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Those in attendance at yesterday's Special CCFA General Meeting unanimously approved a motion to support the CCFA's participation with other FPSE unions in the common bargaining effort in Vancouver. Thanks to the many people who came to the meeting.

## From the Executive

Peter Lockie will be a guest at the Executive meeting on Friday, January 23rd. The idea is to have a free-floating conversation with the Camosun president. Time is short, but if there are things you'd like us to mention to Peter, please let me or another member of the Executive know right away.



Thank you very much to everyone who responded to last week's CCFA survey on possible topics for informal union discussion sessions. There were more than 100 responses. The quantitative record of responses is included for your interest on page 6. On Friday, the Executive will review the responses and, if time allows, plan for the next conversations with interested members. I hope the surveys took as little time to fill out as we said they would. More surveys will follow.

Thanks also to everyone who sent in ideas for charitable donations. The Executive will consider the applications at Friday's meeting. There were many good suggestions; the choice will not be easy. So much time has passed, and the world still needs so much fixing.

## CCFA Executive

- [Mark Kunen](#), President
- [Paula Young](#), Vice President
- [Brent Wassermann](#), Treasurer
- [Debbie Gascoyne](#), Chair, CMC
- [Judith Hunt](#), Chair, CNC
- [Jacquie Conway](#), Chair, PDC
- [Kelly Pitman](#), Member At Large (Past President)
- [Tom Rippon](#), Member at Large
- [Tanya Kirkland](#), Member at Large (Term Representative)

### CCFA Office:

- [Erin Waugh](#), Admin Assistant
- [Peg Ford](#), Clerical Assistant
- Web: [www.camosunfaculty.ca](http://www.camosunfaculty.ca)

Heather Biasio of the Nursing Department was a guest at the January 9th meeting to brief the Executive in the work of the Joint Occupational Health and Safety Committee and the Joint Rehabilitation Committee. Heather is planning to retire in March. On behalf of all CCFA members, I thank her for all of her work and especially for the guidance she has provided to faculty members contending with disability leave issues. Please note that with Heather retiring the CCFA needs another representative for JOSH. Please contact me if you're interested or get in touch with Heather ([biasio@camosun.bc.ca](mailto:biasio@camosun.bc.ca)) if you'd like more information.

There has been a substantial response to the Executive's offer to visit department, program, or team meetings to provide an overview of the Union's work and to take questions. Such sessions last about 20 minutes. For those groups that have not responded, there's time. Sessions can be scheduled throughout the year.

As a way of encouraging participation on CCFA committees, we plan to offer training workshops on such things as bargaining and steward (contract

management) skills. These sessions will be open to CCFA members with any level of experience in union work, including none.

With CCFA VP Paula Young as chair, the CCFA Code of Ethics Committee is continuing to work on a possible revision to the Code. The intention is to fashion the Code as an aspirational document and to propose moving any statements with disciplinary implications to the CCFA by-laws. Current Committee members are Paula Young, Peter Ove, Mark Kunen (ex officio), and Robin Fast. Pending any revisions, the current Code remains in effect, so be good for goodness' sake. Any revisions to the Code will require the approval of the membership.

Pat Wrean of the Math Department was appointed by the Executive as the CCFA representative on the Quarter to Semester Committee. The committee's task is to perform the alchemy necessary to turn quarters into half dollars.

With Judith Hunt as chair, an ad hoc committee appointed by the Executive is reviewing the CCFA Constitution and by-laws. The committee will bring any recommendations for changes to the Executive and then to the membership in time for the CCFA AGM on April 30th. Committee members are Judith Hunt, Debbie Gascoyne, Ocean Lu, Brent Wassermann, and Tanya Kirkland. Please contact Judith or another committee member if you have questions or suggestions.

As a way of enabling members to increase their understanding of the work of the CCFA, the Executive has decided to post the minutes of its meetings on the CCFA web site. Unavoidably, there will be a delay since minutes of each meeting will not be posted until approved two weeks later at the next meeting. I hope the suspense will not be too taxing. Members will be advised (somehow) of the access code required to view the minutes on a more secure section of the CCFA web site.

Beginning with today's issue, The Confluence will be sent to Peter Lockie (Interim Camosun President), Tony Nelson (CUPE President), Al Paterson (BCGEU President), and FPSE with an invitation to them to share the publication with their constituencies. If you are considering contributing to The Confluence, you can now anticipate a broader audience. Maybe.

