founding meeting was hosted by Gordon Partridge, Division of Educational Services, Mohawk College of Applied Arts and Technology and Bob MacLean, Co-operative Education Co-ordinator of the McMaster University MBA Co-op Program in Hamilton on Tuesday, September 26, 1973. One participant recalls that it was a spirited event focusing on "commonalities, war stories and the bar". However, he was impressed with the high calibre of the 29 people present and could tell that the association would be a success.

For an association's first meeting, recognising that it would likely be a full year before those present might be able to meet again as a group, a considerable amount was accomplished. The activities of the founding meeting are particularly significant since they were instrumental in shaping the nature and character of CAFCE for years to come and should provide an insightful comparison of CAFCE today with when it first started.

A constitution was adopted identifying the objectives of the association as being to:

- (a) Broaden the interpretation and understanding of the significance and value of co-operative education.
- (b) Strengthen the function of co-operative education through active interchange of ideas and experience amongst educators, employers and students.
- (c) Provide a source of information about co-operative education to counsellors, teachers, and administrators in secondary education.
- (d) Extend co-operative education participation to more colleges and universities, more students and more employers.<sup>12</sup>

Giving balanced representation to universities and colleges and to the geographical spread of co-operative education in Canada, members of the first executive elected were:

Gilles Joncas, University of Sherbrooke - President

Gordon Partridge, Mohawk College of Applied Arts and Technology - Vice President

Gordon Lancaster, Fanshawe College - Treasurer

Andrew Crichton, Memorial University - Secretary and News Letter Editor

An annual membership fee was set at \$5.00 for both full and associate members. Full membership was open to any person earning their living in a university or college having a co-operative education program in operation. Associate membership (non-voting) was open to persons from universities or colleges which were considering establishing a co-operative education program.

Ken Brown of Mohawk, Bob MacLean of McMaster and Ed Webking of the University of Lethbridge comprised the Constitution Committee whose job it was to review the constitution adopted and recommend changes at the first Annual Meeting that they considered appropriate in light of the experience of the first few months of operation.

To ensure that enthusiasm remained, Ray Weiser, Director of Co-operative Education and Career Services at the University of Waterloo offered to host the association's first annual meeting and

---

<sup>12</sup> CAFCE News, April 1974

conference at the University of Waterloo. Weiser was then asked to join the executive as program chairman, a tradition that remained with CAFCE for some years.

## **2.2 CAFCE's First Year of Operation**

In CAFCE's early days, there was no executive director, office manager or email. Fax machines had not been invented. Long distance telephone charges were expensive and there was no direct dial. To make such a call, one had to call the telephone company's long distance operator and state the desired number over the phone. Calls were either "station-to-station" which meant that you would speak to anyone who answered the phone on the other end, or "person-to-person", a more expensive call, which meant that the operator would look for the person with whom you wanted to speak and if that person could not be found, you were not charged for the call. In most organisations, permission from a senior manager or director was often required before making a long distance call.

Nevertheless, milestones were reached and goals accomplished. The principal means of communication with members became CAFCE News, a four page tabloid scheduled for publication twice per year. This document was printed through the facilities of Memorial University and mailed to members with Peter Young, Memorial's Co-op Director, skillfully managing to bury the cost under some obscure budget line. This was typical of the in-kind support CAFCE received from member institutions that enabled CAFCE to thrive on its modest first year cash flow.

The new executive was quick to acknowledge one person without whose efforts CAFCE would not likely exist. Dr. A.S. (Bert) Barber, who at the point of retirement, was designated Charter Member No.1.

The new executives held two meetings during the first year, one in Montreal and the other in Toronto. Early on, it was recognised that, if CAFCE was to function effectively, those on the executive from the more "far-flung" parts of the country had to arrange student work terms with organisations within the Toronto-Ottawa-Montreal corridor. While institutions were supportive of CAFCE, providing much "in-kind" support, they were generally not receptive to the cost of travel specifically to attend CAFCE events. Thus arranging travel to meetings to coincide with work term monitoring activity became an important factor in the planning process.

Much of the first year was dedicated to defining what CAFCE was and the role it should play in serving the members. Even though it had been decided to hold an annual conference, the executive felt that, to be meaningful to members, CAFCE had to provide more return for the \$5.00 membership fee! Hence, the following areas of activity were considered:

1. The collection and dissemination of publicity material amongst members from institutions represented in the Association.
2. The consolidation of such information and its publication on behalf of the association. Gordon Partridge took a leadership role and thus the CAFCE Directory was born.
3. The publication, in the name of the association, of information relating to career guidance and the counselling of employers with respect to work term employment.
4. The Association as a pressure group relating to government the needs of co-operative programs with respect to education policy formulated by governments.
5. National salary surveys.
6. Continuous evaluation of the common denominators of co-operative programs.

The area that seemed to surface most prominently in executive discussions was the role of CAFCE in government liaison. Did CAFCE have a role on behalf of its members in promoting

the concept of co-operative education? Could CAFCE exert influence in the formulation of employment policy? What role should CAFCE fulfil with respect to relations with provincial governments? Again, the foundation was laid for the development and actions of CAFCE that would prove to have profound effects on the association in the years to come and, indeed, on the future growth and development of co-operative education in Canada.

One of the first tasks of any new association is the development of an identity as demonstrated by its logo. This became the job of Memorial University's graphic artist who produced a logo that was distinctive and remains today as the principal item in CAFCE's "brand recognition".



Gordon Lancaster's principal task as Treasurer was as custodian of CAFCE's funds. Close to the year end, by August 1974, he was able to report in CAFCE News that CAFCE had a positive bank balance of \$225.00 after having spent \$243.00 on stationary and supplies. He also reported that he had undertaken additional research on behalf of those who had hoped to get income tax relief on their \$5.00 membership fee and reported that Revenue Canada (now CRA) regretted to inform him that CAFCE membership dues were "not necessary to maintain professional status as recognised by statute" and that "CAFCE is not a professional organization within the meaning of the Income Tax Act".<sup>13</sup>

The culmination of the first year of operation was the first annual conference at the University of Waterloo. This turned out to be a gala event and a fitting tribute to the CAFCE pioneers of that first year and to Ray Weiser as Program Chair. To enable future comparisons, after the official opening by CAFCE President Gilles Joncas and University of Waterloo President, Dr. B.C. Matthews, some of the discussion topics of the First Annual Conference were:

- "Determining the Current Status and Prospects for Co-operative Education in Canada" – G. Lancaster
- "What is the Purpose of this Association?" – A. Crichton
- "Should there be Common Denominators in Co-operative Education?" – B. McCallum, E. Webking, P. Young
- "A Comparison Between Optional and Mandatory Co-op Programs" – R. MacLean
- "The Characteristics of a Co-ordinator and a Co-ordinator's Professional Development" – J. Wilson
- "How Well Does Co-op Meet Student Expectations?" – G. Partridge
- "Reasons for Establishing Co-op Programs" – G. Partridge

### **2.3 The Shaping of CAFCE – The Formative Years**

At the 1974 first Annual Meeting, Gordon Partridge succeeded Gilles Joncas as President and served for two terms, 1974-1975 and 1975-1976. CAFCE had quickly found its niche as a communications link, particularly for those considering establishing co-operative programs. The executive reported on enquires about starting co-operative education programs from across the country, including British Columbia Institute of Technology and York University.

During the mid 1970s, Canada was experiencing a substantial economic downturn which was placing considerable strain on co-operative education resources in institutions. Partridge, through CAFCE News, provided much commentary on the state of the economy and how it was impacting co-operative programs. This became a valuable planning tool for institutions. However, enthusiasm for CAFCE and its role in the development of co-operative education was evidenced

---

<sup>13</sup> CAFCE News, August 1974

by a small executive with a strong committee structure. Even in the face of challenges “at home” brought on by a weak economy, many were willing to serve.

Functioning committees included:

- Committee on Co-operative Education Practices – Roy Rogers, University of Saskatchewan; Gordon Lancaster, Fanshawe College
- Professional Development Committee – Peter Young, Memorial University; Ed Webking, University of Lethbridge
- Publicity Committee – Bernie Ladoucier, Fanshawe College; Dave Copp, University of Waterloo; Dennis Walker, Mohawk College

While each of these committees demonstrated a high level of activity, of particular significance was the Professional Development Committee which had been asked to analyse needs for training and development amongst co-operative education professionals. This committee proposed the following criteria when hiring co-ordinators:

1. Professional and Academic credibility – coordinators must have sufficient professional background and academic stature to command the respect of academic faculty;
2. Employer respect – must demonstrate proven success in some field of endeavour in the “outside world” to have credibility when promoting co-operative education to employers;
3. Student respect – must be able to relate to students as both a professional and personal counsellor; must be a sensitive person and demonstrate an interest in working with young people;
4. Must have the ability to work hard, long hours, with disrupted family life, thus requiring strong family support in the job.<sup>14</sup>

Correspondents with CAFCE News also reported on their own co-op programs which proved a valuable tool for the comparison of practices and formed a strong basis for what was eventually to become accreditation criteria. For example, Bruce McCallum reported that co-operative education as practiced at Waterloo required that:

- Work terms and work reports must form part of the degree requirement.
- A co-operative education program should include work terms equal to or greater than half the number of academic semesters in the program.
- Work terms must be evaluated and graded.
- Work reports must be an integral component of the work terms and must also be evaluated and graded.
- All work terms must be completed before the final academic term.
- Co-op qualifications are in addition to normal academic requirements and do not replace them.<sup>15</sup>

## **2.4 CAFCE as a Lobby Organization - Building the Road to Ottawa**

CAFCE activities began to expand on several fronts. In December 1977, President Gordon Lancaster led the executive to Ottawa for meetings with Les Voisey, Director General of Client Services with Employment and Immigration Canada (now Service Canada) and his staff. With the funding of co-operative education programs being a topic of discussion since the inception of CAFCE, it was felt that opening dialogue at this policy level was a critical initiative, not so much

---

<sup>14</sup> CAFCE News, June 1976

<sup>15</sup> Ibid

in seeking funding support for co-operative education programs but to express concern that, should such funding be forthcoming, it should avoid the pitfall of federal funding for co-operative education programs in the USA. This was the beginning of a relationship between CAFCE and the Federal Government which was to have a profound impact on CAFCE and indeed, on co-operative education across Canada, for almost the next 20 years.

One of the key issues for debate then, and still is to this day, was the source of funds to start new programs and, once started, the source of funds to sustain them. The concern of the CAFCE executive related to the effect such external funding would have on program quality. For several years, such a program had been in existence in the U.S.A. where it was clearly evident that the availability of such funds had provided an incentive to apply for the funds, simply because of their existence and not because of any sincere motivation to implement co-operative education. This resulted in the establishment of a large number of so called co-operative education programs that closed down once the funding expired.

The CAFCE executive firmly believed that the initiation of any co-operative education program should have, as a fundamental ingredient, strong, tangible institutional support from senior institutional administrators and academic faculty. Regardless of how much external funding might be available, programs without this support would be short lived. Further, another danger was the reputation co-operative education would acquire amongst the employer community should the employment market become saturated with unsustainable programs of questionable quality.

## **2.5 The Co-operative Education Council of Canada (CECOC)**

CAFCE began to launch forth on several fronts. Partially driven by the funding debate, the issue of quality became pivotal. Bruce McCallum, 1976-1977 President, reported, "...getting disturbed when I hear that a so called co-operative program is being established which will have, as its bare minimum, a one-month work experience within a program. I should point out that I am not against these kinds of programs, but surely they are not co-operative education?"<sup>16</sup>

That, of course, raised the key question - what is co-operative education? There was a very clear need identified in this period of rapid growth in co-operative education programs to more strictly define co-operative education which, even in the education community, seemed to mean different things to different people. McCallum added further to this debate by suggesting that co-operative education was part of an umbrella term of experiential education. Whether a learning experience is paid or not paid, whether it is full time or part time, whether it is recurring or formal or a one-time event determines whether the experience is considered as co-operative education, internship, field experience or work study.<sup>17</sup>

Another driver was the fact that many of the co-operative education institutional leaders and professionals belonged to professional associations themselves which had tight quality standards. Thus, actions taken in the year of 1977-1978 were of considerable significance to CAFCE and were to have profound implications for years to come. A by-law amendment was passed at the 1978 annual general meeting which created the Co-operative Education Council of Canada (CECOC) as an autonomous organisation within CAFCE with the responsibility of providing a program accreditation service for CAFCE members. These moves were all given national status with the Federal incorporation of CAFCE in 1979.

---

<sup>16</sup> CAFCE News, May-June, 1978

<sup>17</sup> Ibid.

CECOC had its first meeting in Ottawa in the winter of 1979 with Gordon Lancaster, Fanshawe College, being elected Chair, Gilles Joncas, University of Sherbrooke, being elected Vice Chair, and Peter Young, Memorial University, becoming Secretary.

CECOC moved quickly in its mandate of establishing criteria and processes. Lancaster recalls, “Criteria were drafted by Gilles and I at the summer lodge of Gilles’s last employer located in Oka, Quebec. We had a very comfortable weekend and, of course, visited the Monastery cheese shop to stock up on their goodies.”<sup>18</sup>

A deliberate strategy was incorporated in the design of the council: membership was by appointment by the chief executive of accredited institutions. This was key to developing a long term strategy for accreditation – demonstration of institutional commitment, all the way to the top. When a program received accreditation, the president of the institution received a letter of invitation to appoint a member to the Council. The executive of the council was then elected by the membership.

Initially, CECOC was faced with tackling a ‘chicken and egg’ problem. CAFCE’s incorporation documents required that only representatives of accredited institutions could be appointed to the Council. Since there were no accredited programs, a by-law amendment was necessary by which CAFCE appointed the founding executive based on programs that appeared to be accreditable at that time. To continue in office, the institutions represented on the Council were required to file accreditation applications for their programs before June 1981<sup>19</sup>.

As its guiding principle, and as required by the CAFCE by-laws, CECOC adopted the definition of co-operative education as set out in the by-laws and as shown here in Figure 1. Also presented, for comparison purposes, is the definition of co-operative education as it exists in 2008 and as shown in Figure 2, page 38. What is remarkable about these two definitions is how similar they are, the only modifications being to language with effectively no change to content or intent.

**Figure 1. Criteria established by CECOC, Winter 1979.**

“The Canadian Association for Co-operative Education definition of co-operative education is as follows, and all programs seeking accreditation must conform:

Co-operative Education is defined as a process of education which formally integrates the student’s academic study with work experience in co-operating employer organisations. The usual plan is for the student to alternate periods of experience in appropriate fields of business, industry and government, social services and the professions. Co-op programs will be in accordance with the following criteria:

- A. Each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation;
- B. The student is engaged in productive, full-time work rather than merely observing;
- C. The student receives remuneration for the work performed;
- D. The student’s progress on the job is monitored by the institution;
- E. The student’s performance on the job is supervised and evaluated by both the employer and the institution;
- F. The total co-operative work experience is normally 50% of the time spent in academic study, and in no circumstances will this figure be less than 30%.”

<sup>18</sup> Gordon Lancaster, (personal Communication, February 14, 2008)

<sup>19</sup> CAFCE News, February 1981

This definition has been hotly debated over the years with some critics suggesting that CAFCE was inflexible, too traditional and not open to change with changing times. This argument was countered by the “traditionalists” who suggested that those who sought change did so only because their program or proposed program did not fit the definition and that proponents were not prepared to commit to the adjustments necessary to make their program accreditable.

“Traditionalists” further argued that relaxing the definition would be a compromise of quality and questioned the institutional commitment associated with programs with non-conforming elements. This issue has been frequently revisited by both CAFCE and the Accreditation Council. The fact that the intent and content of the original definition remain unchanged must be taken as a strong endorsement of the original definition, indication that it was clearly well founded in the first instance and has stood the test of time.

In the June, 1980 issue of CAFCE News, CECOC chair Gordon Lancaster was able to write, “History was made on May 29, 1980 when CECOC formally accredited the first five co-op programs. Appropriately, Canada’s oldest co-op program, the Waterloo Engineering Program, started in 1957, was the first program to receive accreditation. Sherbrooke (Engineering), Ecole de Technologie Superieure (Engineering) and Memorial (Engineering and Business) were the three other successful schools. Congratulations to this group of four!”, Lancaster continued, “If you haven’t applied for accreditation yet, why not do it now to avoid the rush?”

In 2009, the Accreditation Council will celebrate 30 years of operation and with a greater level of activity than ever before. There can be little doubt that the Council’s longevity can be attributed to, in large part, the foresight of its designers and builders in the beginning who saw the need to ensure that the accreditation issue was given a position of prominence at the senior administrative level of the institutions being served.



