

Key Research Findings

This analysis was based on the pre-determined criteria and measures listed below:

| Section | Description | Measures |
|-----------------------------|--|---|
| Student Demand | <p>Includes an assessment of OCAS (2007 - 2011) enrolment data at other colleges in terms of mean growth rate with a specific focus on Fleming's direct competitors where appropriate (Georgian, Sheridan, Seneca and Durham)</p> <p>Trends in certificate, diploma, degree, apprenticeship and continuing education (where available).</p> <p>Click Below to Access Full Source Document: Fall Enrollment Trend</p> | <ul style="list-style-type: none"> ● Strong = Fleming enrolment growth is outpacing system and is equal to or greater than 3% ● Moderate = Fleming enrolment growth is equivalent to system demand and is between 1.0 to 2.9% ● Weak = Fleming enrolment growth is less than the system demand and is less than 1% |
| Labour Market | <p>Includes projected employment rate growth based on a consolidation of various Ontario, Canadian, and US sources including HRSDC, Sector Council Reports US Bureau of Labour Statistics, and the MTCU Employment Profile.</p> | <ul style="list-style-type: none"> ● Strong = Between 5-6 positive labour market indicators ● Moderate = Between 3-5 positive labour market indicators ● Weak = Between 1-2 or no positive labour market indicators |
| Competitive Analysis | <p>Includes the number of actual colleges offering the program as well as the ratio of applications to acceptances at Fleming compared to other colleges and specific comment about Fleming's direct competitors where appropriate (Georgian, Sheridan, Seneca and Durham)</p> <p>Click Below to Access Full Source Document: Fall Conversion Report</p> | <ul style="list-style-type: none"> ● Strong = Fleming conversion ratio is greater than 2 below the system ● Moderate = Fleming conversion ratio is 1 above, below or equal to the system ● Weak = Fleming conversion ratio is greater than 2 above than the system |
| Financial Analysis | <p>Includes a review of Contribution to Overhead (CTO) for existing programs (2010-11)</p> <p>Click Below to Access Full Source Document: Costing Analysis</p> | <ul style="list-style-type: none"> ● Strong = CTO is greater than 35% ● Moderate = CTO is between 30 - 34% ● Weak = CTO is between 20 – 30% <p>No Contribution = 19% or less</p> |

Key Research Findings

| | | |
|-----------------------------------|---|--|
| Key Performance Indicators | <p>Includes KPI trends from the Key Performance Indicator Summary 5 Year Historical Overview KPI Data from Reporting Years 2008-2012.</p> <p>Click Below to Access Full Source Document: Key Performance Indicators</p> | <ul style="list-style-type: none"> ● Strong = Above system average in 6-7 indicators ● Moderate = Above system average in 3-5 indicators ● Weak = Above system average in 0-2 indicators. |
| Resource Analysis | <p>Requires school level assessment regarding space, technology, capital equipment and human resources. Recommendations from recent Program Review Reports included here</p> | |

Key Research Findings

Ceramics (41803)

Student Demand¹

• **MODERATE**

The following information consists of OCAS yearly student winter registration data as well as a mean growth rate and average student registration for each program under these categories:

Certificate

- Fleming is the only school to offer this program, which began in 2010 and has experienced a mean growth rate of **38%** and an average registration of **10 students**

Advanced Diploma

- Sheridan is the only school to offer this program, which has experienced a mean growth of **-18%** and an average registration of **34 students**

Certificate

| Program: 41803 - CERAMICS | | | | | | | | | |
|---------------------------|------|------|---------------------|------|------|---------------------|------|------|---------------------|
| | 2007 | 2008 | % Change (07-08) | 2008 | 2009 | % Change (08-09) | 2009 | 2010 | % Change (09-10) |
| FLEMING | 12 | | | | | | 8 | | |
| Total | 12 | | | | | | 8 | | |