The Labour Management Committee provides a forum for Executive members to talk or wrangle with administrators about matters of consequence to one or both groups. The

CCFA president and CMC and CNC chairs make up our team. Admin reps are John Boraas, VP of Education, Barb Severyn and Sonja Kennedy from HR, and Dominique Bergeron, Dean of Arts and Science. The Committee meets every two months. Topics for the January 14th included Infosilem, criteria for right of first refusal for term contracts ( Clause 2.01 of the CCFA Collective Agreement), the question of when term contracts are and are not allowed by the collective agreement, and the calculation of term contract percentages. Protecting the rights of people on term contracts and protecting their access to regularization is a CCFA priority. Also, at the CCFA's request, John Boraas reported on the Program Mix Analysis. The mix is still being analyzed with a focus on program improvement, not program selection.

As president, I am a member of the People Plan Committee, which was called back into existence Monday to advise the college administration on the selection of a survey instrument for an engagement survey. Such a survey was identified as a high priority in the People Plan planning process. The CCFA has long been calling for a climate survey. Engagement surveys are not the same as climate surveys, but there is a lot of overlap. The Executive will have a chance to review possible survey instruments and offer advice on their fit with CCFA interests.

Reminder: The next CCFA Regular General meeting will be on **February 27, 2015 starting at 1pm**. The length of the meeting will depend on the agenda items, but we'll keep it as short as possible. Please hold that date and bring a friend.

Thanks to all Executive members for their hard work and generous spirits.

Regards,

Mark

[Mark Kunen](#), President  
[Paula Young](#), Vice President  
[Brent Wassermann](#) Treasurer  
[Debbie Gascoyne](#), Chair, CMC  
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## CCFA Supports Life-Long Learning and Development

Martha McAlister, Instructor CFCS

At the beginning of January 2015, I found myself walking across a stage in Santa Barbara California to accept my Doctoral degree. It has all been kind of surreal, and hard to believe that 4.5 years have gone by since I started this journey. There are so many people who have encouraged me along the way, but this entire opportunity would not have been possible without the support of the Camosun College Faculty Association. There are really no words to express the extent of my gratitude to the CCFA for the long term professional development funding that I received. It has truly been an experience of “life-changing learning”!

My PhD in Human Development is from Fielding Graduate University. As an institute that champions a scholar-practitioner approach, Fielding provided the chance to focus my studies directly on my interests and work here at Camosun. For example, writing a paper on Leadership in Higher Education inspired me to try out the role of acting chair for a few terms. Writing a paper on Contemplative Pedagogy in Higher Education led to bringing David Kahane to a Walls Optional Conference as a key note speaker and also strongly influenced the evolution of campus support for the Mindfulness-based Stress Reduction Program and weekly mindfulness practice. Writing a paper on Directionality in Human Development enhanced the content of the course I teach on that topic immensely.

Finally, when it came time to engage in the research for my dissertation, I knew I wanted to do something that was community oriented here at Camosun. So, using a Participatory Action Inquiry approach, I met with a small group of my colleagues over a term, as we dialogued and explored emergent themes around teaching and learning. The title of my dissertation ended up being “Dissonance and resonance in a community of practice”. As a result of this experience, I have most recently had the opportunity

to help establish communities of practice at the college and am participating in bringing Beverly Wenger (a leading authority on communities of practice) as a keynote to the upcoming Walls Optional Conference.

It seems the journey hasn't stopped. People ask what I'm going to do now with extra time on my hands. I certainly haven't noticed any extra time on my hands! Instead, I keep seeing new opportunities opening up before me. For example, a colleague who knows of my interest handed me a flyer the other day saying, “When I saw this, I thought of you! It would be just perfect!” It is a call for proposals to present at an upcoming conference on Teaching and Learning in Higher Education, with the focus theme of “Achieving Harmony: Tuning in to Practice.” I can't not do that!! So, there goes my “extra time” this weekend, getting that proposal in. I also intend to use some of my upcoming professional development time to get an article published.



How many people are fortunate enough to say they love their job and see endless opportunities for ongoing learning and development? I know many colleagues at Camosun who feel this way, but I also know that it is a blessing not to be taken for granted. Thank you all so much for helping to create this wonderful community we all share. And thank you – beyond words – to our amazing CCFA that provides a supportive structure implemented by very caring and hardworking people.

For more information about communities of practice at Camosun check out the CETL website at: <http://web.camosun.ca/cetl/content/communities-practice>

## Question for Faculty

Each issue, we plan to throw a question into the field. We encourage your responses, however brief, to these questions and hope they will stimulate discussion within the CCFA. Responses will not be published without your consent.