## 2.6 The “Leading Light” Award

Early CAFCE annual conferences were clearly spirited events where participants both worked and played hard. To ensure that this characteristic became entrenched in the traditions of CAFCE, Roy Rogers, Director of Co-operative Programs at the University of Regina, initiated the “Leading Light” Award beginning with the 1977 annual conference held in London, Ontario. The sole criterion for selection was “social leadership” demonstrated by:

- Consumption of extraordinary amounts of fermented/distilled spirits
- Sustained choral ability of a loud, boisterous and noisy nature
- Having performed an act of extreme valour
- Demonstrated ability to recite poetry or humorous folklore (as occurs in normal conversation with Newfies)

It is perhaps fitting that the first winner of the award was Jim Wilson of the University of Waterloo!

### 3. The 1980s – Decade of Uncertainty

#### 3.1 “The Twilight War” - Environmental Backdrop to the 1980s

As the 1980s dawned, a cloud of uncertainty descended upon the Canadian economy and, indeed, co-operative education was not insulated. Conventional five year mortgages were fluctuating between 13 and 17 percent, with average annual inflation running at about nine per cent. The national unemployment rate hovered between seven and eight percent, not alarming on its own, but taken together with other economic indicators, was somewhat troubling.<sup>20</sup> On the political front, Joe Clark’s Conservatives had won a minority government in 1979 which was to be short-lived and before 1980 passed, Canadians faced another election, this time giving the Liberals a majority.

Thus, it was not difficult to understand why Gordon Partridge (CAFCE President 1975 and 1976), 1980 CAFCE annual conference host, together with Bob MacLean of McMaster University, should select “In an Age of Uncertainty: the Co-op Connection” as the conference theme. It is, perhaps, hard to imagine in 2008, that one would pick a theme with such a negative overtone – but it gave strong indications of attempts to draw positives from negatives. They had indicated in explaining the theme that it was derived from concerns expressed by many individuals about the future direction of education in Canada and, in particular, the impact that co-op might have on educational developments. Their concerns were primarily related to:

1. Population decline and the growing need for skilled and knowledgeable manpower.
2. Economic uncertainty and the support needed to maintain a viable learning environment.<sup>21</sup>

Indeed, CAFCE was “riding high” on a succession of up-beat and successful annual conferences in its early years and the 1980 conference was building up to be another success. Registration was set at \$60.00 per person including two lunches, one dinner and a reception. McMaster residence rooms were being offered at \$17.50 single, \$15.00 each double per night, B & B. Today, using the Bank of Canada’s inflation calculator, that translates to \$ 160.00 for registration and \$ 40.00 single for B & B at an institution residence.

Further, travelling was not all bad; if one could avoid the airline strikes, it could be quite pleasurable. One could phone Air Canada an hour before flight time and speak immediately with an agent to confirm departures or even to change bookings without charge. If your flight was cancelled, the airline would find you a hotel room, give you meal vouchers and transport you for a good night’s sleep, all at their expense. Hot meals were served in “economy” and spirited refreshments were complimentary! There were no security checks! Oh, how times have changed!

Thus, it was somewhat like the early months of the Second World War which Winston Churchill described as the “Twilight War” when Britain was at war but it did not seem like it<sup>22</sup>. Canada was heading for a rough ride and, while some were apprehensive, most had no idea that mortgage rates would hit an all time high of 21.75 per cent by August 1981 and that the national unemployment rate would hover around 11 percent from 1983 to 1985.

---

<sup>20</sup> Statistics from <http://www.bank-banque-canada.ca/en/bfsgen.html>

<sup>21</sup> CAFCE News, June 1980

<sup>22</sup> Churchill, Winston S. (1948). *The Gathering Storm*. Cambridge, Mass, USA: Houghton Mifflin Company

## 3.2 Employment Opportunities in the 80s – the Dodge Task Force and Canada Jobs Strategy

The Canada Employment and Immigration Commission (CEIC) had a funding program in the late 1970s that assisted financially hard-pressed post secondary institutions with start up assistance for innovative co-op programs. On May 12, 1980 the Minister of Employment and Immigration, the Honourable Lloyd Axworthy, advised CAFCE that the Commission had reassessed its support for the program and concluded that Federal involvement must terminate citing continued spending constraints and provincial jurisdiction in the field of education as the rationale. Ray Wieser of Waterloo (CAFCE President 1979-80) reported that the executive had written to the Minister protesting the cancellation and expressed the view that even though the program had been short-lived, and its financial scale was very small, it was disturbing to see that it should be lost in favour of a much more expensive make-work scheme, intended to alleviate youth unemployment.

However, the CAFCE executive at the time felt that they had developed an excellent rapport with CEIC officials and were impressed with their commitment to the advancement of quality, accreditable co-operative education programs in Canada. Thus began an extended period of exchanges with the Federal Government over a five year period which was to result in the Co-operative Education component of the Canada Jobs Strategy and which was to have a very large impact on the start up of co-op programs throughout the 1980s.

As Andrew Crichton, Memorial University (CAFCE President 1980-81) took office at the 1980 annual meeting, he cited, as CAFCE's first priority for the year, a submission to the newly created Task Force on Labour Market Development to be headed by Dr. David Dodge (formerly Queens University Economics Professor and subsequently Governor of the Bank of Canada until his retirement in January, 2008) and to the Parliamentary Task Force on Employment Opportunities for the 1980s chaired by the Honourable Warren Allmand, former Minister of Consumer and Corporate Affairs. The executive, led by Crichton, travelled to Ottawa and met personally with Dr. Dodge for an informal discussion. Following these discussions, a CAFCE position paper was developed and presented to Dr. Dodge's Task Force in November, 1980. Shortly afterwards, Ray Weiser (Past President) and Gordon Lancaster, on Dr. Dodge's suggestion, travelled again to Ottawa for a slightly more formal but similar presentation before the Parliamentary Task Force.



Bill Poole, left, and Roy Sadler, IBM; two loyal CAFCE employer members compare notes at the 1984 Annual Conference.

Source: *CAFCE News*, Jan 1985

Both submissions urged government to recognise the value to society of co-operative education as a dynamic method of human resource development in the context of labour market requirements of the 1980s. Further, CAFCE suggested the use of the CECOC accreditation criteria and process as an appropriate model in the screening and assessment of applications.<sup>23</sup>

The Dodge report was released in July, 1981 and recommended that co-operative education programs be expanded and that federal grants be made available to help cover part of the administrative costs of setting up such programs. Over the next four years, dialogue between the CAFCE executive and Ottawa continued at the highest levels in pursuing implementation of the Dodge recommendation. This intensive lobby effort was substantially championed by W.J.H. (Bill) Poole, Director, Youth Employment Directorate, CEIC, who had become a "CAFCE convert" and paid member. CAFCE had cemented a firm bond with Ottawa

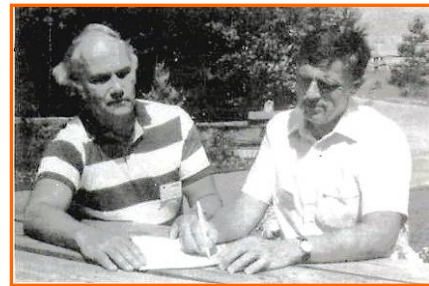
<sup>23</sup> Crichton, Andrew. (1980). *Submission to the Labour Market Task Force*, CAFCE

that was to bring many millions of dollars to the institutions represented by the CAFCE membership.

By mid June 1984, persistence was rewarded and CAFCE finally made the breakthrough. President Bernie Ladoucier was able to advise members that he had been informed of success in obtaining a \$4 million commitment from the Treasury Board for a program that would assist secondary and post-secondary institutions in starting new programs and expanding existing ones. By the fall, the program was a reality with 104 applications being received from both the secondary and post-secondary sectors for the four-year seed funding program. Fourteen post-secondary co-op programs received immediate funding. Under the program, an institution could apply for a maximum of \$200,000 over a four year period. The institutional input was set at 62.5 % of this amount, or \$120,000.

### 3.3 Job Entry and the National Office

The program of 1984/85 had been an unqualified success. Government was pleased and saw it as a means of expanding co-operative education throughout the country. However, it realised that it would need CAFCE's substantial involvement to achieve this and therefore agreed to contribute \$100,000 per year over three years for CAFCE to hire an executive director whose primary role would be to promote and expand co-operative education among employers, educational institutions and the public, and secondly, to provide a secretariat for CAFCE. Thus the 1985 annual CAFCE national conference, hosted by incoming President Dick Pullin, University of Waterloo, in Alliston, Ontario was an occasion of great celebration. In December, Dick advised CAFCE members that Paul Mineo had been hired as CAFCE's first full time executive director. Paul came with excellent credentials having served as Policy Manager for the Canadian Chamber of Commerce and was well versed in the conduct of not-for-profit association business and developing relationships with governments. In March 1986 Paul was able to report to the membership that he had opened an office at 1209 King Street West in Toronto and had hired an executive assistant. His immediate plans were to create a resource centre for use by members which would include a statistical data bank and a repository for information on co-operative education.



Bob Anderson, Past President (left) and Dick Pullin, President 1985-86 sign contract establishing CAFCE's first national office. Source: CAFCE News September 1985

Even though the hiring of an executive director and the acquisition of a permanent secretariat was a significant milestone in CAFCE's development and was supported by an annual operating grant for a three year period, CAFCE still faced a considerable challenge. While it definitely eliminated the need for the Secretary to carry briefcases and shoeboxes stuffed with files from one end of Canada to the other to conduct the association's business and pass on the files from a retiring secretary to the incumbent, CAFCE was now faced with raising sufficient funds to ensure sustainability of its infrastructure beyond the three year grant period. An objective was established to raise \$55,000 in additional funds over this time frame.<sup>24</sup>

### 3.4 The Three-Year \$300,000 Program

The three year funding contract with CEIC had identified specific deliverables over the period and, as the new Executive Director, Paul Mineo quickly pursued these goals.

<sup>24</sup> CAFCE News, December, 1985

For the first year, the National Office focused on accumulating materials, assessing member needs and developing resources. Throughout this process the National Office developed a high profile among co-operative education practitioners resulting in a membership growth from 226 in August 1986 to 412 in May 1987, an 82 per cent increase, achieving the largest membership growth in CAFCE's history. Clearly, the co-operative education community viewed CAFCE as an organisation "on the move" and sought quickly to identify with it.

Since 1985, CAFCE had embarked upon new initiatives on many fronts with new committees being established for professional development, research, public relations and a British Columbia regional committee. Clearly, the role of the National Office quickly evolved to one of fulfilling a co-ordinating role for the activities of these committees and ensuring effective communications concerning their activities from St. John's to Victoria.

In the second year, the National Office continued with acquiring material for its resource centre on co-operative education and on the development of a process to facilitate the sharing of these resources across the membership and externally, to those who might be interested in establishing co-operative education programs. With the new committees and rapidly growing membership, the demands on the National Office rapidly expanded.



Nancy Chiang, CAFCE's first Administrative Officer

At the end of the first year, 1986, Paul Mineo resigned as Executive Director and was replaced by Nancy Chiang as Administrative Officer in June 1987. It was "baptism by fire" for Nancy as she picked up the reins of what must have seemed like a "stampeding wagon train".



Cover of CAFCE News, Christmas 1988 - "Sums it up!"

However, Nancy was a high energy person with a deep commitment to her mission. Most importantly, Nancy was able to move forward with the second year's primary objectives of launching a high visibility campaign to raise awareness of co-operative education among institutions, students and employers; arranging translation services to ensure that CAFCE materials were available in both of Canada's official languages; initiating a research project on the state of co-operative education in Canada sponsored by the Science Council of Canada; and on developing a co-operative education manual.

Richard (Dick) Pullin's term as President had been marked by substantial change for CAFCE as it now had become an organisation with paid staff and a secretariat, a far-cry from the shoebox filing cabinet days that had preceded him. Yet, Dick had one more important task to fulfill as past president; that was to chair the nominating committee for the coming year. His call for nominations was unique advising members that before sinking into oblivion, the past president carries out an ancient ritual in order to insure the preservation and perpetuation of the organisation. Each year the old warrior sets in motion the process for selecting new leaders to fill vacancies on the Board of Directors and requests members to step forward with "impassioned enthusiasm" so that he will not have to activate the SSS (Shanghai Selection Service)<sup>25</sup>.

Early in 1988, Nancy was able to report that the 1987 goals had been exceeded and the 1988 program was well under way which included the development of a "National Co-op Week" to

<sup>25</sup> CAFCE News, February/March 1978

spread the “gospel” of co-operative education across Canada, to initiate the establishment of CAFCE regional groups and the development of a proposal to CEIC to extend the National Office funding beyond the three year period.

During each of the three years, considerable progress was made in bringing additional funding to CAFCE such as having employers sponsor issues of CAFCE News for amounts of \$1,500. Sponsors included several high profile national employers such as General Motors, Northern Telecom and IBM. When fund development efforts approached \$20,000, a proposal to the Counselling Foundation of Canada for \$22,900 was successful leaving only a few thousand more to reach the final objective.

By the fall 1988, with federal funding about to expire and in response to CAFCE’s proposal for renewed funding, Jean Charest, then Minister of State for Youth, Fitness and Amateur Sport for Canada, announced a grant of \$265,000 for an additional three year period. Although a little less than the previous grant, CAFCE was beginning to show its effectiveness and innovation in developing its own funding. In making the announcement, Mr Charest stated, “Canada’s unique experiment with co-operative education has proven to be very effective in helping young people make the school-to-work transition. That’s why we are interested in seeing CAFCE emerge as a strong advocate of co-operative education.”<sup>26</sup>

### **3.5 “To Freebie or Not to Freebie? That is the Question”**

Ironically, at a time of strong partnership between government and CAFCE in promoting the idea of more co-operative education programs, in 1983 Canada was in a full blown recession, with the national unemployment rate reaching a 50 year high of 11.3 per cent, figures not seen since the years of the Great Depression of the 1930s. To say that co-operative education work terms were scarce was an understatement with just about every practicing co-ordinator across the country being “put through the wringer” on employer development.

Many argued that this situation would only be compounded with increased competition from new, federally supported programs popping up like weeds on a neglected lawn. Others argued that co-operative education was a solid concept and the nation needed this proven, high quality “transition program” which was the most efficient means of matching the output of the post-secondary system to the needs of society. Further, decisions should be made based on anticipated economic recovery rather than on the current depressed situation.

As a compromise to this argument, many initiatives were undertaken encouraging provincial governments to implement financial incentive programs for employers to hire co-op students, particularly for small business and the not-for-profit sector. Most educators seemed to agree however, that employers should be prepared to cost-share with government and feared the negative impact “freebies” would have on the quality of work term positions. In the mid to late 1980s many such programs evolved across Canada which saw students working in many situations that would have otherwise been impossible.

One such program was the Post Secondary Co-operative Education Funding Program of British Columbia which did much to stimulate the growth of co-operative education in that province throughout the 1980s. A formal review of this program in 1992 identified that co-op work term placements had doubled between 1980 and 1985, doubled again between 1985 and 1988 and doubled yet again between 1988 and 1991, attributing this growth largely to the funding

---

<sup>26</sup> CAFCE News, Fall 1988

program.<sup>27</sup> There seemed to be broad consensus however, that considerable caution was needed and that in the rush to find placements in tough times, both educators and employers had to be aware of the dangers inherent in both becoming too dependant upon provincial subsidised positions.

### **3.6 The Influence of CECOC on Funding and Quality**

As the 1980s progressed, it became abundantly clear that one of the most significant and important initiatives of the 1970s had been the establishment of CECOC, particularly with the advent of funding programs. Indeed, it is fair to say that it was the glue that kept co-operative education on the rails as a premium educational concept in a turbulent market place.

While some dismissed the idea of co-op accreditation as unnecessary “make-work”, and saw the criteria as too rigorous and narrow, others saw it as a quality anchor – an insurance scheme against flooding the marketplace with ill prepared and poorly thought-out programs that would only serve to drag down the quality barrier thus negatively impacting the good name of co-operative education.

There can be little doubt that CECOC had a major influence over the quality of emerging co-op programs. This was largely because CAFCE had persuaded the Federal Government to use the accreditation criteria and program evaluation system developed by CECOC in its assessment of funding applications. In its annual guide, *Job Entry Co-operative Education Guide to Applicants*<sup>28</sup>, Employment and Immigration Canada (EIC), formerly CEIC, adopted the CECOC accreditation criteria, almost verbatim, as the screening criteria for allocations. In other words, if a program was not “accreditable” by CECOC, it would not be eligible for funding.