Advanced Diploma

| Program: 61803 - CERAMICS - ADVANCED | | | | | | | | | |
|--------------------------------------|------|------|---------------------|------|------|---------------------|------|------|---------------------|
| | 2007 | 2008 | % Change (07-08) | 2008 | 2009 | % Change (08-09) | 2009 | 2010 | % Change (09-10) |
| SHERIDAN | 51 | 36 | -29 | 36 | 32 | -11 | 32 | 28 | -13 |
| Total | 51 | 36 | -29 | 36 | 32 | -11 | 32 | 28 | -13 |

¹ Registration data obtained from the Program Counts by Applicant Type Report (RPT0050P) in the OCAS Reporting and Analytics Cube December 7, 2011. Some programs/colleges may not be included because they were missing MCU codes in the OCAS dataset Prepared by Fleming Data Research (07-2012)

Key Research Findings

Labour Market

• **MODERATE**

Employment Ontario

Not Available

HRSDC²

Artisans and Craftspersons (NOC – 5244)

- Job Openings (2011/2020): **46,486**
- Job Seekers(2011/2020): **39,518**
- Post Secondary Education Graduates: **38,028**
- “Based on projections and considering that labour supply and demand in this occupation were balanced, the number of job seekers is expected to remain sufficient to fill job openings over the 2011-2020 period. The job openings for artistic designers and craftspersons will arise primarily from expansion demand. New computer and telecommunications technologies will continue to create new jobs in graphic design. Moreover, interior designers will continue to benefit from high renovation expenditures, though lower than in previous years. Retirements will result in fewer job openings than in other occupations. The retirement rate will be below the average, mainly because the workers in this occupation are typically younger. In terms of labour supply, job seekers will come primarily from the school system. However, a large number of workers will leave this occupation for another because of the often precarious employment conditions.”

US Bureau of Labour³

Craft and Fine Artists (SOC – 27-1012)

- Employment Growth : **Increase 5%**
 - **56,900 (2010) to 59,900 (2020)**
- “Employment growth of artists depends in large part on the overall state of the economy, because purchases of art are usually optional. During good economic times, more people and businesses are interested in buying artwork; during economic downturns, they buy less.”
- “Although there is always a demand for art by collectors and museums, the employment of artists is also impacted by the level of charitable giving to the arts—which has been decreasing in recent years.
- In addition, job growth for craft artists may be limited by the sale of inexpensive, mass-produced items designed to look like handmade American crafts. However, consumers’ continued interest in locally-made products will likely offset some of these employment losses.”
- “Demand for illustrators who work on a computer will increase as media companies use more detailed images and backgrounds in their designs. Illustrators and cartoonists who work in publishing may see job opportunities decline as traditional print publications lose ground to other media forms. However, new opportunities are expected to arise as the number of electronic magazines and Internet-based publications grows.”

² "Creative Designers And Craftspersons ." *Human Resources and Skills Development Canada* . N.p., n.d. Web. 24 July 2012. <<http://www23.hrsdc.gc.ca/occupationsummarydetail.jsp?&tid=68>>.

³ "Craft and Fine Artists." *US Bureau of Labour*. N.p., n.d. Web. 25 July 2012. <<http://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-6>>.

Key Research Findings

- “Competition for jobs as craft and fine artists is expected to be strong because there are more qualified candidates than available jobs. Only the most successful craft and fine artists receive major commissions for their work.”
- “Despite the competition, studios, galleries, and individual clients are always on the lookout for artists who display outstanding talent, creativity, and style. Talented individuals who have developed a mastery of artistic techniques and skills will have the best job prospects.”
- “Competition among artists for the privilege of being shown in galleries is expected to remain intense, as will competition for grants from funders such as private foundations, state and local arts councils, and the National Endowment for the Arts. Because of their reliance on grants, and because the demand for artwork is dependent on consumers having extra income to spend, many of these artists will find that their income changes with the overall economy.”

| Occupational Title | SOC Code | Employment, 2010 | Projected Employment, 2020 | Change, 2010-20 | |
|--|----------|------------------|----------------------------|-----------------|---------|
| | | | | Percent | Numeric |
| Craft and Fine Artists | — | 56,900 | 59,900 | 5 | 3,100 |
| Craft Artists | 27-1012 | 11,800 | 12,700 | 7 | 900 |
| Fine Artists, Including Painters, Sculptors, and Illustrators | 27-1013 | 25,700 | 27,700 | 8 | 2,000 |
| Artists and Related Workers, All Other | 27-1019 | 19,300 | 19,500 | 1 | 200 |

Sector Councils and Reports

Taken from the Cultural Human Resources Council of Canada-Cultural HR Study 2010⁴

Fast Facts

“Exports for visual arts and crafts in 2008 totalled \$207 million.”