Today's question: **What was the Respectful Workplace training like for you?**

Write to me and let me know. Mark Kunen: [Kunen@camosun.bc.ca](mailto:Kunen@camosun.bc.ca)

## Call for Submissions

Please consider submitting an article to the Confluence - email [Erin Waugh](mailto:Erin.Waugh@camosun.bc.ca) or [Mark Kunen](mailto:Mark.Kunen@camosun.bc.ca) with your feedback article, or your idea for an article. Don't forget that we want to hear about your SD project, your vacation, or really anything you'd like to share with your colleagues.

It's my first semester in some years teaching more than one course—after several years serving the college in other ways, I have headed back to the life of a civilian instructor. But something old, something new, as they say. This term, all my courses are at Interurban. I've spent a fair amount of time here in other roles, but this is the first time I've taught here.

The first time I came to Camosun was when I applied for my job. My interview was on the the Friday before Labour Day, and I was scheduled to start on the Tuesday after it (yay!). This all took place in the English Department at Lansdowne, and I don't think anyone even told me we had another campus. I soon became aware of it, of course, and aware also of the ways in which these two campuses were presented as different spheres, two worlds orbiting the same sun, but far apart geographically and, perhaps, in other ways.

Now here I am, at the bottom of the Liz Ashton Campus Centre. The objects that usually define my workspace—my African Violet, the pen holder made by my daughter in elementary school, my books on symbols and poetry and grammar, my pretty bowls from Chinatown (one for paper clips, one for spare change), my gifts from students (an onyx apple, some magnets for the filing cabinet, a toy soldier, a Lizzie Borden bobblehead doll—don't ask), even my stapler—these are still in my Lansdowne office. I have worked in that office for many years, and as we all know, an office becomes part of one's identity.

At Interurban, I feel less settled. I am instructor C0024524. My desk is almost empty and looks forbiddingly neat, at least for now. It bears stacks of folders arranged in order of importance (coming back to teaching at volume, I am desperately trying to stay organized), and, because I have not taken my keepsakes and books and so forth with me, there is little spillover. But I am learning the lay of the land. With the help of my gracious office mates, I have located the key to the cabinet that holds the printer. On my own, I am beginning to figure out which bathroom stalls are least alarming and when and where to get a cup of coffee.

It's fascinating, the way that one can be disoriented by a new environment. I made my first foray to the print shop recently. At Lansdowne, I'd stop there while grabbing a bowl of soup at the cafeteria. At Interurban, it's more of an expedition. I have to be told that I don't need to walk all the way round the Jack White Building. There is a "breezeway" (I love that word! It really is breezy there!) that takes me through a building and then through a large paved area in which various sizeable machines rest. It all feels a bit transgressive, as if I am trespassing in the land of the giants and will be found out at any moment or as if

some ginormous machine might roll forward and cost me my dignity when I have to run for my life. Of course, it's really just concrete and metal and people doing their jobs. I clutch my papers and walk on.

To the Helmet Huber Building, where the cafeteria is. Oh wonder of wonders! For lunch, I usually choose from among the many tasty vegetable selections on offer. Lansdowne, I like your salad bar, but I am having a serious affair with Helmet Huber and his many selections. He cares about my needs! The cashiers in the cafeteria usher me through with efficient and jovial grace. I am never hungry when I get home.

When it's time to teach, I make my way across campus to CBA or Portable A. Portable A is easy and kind of fun—when I was in elementary school, I always wanted to be in one of the portables because I thought it would be something like Little House on the Prairie—but CBA is more challenging. Now I remember what it is like to be a student, sousing out landmarks, trying to memorize my exit strategy—it's easy to get turned around. But people who know me, or even people who don't, are kind. They see me scanning the direction signs and say, "Are you lost?" You bet I am. They point to the right hallway and sometimes even escort me, and I always end up where I am supposed to be.

It's a long way from home, though, and that has its challenges. I study the bus schedules to determine how to make the extra six hours a week of travel time most efficient. Twice a week, I have to leave home at 6:45 AM to get to work on time, and I'm not used to that. It's like I am always getting up to catch a flight or something. But I am figuring it out. I can feel new neural pathways forming as we speak.