CAFCE’s approach to program accreditation quickly became a model that was recognised far beyond its borders. The author recalls being invited to Washington, as CAFCE president, in October 1980 as a luncheon keynote speaker at a co-operative education funding conference organised by the U.S. Department of Education. The U.S. Government was particularly interested in the progress of co-operative education in Canada and, in particular, our approach to accreditation which raised considerable interest and envy at the luncheon. However, it was to be many years before such a system was implemented in the United States by the Co-operative Education and Internship Association (CEIA), largely due to the many diverse interests within CEIA.

### **3.7 CAFCE Archives**

As CAFCE entered its seventh year of operation, an issue of archiving previous important documents surfaced. The executive felt that if something was not done to archive critical information CAFCE would live to regret it. With the generous agreement of Jim Wilson, Director of Co-operative Education and Career Services, University of Waterloo and CAFCE 1988-89 President, it was determined that the library at the University of Waterloo’s Career Information Centre be designated the depository for such information. It was agreed that,

---

<sup>27</sup> Co-operative Education Funding Review Advisory Committee, (1992). *A Review of Co-operative Education Funding in British Columbia*, Ministry of Advanced Education and Training

<sup>28</sup> Employment and Immigration Canada (1992). *Job Entry Co-operative Education Guide to Applicants*, Ottawa

“... incorporation documents, early meeting notes or pictures of Leading Light Award winners would all be suitable.”<sup>29</sup>

Jim Wilson, who passed away, on March 5 2008, was the chief proponent of the archives and it would be a fitting tribute to his efforts and dedication to CAFCE and to co-operative education to revive this archive and give it broad national exposure and accessibility. This would also serve as an important resource in documenting the history, development, growth and economic and social contribution of co-operative education in Canada as background for continuing efforts to grow and expand co-operative education as the most effective means of matching the output of the education system to national employment needs.

### 3.8 CAFCE Logo Revisited

Every progressive and forward looking organisation must be sensitive to its corporate identity and how it achieves brand recognition. Early in 1983 there was a sense that CAFCE needed to revisit its logo and develop a new distinctive identity. CAFCE’s Planning Committee proposed to sponsor a competition among members for a new and readily identifiable corporate logo. Enthusiasm ran high with entries from Newfoundland to British Columbia with the winner being B.C. (Bernie) Ladoucier then of Fanshawe College and CAFCE Vice President at the time. Bernie was indeed an appropriate winner with the event marking the beginning of what was to become a long list of contributions by Bernie to the future growth and development of CAFCE. It is interesting to note that the new logo did not result in the death of the original and to this day, both logos appear side-by-side in most of CAFCE’s published material.

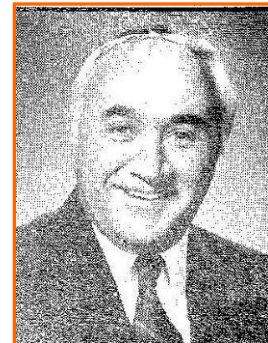


### 3.9 CAFCE on the International Stage

For many years prior to the inception of CAFCE, several co-operative education practitioners in Canada associated with the Co-operative Education and Internship Association (CEIA) of the U.S.A. often taking on executive responsibilities. This involvement with our neighbours to the South undoubtedly served CAFCE well, as the experience was of considerable influence on CAFCE throughout its period of growth and development.

In particular, Bert Barber had been heavily involved with the Co-operative Education Division (CED) of the American Society for Engineering Education (ASEE) which had been in existence since 1929. CED eventually affiliated with CEIA which was formed in 1963.

Ray Weiser, University of Waterloo and CAFCE President 1979/80, served on CEIA Executive Board and on the Journal of Co-operative Education Editorial Board for several years. From 1979-81 he served as International Regional Representative and in 1983 was recipient of the Dean Herman Schneider Award for outstanding contributions to the advancement of the philosophy and practice of co-operative education, the first of several Canadians to receive the award over the next 25 years. Subsequent Canadian recipients of the Dean Herman Schneider Award were Dick Pullin of the University of Waterloo, Daniel McKenna of Concordia, and Bruce Lumsden, also from the University of Waterloo.



Ray Weiser; Dean Herman Schneider Award Winner

<sup>29</sup> CAFCE News, March 1990

CAFCE's international reach extended far beyond North America. The Third World Conference on Co-operative Education was held in Melbourne Australia in 1982. At this conference, a very significant organisation evolved which had substantial Canadian involvement, the World Council and Assembly on Co-operative Education (WACE). The Assembly could be viewed as the organization and the Council as the Board of Directors. It was to be a prestigious organisation with Council membership invitations being extended to persons from education, business or employer organisations that had a proven record of achievement in the field of co-operative education. Of the initial 50 Assembly members, seven were from Canada and two Canadians, Dr. Doug Wright, President, University of Waterloo and Mr. K.L. McIntyre, President, Mohawk College were elected to the 23 member Council.

CAFCE's global reach was further manifested in the international events hosted in Canada. First was the CAFCE/CEA joint conference hosted by CAFCE and chaired by Jim Wilson in Toronto in 1983. This joint conference was actively promoted by Roy Sadler of IBM who had sewn the seeds several years earlier. This was to be followed by the hosting of the World Conference on Co-operative Education held at Mohawk College, Hamilton in 1989 and chaired by Gordon Partridge, CAFCE's President and 1989 Albert S. Barber Award Winner. Gordon had retired from Mohawk College in 1987 and had dedicated the next two years to organising the 6<sup>th</sup> World Conference. Also actively working on this event along with Gordon was Stu Koch of Seneca College serving as CAFCE's Board Representative on the planning committee. Stu's significant contribution to this prestigious international event, attended by 800 international delegates, was to establish a Canadian Showcase display area where Canadian institutions could showcase their co-operative education programs to the world.

### **3.10 The Research Plunge**

During the first 10 years since its founding in 1973, CAFCE had paid little attention to research. The emphasis tended to focus on establishing a network across Canada for practitioners to get to know one another through conferences, to exchange ideas on practices and on developing lobby initiatives with governments. Indeed, this emphasis was appropriate, but as CAFCE matured the need for research as an integral part of CAFCE's priorities became evident.

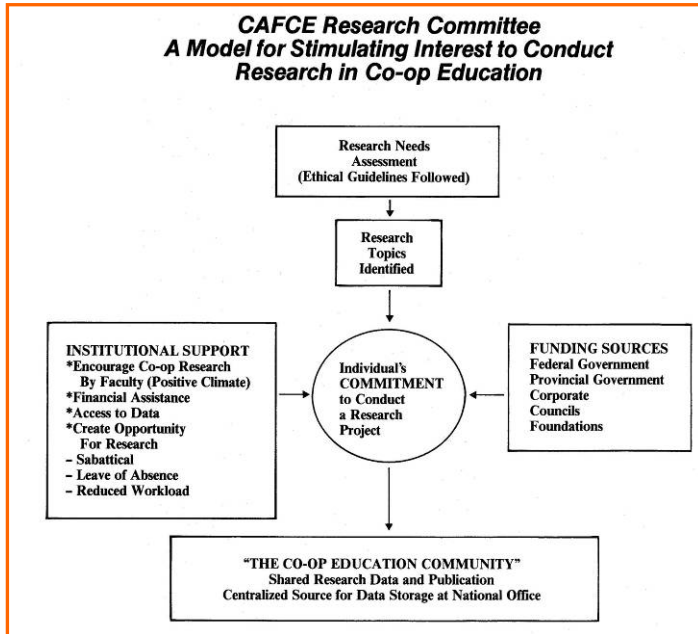
Indeed, for several years, senior practitioners in Canada had, on their own initiative, been submitting articles for publication in CEIA's Journal of Co-operative Education but no structured approach to research had been launched. The initial research stimulus seems to have come in 1982 when Dr. Maurice Hartley, Editor of the Journal of Co-operative Education, seized upon the 25<sup>th</sup> anniversary of co-operative education in Canada as an occasion on which to issue a formal invitation for Canadian researchers to publish in the Journal. Maurice requested manuscripts focusing on current issues, descriptions of innovative models or methods, presentation of research results or papers which "otherwise contribute to the state of the art."<sup>30</sup> This request was reinforced by Gordon Lancaster who, at the time, was Canada's representative on the Journal's Editorial Board.

The benefits of research both to individual members and to CAFCE could not be overemphasised. For members, it was one of the keys to professional advancement; for CAFCE, if it was to become credible in its lobby efforts, it had to speak with authority on co-operative education issues. For institutions, it was critical in developing excellence in the delivery of co-operative education.

---

<sup>30</sup> CAFCE News, May, 1982

If CAFCE may have appeared slow in taking up the research challenge, it was understandable. From the beginning there appeared to be a “job placement “ attitude permeating throughout traditional academia and with employers who saw co-operative education practitioners as “placement” officers rather than educators. Unlike some institutions in the U.S.A. such as Northeastern and the University of Cincinnati, practitioner job descriptions did not normally include sabbaticals, research semesters or faculty appointments.



Stu Koch's Research Model.  
Source: CAFCE News, Christmas, 1988

Although many co-operative education practitioners came from business and industry backgrounds, others came from the academic side of institutions. And perhaps it is those that CAFCE has to thank for its launch into the research arena. One such person was Ivan Blake of Mount Saint Vincent University. Inspired by his success in mounting an effective campaign to be declared CAFCE's “Leading Light” at the 1984 CAFCE Annual Conference in Halifax, Ivan led a workshop on research the following year at CAFCE's Annual Conference in Alliston, Ontario and subsequently discussed his conclusions in an article in CAFCE News<sup>31</sup>.

Ivan felt that the Alliston workshop had established a consensus regarding the urgency of strategic research and that CAFCE should strike a research committee to advise the CAFCE Board, investigate funding sources for research, devise methods to cultivate the research skills of CAFCE members and create an interactive inventory of data presently being collected by CAFCE members, to be published annually in the CAFCE Directory.

The CAFCE Board took up Ivan's challenge and, during 1986-87, Wendy Coffin of Wilfrid Laurier University and CAFCE Vice President became Chair of CAFCE's Research Committee. From that point on CAFCE seriously pursued research objectives. Stu Koch, Seneca College, succeeded Wendy as Chair and, under Stu's leadership; the committee developed a code of ethics for research and a model for stimulating interest in research.

At that time, one of the most important and significant pieces of co-operative education research initiatives emerged undertaken by Robert J. Ellis, a business and economics faculty member at Wilfrid Laurier University, and published in August, 1987 – Discussion Paper: Post Secondary Co-operative Education in Canada, sponsored by the Science Council of Canada<sup>32</sup>. Dr. Ellis introduced his paper by suggesting that his review should be seen in the context of concerns about how colleges and universities can contribute to economic growth and renewal in Canada. His research reviewed the costs and benefits of co-operative education and surveyed co-operative

<sup>31</sup> CAFCE News, December 1985

<sup>32</sup> Ellis, Robert J. (1987), *Discussion Paper: Post Secondary Co-operative Education in Canada*, Science Council of Canada

education program administrators, students and employers on a broad range of topics and concluded that:

There are two major issues that demand discussion and resolution. First, financial support for co-operative education is now inadequate, and this support must be increased. Second, the understanding and support of co-operative education among faculty, senior administrators, and employers is also less than adequate and will have to be developed if co-op is to progress in Canada<sup>33</sup>.

There can be little doubt that Dr. Ellis's paper was a "landmark" document for co-operative education in Canada and should be on the required reading list for every new co-operative education practitioner and any administrator who has co-operative education in his or her portfolio of responsibilities. An updating of this research, taking into account the 20 years that has passed since the report was written, would be a most valuable addition to the documentation of co-operative education in Canada.

Two research workshops were scheduled for the August, 1988 Conference in Corner Brook, one led by Dr. Patricia Rowe of the University of Waterloo, "How to Develop a Research Proposal", a most appropriate topic for one of the early research related presentations at a CAFCE conference. The 1988 conference also marked the establishment of the CAFCE Research Award recognising significant contribution to co-operative education research. The committee, hoping that recognition by CAFCE would encourage individuals to conduct research and share their findings, issued the first call for nominations in the spring 1989 issue of CAFCE News.

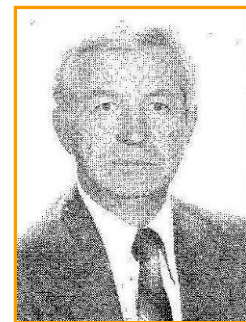


Patricia Rowe, winner of CAFCE's first Research Award. Presentation by Martin Hendy

It appeared as though the implementation of the Research Award paid off as the first recipient was Patricia Rowe who was presented with the award for her work on "The Effects of Work Experience on Future Employment and Work Attitudes" which was published by the Canadian Psychological Association.<sup>34</sup> From that point forward, it seemed as though CAFCE had embraced the research challenge and that the reality of "publish or perish" had hit home. Patricia was to contribute substantially more to co-operative education research. She was joined by Dr. Graham Branton, University of Victoria, and both accessed research grants from the Social Sciences and Humanities Research Council to conduct major research studies in co-operative education. Graham became the 1991 Research Award winner.

### 3.11 The Albert S. Barber Award

The Albert S. Barber Award was sponsored by the University of Waterloo and instituted by CAFCE in 1982 in honour of Dr. Barber's contributions to the advancement of the philosophy and practice of co-operative education in Canada. Fittingly it was modelled after the prestigious Dean Herman Schneider Award of CEIA and, ever since it was first awarded at the 1983 joint CEIA/CAFCE Annual Conference in Toronto to Gilles Joncas, Université de Sherbrooke, the occasion of the award at each annual conference has been one of dignity and appropriate recognition of the contributions of the recipient.



Gilles Joncas; first recipient of the Albert S. Barber Award

<sup>33</sup> Ellis, p 32

<sup>34</sup> CAFCE News, Christmas 1989.

One of the most notable recipients of the Barber Award was Gordon Partridge of Mohawk College. Gordon Lancaster cited Partridge's many contributions to CAFCE over his 16 years of involvement including; organised founding CAFCE meeting in 1973, CAFCE president, Vice President, Treasurer, Annual Conference Chair, Planning Committee Chair, Leading Light Award Winner and, as described by Gordon Lancaster, an inveterate socializer (polite term for "party animal").<sup>35</sup>

Past recipients of this prestigious award, the highest level of recognition CAFCE can bestow, are shown in Appendix A.

### **3.12 Sunset on the 1980s**

As the 1980s faded away, Stu Koch, CAFCE President 1989-90 reflected on the past decade summarising the significant events as:

- Employment and Immigration Canada establishes Canada Jobs Strategy Funding
- A three year grant from CJS to establish national headquarters
- Accreditation Guidelines of CECOC approved by CAFCE
- The acquiring of a full time administrative officer
- Increase in calibre of national conferences and participation
- Regional committees within CAFCE formed in BC and the Prairie Region
- Grants obtained for two major co-operative education research projects
- Quadrupling the initial CJS funding from \$8 million to \$32 million.

In addressing the challenges for the 1990s, Stu advised that the Board had accepted the reality of self sufficiency, even with federal financial support, and had formed a new fund raising committee which would be challenged to raise substantial amounts through initiatives such as a CAFCE lottery and a proposed Co-op Magazine.

As a result of federal funding to support initiation of co-op programs at the secondary level, the late 1980s saw unprecedented growth in secondary school co-op programs across the nation. Stu saw this as having a major impact on post secondary co-operative education in the 1990s and had initiated discussions with the Co-operative Career and Work Education Association of Canada (CCWEAC) to explore opportunities for the two organisations to work together.

At this time, national unity was a key issue in Canada and there was considerable concern about Canada's future political stability. Stu emphasised the importance of CAFCE remaining strong going into the 1990s in the face of such concern and the increasing importance of CAFCE being a strong voice for co-operative education across the nation.<sup>36</sup>

The drawing for the first lottery was held at the 1990 Annual Conference in Calgary. The prize was a trip for two to the 1991 World Conference on Co-operative Education in Hong Kong. The winner was Stu Koch's mother!

---

<sup>35</sup> CAFCE NEWS, Fall 1989

<sup>36</sup> CAFCE News, Christmas 1989

## 4. The 1990s - CAFCE in Turbulent Times

### 4.1 Sunrise on the 1990s

As CAFCE transformed into the 1990s, it may have appeared to Barry McGill of Fanshawe College, CAFCE President 1990 - 91, that he was facing unique and considerable challenges. However, these may be considered mild in comparison to what was to be faced by those who succeeded him.