“Total federal government support for the visual arts and crafts subsector was \$24.6 million for 2007/08.”

Impact of 2008 Economic Downturn

“The impact of the 2008 economic downturn and subsequent changes to consumer and business spending has lead to significant challenges for the visual arts and crafts subsector. It was seen as the top issue by almost half of survey respondents. By 2009, the subsector consisted of 16 per cent fewer registered businesses than in 2006.”

Public Appreciation

“The public's view of visual arts and crafts as non-essential goods or services was ranked by survey respondents as the top trend or issue affecting the subsector.”

New Technologies

“New technologies are altering and influencing the ways in which visual artists and craftspeople work. Their traditional tools of canvas and paint are now augmented and expanded by pixels and animation. New technologies are also creating concerns over intellectual property rights.”

⁴ “2010 Cultural HR Study.” *Cultural Human Resources Council*. N.p., n.d. Web. 14 Aug. 2012. <<http://www.culturalhrc.ca/research/HRStudy2010/hr-trends-e.asp>>.

Key Research Findings

Need for Collaboration

"A lack of collaboration among subsector stakeholders was a significant issue in visual arts and crafts. Achieving common goals as a unified community is challenging for visual artists and craftspeople since they tend to work in isolation."

Lack of opportunities

"Employers such as art galleries indicated that a substantial challenge for them was in attracting and retaining qualified workers due to the low levels of compensation and a lack of opportunities in the subsector."

Low, unstable incomes

"Visual artists and craftspeople face the challenges of lower earning levels and unstable work. Insufficient earnings topped the list of visual arts survey respondent issues. Self-employment brings a host of human resource challenges in the areas of income security, financial management, time management, and "employment" benefits including insurance, health coverage, and retirement plans."

Training needed

"Beyond artistic skills, artists need technological and marketing skills to understand how best to distribute and promote their work. Many workers in the visual arts and crafts subsector have good "technical" and "creative" skills but lack business skills. They would benefit from enhancing their entrepreneurial skills, especially in the areas of marketing, negotiation, and financial management."

"Recommendations"

- "Undertake research on models for ensuring social benefits for aging artists, including pension schemes, retirement funds and income guarantees."
 - "Support the establishment and sharing of fee schedules and codes of practice for artists and galleries."
 - "Support business skills training for employers, visual artists and craftspeople, in the areas of digital technology opportunities."
 - "Support training for visual artists and craftspeople on intellectual property and copyright laws."
 - "Support training in export marketing to leverage emerging market opportunities and to develop new markets."
 - "Undertake labour market research for visual artists and craftspeople, including the establishment of occupational codes for craftspeople, and methodology for gathering statistics on both employers and artists and craftspeople."
 - "Develop internship opportunities for emerging artists in arts practice issues and management."
 - "Undertake research into the training/mentorship needed for skills associated with art forms, First Nations and ethno-cultural traditions that are at risk of being lost."
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- [Community Arts Ontario](#)
 - [Cultural Careers Council Ontario](#)
 - [Cultural Human Resources Council](#)
 - [Fusion: The Ontario Clay & Glass Association](#)
 - [National Council on Education for the Ceramic Arts](#)
 - [Ontario Arts Council \(OAC\)](#)
 - [Ontario Crafts Council](#)

Key Research Findings

This is the executive summary taken from a Report from **WorkInCulture** on **Artists' Business Skill Needs**.⁵

"WorkInCulture continues its work on business skills issues for artists and cultural workers which it began with *Enriching Our Work In Culture: Professional Development in Ontario's Cultural Sector* in 2008. The current report is the first of a series of skills check-in. This one polled more than 500 artists from various disciplines around the province."