"It's a whole different world," many say, by way of welcome. Is it? Yes, there are significant differences, but while I feel that I am discovering new terrain, I am skeptical about the notion that our two main campuses are populated by entirely different species (okay, I am overstating that, I admit). Yes, the students at the two campuses have different interests, but then, since they are human beings, they are as various at one as they are at the other. And the work is essentially the same. For me, it comes down to whiteboards and computers and a bunch of inquisitive faces, and that's a world I know well. And from shop floor to lecture hall, teachers at both campuses gather students around them and encourage them to think anew. On both campuses, passionate discussions of how to make X a little more Y ensue, or to make a whole new Z, ensue.

I am not a stranger in a strange land, after all. I am just me, citizen teacher, figuring out some different staircases.

# *This Changes Everything, or does it? Is it really capitalism vs. the climate?*

Larry Hannant

## A debate

Can present-day capitalism resolve the problem of climate change? Is a sustainable relationship with the climate at odds with a sustainable economy? Naomi Klein's [This Changes Everything: Capitalism vs. The Climate](#) has changed the debate about the earth's future. Reviewing her book, the New York Times says: "Forget everything you think you know about global warming. The really inconvenient truth is that it's not about carbon—it's about capitalism. ... The addiction to profit and growth is digging us in deeper every day."

While reflecting on the role of "sustainable development" during International Development Week, Camosun faculty will take off the gloves for a no-holds-barred match ... of the minds! Join instructors Becky Mason, Bijan Ahmadi, Larry Hannant, and Peter Ove as they ~~violently, aggressively,~~ assertively defend their positions. After a short, formal debate, the audience will take the floor, with questions and participation welcome ... and expected!

Date and time: Thursday February 5, 1:00-2:30pm Place: TBA

## *They Have Been a Teacher at Camosun for Over 30 Years*

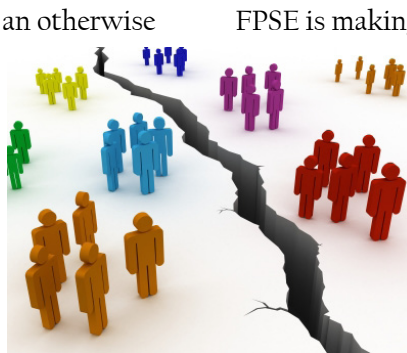
Mark Kunen, President

"They have been a teacher at Camosun for over 30 years." The "they" was me. An transgendered person was my partner for an ice breaker in a conference. Our task was to introduce each other to the rest of the group. The conference leader advised us to be sure we knew by which personal pronoun our partner wished to be introduced. I had never been asked that question before. My partner self-declared as "she." Without hesitation or introspection, I chose "he," but she introduced me as "they." When I queried the choice later, my partner apologized but explained that she by habit uses "they" as an all-purpose singular pronoun.

Grammatical niceties aside, I am glad that an otherwise plural pronoun can be adapted to cover a language gap that could leave people feeling invisible or excluded. The BC Federation of Labour's choice to provide gender-neutral washrooms at its 2014 Convention was another recognition of the need for inclusiveness. In fact, and I'm wandering towards my point here, I was impressed and a little surprised by the strong efforts the BC Federation of Labour is making to recognize and to speak to and for marginalized and badly treated people and groups, unionized or not. The CCFA is an affiliate of the BC Fed through our membership in FPSE.

Whatever the reason, and the fact that union membership in BC is down to about 31% of the workforce may be a contributing factor, the BC Fed is making its voice heard in support of many causes that go beyond wages, benefits, working conditions, and pensions for unionized workers. Delegates at this year's convention took part in a large demonstration to kick off a campaign for Vancouver to

match Seattle's decision to move to a \$15/hour minimum wage. In addition, decisions reached at the convention put the Fed's weight behind initiatives to demand an inquiry into the increasing number of murdered and missing aboriginal women, to reduce poverty, to ensure proper representation of equity-seeking groups in the labour movement, and to combat the exploitation (and excessive use) of foreign workers. It is fitting that the labour movement, which was borne of an effort to gain justice through collective action for marginalized and exploited workers, is turning its collective strength to those who have been left so far behind.



FPSE is making similar efforts. The campaign to restore ESL funding is in part an effort to provide a solid place in Canada to immigrants whose lack of English would hamstring them in regard to employment and social interaction. FPSE demands that governments recognize indigenous peoples' inherent rights. We, through FPSE, also support the BC FED/BC Lions' Violence Against Women Campaign. I've chosen just a few of many examples of how unions are making their voices heard on matters that go beyond the contractual rights of their members to call for a fairer, safer world.