During the early 1980s, Canada had come through its most serious recession since the 1930s. Real GDP growth showed considerable promise in the mid to late 80s after negative growth of 3.1 per cent in 1982, recovering to over 5 percent in 1984 and 1985 and then remaining strong until 1990<sup>37</sup>. Interest rates were still running high in the range of 12 to 14% peaking in 1990 and moderating to 11.25% by 1991, and then dropping to about 7% at the end of the millennium<sup>38</sup>.

If one is confused with this economic data, then that is to be expected. Just when it seemed as though Canada's economic ills might be behind us, more bad economic news began to loom on the horizon. While the unemployment rate subsided from 12% in the early 1980s to 7.5% in 1989 and provided some relief for the stress weary co-operative education practitioner, large corporations started down-sizing on an unprecedented scale as a worldwide recession began to take hold. GDP growth was sluggish in the early 1990s and 1991 experienced another recession with GDP declining 1.9 percent. Federal and provincial deficits, with the exception of Alberta were putting severe strains on infrastructure across the nation. Thus as the 1980s faded and the 1990's unfolded, Canada's economic situation was uncertain.

While economic indicators were confusing, economic policy was being shaped. Early in the 1990s, the Federal Government together with the Business Council on National Issues, commissioned a study on Canada's competitiveness which became the major influencing document in national economic policy decision making for many years to come, extending into the next decade and the Paul Martin government. "Canada at the Crossroads: The reality of a New Competitive Environment"<sup>39</sup>, a far reaching document, was completed in 1991 by Michael Porter, a professor at Harvard Business School, an internationally recognised expert on international competitive advantages. While this document provided an analysis of Canada's industrial sectors, it also had much to say in regard to other issues affecting the Canadian economy and recognised the contribution co-operative education can make to the development of human resources and a competitive economy. The report recommended that co-operative education be made a priority within Canada's education system. Thus, co-operative education was rapidly becoming recognised as a key educational strategy with substantial economic benefits and CAFCE was at the centre of spreading this gospel across the nation.

The late 1980s proved to be somewhat of a bonanza for some co-operative education programs. For example, Memorial University had developed a close relationship with Alberta's upstream oil and gas industry placing as many as 50 business and engineering students each work term in that sector. This was short-lived however, as one large oil industry major player merged with another, downsizing from about 1400 jobs to 700 eliminating almost all of these positions in the space of two semesters. Memorial was not alone, with most other co-operative programs across Canada, particularly in Ontario, reporting similar experiences throughout other industry sectors,

---

<sup>37</sup> World Resources Institute

<sup>38</sup> Bank of Canada, Department of Monetary and Financial Analysis

<sup>39</sup> Porter, M.E. (1990). *Canada at the Crossroads – the Reality of a New Competitive Environment*. A study prepared for the Business Council on National Issues and the Government of Canada"

particularly with information technology and manufacturing in Ontario. IBM for example, with a high concentration of its operations in Ontario, slashed almost 600 co-op positions per work term.

Thus, as Barry McGill took the CAFCE reins, he did have a unique challenge – how to guide an association, which had survived in the 1980s, through what appeared to be another minefield with just as many mines or more, but in different places.

## **4.2 Shaping the National Office - an Entrepreneurial Initiative**

It may well be argued that CAFCE's fortunes in the 1990s were irreversibly cast through the activities of the 1980s. Indeed, with the federal government now putting substantial sums of money on the table, in hindsight, CAFCE "never had it so good"! When Bob Anderson and Dick Pullin signed the first contract with the federal government in the summer of 1985, little did they know of the eventual outcome.

Nancy Chiang at the National Office and Wendy Coffin, Wilfrid Laurier University and CAFCE President 1987-88 had performed well in getting a three year contract extension which would keep the National Office going until the end of the 1990-91 fiscal year. However, Wendy was quick to identify self sufficiency for the National Office by the end of the contract as one of her primary focuses. Her successors, Jim Wilson and Stu Koch, 1988-89 and 1989-90 presidents respectively, embraced this mission.

Barry McGill initiated an exhaustive strategic planning process which developed focus on the following:

- Maintaining the National Office
- Achieving financial self sufficiency
- Developing funding initiatives
- Expanding membership
- Extending CAFCE's mandate to include other types of experiential learning
- Development of regional structure
- Expanding employer involvement.

In the meantime, Barry was also faced with staff challenges as Nancy Chiang had officially resigned as Administrative Officer on Jan 2, 1990 after two and a half years of exemplary service to take a position at the University of Waterloo as a Co-operative Education Co-ordinator. In his farewell remarks concerning Nancy, Past President Stu Koch commented on the amazing amount of energy, enthusiasm and dedication Nancy had brought to the position and how she had inspired others to reach new heights.

Indeed, Nancy had piloted CAFCE through some amazingly difficult times, but with an impressive list of accomplishments. Nancy's replacement started in February 1990 but was to leave after 4 months. Thus, when McGill took office as president in August 1990, he was faced with the prospect of leading an organisation, which had generated a substantial amount of head office activity in serving the co-operative education community across the nation, with a seriously weakened head office capability. Some curtailing of this activity was necessary since, no matter how effective the remaining staff may be, a small head office complement was unable to sustain this level of activity for any extended period. Caution was necessary in hiring new staff since long term financial sustainability was still a high priority issue.

By the spring of 1992, CAFCE President 1991-92 Barb Strang, University of Alberta, reported that despite everyone's best efforts, CAFCE had yet to become financially self-supporting<sup>40</sup>. Government had advised that National Office funding had been approved again for another three year period but that any further assistance beyond that would not be possible. This presented the board with an urgent funding problem. Immediate steps were taken to reduce overhead with the position of National Office Secretary being eliminated and National Office Co-ordinator being reduced to part time status.

So much for cost reduction! Most entrepreneurial advocates will suggest that when revenues are weak, one has to spend money rather than conserve. However, few actually have the courage to do so and this is what often separates aspiring entrepreneurs from successful ones. To deal with this matter, the Board took the bold and entrepreneurial step of creating the position of Development Director. Michael Baldwin was appointed to the position effective June 29, 1992.



Russ Winslade and Barb Strang - meeting the financial challenges

When Russ Winslade, Okanagan University College, 1992-93 CAFCE President, assumed office in late summer 1992, he undertook an analysis of CAFCE's financial position and observed that federal grants were accounting for 56% of operating revenue with memberships and other initiatives being responsible for the remaining 44%. By this time the federal government advised that, in spite of having approved three year funding the grant would be terminated on March 31, 1993. This resulted in Winslade initiating a "bridge" proposal asking for \$95,000 to support national office for one year until March 31, 1994.

### 4.3 CAFCE, CCWEAC and the Canadian Centre for Co-operative Education

With these funds "in her purse" as she took over as CAFCE President for 1993-94, Michelle Strenkowski, University College of Cape Breton, advised the CAFCE membership to stay tuned for the "Canadian Centre for Co-operative Education (CCCE) coming soon!" Human Resource Development Canada (HRDC), formerly Employment and Immigration Canada (EIC), had advised that they would no longer fund two national co-operative education associations but would consider funding projects undertaken jointly by the secondary and post secondary groups.

Hence CAFCE became partners with the Co-operative Career and Work Education Association of Canada (CCWEAC) in submitting a joint

proposal to HRDC which received ministerial approval for establishing the Canadian Centre for Co-operative Education (CCCE) to be overseen by a joint Board of CAFCE and CCWEAC with 1994-97 objectives as follows:

- Articulation between secondary and post secondary
- Promote and expansion of co-op programs which impart development of occupational/vocational skills
- Develop industry/employer driven approach



Michelle Strenkowski, CAFCE President 1993-94; with a purse full of cash!

<sup>40</sup> CAFCE News, Spring 1992

At the 1994 CAFCE Annual General Meeting at the Grand Okanagan Hotel in Kelowna, Graham Branton, University of Victoria, incoming 1994-95 CAFCE President informed members that CCCE, which would house the national offices of CAFCE and CCWEAC, was being established in Toronto. He assured members that CAFCE would maintain its own identity and services to its members. The Centre would be governed by a Board which would have representation from both CAFCE and CCWEAC. Branton would be Chair of the Board and Nancy Chiang, the Treasurer. CCWEAC would be represented by Bart Eisen as Chair-Elect and Hilda Pollard as Secretary.<sup>41</sup>

By October, 1994 the two organisations had merged their physical operations into new facilities at 55 Eglinton Avenue East in Toronto. Richard Murphy was recruited from Northern Telecom as Project and Communications Director for CCCE on contract until March 1995 with a verbal commitment to renew until April 1996 and with Michael Baldwin continuing as CAFCE's Director of Development. At the October 1994 CAFCE Board meeting, Branton also stated that HRDC viewed CCCE as a major resource and that CAFCE and CCWEAC have the opportunity to make linkages with various constituents in the field of co-operative education as well as other forms of experiential learning.

By February 1995 CAFCE News had been replaced by Co-op News Network, a joint publication, and Carol Cox had joined the new office as Office Manager for CAFCE, the position in which she has now served faithfully for 14 years. The national co-operative education conference held in Winnipeg on May 14 – 17, 1995, "Choices for the 21<sup>st</sup> Century" was an "extravaganza" compared with previous such events. However, it was to be the first and only conference held jointly between CAFCE and CCWEAC.

By the fall of 1995, it was rapidly becoming apparent that CCCE was to be short-lived. At the September 1995 Board meeting in Toronto, Branton informed the Board that HRDC funding for CAFCE and CCCE was to terminate on March 31, 1996. Not only was CAFCE's financial relationship with CCWEAC through CCCE of immediate concern, but CAFCE's Board felt that there were philosophical differences between the secondary and the post-secondary groups. The CCCE board was to meet the following day and Branton was directed to gather information about the future of the relationship reporting back to the CAFCE Board no later than at its scheduled board meeting for February 1996.

Members did not have to wait that long. In the November 1995 issue of Co-op News Network, CAFCE President Dick White, University of Regina, 1995-96 reported that with the announcement by the Federal Government that funding for the National Office was to be eliminated, CAFCE's partnership with CCWEAC in the CCCE would be effectively ended.

Thus concluded what was to be perhaps the most turbulent period in CAFCE's history. CAFCE had expended much energy since the late 1970s in lobbying government and in seeking financial support, not only for the establishment of new cooperative education programs and the expansion of existing ones, but for financial assistance in fulfilling its mandate to its members. To maintain the national office funding, CAFCE was required to enter a partnership it may not have otherwise entertained only to have the Federal Government "back away" from its commitment in mid-term. CAFCE was left "holding the bag". If it were not for a healthy balance sheet that CAFCE had been able to build over the years, it may not exist today. CCWEAC was not so lucky as it was far more dependent upon the federal funds than CAFCE and the result was the eventual demise of CCWEAC as it existed at that time.

---

<sup>41</sup> Minutes, CAFCE Annual General Meeting, August 23, 1994.

Thus, in early 1997, Doreen Godwin, Simon Fraser University, CAFCE President 1997-98 was able to report to the membership:

The year of 1996 put us to the test. The big question was “Would we survive government funding?” Well the year is over and the answer is YES!!!

With Carol Cox, Office Co-ordinator, searching out more cost effective ways to operate and Lynn Serré, Treasurer, keeping an ever watchful eye on the budget we managed our finances very well and avoided the red line.

We followed that wonderful advice we give students, we stayed flexible and kept our eye on the target. The Directory has a new look with its institutional membership focus; the newsletter has great articles; accreditation is looking into the “quality” issues of co-operative education needed to meet today’s challenges; the “cafce-net” and website have provided new communications options; our new third floor office (at 55 Eglinton Avenue East) is affordable and we are all saving for a great 1998 conference in that super friendly, party town in St. John’s, Newfoundland.

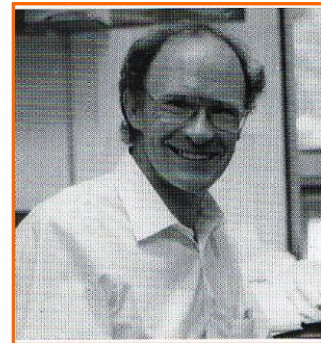
Our regions have continued to strengthen and grow. They now provide the support and direction needed to feed our national voice. New relationships are forming. CACEE has become a close friend and we are enjoying sharing ideas and activities.

The framework is solid! The downsizing and outsourcing are over and we can start to move ahead once again. Co-operative education is an effective educational system. Our challenge for 1997 is to resell our story!<sup>42</sup>

Doreen was right; CAFCE had survived and was alive and well.

#### **4.4 Dr. Graham R. Branton**

A sad footnote to the demise of CCCE and CCWEAC in the fall, 1995, was news of the sudden death of Graham Branton on November 4<sup>th</sup>. Graham died as he had lived – expending high energy while refereeing a community soccer game. He had been CAFCE President for 1994-95 and had just stepped down but remained as past president and a key player in the new CCCE.



Dr. Graham Branton

Graham had developed a co-operative education program at the University of Victoria which had become one of the most successful in Canada and the envy of many Canadian and other co-op institutions and practitioners around the world. He was one of the initiators of the Co-op Japan Program, had started the co-operative program at the University of Victoria and had built it into one of the most successful programs in the world, taking it from 489 work term positions in 1975 to over 2300 positions in 1995. He was to be deeply missed, not only by his young family, but also by his many professional colleagues, at the University of Victoria, and throughout the co-operative education community world-wide.

Graham Branton should also be remembered for another reason. Most co-operative education practitioners had come from business, industry and the professions bringing practical work experience to the task of bridging post secondary students into the work force. Graham, on the

---

<sup>42</sup> CAFCE News, Winter 1997

other hand, was one of those very rare classroom academics who had turned his talents and capabilities to the realities of co-operative education, and he had done this to great effect and success. It was entirely fitting therefore, that CAFCE's research award was subsequently renamed the Dr. Graham Branton Research Award in 1996 and sponsored by the University of Victoria.

## 4.5 CAFCE Regional Groups

With interest in co-operative education spreading rapidly across the nation in the 1980s, it was not possible for a national association such as CAFCE to adequately serve its members from a centralised focus in Ontario. If CAFCE was to effectively become a national association, it had to embrace all parts of the country and different interests within co-operative education.

In May 1982 the CAFCE Planning Committee Chair, Martin Hendy of Simon Fraser University, reported that the CAFCE Board had supported the committee's recommendation that CAFCE actively promote regional/local chapters of CAFCE. To further this recommendation, the Board held a series of its meetings in Vancouver, Calgary, Southern Ontario, Montréal, Halifax and St. John's specifically for this reason. In April, 1983 Hendy, by then President, reported that local chapters of CAFCE were active in Vancouver and Halifax.

As early as 1981, it was evident that there were interests unique to different groups of co-operative education professionals in Ontario. The co-operative education practitioners with the Colleges of Applied Arts and Technology (CAAT) began to meet informally to discuss items of common interest. By 1988, this group within CAAT had become formalised as the College Co-operative Educators of Ontario (CCEO) with the following objectives:

- Develop common employer evaluation form
- Start a curriculum sub committee
- Develop links with high school co-op
- Develop database of processes
- Produce a position paper on historical perspectives and trends
- Establish a funding committee for Ministry funding
- Lobby the Ministry which would not permit CAAT members to apply for CAFCE accreditation

Among university co-operative education professionals in Ontario, the Ontario Association of University Co-op Professionals (OAUCP) had been meeting extensively to consider professional development issues such as student work reports, work site visits and career planning issues. In April 1988, 55 co-op professionals from nine Ontario co-op universities met to discuss forming an Ontario University Co-op Committee.

Outside Ontario, BC began to operate an informal committee in the fall of 1982. The BC group grew steadily until 1987 when it formalised itself as the BC Committee at the "The Selkirk Summit"<sup>43</sup> and became the first regional group to formally affiliate with CAFCE adopting the following terms of reference:

- To provide a forum for the exchange of ideas and information
- To gather and share information such as statistics and surveys from BC institutions
- To promote co-operative education with employers, educators and governments
- To identify provincial needs and issues
- To maintain contact with high school co-op/career work education programs in BC

---

<sup>43</sup> Thomas, Joanne. (1987). *B.C. Committee of CAFCE; The Selkirk Summit*, CAFCE News, Feb/March

- To liaise with CAFCE through its Board of Directors
- To promote employer membership in CAFCE and in the BC Committee.

No formal budget was adopted and it was agreed that all events would function on a cost recovery basis. By 1994, the BC Committee had become the largest co-operative education group outside of Ontario with 140 members and had become the Association for Co-operative Education (ACE), the name that it still holds in 2009.