"Survey questions were organized into four brief sections, covering general employment issues and career goals, perceived challenges to career, professional development needs, and WorkInCulture programs and services. Survey summary results showed a number of trends which will affect training and development around the province:"

- "Slightly **more than one out of three artists work in two or more media**"
- "Despite the challenges of creating a living, **artists are highly motivated, entrepreneurial and resilient**, continuing to practise art in lifelong careers which will require lifelong training"
- "Artists see their **top challenges as finding sources of funds, making sales, marketing and promotion**"
- "Although artists rely on word of mouth and networking to further their careers, increasingly they **take advantage of online sources** to network, market and to learn"
- "Acquiring business skills to manage an entrepreneurial life is extremely important to them; **more than half of respondents have taken some kind of business skill training**"
- "Artists prefer face-to-face learning but increasingly they are **taking advantage of online learning (41%)** and one in four recognize the value of business skill learning that blends styles and technologies. There are only **minor differences between artistic disciplines or regions** on the issues, suggesting that more generic training is possible and that training opportunities can be rolled out regionally and provincially. But survey results showed the variety of training providers in communities, suggesting that **there are many potential partners and collaborators** to deliver more systematic business skills training across the province."

"The report will be shared with WorkInCulture's professional training partners – its members, other arts discipline associations, community arts councils and others, as well as with its funders."

⁵ "SKILLS CHECK-IN: A Report from WorkInCulture on Artists' Business Skill Needs." *WorkInCulture*. N.p., n.d. Web. 14 Aug. 2012. <<http://www.workinculture.ca/documents/Check-inFinal2012.pdf>>.

Key Research Findings

Employment Profile⁶

In 2010-2011, **23.8%** of graduates were employed in a full time position which related to this program of study provincially

| | | | |
|---|-----|-----------------------------------|-------|
| Crafts | | | |
| Total Graduates: | 119 | Total Graduates in Survey: | 78 |
| | | Response Rate: | 65.5% |
| <small> * 394 graduates were reported after the survey window had closed. While program information for these graduates has been included wherever possible, these graduates are not included in survey results, such as response rates. </small> | | | |

Programs in Crafts

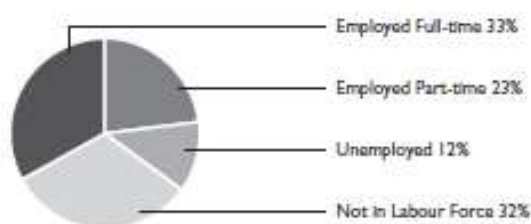
| Programs | Duration | Total Grads | Total in Survey | Total in Labour Force | Colleges |
|---------------------------------|--------------|-------------|-----------------|-----------------------|------------------------------------|
| Ceramics – Advanced | 3 Years | 29 | 21 | 14 | Sheridan |
| Gemmology | 1 Year | 17 | 11 | 7 | George Brown |
| Glassblowing | 1 Year | 6 | 4 | 2 | Sir Sandford Fleming |
| Goldsmithing And Silversmithing | Post Diploma | 9 | 6 | 6 | Georgian |
| Jewellery And Metals Technician | 2 Years | 15 | 13 | 3 | Georgian |
| Jewellery Arts | 3 Years | 12 | 8 | 8 | George Brown |
| Jewellery Essentials | 1 Year | 17 | 8 | 6 | George Brown, Sir Sandford Fleming |
| Jewellery Methods | 2 Years | 14 | 7 | 7 | George Brown |

Summary of Survey Data

| | Program Cluster | All Programs |
|--|-----------------|-----------------|
| Survey Population | 78 | 50,622 |
| Labour Force Participation | 68% | 74% |
| Employment Rate^a | 83% | 83% |
| Employed Part-time ^a | 34% | 18% |
| Employed Full-time ^a | 49% | 65% |
| Average Annual Earnings – Total | \$21,544 | \$33,199 |
| Average Annual Earnings – Female | \$22,143 | \$31,897 |
| Average Annual Earnings – Male | – | \$34,607 |
| Graduate Satisfaction | 79% | 79% |
| Employer Satisfaction | 100% | 93% |

a. As a percentage of graduates in the labour force.

