



**ALGONQUIN**  
COLLEGE

**THE VALUE OF ARTS AND  
HUMANITIES IN COLLEGES  
OF APPLIED ARTS AND  
TECHNOLOGY IN ONTARIO**

**HEQCO Conference - Learning to Earn  
Panel Presentation**

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Institutional Research**

**Friday, November 2, 2012**

# **(Submitted) Abstract - The Value of Arts and Humanities in Colleges of Applied Arts and Technology in Ontario**

- Using Statistics Canada data on employment by industry and educational attainment, quotes from the popular press and notable scientists, and a personal narrative that inter-relates work-integrated learning to employment outcomes, the value of arts and humanities in PSE will be demonstrated.

# roduction – 20 Letters After Your Name, What Do You Get?

## ed and employed at the Ottawa General ital (1968)

Support Technology a.k.a. Respiratory Technology

apprenticeship - Learning-Integrated Work

st-employment, applied and experiential learning model

oundation physics, biology and chemistry applied to  
idics, pneumatics, mechanics, integrated circuits,  
ysiology, pathophysiology and pharmacology directed  
wards the diagnosis, treatment and life support  
odalities of cardiopulmonary failure and trauma

## ated at Carleton University (1970)

ology and Biology/Integrated Science Studies

## Employed at Algonquin College (1972-

- Clinical Instructor, RT program
- Coordinator, New Program Development
- Chair, Allied Health
- CE Coordinator, Health Sciences
- Manager, International Projects
- Manager, Institutional Research

## Retiring – February, 2013

- 44 years in the work-force ---> starving artist  
<http://www.dividedhighway.ca/news.php>

# One Definition of Liberal Arts & Humanities

**Humanities** - studies intended to provide:  
general knowledge  
and intellectual skills

rather than:  
occupational  
or professional skills

Adapted from <http://en.wikipedia.org/wiki/Humanities>

The **Humanities** are academic disciplines that study  
the human condition, using methods that are  
primarily:

- analytical
- critical or
- speculative, in contrast to the mainly

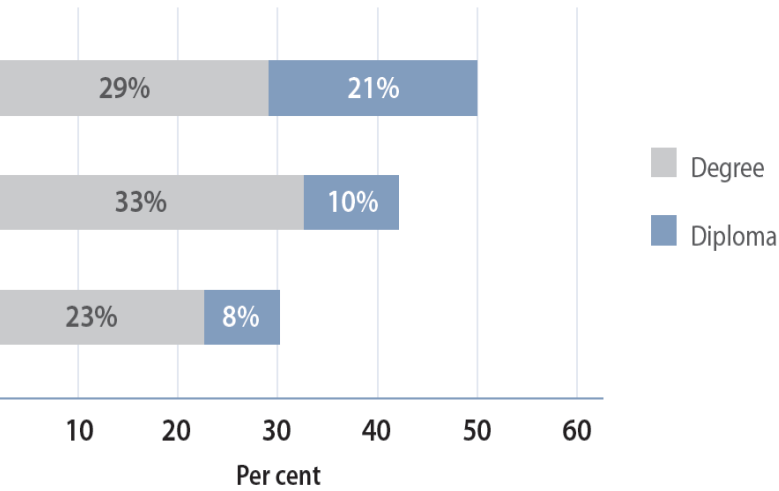
**Empirical approaches of natural sciences**

- observational
- experimental

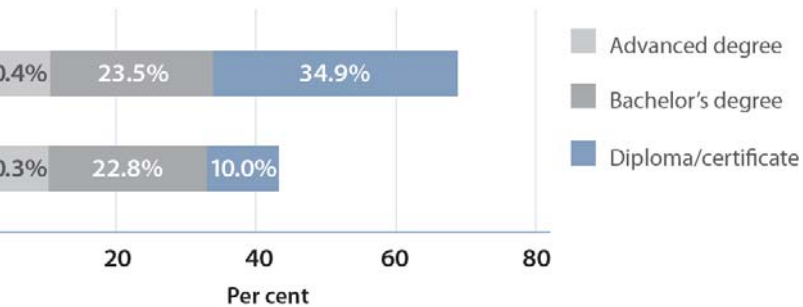
The humanities include ancient and modern languages, literature, history, philosophy, religion, and visual and performing arts such as music and theatre. The humanities that are also regarded as social sciences include history, anthropology, area studies, communication studies, cultural studies, law and linguistics.