Early in 1988 the Prairie Region Committee was formed with Barb Strang, University of Alberta, as its first chairperson and held its first annual meeting in Winnipeg in May 1989. In the fall of 1988, Jim Wilson, University of Waterloo, CAFCE President noted that Quebec and Atlantic Canada still did not have regional groups and one of CAFCE's priorities for that year would be the further promotion of the formation of regional groupings. To this end, CAFCE again scheduled its board meetings in different locations across Canada to heighten profile and improve visibility with the membership. Reports from the regions had become regular agenda items at Board meetings and regional reports became the defining feature of each issue of CAFCE News with regional correspondents submitting their reports.



Jim Wilson President 1988-89  
CAFCE President

Wilson's efforts at reaching out to the regions paid off as in February 1990, CAFCE President Stu Koch of Seneca College was able to report that the Quebec Chapter of CAFCE had been officially formed with Gilles Joncas as its first president.



Left – Linda Inkpen, President College of the North Atlantic; Peter Young “in his element” and Barry McGill at CAFCE Atlantic PD meeting, St. John's, October 1990

By the time CAFCE held its 1990 annual conference at Kananaskis, Alberta, there was evidence of an Atlantic Committee springing to life with CAFCE Atlantic holding its inaugural meeting at the conference. This was to be quickly followed in October by a regional professional development meeting in St. John's with 48 persons present from across the region made possible through a travel grant from the St. John's office of Employment and Immigration Canada. In spite of typically stormy weather, Barry McGill, CAFCE's 1990-91 President attended and gave a stirring presentation on Co-operative Education Curriculum. The \$7,000 in profits accrued from this event was to launch CAFCE Atlantic on a secure path to the future.

Thus, by 1991 CAFCE had set its anchors coast to coast in Canada and by the spring of 1992, CAFCE President Barbara Strang was able to report restructuring of the National Board to include regional representatives with appropriate by-law amendments to be introduced at the 1992 annual meeting.

This was at a time when the co-operative education component of the Canada Jobs Strategy (CJS) was at its operational peak funding new co-op programs and the expansion of existing ones. Thus, it was to be expected that regional meetings would feature presentations on how to prepare CJS proposals. These proposal development forums became the defining features in CAFCE regional gatherings as EIC often provided assistance in some form to ensure the success of the CJS program. It appeared that success was measured in EIC's ability to spend its budget by the end of the fiscal year and CAFCE, the regional groups and the institutions were quick to oblige!

## 4.6 The Role of CAFCE Conferences in Regional Development

Very early in the life of CAFCE it was recognised that the organisation could never adequately



Banff Board Meeting, August 1979; L-R  
Alex McAuley, Bernie LaDoucier, Michel  
Turgeon, Jim Wilson, Ray Weiser, Gordon  
Lancaster.

serve its members or the institutions they represented from a national focus in Ontario. While the province of Ontario definitely had the highest concentration by far of co-operative education programs, students and practitioners, if CAFCE was to become a healthy national organisation, and the “co-op gospel” was to permeate from coast to coast, it was essential that it spread its activity across the nation.

The first major step in this direction came with the annual conferences which rapidly became CAFCE’s national unifying strategy, bringing professionals together and building friendships, fundamental ingredients to innovation. After the first six annual conferences were held in Ontario and Quebec, it was felt that there was

sufficient commonality of interest and enthusiasm, and institutional support to venture to Canada’s east and west. The first annual meeting and conference outside of the “central core” was held in Banff, Alberta in August, 1979 and chaired by David Atkinson of the University of Lethbridge. Indeed, Banff was an appropriate choice since it provided “neutral ground” for the considerable enthusiasm for co-operative education which had started to develop in the West with programs having been established at the University of Regina, Simon Fraser University, University of British Columbia and University of Victoria. For many, it was their first exposure to “the West”. Hence it became an opportunity not only to compare notes about co-operative education, but to learn about Canada and its diversities and similarities across a vast land area.

The site of Banff could not have been a better choice. Not only was the scenery exceptional, but holding a conference at a small, remote location such as the Banff Centre ensured that all participants were kept together over the three day period, being lodged in the residences of the Centre. While the splendour of the location provided a temptation to “goof off”, it also served as the tie to bind the participants together during the three-day “work” program of the conference.

While it cannot be established for certain, the Banff conference appeared to establish the precedent that annual conferences would alternate between west, central and east since, after the 1980 conference in Toronto, the 1981 conference moved to St. John’s where the host, Memorial University, under conference chair Lisa Hurd, was determined to show CAFCE members and other participants the “conference of a life-time” with a healthy taste of Newfoundland culture with no escape route, designating conference social functions as being “plenary and mandatory”!

If nothing else, early CAFCE conferences proved fertile ground for discussion of issues of common interest. For example, subsequent to the 1980 conference in Hamilton, it was suggested by Gordon Partridge of Mohawk College and 1980 Conference chair, that there may be sufficient issues of direct and unique concern to community colleges in Ontario, that Ontario’s Community Colleges of Applied Arts and Technology (CAAT) could become a more formally structured organisation to deal with these issues on a collective basis. One of these concerns was a restriction placed on CAAT members by government preventing them from applying for accreditation of their co-operative programs. A meeting was subsequently held at Fanshawe College in May 1981 which was labelled a regional conference with 43 participants and Joe Barbeau being invited from Northeastern University to provide professional development. A second annual conference of CAAT was held at St. Lawrence College in Cornwall Ontario in

May 1982 and thus it seemed as though regional groups interested in co-operative education were now emerging.

By the mid 1990s, with regional co-operative education associations now firmly established, and developing annual conferences and professional development initiatives of their own, CAFCE faced a dilemma. The time commitments of those involved as volunteers in the governance and programs of both the regional groups and the national organisation were considerable. Further, both WACE and CEIA were worthy of the attention of co-operative education professionals. How many masters could one serve and still fulfill obligations to students and employer institutions at home? Financial concerns also surfaced as many advocated financially supporting their regional association rather than “national”, but not both. Thus in 1996 the Board agreed that the national conference would become biennial rather than annual and would be scheduled in even years enabling more members to participate in WACE conferences in odd years. The conference originally scheduled for St. John’s in 1997 was postponed until 1998 becoming CAFCE’s first biennial conference. A complete listing of annual conferences and locations is provided in Appendix 2.

#### **4.7 “Co-op Education” - Canada’s Co-operative Education Publication**

During 1990, CAFCE published the first issue of its national co-operative education magazine with 90,000 copies distributed across Canada under the direction of Nancy Chiang and George Clapham, Centennial College, Chair of CAFCE’s Fundraising Committee. The first issue, which was ready for distribution at the annual conference in Kananaskis in August, had revenues of \$48,000 and expenses of \$45,000 for a \$3,000 profit. The magazine was to enhance the profile of co-operative education across Canada and targeted mostly students with a broad range of articles such as the benefits of co-op programs, career planning and job search advice and career information. It was distributed free of charge to co-operative education offices across Canada.

The first issue was an instant success, not only financially, but received favourable comment from a broad range of sources across Canada. Revenues were almost entirely from advertising by employers and institutions with co-op programs. This first issue was so popular that the National Office was requesting anyone with spare copies to return them.

There can be little question that CAFCE had cornered the market with its magazine which had a good run for seven years. However, it proved a heavy burden on both the national office and CAFCE volunteers and, with the publication of CACEE’s Career Options magazine, which had a much broader reach and employer participation, generation of advertising revenue, became an increasing challenge. With the final edition in 1996, the magazine had realised almost \$100,000 in net profits.

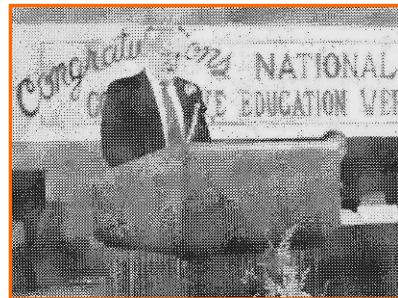
Those who participated in the publication of the magazine over its life time deserve special recognition for what may be justifiably described as CAFCE’s most ambitious and successful awareness development and revenue generation project – George Clapham, Centennial College; Nancy Chiang, CAFCE National Office and University of Waterloo; Stu Koch, Seneca College; John Gunn, Grant Thornton; Bob Scouler, Centennial College, Lisa Whalen, Georgian College; Bev Abramson, University of Toronto; Tom Gollan, Mohawk College.

## 4.8 National Co-operative Education Week – “Education Today for Excellence Tomorrow”

National Co-operative Education Week (NCEW) had its beginnings in 1988 under the leadership of Stu Koch, Seneca College and 1989-90 CAFCE President and Kirk Patterson, Fanshawe College, later to become 2001-02 CAFCE President. The objective was to promote the benefits of co-operative education to students, employers and other potential supporters creating a common front with a strong voice through country-wide media sources thus raising the profile, understanding and awareness of co-operative education.

The inaugural event was set for November 1st and 2nd, 1990 with the Opening Showcase at the Palais des Congress, Hull as the venue. Full co-operation and participation from members and institutions across the country was sought to ensure the event’s success and a decision was made to partner with CCWEAC to increase coverage of the co-op concept throughout both the secondary and post secondary communities. Across the regions, Canada wide celebrations were planned for November 4-10, 1990 with the national committee and the National Office developing promotional material to circulate to the regions. In addition to brochures about co-operative education, these packages contained items such as sample press releases, material to include in speaker kits for co-operative education personnel and dignitaries, tips on media relations strategies and camera-ready copy of logos and other slogans for regional reproduction.

The Honourable Marcel Danis, Minister of State for Youth addressed the opening ceremony at the University of Ottawa stating, “It is difficult to imagine a more practical, effective way for students to get a sense of what is required to succeed in their chosen field” and, “We must make a better fit between the education we provide and the realities of the world outside the classroom.” Mr. Danis concluded his remarks by commenting on how pleased the federal government was to participate and expressed the wish that it would be the first of many such annual events.



President Barry McGill opens the first National Co-operative Education Week

The regions responded “with a vengeance” each marking the occasion in their own way. For example, the B.C.–Yukon – NWT Committee had formed an NCEW regional committee and obtained sponsorship from the B.C. Ministry of Advanced Education in undertaking the following:

- Producing thousands of co-op lapel pins distributed through institutions
- Filming a 30 second television commercial aired throughout the week on two provincial networks
- Mailing co-op brochures to 200 high schools, and
- Having Co-op Education Week proclamations signed by local mayors.<sup>44</sup>

The First National Co-op Education Week was determined to be such a success that the event was repeated each November for the following three years. However, while its strategy was to involve all the regions of Canada by developing templates that could be adapted to regional needs, it did not work in all regions. In Atlantic Canada for instance, the Co-operative Movement, which was the heart of the Atlantic Agricultural Industry, had an annual high profile event about the same time each year. CAFCE and co-operative education would have been inevitably lost in the cow

---

<sup>44</sup> CAFCE News, Christmas, 1990

bells and orchard trees of the “Co-operatives”, a constant challenge in the branding of co-operative education nationally.

In response CAFCE Atlantic developed its own strategy for a National Co-operative Education Week for Atlantic Canada which was implemented in the mid 1990s at about the time the national program discontinued. The Atlantic program eventually became the model for a rejuvenated National Co-operative Education Week which was reintroduced in 1997 and which is now held in March of each year.

In 2004, National Co-operative Education Week further enhanced the profile of both CAFCE and the event in particular by conducting an across Canada fund-raiser, led by Kirk Patterson, which culminated in the presentation of a cheque for \$2,050 to the World University Service of Canada (WUSC) in aid of the Tsunami Relief effort following the disastrous and tragic tsunami in South East Asia.

## **4.9 International Co-op Exchange Programs in Canada**

One of CAFCE’s first structured activities involving international work terms for co-op students was with the Student Work Abroad Program (SWAP), a national program of the Canadian Federation of Students which assisted students in finding work term positions in the UK, New Zealand, Australia and Japan. In 1987, Gordon Lancaster, Director of Co-operative Education at Fanshawe College, had been holding discussions with David Smith, SWAP Executive Director resulting in an invitation to Kirk Patterson, a Fanshawe co-ordinator, to proceed on secondment with SWAP to its London, UK office from April to August of that year to assist more than 700 Canadian students with finding positions. Kirk was the first of several practitioners to be engaged in this secondment which became an annual feature of the SWAP program. While SWAP is not limited to cooperative education students, the participation of co-op professionals in this assignment has been of major benefit to co-op students seeking international work terms. While on this secondment, Kirk was also able to formalize partner exchanges between Fanshawe College and several UK institutions and employers.

While initially the arrangement was between SWAP and Fanshawe College, it was soon to evolve into a more formal understanding between CAFCE and SWAP which resulted in a succession of CAFCE members participating annually in this secondment. It also taught an important lesson: effective international co-op exchanges could only be effectively pursued “on the ground” in the countries involved. While it was useful to establish contact with sister institutions in other countries, the exchanges could only be effectively sustained through in-person contact with both partnering employers and institutions. Although an excellent opportunity, student participation in the SWAP Program has been inconsistent due largely to a reciprocity requirement between Canadian and UK institutions. Even though students can use SWAP as a vehicle for securing a work term position after arrival in the UK, most programs prefer students to have positions confirmed before leaving Canada.



Kirk Patterson, the SWAP Man and CAFCE President 2003-04

Recent Canadian co-operative education professionals who have proceeded on this secondment are Tony Munro, Co-op Co-ordinator International at the University of Waterloo in 2004, Heather Hanley, formerly of St. Francis Xavier in 2006, and Marc-André Daoust, also of Waterloo in 2007.

Another significant international co-operative education initiative was the Co-op Japan program established in May 1991 by a consortium of four Canadian Universities; the University of

Waterloo, Simon Fraser University, the University of Sherbrooke and the University of Victoria under auspices of the federal government's Pacific 2000 Japan Science and Technology Fund.

The objectives of the program were:

1. To develop placement opportunities for science and engineering students in Japan
2. To promote enhanced industry-university relations between Japan and Canada.

To qualify students were required to have a 75% average and must have had at least one term of Japanese language study as well as eight months related work experience. The program required that each partner institution assign a co-ordinator to manage its participation. A program director from one institution was assigned as overall program director with job development responsibility, developing language and culture components, assisting students with applications, visas, and marketing in Japan. Before going to Japan, the students from all four universities were subjected to a month of rigorous language and culture training.

By 1994, 75 work term positions in Japan with 38 companies had been arranged and the project proponents were inviting participation from other institutions.

#### **4.10 Retirements - the End of an Era**

If the 1990s had been turbulent for CAFCE, it had been equally so for the co-operative education institutions. As governments struggled with deficits, they passed their struggles on to the institutions. Facing increasing costs and reduced financial support from governments, all aspects of post-secondary activity came under close internal scrutiny as institutions fought to cope. In the midst of this turbulent period, four of CAFCE's original and most valued members, each a professional engineer and each a recipient of the Albert S. Barber Award, took retirement leave, all within months of each other in 1994. Any account of CAFCE's history would be incomplete without special mention of these four gentlemen who had such an impact on shaping CAFCE as it is today.

Gilles Joncas, University of Sherbrooke was CAFCE's founding president in 1973. He had been instrumental in the creation of CECOC (later the Accreditation Council) and served as its Chair in 1979-80. He also served as Chair of the Quebec Regional Association from 1991 until his retirement. Gilles may be aptly described as "the gentleman" of co-operative education. He was quiet, but self-assured and inspired confidence. He was a role model in leadership.

Peter Young, Memorial University, while never on the Board of Directors, had encouraged and supported his co-operative education staff in CAFCE participation. He had teamed with Gordon Lancaster and Gilles Joncas in drafting the accreditation criteria and had served for several years as secretary of CECOC. He helped many institutions initiate co-operative education programs with the philosophy that anyone getting into co-operative education should "do it right" because a weak program could do much damage to co-operative education in general.

Gordon Lancaster, Fanshawe College, was also a founding member of CAFCE as well as being the first chair of CECOC and its principle architect. He served as its chair for many years. He had served as CAFCE's first treasurer and then president in 1977-78. He was also a founding member and chair of the College Co-operative Educators of Ontario (CCEO). Gordon had been "the life" of CAFCE, particularly at annual conferences when he was always a keen contender for the Leading Light Award.

Jim Wilson, also a founding member of CAFCE, succeeded Bert Barber as Director of Co-operative Education and Career Services at the University of Waterloo. Jim had a distinguished

career in co-operative education and with CAFCE, serving as president in 1988-89. He had been actively involved with CEIA and WACE, and was heavily involved in developing international connections in co-operative education. Jim was also an enthusiastic conference participant and Leading Light Award winner.