Graduate Outcomes for Program Cluster (as a percentage of all respondents)



⁶ "Employment Profile." Ontario. N.p., 2011. Web. 19 July 2012.
<http://www.tcu.gov.on.ca/pepg/audiences/colleges/serials/eprofile09-10/profile10.pdf>.

Key Research Findings

Crafts

Top Five Industries of Employment

| | # | % |
|--|----|-------|
| Clothing and Clothing Accessories Stores | 13 | 32.5% |
| Performing Arts, Spectator Sports and Related Industries | 3 | 7.5% |
| Professional, Scientific and Technical Services | 3 | 7.5% |
| Various * (each at this level of participation) | 2 | 5.0% |

* Food Services and Drinking Places; Miscellaneous Manufacturing; Miscellaneous Store Retailers; Non-Metallic Mineral Product Manufacturing; Sporting Goods, Hobby, Book and Music Stores

Top Five Occupational Categories

| | # | % |
|--|---|-------|
| Artisans and Craftpersons | 8 | 20.5% |
| Jewellers, Watch Repairers and Related Occupations | 8 | 20.5% |
| Retail Salespersons and Sales Clerks | 7 | 17.9% |
| Food and Beverage Servers | 2 | 5.1% |
| Retail Trade Managers | 2 | 5.1% |

Summary of Graduate Outcomes by Program

| | Full-time Employed, Program Related | | Full-time Employed, Program Unrelated | | Part-time Employed, Program Related | | Part-time Employed, Program Unrelated | | Unemployed | | Not in Labour Force | |
|---------------------------------|-------------------------------------|-------------|---------------------------------------|-------------|-------------------------------------|------------|---------------------------------------|-------------|------------|-------------|---------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Ceramics – Advanced | 5 | 23.8 | 4 | 19.0 | 2 | 9.5 | 3 | 14.3 | — | — | 7 | 33.3 |
| Gemmology | 5 | 45.5 | 1 | 9.1 | — | — | 1 | 9.1 | — | — | 4 | 36.4 |
| Goldsmithing And Silversmithing | 1 | 16.7 | — | — | 1 | 16.7 | — | — | 4 | 66.7 | — | — |
| Jewellery Arts | 4 | 50.0 | — | — | 2 | 25.0 | 2 | 25.0 | — | — | — | — |
| Jewellery Essentials | 1 | 12.5 | 1 | 12.5 | 1 | 12.5 | 1 | 12.5 | 2 | 25.0 | 2 | 25.0 |
| Jewellery Methods | 2 | 28.6 | 1 | 14.3 | — | — | 2 | 28.6 | 2 | 28.6 | — | — |
| All Programs in Cluster* | 18 | 29.5 | 7 | 11.5 | 6 | 9.8 | 9 | 14.8 | 8 | 13.1 | 13 | 21.3 |

* Does not include 2 programs with fewer than 5 graduates in the labour force.

Earnings of Full-time Employed Participants

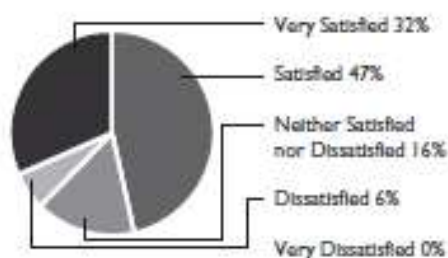
| Program | Average – Females | Average – Males | Median – Females | Median – Males | Average for Program | Median for Program |
|---------------------------------|-------------------|-----------------|------------------|----------------|---------------------|--------------------|
| Ceramics – Advanced | — | — | — | — | \$24,255 | \$21,900 |
| Gemmology | — | — | — | — | — | — |
| Goldsmithing And Silversmithing | — | — | — | — | — | — |
| Jewellery Arts | — | — | — | — | — | — |
| Jewellery Essentials | — | — | — | — | — | — |
| Jewellery Methods | — | — | — | — | — | — |
| All Programs in Cluster* | \$22,143 | — | \$20,429 | — | \$21,544 | \$20,038 |

* Does not include 2 programs with fewer than 5 graduates in the labour force.