All of this information leads me to ask if the CCFA is doing enough in this regard. We are acting through FPSE and the BC Fed, but would our members like the CCFA to do more for persons or groups in need? Our dues include \$2,000 annually for student bursaries. We have allocated \$2,000 for charitable donations, and we try to contribute to a stronger future by contributing \$10,500 every year for the good care and education of the tiny citizens who

benefit from Camosun's wonderful day care facilities. Recognizing that individual members are active in all kinds of crucial causes, I'm wondering if there is more we ought to be doing collectively to help turn the world away from what sometimes seems a growing darkness.

What do you think?

## *Informal Discussion Topics Survey Results*

Variable	Very Interested		Somewhat Interested		Not Interested		
<b>Teaching</b>	58	59.8%	30	30.9%	9	9.3%	Total: 97
<b>Education at Camosun College</b>	64	65.3%	31	31.6%	3	3.1%	Total: 98
<b>Post Secondary at the Provincial Level</b>	34	37.4%	49	53.8%	8	8.8%	Total: 91
<b>CCFA in the Community</b>	10	11.1%	41	45.6%	39	43.3%	Total: 90
<b>Workload</b>	45	47.9%	35	37.2%	14	14.9%	Total: 94
<b>Sharing SD Projects</b>	28	29.2%	39	40.6%	29	30.2%	Total: 96
<b>Respect in the Workplace</b>	19	20.9%	40	44.0%	32	35.2%	Total: 91
<b>Student Issues</b>	52	53.1%	36	36.7%	10	10.2%	Total: 98
<b>International Education</b>	37	37.0%	47	47.0%	16	16.0%	Total: 100
<b>Work-Life Balance</b>	29	30.2%	34	35.4%	33	34.4%	Total: 96
<b>Academic Freedom</b>	33	34.0%	43	44.3%	21	21.6%	Total: 97
<b>What the CCFA can do for you</b>	36	38.7%	45	48.4%	12	12.9%	Total: 93
<b>FPSE</b>	7	8.0%	47	53.4%	34	38.6%	Total: 88

When my marriage ended, I thought long and hard about what I wanted if ever I found myself in a romantic relationship again. There was a long list of things I would not tolerate and one of them was a blended family; that is we wouldn't ever have a house where his kids and my kids lived together. There would be boundaries that ensured that my children would not be confused by another father figure and his children wouldn't think I was trying to replace their mother. The kids would be able to make their own decisions regarding the children of my partner, not be forced into a relationship by virtue of my romantic choice. The Brady Bunch we would NOT be.

Well, four years on, I am happily in a relationship and he has two kids. We've done a pretty good job of keeping things open but separate. There's the easy bit: we live in different cities which makes 'blending' impossible. There are some hard bits, though, that I hadn't considered when I first made my list: His boys would love to see my kids more – the idea of some version of a blended family, at least on paper, appeals to them. My two kids are older, and less interested in the idea of hanging around as a big family group. The four children are very different and they haven't had the benefit of years being forced to get used to each other's quirks.

What I've found most challenging is being an LDSP (long-distance step-parent). We spend every weekend with one or the other set of kids and with Dave's being 10 and 13, there's a fair bit of supervision required of me. I honestly hadn't really given much thought to the challenges that step-parenting would entail. I'm a parent educator. I'm passionate about relationships. I had some pretty clear limits with my kids when they were younger and as a family, we had experiences that were somewhat out of the ordinary. How hard could it be? Coming 'late to the party' with another person and their children is a very different experience from raising my own, and I can tell you that the joys and agonies of this experience were somewhat unexpected.

Anyone who is a step-parent, or knows someone who is, can relate to the idea of the 'joys and agonies' of step-parenting. There is the joy of loving new kids and watching them grow and develop. There is the laughter and appreciation that comes with learning about two new young men and seeing first hand their successes. There

are moments around our respective tables when we can't speak for the laughter. There is the satisfaction of forging new relationships.

However, there are also agonies (well, more accurately, frustrations) that come with the fact that we raised our children in very different circumstances and as a result have two very different ways of being in family. We're a little like Canada and the US; there are similarities and glaring differences. Sometimes it feels like my partner and I are on opposing teams but not because we necessarily disagree. It simply is that there's a clash of cultures. For example, we play cribbage in our house – Dave never



learned the game and has no problem expressing his disdain each time we play. At Dave's house, there is a truly Canadian reverence for the NHL (they all watch together and quote stats and yell at the TV). At my house we don't watch organized sports of any kind, despite the fact that we're a pretty active family. Dave's weekends in Victoria are like a hockey black-out period and my weekends there, especially during the playoffs, are loud.