## 5. CAFCE in the New Millennium

### 5.1 Transition of a Thousand Years

By 2000, it looked as though Canada may have turned the economic corner, along with many of its G8 partners. Real GDP growth was robust and mortgage rates had eased considerably. Some were predicting a long period of sustained economic growth. However, while corporate profits may have been on the rise, this was not reflected in a new focus on hiring, in spite of widespread predictions of human resource shortages due to demographic shifts. Further, the Canada Jobs Strategy, from the mid 1980s to the mid 1990s, had resulted in substantial growth in the numbers of co-op programs and students. Thus, co-operative education co-ordinators had to go farther afield and be increasingly innovative in developing opportunities for their students on institutional budgets that were stagnant. Hence, everyone was faced with doing more with less!

Contrary to predictions, as fireworks and toasts marked entry into the new millennium, cyberspace did not cave in, light switches still worked, and crude oil sold for about US\$30.00 per barrel. The airlines, with the exception of the 9/11 interruption in 2001, continued to fly. Travel had changed however, and co-operative education professionals criss-crossing the country were treated to “over Saturday night stays” for their efforts in squeezing the last few pennies from their travel budgets.

#### 5.11 Balance or Bust!

Meanwhile, at “CAFCE Central”, the candles continued to burn late. In spite of a substantial surplus of about \$167,000 carried forward from the mid 1990s, it was steadily dwindling and adjusting to “life after government” remained a major challenge. Even after downsizing and expenses cut to the bone, revenue was not covering operating expenses. At the end of 1998, the Board, led by President Debbie MacIntosh, had determined that a special meeting should be held of board members and other key invited national representatives of the co-operative education community. The meeting, called for February 25, 1999 had, as its sole agenda item, discussion of CAFCE’s future. The message was clear - balance the budget within two years based on membership fee revenue or “close up shop” – balance or bust!



Debbie MacIntosh, President 1998

With this clear mandate, board members rolled up their sleeves and, by November 1999, President Dexter MacRae, University College of the Fraser Valley, Past President Debbie MacIntosh and President Elect Natalie Nossal of McMaster University had unveiled a comprehensive Operations Plan<sup>45</sup>. At the same time, Geoff Peers of the Canadian Investor Protection Fund, CAFCE Treasurer, introduced a proposed new membership and fee structure designed to meet operating costs from membership revenue as well as to increase membership enrolment.

---

<sup>45</sup>CAFCE Operations Plan – *Corner Stones/Themes for the Direction of CAFCE*, September 27, 1999

In December 1999, Dexter MacRae stepped aside as President to pursue a new career in the private sector and Natalie Nossal took the helm with CAFCE still battling heavy weather. She was well prepared for the role however, since she had been an integral part of the team in drafting the plan. The fact that a sudden change of leadership at such a critical time can appear so seamless was clearly indicative of strong direction with management and leadership depth.

Much work had been done. Would the members buy the plan? Would it work? The first test would come at the 2000 Victoria conference when the plan and proposed membership structure was to be presented to the membership. Although apprehensive about the reception the proposals would receive, Natalie was gratified to receive an expression of confidence from members who stood up to emphasise how important it was to have a national association which focused on the “education” in co-operative education rather than “placement”. The first hurdle had been effectively cleared; the second was to come with implementation.

## **5.12 We Are Still Here – and Here to Stay!**

The balance or bust challenge was further compounded in 2000 by the decision of ACDEC-Quebec to split from CAFCE with the resultant withdrawal of Cegeps from CAFCE membership. These decisions were precipitated by the Quebec Government which decided to discontinue support funding for organizations with national affiliations. While this had serious financial implications for CAFCE, the fact that Quebec’s major co-operative education institutions decided to maintain their CAFCE memberships and participation, was recognition of CAFCE’s key contribution to co-operative education all across Canada.

Natalie and her Board faced the second challenge with vigour and, by Spring 2001 she was able to report to the membership that, through a number of initiatives including; a revised fee structure that resulted in achieving budget, relocation of the National Office to the less elegant quarters at 834 Yonge Street, Toronto, increased use of electronic communications, and an array of other cost reduction initiatives, it had been possible to achieve a respectable surplus again.

By fall 2001, Natalie had completed her second term as president, having piloted CAFCE through yet another critical stage in its history. It would have been easy to have let the organisation coast along on its accumulated surplus. It would have been easy to allow CAFCE to sink into a quagmire of financial preoccupation to the exclusion of all else. However, this was clearly not the case; the comprehensive Operations Plan which addressed programming and services to members was evidence of this. It was entirely appropriate therefore, that Natalie’s efforts and successes were recognised in her selection as the 2003 recipient of the Albert S. Barber Award, CAFCE’s highest recognition for outstanding contributions to the advancement of the philosophy and practice of co-operative education in Canada.

From a financial perspective, the next few years were to be considered reasonably stable for CAFCE financially. While deficits were not entirely eliminated, the size of the operating surpluses exceeded the size of deficits and, by 2006, the accumulated surplus had rebounded to almost \$200,000 – the highest it had ever been!

With its financial health apparently under control, CAFCE was able to focus on its role of providing services to its membership. In fact, to ensure continuation of CRA charitable status designation, the Treasurer, Greg McRea, of KPMG, suggested reducing the accumulated surplus to about \$100,000, using the funds wisely in membership program delivery. The principal initiative launched from the surplus funds was another comprehensive planning process which resulted in a 5-year strategic plan guiding CAFCE through to 2011. The Operations Plan of 2000 had been completed and the time had come to revisit the longer term planning process. Further,

each region was provided with \$2,500 to promote accreditation through professional development and the first of the CAFCE Research Grants were approved.

No accounting of CAFCE's financial roller-coaster ride of much of the new millennium can be complete without mention of the contribution of Greg McRea, Treasurer from 2001 to 2006. CAFCE was fortunate to have had the benefit of Greg's expertise at the financial helm over such an extended period. This is also indicative of the importance employers attached to CAFCE's longevity and Greg can probably claim the distinction of being the CAFCE Board's longest serving officer.

As 2008 drew to a close, the external economic environment was showing clear evidence of taking a nosedive. The Ontario economy had been struggling for a year or so and now the U.S. and global meltdowns were beginning to take hold. However, with several years of good financial stewardship to its credit CAFCE seems well positioned to weather the storm.

In his first communication with members since his election in November 2008, incoming president Anil Raheja of Memorial University was able to report, that CAFCE was already appearing to have turned the corner with an eight percent increase in membership numbers and a 15% increase in membership revenues for the current year.<sup>46</sup>

Anil further commented, "Although the financial well-being of CAFCE is important, it is not an end in itself. In the year ahead, part of our focus will be on the completion of ongoing projects. In addition, we plan to review the By-laws and bring them up-to-date. We intend to continue our successful work on the membership committee as well. We will maintain support for our accreditation council and all of our committees, including the CSOTY Award"<sup>47</sup>.

*Indeed, CAFCE was here and here to stay!*

## 5.2 Accreditation Revisited

Throughout the life of CAFCE, perhaps its most defining accomplishment has been CECOC, later to become the Accreditation Council. It has clearly defined the concept of co-operative education and established the guiding beacon for the practice of co-operative education in Canada. The Council has promoted accreditation as a standard for excellence and has engaged in professional development activity for members in quality program delivery. It has continuously reviewed its criteria in the light of a changing environment.



Little did Gilles Joncas and Gordon Lancaster realize almost 30 years earlier that their weekend of sampling cheese in the Quebec countryside would have such a profound impact on the practice of co-operative education in Canada. The road was not always smooth or without controversy. Many viewed the process as arduous, demanding, restrictive and exclusive of many other effective modes of experiential learning.

Council remained unrepentant however, maintaining that to make the process easy would compromise quality and that the required effort and tight criteria were justifiable with many benefits accruing to the accredited program. As time progressed however, and images of the original architects of accreditation faded, it became evident to Council that the accreditation process could be simplified without compromising standards. Further, while the rationale for the

---

<sup>46</sup> CAFCE, *President's Message: Greetings from Anil Raheja*, December 5, 2008

<sup>47</sup> Ibid.

criteria may have been clear to the original architects, they were now becoming obscured and not always clear even to Council members, not to mention those considering an application.

Thus, in the early 2000s, two significant and major projects were undertaken by Council. The first, under the leadership and initiative of Joanne Thomas, University of Victoria, and Karen McCarger, Wilfrid Laurier University, involved the complete redesign of the application guidelines and the implementation of a re-accreditation process which was less intensive for first time applicants but yet no less rigorous in terms of conforming with standards.

The second project involved a complete documentation of the rationale for accreditation standards. A committee of Council was struck comprising JoAnne Akerboom, Dalhousie, as Chair; Nancy Johnston, Simon Fraser University; Bruce Lumsden, University of Waterloo; Peter Rans, University of Northern British Columbia; and Andy Crichton, Memorial University, known as the Standards and Rationale Committee. This project took two years to complete and resulted in a reaffirmation of the accreditation principles as originally established with the overriding requirement being that, “In all cases, quality co-operative education requires:

- A commitment from the institution;
- A commitment to quality program delivery;
- A commitment to evaluation and monitoring, and;
- A commitment to structural features, which facilitate the co-operative education learning process.”<sup>48</sup>

**Figure 2. Criteria listed by the CAFCE Accreditation Council, 2008**

“Co-operative Education Program is a program that formally integrates a student’s academic studies with work experience in cooperative employer relationship organizations. The usual plan is for the student to alternate periods of study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

- (i) each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation;
- (ii) the co-operative student is engaged in productive, authentic full-time work rather than merely observing;
- (iii) the co-operative student receives remuneration for the work performed;
- (iv) the co-operative student’s progress on the job is monitored by the co-operative educational institution;
- (v) the co-operative student’s performance on the job is supervised and evaluated by the student’s co-operative employer;
- (vi) the total co-operative work experience is at least thirty percent of the time spent in academic study.

A comparison of the criteria used by Council in the new Millennium (Figure 2 above) to those adopted by CECOC in 1979 (Figure 1, Page 9) clearly shows that the original criteria have stood the test of time; other than minor changes in wording, the two sets of criteria are almost identical.

The most significant difference in the application process is that the Application Guide now recognises Co-operative Education Internships and allows for consideration of “Co-op Internship programs which provide students with the opportunity for development through in-depth exposure with an employer during a single extended work experience.”<sup>49</sup>

<sup>48</sup> See <http://www.cafce.ca/download.php?id=144>

<sup>49</sup> See Accreditation Guide and Application, July 2007 at <http://www.cafce.ca/download.php?id=206>

The contributions of Karen McCarger and Joanne Thomas throughout the late 1990s and early 2000s stand out and deserve special mention. In addition to her work with Bruce Lumsden and Kate Ross in developing and presenting the three-part series of presentations, for annual meetings and conferences, “Quality Co-op – An Anchor for Your Institutions”, Karen served as Chair of Council for two years in the mid 1990s, again for two years from 2000 to 2002 and is Chair Elect going into 2009. Karen’s contributions had already been considered exemplary by 2000 when she was recipient of the Albert S. Barber Award for that year.



Joanne Thomas, University of Victoria Awarded the Albert S. Barber Award Acknowledging her mentor, Dr. Graham Branton, at the CAFCE 2004 Conference Awards Luncheon in Halifax, NS

Joanne, as a member of Council in the late 1990s had co-ordinated and edited the 2000 edition of the Co-operative Education Manual<sup>50</sup>, spearheaded the revamping of the Application Guide, drafted and co-ordinated development of the reaccreditation process, developed a check list for applicants, served a two year term as Council Secretary and chaired Council for two years prior to her retirement in 2006. The selection of Joanne as the Albert S. Barber award winner for 2004 has been one of the most deserving in the award’s history.

In 2009, the Accreditation Council will celebrate 30 years of operation and with a greater level of activity than ever before. There can be little doubt that Council’s longevity can be attributed, in large part, to the foresight of its designers and builders in the beginning who saw the need to ensure that the accreditation issue was given a position of prominence at the senior administrative level of the institutions being served.

<b>Table 1. CAFCE Accredited Co-operative Education Programs<sup>51</sup></b>		
<b>Year</b>	<b>Number of Accredited Programs</b>	<b>Number of Institutions with Accredited Programs</b>
1980	5	5
1991	43	14
2000	78	22
2008	92	24

In spite of a continuing concern of Council as to how to encourage more institutions to seek accreditation, its record is one of continuous growth as indicated in Table 1. Should this trend continue, as is likely, Council’s work load will steadily increase as programs return for re-accreditation. Council’s greatest challenge will likely be in the recruitment of volunteer review team members. Indeed, the Accreditation Council could become a victim of its own success!

### 5.3 International Co-op in the New Millennium

No one was predicting the events of September 11, 2001. The author recalls being in Aberdeen, Scotland and catching a glimpse of events unfolding on TV in an employer’s reception area. Being called to his meeting, he didn’t pay too much attention; after all, small planes had often flown into highrises before. Why was this any different? On later returning to his B & B, he was greeted by his landlady who proclaimed, “Och laddy! You’re not flying anywhere any time soon!” How right she was! Reality began to hit home! Six days later with three-day stop overs in

<sup>50</sup> See <http://www.cafce.ca/download.php?id=56>

<sup>51</sup> Source: Various issues of CAFCE News; Accreditation Reports from Minutes of CAFCE Board Meetings.

each of London and Halifax, he finally touched down in St. John's. Who ever said that a career in co-operative education lacked adventure?

How did the events of 9/11 affect CAFCE's international co-op initiatives? By that time the concept of globalisation and the information explosion was already considerably impacting our working methodology. Technology advances such as satellite communication, the internet, and cellular technology were already firmly entrenched and had changed irrevocably the way we worked from day to day. Despite the tragic proportions of this event and some parental apprehension, student interest in international exposure was growing, strongly supported by their academic faculties and institutions, which saw themselves as slipping from the leading edge if they did not embrace internationalisation strategies. Employers placed a high value on résumés with a sprinkling of international flavour.

### **5.31 CEIA/CAFCE Visa Project**

By the early 2000s therefore, there was no shortage of interest in programs to facilitate international work terms. The impediment consistently seemed to be the acquisition of visas and work permits.

One project aimed at improving opportunities for Canadian students in the U.S.A. was the CEIA/CAFCE Visa Project, heavily supported by the CAFCE membership, and championed by Stu Koch of Seneca College when he represented Canada on the CEIA Board of Directors. Stu was no stranger to CAFCE and its challenges having being President in 1989-90 and the Barber Award recipient of 1994.



Stu Koch, architect of CAFCE/CEIC Visa Project, CEIA Canada Board Representative, CAFCE President 1989-90, Barber Award winner 1994,

As early as 1995, in his role as Canada's representative on the CEIA Board of Directors, Stu had initiated exploratory meetings with CEIA and the appropriate U.S. government agencies. Stu hoped to be able to make an announcement of a finalised program for the CEIA/WACE Conference scheduled for July, 1999.<sup>52</sup> However, by the summer of 2000, Stu reluctantly reported that the project was still awaiting U.S. government approval and he anticipated that the program would now be operational by the summer 2001.

An agreement was eventually signed but CAFCE members felt that the costs to students, institutions and employers, about U.S.\$2,000 in total per visa application, would be prohibitive. Additional administrative issues entered the picture; undoubtedly fall out from 9/11, which seemed to be beyond resolution.<sup>53</sup> The project had been five years in the development stage and is indicative of the level of persistence and perseverance demonstrated by so many CAFCE volunteers over the years.

### **5.32 The Canada UK Exchange Agreement - CANUKE Project**

In parallel with the CEIA/CAFCE Visa Project, and building on the highly successful SWAP Program, in November 2000 Natalie Nossal had been approached to meet with representatives of the Association for Sandwich Education and Training (ASET), CAFCE's UK sister organisation to explore ways to facilitate work term exchanges between Canadian and UK students. This project was facilitated by Michel Gigault of Canada's Department of Foreign Affairs and

<sup>52</sup> CAFCE News, Spring 1999

<sup>53</sup> Stu Koch, Personal Communication, April 8, 2008

International Trade (DFAIT) who was an ardent supporter of CAFCE and had become an employer member. Michel used his considerable influence in obtaining Canadian Government official recognition of the project as well as piloting the agreement through the Canadian High Commission in London which, in turn, dealt with the British Home Office which was responsible for issuing Training and Work Experience Scheme (TWES) permits for Canadian students entering the UK.