# Employment Outcomes Do Colleges Work?

With postsecondary education, ages 25-44, 2008

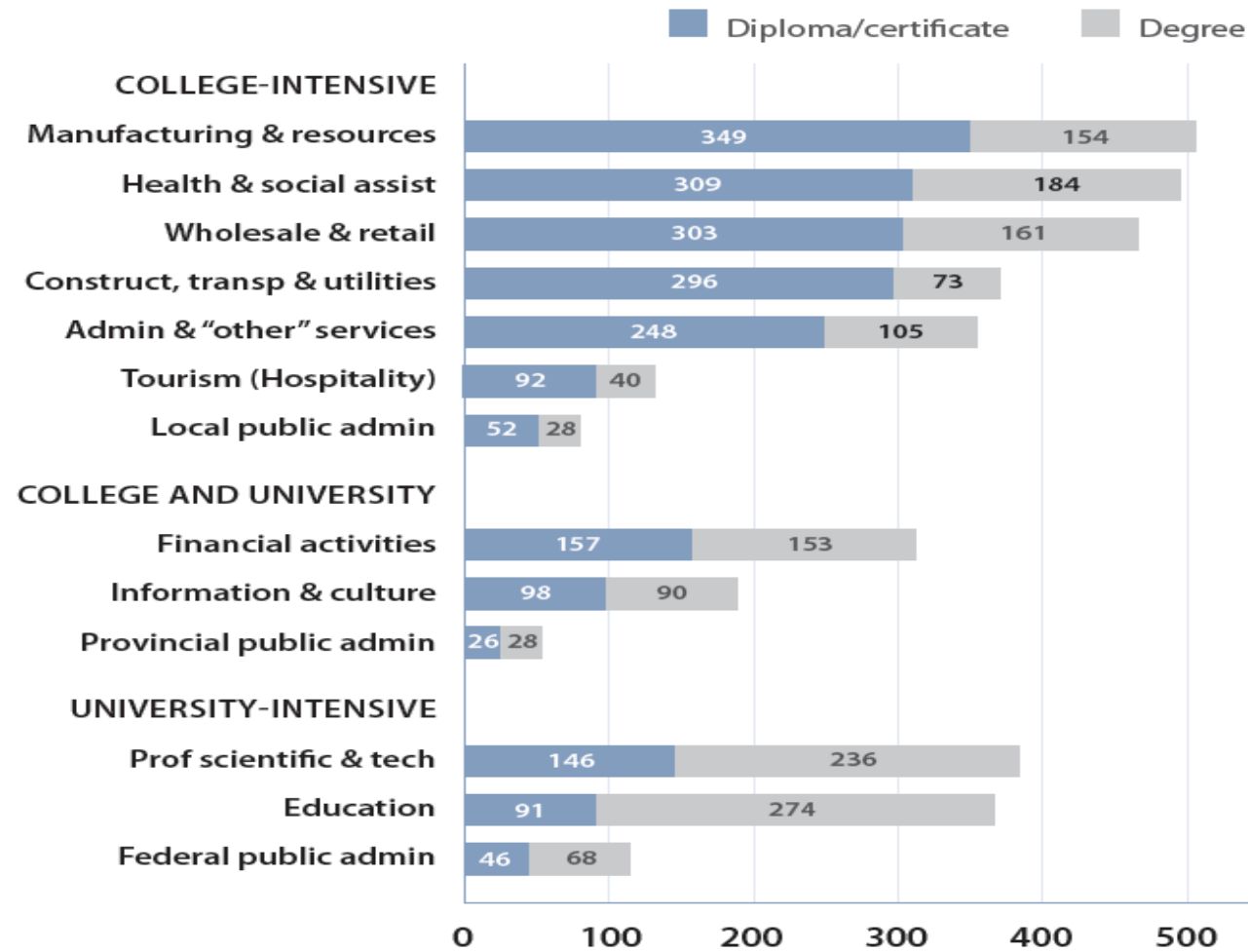


With postsecondary education, ages 25-44, per cent, 2010



## Section 1.2: EMPLOYMENT CONCENTRATIONS OF ONTARIO COLLEGE GRADUATES

Postsecondary employment by sector. Ontario, thousands, 2006



Source: Statistics Canada. 2006 Census. Employment by industry and educational attainment.

# Why are we training our arts grads to be baristas?

- Excerpt - Lauren Friese -The Globe and Mail - Wed, Aug. 29, 2012 -

...ability, for some groups of .... recent graduates, the employment rate (defined as “meaningful, career-related” employment) is abysmal. Among post-university graduates, a non-vocational degree is usually treated like a trap door, not a stepping stone.”

...trying their hand at (Public Services) teaching and academia, these areas of employment sustain such large numbers. ..... Two-thirds of Ontario’s teaching-college graduates were employed or underemployed in the year following graduation, according to the Ontario Association of Teachers.”

...arguing that Canada’s higher education consistently leads to meaningful employment (is) part of a necessary conversation about the relationship between higher education and the job market.”

## (On) Indirect government support of the arts & humanities

- Excerpt - Peter Worthington - The Ottawa Sun - 2008 -

...argue that if an artist – a painter, writer, musician, or whoever gets these grants – can’t make it in the open market, isn’t read and can’t sell, then all that an arts grant is doing is subsidizing the person’s”



# Cognitive Dissonance among the Empiricists

Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.“

**Steve Jobs**

near the day when the technology overlaps with our humanity. The world will only have a generation of idiots.”

**Albert Einstein**

**Market Society** – “A place where almost everything is up for sale. A way of life in which market values & thinking reach into spheres of life previously governed by non-market norms (such as) family life, health, education and civic life, including citizenship itself. ....”

**Michael Sandel**, Economist, Harvard University, Author - **What Money Can't Buy – The Moral Limits of Markets**  
**Should Money Buy Everything** - The Agenda - TVO - October 24, 2012

<http://ww3.tvo.org/video/183993/should-money-buy-everything>

# A Closing Narrative

## An Afternoon in May, 1977 - Ottawa General Hospital

### Empirical Science – STEM in action

Visitor collapsed unconscious in hallway,  
VSA

Cardiac Arrest Team = \$ millions  
embedded in human capital, training and  
technology

4 minute ABC protocol initiated to  
establish airway, maintain ventilation and  
circulation, open venous route and push  
drugs with counter-shock to establish  
viable heart rhythm

Transaction time < 30 minutes  
ROI - priceless

### Humanities - Inaction

- Patient – mature female, alert, responsive  
apprehensive and agitated, signs and  
symptoms of postpartum complication
- Cardiac Arrest Team clustered around bed  
no protocol initiated
- Transaction time < 10 minutes  
ROI - ???



# A Time and a Place for Arts and Humanities

**“To every thing there is a season,  
and a time to every purpose under heaven”**

*“Turn! Turn! Turn!”* – The Byrds (1965), Pete Seeger -  
adapted from Ecclesiastes 3:1, King James Version (1611)  
ascribed to King Solomon (born c. 1011 BC)