As a parent, I have become accustomed to being listened to (for the most part, anyway), respected when being respectful, and I have an expectation for cooperation from my children. How strange to be in step-parent-land and find that these expectations are sometimes totally unfulfilled. How strange to make a request that is not only ignored but sometimes ignored with gusto. I can tell you that there have been family gatherings when, after I have made a request, one of the boys walked away from me, yelling "Do I have to listen to her?" Lucky for me there was a resounding "YES!" from the crowd, which included his mother.

This relationship is teaching me a lot about letting go and having the courage to speak my mind. I'm learning about the challenges of raising a child with ADHD. I'm learning about being supportive and accepting a different way of being in family. These are things that I would never have had the opportunity to learn had I not had the fortune to meet David and his children. Luckier still, we have an opportunity to learn from each other and find that delicate balance between his culture and mine. It's an interesting new landscape we're building and I believe we will all be the better for it. That's why I'll take the agony: the joy is worth it.

## Faculty Spotlight: Blair Fisher

Kelly Pitman, Member at Large

I recently had a chat with Blair Fisher, who is an instructor in the Criminal Justice Department. Blair has been at Camosun for six years, and for four of those years, starting when he was still a term instructor and working also at the John Howard Society, he has been the CCFA representative to the FPSE Education Policy Committee. He is serving his second year as chair of that committee.

The Education Policy Committee researches policy initiatives in the postsecondary education sector and produces reports for and makes policy-focused recommendations to FPSE. These contribute to FPSE's official positions on various provincial scheme as well as informing FPSE locals about important issues, many of which are relevant in the context of bargaining.

It is important work, for it ensures that we have the facts at hand when engaging with employers and the government. For instance, the committee has been at the heart of the dizzying policy shifts that have affected and continue to affect ESL programming at the colleges. Some other examples of issues the committee is currently examining are Infosilem, Internationalization, Technology/ On-line Programming (particularly the extent to which faculty members so engaged face workload issues), and the situation of arts programming in the current political climate.

Oh, the current political climate—what can be said of it (or done about it)? Blair points out that community colleges in particular need to pay attention to and respond to the government's framing of post-secondary education in this province. Our friends at the legislature are to some extent re-envisioning the roles and responsibilities of the system, and the tenor of government documents suggests that colleges are viewed primarily as training institutions with a narrower mandate than they have previously had. Camosun, for example, has traditionally been many things to many people, a true community college, and some of our members have begun to question government's on its priorities over those of its citizens, a focus, by the way, that comes into play at budget time. One issue that the Education Policy has been discussing recently, says Blair, is getting the government to think about the lifelong learning needs of our citizens and about ways to conceptualize

post-secondary institutions, including colleges, as broadly and creatively as possible. The committee is now focused on urging the government to engage in planning for the long term rather than shifting from one short-term vision to the next. Here's hoping.

Blair says that his discussions with his colleagues from other institutions constitute one of the benefits of serving on the Education Policy Committee. Those discussions give him a wider sense of what's happening in post-secondary education.

The good news is that in many areas, Camosun is doing pretty well. That doesn't mean we can't do better, of course, but we don't face some of the problems that much smaller institutions face. Nor do we want to.

Blair is well-suited to this work. For one thing, his discipline is one in which the development and implementation of policy are paramount. He teaches this stuff. When I ask Blair what the best part of his job is, for instance, he talks about the work he does with students in the last semester of their program. At the end of the two years, students take a course that requires formal reflection on what they have learned. Blair outlines the way they use the understanding they have gained of criminal behaviour and the systems put in place deal with it to come up with ideas for policy changes. "They do it by themselves," he says, "I just stand back and let them go. What they come up with is brilliant." He goes on to describe some of the ideas the students have, and they are very good ideas indeed. But what I am enjoying most at this moment is the animation with which Blair describes them, his evident satisfaction at watching them develop and articulate their thinking. Like all of us, Blair is in the business of teaching people what they need to know so that they can envision what needs to be done. And clearly, he loves it. I have no doubt his students feel that, and benefit from it.



## Call for Submissions

Please consider submitting an article to the Confluence - email [Erin Waugh](#) or [Mark Kunen](#) with your feedback article, or your idea for an article. Don't forget that we want to hear about your SD project, your vacation, or really anything you'd like to share with your colleagues.