While Natalie continued with other challenges, implementation of the CANUKE project was passed over to the capable leadership of Laurie Lahn of Wilfrid Laurier University who successfully launched CANUKE in November 2002. While the program was highly successful in facilitating work permits for both UK and Canadian students over its 5 year life span, with as many as 25 Canadian students participating in 2003, half way through the agreement cycle the UK Home Office considerably restructured its TWES program. Costly processing fees were introduced and limitations imposed on whom could process student work permit applications<sup>54</sup>. These difficulties slowed the activity to a halt which resulted in the agreement not being renewed when it expired in 2007. However, Laurie continues to monitor the situation and has hopes of a possible revival of the program.<sup>55</sup>

Because both the CAFCE/CEIA Visa Project and the CANUKE initiatives were eventually shelved did not mean that CAFCE abandoned its interest in, and pursuit of international co-op activity on behalf of its members. In fact efforts in this area, if anything, have intensified as CAFCE maintains a continuing dialogue with relevant agencies and groups such as DFAIT<sup>56</sup>, the Student Work Abroad Program (SWAP), The International Association for Students of Economics and Commerce (AIESEC), The International Association for Exchange of Students for Technical Experience (IAESTE) and Office Quebec-Ameriques Pour la Jeunesse (OQAJ).

Moving forward there is little doubt that CAFCE and many of its members have accumulated a wealth of experience in working with international co-op activity and adapting to the ever changing global environment. Thus, CAFCE is well positioned as an invaluable resource to members and member institutions seeking to enrich their co-operative programs by launching forth into the global market place.

### **5.33 Globalisation Marches On!**

Over many years, CAFCE members have played a major role in the U.S.A. based Co-operative Education and Internship Association (CEIA) and several have been honoured by CEIA for their contribution. CEIA has the Dean Herman Schneider Award commemorating the founding of co-operative education by Schneider at the University of Cincinnati in 1906 upon which CAFCE's Albert S. Barber is modelled. Canadian recipients have been:

- 1983 Ray Weiser, University of Waterloo
- 1997 Dick Pullin, University of Waterloo and David McKenna, Concordia
- 2002 Bruce Lumsden, University of Waterloo

As CAFCE approaches the end of the first decade of the new millennium, its members continue to make their mark on the international stage building further credibility and global prestige for Canadian Co-operative Education. For the first time in the history of CEIA or CAFCE, the CEIA presidency is held by a Canadian, long-time CAFCE member and volunteer Karen Reimer, University of Guelph. Not only does Karen occupy this responsible and influential position in the global arena, she is also accompanied by two other prominent educators in Canada's co-operative

---

<sup>54</sup> CAFCE Board of Directors Minutes, October 24, 2003

<sup>55</sup> Laurie Lahn, Personal Communication, April 9, 2008

<sup>56</sup> See <http://www.cafce.ca/download.php?id=193> retrieved April 27, 2008

education family; Tony Munro, International Field Co-ordinator, University of Waterloo as Vice President-International and Maureen Drysdale, Associate Professor, University of Waterloo as Vice President – Research & Surveys.

Further in support of international activity, CAFCE's 2004-05 Annual General Meeting in Toronto included a day-long series of workshops and seminars focused on the theme "Co-op Without Borders/Co-op Sans Frontieres" addressing issues concerning Canadian Co-op students taking international work terms abroad and foreign students coming to Canada.



Representing Canadian Co-operative Education interests on the CEIA Board, Karen Reimer (L), President; Tony Munro, Vice-President International (Centre) and Maureen Drysdale, Vice President , Research and Surveys (R).  
Photos from CEIA website <http://www.ceiainc.org/>

2006 was a particularly busy year on the international front with three major international events in which CAFCE was well represented. In April, Linda Hart, CAFCE's President-Elect represented CAFCE at CEIA's "Co-operative Education Centennial Celebration" held, appropriately, at the University of Cincinnati where "it all began" 100 years earlier. In June, H el ene Cod ere , CAFCE President led six other CAFCE members to the World Association for Co-operative Education (WACE) conference in China. On her return, H el ene reported on the high degree of interest shown by Chinese educators in Canadian co-operative education practice, particularly at the University of Waterloo, which several Chinese had previously visited.

The third significant event for 2006 was the Co-op Summit in May hosted by WACE and the National Commission for Co-operative Education (NCCE) in Boston. Attendance was by invitation only and comprised senior representatives of all organisations across North America involved with experiential learning. CAFCE was represented by Sonya Horsburgh, Mount Saint Vincent University and CAFCE Past President. It is critical that CAFCE maintain its connections across the spectrum of experiential models and practices. Other key organisations represented were:

- The Accreditation Council for Co-operative Education (ACCE): <http://www.co-opaccreditation.org/>
- The Cooperative Division of the American Society for Engineering Education (CED): <http://www.profpractice.gatech.edu/ced/>
- The Cooperative Education and Internship Association (CEIA): <http://www.ceiainc.org>
- The National Commission for Co-operative Education (NCCE): <http://www.co-op.edu/index.htm>
- Northeastern University (NEU)
- The National Society for Experiential Education (NSSE): <http://www.nsee.org/>
- The World Association for Cooperative Education (WACE): <http://www.waceinc.org/about.html>

Globalisation marches on in 2009 as Simon Fraser University prepares to host the WACE 16<sup>th</sup> World Conference on Co-operative Education and Work Integrated Learning from June 23<sup>rd</sup> to 26<sup>th</sup> in Vancouver<sup>57</sup>.

## 5.4 Promoting CAFCE through the National Media

Well before the 1998 conference in St. John's and the visit and encouragement from Anne Dowsett Johnston, CAFCE leadership initiated contact with Maclean's Magazine and achieved what is probably the most extravagant and wide-spread print media promotion that co-operative education has ever seen in Canada. In the November 23, 1998 issue was included a six page advertising supplement. This was not just like any other piece of advertising; it was simply packed full of valuable statistical information about the status of co-operative education in Canada, together with several articles describing the achievements of co-op students and highlighting the experiences of employers.

This initiative was fully sponsored by the Royal Bank of Canada at substantial cost. The supplement was prepared by Tom Faulkner and Scott MacDougall with Sonya Horsburgh of Mount Saint Vincent, Lori Baker-Leigh and John MacDonald of Dalhousie, Karen McCargar of Wilfrid Laurier and Carol Cox of the CAFCE Head Office in Toronto collaborating in a truly co-operative effort.<sup>58</sup> For their substantial and effective contribution to this effort, Sonya, Lori and John were all presented with CAFCE Service Awards.

Ten years later, through a continuing relationship with Maclean's, it was again possible to highlight co-operative education in "University Rankings '08" in the November 24<sup>th</sup> 2008 issue of Maclean's with Research in Motion (RIM) as the sponsor<sup>59</sup>.



Front page of advertising supplement, Maclean's Magazine, November 23, 1998

## 5.5 The Co-operative Education Manual

During her two and a half years as CAFCE's National Office Administrator, one of Nancy Chiang's major accomplishments was the writing and publishing of the first edition of what has been widely referred to as "The Co-op Manual"<sup>60</sup>. By 1990, the manual had been translated into French with the help of a \$26,000 Secretary of State grant. Copies of both French and English versions were sold for \$50.00 with second copies available for \$20.00.

The Co-op Manual was considered of such value that, by the late 1990s the CAFCE Board and the Accreditation Council saw the need for updating and revision. Under the leadership of Andrea Giles, University of Victoria, and Joanne Thomas, University of Victoria and Council Secretary, a complete revision was undertaken with a total of 16 articles being contributed by experienced co-operative education practitioners across Canada, primarily Accreditation Council Members.

<sup>57</sup> See <http://www.waceinc.org/vancouver/index.htm>

<sup>58</sup> Maclean's Magazine, November 23, 1998

<sup>59</sup> Maclean's Magazine, November 24, 2008

<sup>60</sup> Chiang, Nancy (1988) *Co-operative Education Manual: A Guide to Planning and Implementing Co-operative Education Programs in Post Secondary Institution*, CAFCE, Toronto

The Co-op Manual is a valuable resource, not only to planning and implementing co-operative education programs, but in the continuing management and practice of co-operative education. A broad range of topics are covered including the development of the concept within institutions, a range of organisational models, implementation planning, information management, marketing of programs, organisation of operational aspects and budgeting. The 2000-edition<sup>61</sup> is still available and may be viewed on the CAFCE website<sup>62</sup>.

## 5.6 Research, Research and More Research!

### 5.6.1 The Rebirth of Research

Strong research momentum developed in the late 1980s and early 1990s through the pioneering work of Ivan Blake, Patricia Rowe, and Graham Branton with Stu Koch on the administrative and policy side. This continued throughout the latter half of the 1990s with exceptional contributions from Nancy Johnston of Simon Fraser University and Rick Reeve, University of Victoria. What was particularly significant in Nancy's case was that she came from the operational side of co-operative education and thus had set a strong precedent for other practitioners to follow. Rick had contributed significantly to co-operative education research over several years, not only with CAFCE but through CEIA and the World Association for Co-operative Education (WACE). Both were winners of the Graham Branton Research Award<sup>63</sup>, Nancy in 1997-98 and Rick in 1998-99. In 2005, Nancy's efforts and results were further emphasised with her receipt of the Albert S. Barber Award.



Nancy Johnston, Researcher and Albert S. Barber Award winner

A strong case for the value of research to CAFCE had been made by Anne Dowsett Johnston, Editor of MacLean's University Rankings when she delivered her keynote address to the 1998 CAFCE Annual Conference in St. John's. Anne had described co-operative education as Canada's "best kept secret", at a time when most of the news about post secondary education in Canada was bad. She offered to work with CAFCE in getting the message out – "Just feed me the information..." she had said.

Although CAFCE had been quick to respond with a tremendously successful high profile national promotion sponsored by the Royal Bank of Canada in the Fall of 1998<sup>64</sup>, CAFCE's research focus seemed to wane following the successes of Nancy and Rick. There had been no formal research committee since 1994. It was not until the Annual Conference in Halifax in 2004 that interest in Research seemed to be rekindled and at the Annual General Meeting in Toronto in October, a new Research Committee was formalised chaired by Jeela Jones and comprising the following members:

Jeela Jones, University of Ottawa, Ontario  
Stacey Cool, University of New Brunswick  
Nancy Johnston, Simon Fraser University  
Paul Rans, University of Northern British Columbia (Now Memorial University)  
Heather Skanes, Memorial University

<sup>61</sup> CAFCE (2000) *Co-operative Education Manual: A Guide to Planning and Implementing Co-operative Education Programs in Post Secondary Institutions*, 2000-edition

<sup>62</sup> See <http://www.cafce.ca/pages/manual.php>, retrieved February 27, 2009

<sup>63</sup> See Appendix B for winners of the Graham Branton Research Award

<sup>64</sup> See National Promotion with MacLean's Magazine, page 52

It was most appropriate that Nancy Johnston was able to join this new research committee to provide a valuable link with past efforts, strategies and initiatives. The formation of the reactivated committee was also coincident with the research efforts of Joy Hanley and Ellen MacFarlane of St. Francis Xavier University, Graham Branton Research Award winners for 2004-05.

## 5.62 Research Recognition and Incentive Grant

The new Research Committee's mandate was simple - to foster the conduct and distribution of cooperative education research across the country. One of the committee's first initiatives was to propose establishing the "CAFCE Research Recognition and Incentive Grant", a pilot project created to encourage and recognise research activity focused on co-operative education as defined by CAFCE. Grants are valued at \$5,000 and recipients are required to complete their research and present their findings at a CAFCE Conference or Annual General Meeting within a two year time frame. The results of the research must also be disseminated in a juried journal.

The timing of this proposal could not have been better! It coincided with CAFCE's decision to spend down a considerable amount of its surplus in 2006. The most important aspect of the proposal was that the grant was not an award for past accomplishment but rather an incentive grant to perform research<sup>65</sup>. The objective was to help strengthen the development of co-operative education across Canada through providing a deeper understanding of what engages, enacts, and enriches students, faculty, employers and staff as well as to encourage studies that contrast and compare various co-op practices and their outcomes.



Jeela Jones, centre, Chair of CAFCE's resurrected Research Committee and Service Award winner being congratulated by CAFCE President H el ene Cod ere and President Elect Linda Hart.

The first grants were awarded in 2007 and, although the grant guidelines only provided for one grant, the committee urged the Board to approve a second. The results of these grants were the subjects of presentations at the 2008 Annual Conference in Niagara Falls. For 2009, the grant has been awarded and will be the subject of a paper either at CAFCE's Annual Meeting in 2009 or at the Vancouver Conference in 2010. This grant is to be sponsored fully by Concordia's Institute for Co-operative Education.

Jeela Jones was a relative newcomer to CAFCE when she accepted the position as committee chair. For her exceptional initiative and leadership in this regard, she was one of the 2006 winners of CAFCE's Service Award. Leadership of CAFCE's Research Committee has now passed to Heather Skanes, Memorial University, a seasoned co-operative education professional well equipped to ensure that research becomes firmly entrenched in CAFCE's future agendas.

## 5.63 Statistics, Damned Lies and Statistics!

Statistics don't lie – not if they are professionally gathered and interpreted. In fact they are essential to effective research, marketing and informed lobby initiatives. Hence, it was appropriate and necessary that a statistics committee should emerge at the same time as the rebirth of research in CAFCE. Both research and statistics were essential to fulfilling the theme of CAFCE's 2004 Annual Conference, "Passing Traditions Forward". These committees were

<sup>65</sup> See <http://www.cafce.ca/pages/researchgrant.php>

essential links in passing forward the research traditions previously established by Blake, et. al. of the 1980s and 1990s.

The new CAFCE Statistics Committee was led by Linda Hart, Conestoga College (later of the University of Guelph) and CAFCE President 2006-07 with considerable support from Andrea Giles of the University of Victoria and Carol Cox of the National Office with a mandate to ‘...develop a method for collection of co-op statistics that will benefit members, institutions and the regional groups’<sup>66</sup>. Originally formed as part of the Research Committee, although the two committees were complementary, it was decided that they should function separately because of their differing mandates.

Much work had already been done by The Association for Co-operative Education of BC and the Yukon (ACE) and it was quickly decided that this should be the starting point of the committee’s efforts in establishing a national database. The committee further enunciated the anticipated benefits of its efforts as follows:

- Access to co-op education statistics and reports by institution, regions and nationally
- Government lobbying purposes (federal and provincial) for increased co-op support
- Marketing to employers and prospective students
- Curriculum development
- Research/history
- Benchmarking purposes
- Identifying labour market trends/conditions
- New program development.<sup>67</sup>

After much consultation and development work with members, other CAFCE committees and the regional groups, over a three year period, the committee was able to report to the 2008 Annual General Meeting that it was in the final stages of making the CAFCE statistics database a reality. An essential feature was a system of enabling those institutions and regions that gather data on their own systems to have that data uploaded to the database with minimal or no further data entry. Full implementation of the database is expected in 2009<sup>68</sup>. Combined with the efforts of the Research Committee, the database should constitute a major leap forward in establishing CAFCE as a highly credible force in furthering the development of co-operative education in Canada.

## **5.7 Recognising Achievement and Excellence**

### **5.71 The Co-op Student of the Year Award**

The Co-operative Education Student of the Year Award<sup>69</sup> (CSOTY) was initiated by CAFCE in 1994 to recognise outstanding achievement by students in areas of academic performance, community involvement, support for co-operative education, and contribution to their co-op employer. The winning student received a cash award of \$500 and through the associated publicity was considered to bring acclaim to his or her institution and employer. Students could be nominated by co-operative education professionals, faculty or employers. For the first annual award in 1994, 43 nominations were received from across Canada. Other deserving applicants are awarded “Honourable Mention” but without cash award.

---

<sup>66</sup> CAFCE 2004-05 Annual Report, p13.

<sup>67</sup> CAFCE 2005-06 Annual Report p17.

<sup>68</sup> CAFCE 2007-08 Annual Report, p3.

<sup>69</sup> See <http://www.cafce.ca/pages/studentoftheyear.php>

Since its initiation, the CSOTY Award has been a much publicised annual event that has brought honour to the recipient, his or her institution, and to the employer. Because of discernable differences between applications from two-year program students and university level students, beginning in 2006, two students are selected; one from a university and the other from a college program.



Dr. Elizabeth Ashton, President, Camosun College (L)  
Kevin Ginley, CAFCE College Co-op Student of the  
Year 2007-08, Lisa Baergen (R), Manager, Marketing  
Communications, Agresso



Stefan Kerry, CAFCE President 2007-08 presents Kate  
Gardiner, University of Waterloo with the 2007 CAFCE  
University Co-op Student of the Year Award. Right is Kate's  
supervisor, Jeff Myers of Sunnybrook Health Sciences.

## 5.72 The Emery-Dufault Award

Sponsorship of this award had been a challenge for the CAFCE Board until Kathy Verspagen, Mohawk College and CAFCE President 2001-02, began working with Christopher Dufault in 2002 to establish an endowment fund of \$25,000 to perpetuate CSOTY and provide a \$500 cash award, known as the Emery–Dufault Award, to each winner.

Les Emery and George Dufault were two co-operative education pioneers at the University of Waterloo in the very early days. Dr. Emery first proposed co-operative education to Dr. Gerry Hagey, President of Waterloo College in the 1950s. He was subsequently hired in 1956 by the Waterloo Associate College Faculties and became instrumental in the creation of the University of Waterloo and the implementation of co-operative education. George Dufault, an industrial engineer, joined the Waterloo College Associate Faculties in February 1957 and his first assignment was to establish and lead the University of Waterloo Department of Co-ordination, later to become the Department of Co-operative Education and Career Services. In December 1957, Bert Barber was hired as a co-ordinator and replaced Mr. Dufault when he returned to lecturing in early 1958, by which time co-operative education was fully operational.<sup>70</sup> Hence the seed from which CAFCE developed had been firmly planted! It is a fitting tribute to the vision of these pioneers that the estates of Les Emery and George Dufault, as CAFCE enters its 35<sup>th</sup> year, should have marked their contribution in this way.

## 5.73 Volunteer Recognition Award

With the turbulence of the 1990s and the eventual dependency of CAFCE on only one head office staff person, it was clear that CAFCE would have to call on a substantial commitment from volunteers to achieve its goals. There is little question that members have rallied to meet this need

<sup>70</sup> See <http://www.cafce.ca/pages/emeryaward.php>

from across Canada and that recognition of volunteer efforts was clearly necessary to maintain a high level of volunteer motivation.

For this reason the Board decided to introduce the Volunteer Recognition Award at its 1998 Annual Conference in St. John's. The award comprised a certificate of appreciation and recognition to be presented to the member at annual meetings. While recognition of individual contribution was a key objective, an equally important objective was to recognise the contribution of the member's institution in supporting the involvement of the member. Therefore, in addition to the certificate, the member also received a letter with a copy being mailed to the CEO of the member's institution.

The award was open to all members who had demonstrated a significant time commitment of at least five committee-years of service to the philosophical ideals of CAFCE by actively participating at the regional, provincial and/or national level as verified by the member's institution. Certificates were awarded for five-year service period so that, over a period of years, a member could receive several awards.

Although largely symbolic, the gesture was highly appreciated by the members and their institutions with many members indicating that they had also received letters of congratulations from their CEOs after having received a copy of the award letter from CAFCE head office signed by the CAFCE President.



Volunteer Recognition Awards, 2004 Halifax Conference

## 5.8 Strategic Planning in CAFCE

From its early beginnings to the present day, strategic planning has been an integral part of the life of CAFCE and it is fair to say that it has probably been the key to CAFCE's survival and will continue to be so in the years ahead. A continuous strategic planning process to remain focused on a constantly changing market place has become essential to the success of any organisation, especially as technology drives market changes at an ever increasing pace.

The foundation for continued strategic planning in CAFCE was unquestionably the legacy of Barry McGill and his Board of 1990-91 which introduced the most comprehensive and sophisticated strategic planning process since CAFCE's beginning. Although previous boards had engaged in strategic planning and recognised its importance, it was under Barry's leadership that it was given the broad exposure to, and involvement of, the membership to an extent never before experienced. A first hard copy draft was circulated to every member by conventional mail in November 1990 together with a membership survey with a request for response to the survey and feedback on the draft. The survey results and comments on the first draft were incorporated into a second draft circulated three months later again requesting feedback with the final version being circulated in late May 1991, some six months after the first mailing<sup>71</sup>. The level of sophistication of electronic communications available today could almost certainly have cut this time frame in half and possibly by more if email recipients are quick to respond.

---

<sup>71</sup> CAFCE Strategic Plan, May 23, 1991

By the time the plan was completed, if one can say that a strategic plan is ever complete, the process had developed its share of cynical reaction, not necessarily with the plan itself, but with the exhaustive process, particularly for volunteer board members some of whom viewed Barry as being obsessed with the plan. Nevertheless, Barry exhibited the traits of a true entrepreneur which has been defined by some as a person who latches on to an idea and pursues it to its ultimate conclusion, in the face of persistent advice to the contrary!

The early strategic planning efforts of Barry McGill had clearly established a strong strategic planning culture within CAFCE and almost every board of directors since that time has engaged in strategic planning to some degree. While it is impossible to cover the details of all of these initiatives throughout the intervening years, it is appropriate to “fast forward” to the most recent activity of the new millennium. Through the leadership of Hélène Codère, University of Sherbrooke and CAFCE President 2005-06, a comprehensive but clear and concise five year strategic plan was developed which identified specific goals to the end of 2011. These goals have been kept in clear focus and each year since, it has been possible to measure progress and state it in each year’s annual report such as that presented by outgoing President Stefan Kerry at the 2008 Annual General Meeting in Toronto<sup>72</sup>.

So significant and important are these goals as CAFCE moves forward, it is necessary to present them here in Appendix E for a more complete understanding of CAFCE’s future direction as we move towards 2010 and beyond.

## **5.9 Reflections from the Past; Thoughts for the Future**

As the dawn of the second decade of the new millennium approaches, CAFCE can reflect on 35 years of solid accomplishment in furthering the development of co-operative education in Canada. CAFCE has established a global reputation for excellence and leadership. Indeed, as one travels to other parts of the world, it is hard to find a national co-operative education structure that has become as well defined as that in Canada. That definition, while having being “scrutinised to death”, has undergone numerous assessments over the years and has had revisions only of a cosmetic nature made for improved clarity and understanding. The fundamental concept as defined by CAFCE and CECOC in the 1970s remains virtually unchanged. Indeed, co-operative education and CAFCE have stood the test of time.

The practice of co-operative education has attracted unusual and dedicated people. They are people on a mission. When Bruce McCallum and Jim Wilson wrote about the history of co-operative education in Canada for the CEA Journal in 1988, they told of how many said it wouldn’t work in Canada. In 1957, visionaries at the University of Waterloo, like true entrepreneurs, pushed ahead in the face of advice to the contrary, and succeeded. CAFCE has done the same and co-operative education has benefited.

However, challenges remain. While the concept of co-operative education may seem simple to some, those that practice it day to day understand and appreciate its complexities. Constant vigilance is necessary in countering the commonly held myth, found all too often among employers and even within institutions, that co-op practitioners are placement officers with administrative roles, rather than educators.

On a broader front, globalization trends have moved from a walk to a fast gallop as everyone has witnessed how quickly the economic fortunes of North America have spread rapidly throughout

---

<sup>72</sup> See <http://www.cafce.ca/download.php?id=191>

global economies. However, as has been often said, “The more things change, the more they seem to stay the same.” Indeed, many things will stay the same.

Looking to the future then, there will still be a demand for new motor vehicles but eventually a vastly different industry will emerge likely with more fuel efficient and environmentally friendly vehicles. The laws of science will prevail and eventually a new balance or equilibrium will emerge – a new economic balance; a new technology balance; a new energy balance and a new social balance. It is not a question of if, but of when.

For CAFCE and co-operative education the prospects are bright, for many storms have already been confronted and adjustments already made. There will be others, but CAFCE has developed the necessary “staying power” and now has the experience necessary to meet the challenges ahead. Indeed, it can surely be said that CAFCE has climbed from impossibility to reality!

## Appendix A

### CAFCE PRESIDENTS

---

2009/10: Kevin Rolston, Langara College  
2008/09: Anil Raheja, Memorial University  
2007/08: Stefan Kerry, Ryerson University  
2006/07: Linda Hart, University of Guelph  
2005/06: H el ene Cod ere, University of Sherbrooke  
2004/05: Sonya Horsburgh, Mount Saint Vincent University  
2003/04: Kirk Patterson, Fanshawe College  
2002/03: Anne Marie Coolen, Dalhousie University  
2001/02: Kathy Verspagen, Mohawk College  
2000/01: Natalie Nossal, McMaster University  
1999/00: Natalie Nossal, McMaster University  
1998/99: Debbie MacIntosh, University College of Cape Breton  
1997/98: Shani Pearson, Mount Saint Vincent University  
1996/97: Doreen Godwin, Simon Fraser University  
1995/96: Dick White, University of Regina  
1994/95: Graham Branton, University of Victoria  
1993/94: Michelle Strenkowski, University College of Cape Breton  
1992/93: Russ Winslade, Okanagan University College  
1991/92: Barbara Strang, University of Alberta  
1990/91: Barry McGill, Fanshawe College  
1989/90: Stuart Koch, Seneca College  
1988/89: Jim Wilson, University of Waterloo  
1987/88: Wendy Coffin, Wilfrid Laurier University  
1986/87: Carol Ottosen, University of Alberta  
1985/86: Dick Pullin, University of Waterloo  
1984/85: Bob Anderson, University of Regina  
1983/84: Bernie Ladoucier, Fanshawe College  
1982/83: Martin Hendy, Dr., Simon Fraser University  
1981/82: Michel Turgeon, University of Sherbrooke  
1980/81: Andy Crichton, Memorial University  
1979/80: Ray Wieser, University of Waterloo  
1978/79: Gord Lancaster, Fanshawe College  
1977/78: Alex McAuley, University of Victoria  
1976/77: Bruce McCallum, University of Waterloo  
1975/76: Gordon Partridge, Mohawk College  
1974/75: Gordon Partridge, Mohawk College  
1973/74: Gilles Joncas, Universit e de Sherbrooke

## Appendix B

### RECIPIENTS OF THE ALBERT S. BARBER AWARD

---

- 2008: Carmen Poulin, University of Ottawa  
2007: Sonya Horsburgh, Mount Saint Vincent University  
2006: Not awarded  
2005: Nancy Johnston, Simon Fraser University  
2004: Joanne Thomas, University of Victoria  
2003: Natalie Nossal, McMaster University  
2002: Shani Pearson, Mount Saint Vincent University  
2001: Peter Lapointe, SIAST Palliser Campus  
2000: Karen McCargar, Wilfrid Laurier University  
1999: Nancy Chiang, University of Waterloo  
1998: John Fiset, Concordia University and  
1998: Michelle Strenkowski, Vancouver Community College  
1997: Andrew Crichton, Memorial University of Newfoundland  
1996: Graham Branton, University of Victoria  
1995: Russ Winslade, Okanagan University College  
1994: Stuart Koch, Seneca College  
1993: Peter Young, Memorial University  
1992: Gordon Lancaster, Fanshawe College  
1991: James C. Wilson, University of Waterloo  
1990: Richard Pullin, University of Waterloo  
1989: Gordon Partridge, Mohawk College  
1988: Martin Hendy, British Columbia Institute of Technology  
1987: Bernie Ladoucier, Sir Sandford Fleming College  
1986: Bruce McCallum, University of Guelph  
1985: Roy Sadler, IBM  
1984: Raymond Wieser, University of Waterloo  
1983: Gilles Joncas, University of Sherbrooke

## Appendix C

### **DR. GRAHAM BRANTON RESEARCH AWARD RECIPIENTS (Formerly CAFCE Research Award) Sponsored by the University of Victoria**

---

The Research Award was instituted in 1989 both to recognize significant contributions by CAFCE members to scholarly research in Co-operative Education, and to encourage such research. The Research Award was renamed the Dr. Graham Branton Research Award in 1996 in honour of Dr. Graham Branton who was a leader in co-operative education research, program development and quality accreditation standards.

Dr. Branton was the founder of co-operative education at the University of Victoria and authored or co-authored over 15 scholarly publications, and delivered more than 30 papers throughout the world on the educational and societal benefits of co-operative education. He was a model of professional commitment and dedication and was an invaluable resource for many provincial and national co-operative education practitioners.

He chaired many committees of CAFCE, including serving as president and chair of the Association for Co-operative Education-British Columbia/Yukon/N.W.T. A recipient of the CAFCE Research Award and the Albert S. Barber Award, Dr. Branton, died in 1995 at the age of 52.

- 2004-05: Joy Hanley and Ellen MacFarlane - St. Francis Xavier University  
*The Feasibility of Establishing a Cooperative BScN Program in Nursing in Nova Scotia.*
- 1998-99: Dr. Rick Reeves, University of Victoria  
(awarded on his collection of research work)
- 1996-97: Nancy Davidge Johnston, Simon Fraser University, *The Nature of Learning in Co-operative Education in the Applied Sciences*
- 1995-96: Gregory Noah, Memorial University of Newfoundland, *Investigating the Perception of an Increasing Employer to Co-op Student Ratio on Co-ordinator's Activities*
- 1994-95: Michel Laporte, Collège de l'Outaouais
- 1993-94: Daphne Lordly, Mount Saint Vincent University
- 1991-92: Dr. Graham Branton, University of Victoria
- 1990-91: Dr. James W. Wilson, Northeastern University
- 1989-90: Dr. Patricia Rowe, University of Waterloo

## Appendix D

### CAFCE STRATEGIC PLAN 2007 Presented at CAFCE Annual Meeting, Toronto, November

---

#### Mission Statement

Our mission is to foster and advance post-secondary co-operative education in Canada. We do this through a national forum of professional co-op practitioners; by establishing national standards and promoting the value of co-operative education; and by delivering opportunities for learning and sharing of best practices.

#### Vision

To be the voice for post-secondary co-operative education in Canada.

#### **Goal #1: Accreditation**

Promote the value of accreditation as a means to enhance post-secondary co-operative education in Canada:

- Improve communication and promote to our members
- Provide mentorship for institutions considering accreditation
- Explore other ways to support institutions through the accreditation process

#### **Goal #2: Capacity Building**

Develop and implement a plan to increase our capacity to achieve our goals and deliver value to our members:

- Create a plan to make the best use of our finances and ensure the future stability of the organization
- Develop programs to increase volunteer participation and support by a broader group of members
- Invest in appropriate databases/information systems to support our goals

#### **Goal #3: Professional Development & Membership Services**

Expand professional development opportunities and membership services:

- Increase PD, sharing of best practices, networking
- Capitalize on international partnerships/alliances
- Address geographical barriers
- Explore possibility of professional designation and/or enhanced training
- Research
- Increase the value of membership

#### **Goal #4: Marketing**

Develop and implement a marketing and communications plan to enhance our position as the national voice for co-operative education:

- National presence / awareness
- Government Awareness
- Member communication; info updates; promoting benefits; engaging members to embrace CAFCE

#### **Goal #5: Membership**

Attract and engage more members:

- Better communicate the value of membership
- Increase memberships at existing member institutions
- Increase member engagement in CAFCE
- Increase member satisfaction in CAFCE

## Appendix D

### RECIPIENTS OF THE SERVICE AWARD

---

2009: Bruce Wilson, University of Guelph

2008: Tony Botelho, Simon Fraser University

2006: Jeela Jones, University of Ottawa

2005: Michelle Benjamin, McMaster University

2004: Paul MacDonald, Dalhousie University; Mausi Reinbold, Mount Saint Vincent University

2003: Laurie Lahn, Wilfrid Laurier University

2002: Sonya Horsburgh, Mount Saint Vincent University; Stefan Kerry, Ryerson University

2001 Members received "The Year of Volunteers" certificates in recognition for their volunteerism

2000: Michael Blais, McMaster University; Toni Burton, Camosun College; Andrea Giles, University of Victoria; Joanne Thomas, University of Victoria

1999: Sonya Horsburgh, Mount Saint Vincent University; Lori Baker-Leigh, Dalhousie University; John MacDonald, Dalhousie University

1998: Heidi Janes, College of the North Atlantic; Peter Lapointe, SIAST; Karen McCargar, Wilfrid Laurier University

1997: Liz Grigg, Acadia University

1996: Richard Pullin, University of Waterloo

1995: Dexter MacRae, University of the Fraser Valley

1994: Mark Foley, HRDC; Bill Stevenson, Treasury Board, Government Of Canada

1993: John Gunn, Doane Raymond Pannell, CA; A. John Joyner, University of Guelph

1992: George Clapham, Centennial College; Andrew Crichton, Memorial University; Pamela Racher, Mount Royal College

1991: Nancy Chiang, University of Waterloo; John Fiset, Concordia University; Toni Lebold, University of Waterloo; Mac McMartin, University of Waterloo

1990: Tyrone Lester, Memorial University