Crafts

Program Cluster Satisfaction

Graduate Satisfaction with the usefulness of his/her college education in achieving his/her goals after graduation:*



* 71 graduates participated in this question.

Employer Satisfaction with employee overall college preparation for the type of work he/she was doing:*



* 5 employers participated in this survey.

Program Cluster Historical Data

| | 00-01 Grads | 01-02 Grads | 02-03 Grads | 03-04 Grads | 04-05 Grads | 05-06 Grads | 06-07 Grads | 07-08 Grads | 08-09 Grads | 09-10 Grads |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Percentage Employed | 94.4% | 84.8% | 83.7% | 77.1% | 89.5% | 91.2% | 86.5% | 91.2% | 86.5% | 83.0% |
| Percentage Employed Full-time | 77.8% | 63.6% | 58.1% | 54.2% | 61.4% | 75.0% | 73.0% | 76.5% | 59.5% | 49.1% |
| Percentage Employed Full-time Related Jobs | 61.1% | 51.5% | 44.2% | 29.2% | 31.6% | 48.5% | 37.8% | 47.1% | 35.1% | 34.0% |
| Average Annual Salary Full-time Related Jobs | \$21,736 | \$24,814 | \$25,029 | \$29,347 | \$19,340 | \$24,557 | \$27,510 | \$24,986 | \$24,703 | \$19,508 |

Key Research Findings

Working in Canada⁷

Artisans and Craftspersons (NOC – 5244)

- Ontario Rating: **Not Available**

- **Wage Range by Region:**

| Location | Wage (\$/hr) | | |
|------------------------------------|--------------|--------|-------|
| | Low | Median | High |
| Ontario | 11.00 | 15.00 | 25.00 |
| Hamilton--Niagara Peninsula Region | 11.00 | 15.75 | 23.65 |
| Kingston - Pembroke Region | 11.00 | 15.00 | 25.00 |
| Kitchener--Waterloo--Barrie Region | 10.88 | 14.15 | 20.50 |
| London Region | 11.00 | 15.00 | 25.00 |
| Muskoka-Kawartha Region | 11.75 | 15.00 | 20.00 |
| Northeast Region | 11.00 | 25.00 | 31.00 |
| Northwest Region | N/A | N/A | N/A |
| Ottawa Region | 11.00 | 14.97 | 25.00 |
| Stratford--Bruce Peninsula Region | 10.25 | 13.68 | 19.63 |
| Toronto Region | 10.89 | 15.00 | 23.00 |
| Windsor-Sarnia Region | 10.59 | 14.50 | 20.00 |

Competitive Analysis⁸

- **STRONG**

The following information consists of OCAS yearly winter application and registration data as well as a conversion ratio for each program under this category:

Certificate

- Fleming has had a **2:1** conversion ratio for several years now, including the past year of 2011

Advanced Diploma

- In 2011, Sheridan had a **5:1** conversion ratio, approximately the same ratio it has experienced throughout the last five years

⁷ "Artisans and Craftspersons." *Working In Canada*. N.p., n.d. Web. 24 July 2012. <http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=5244&action=final&ln=p@ionKeyword=Peterborough%2C+Ontario&source=0&titleKeyword=artisan#job_opps>.

⁸ Application data obtained from OCAS College Count Cube October 19, 2011 Registration data obtained from the Program Counts by Applicant Type Report (RPT0050P) in the OCAS Reporting and Analytics Cube December 7, 2011. Some programs/colleges may not be included because they were missing MCU codes in the OCAS dataset Prepared by Fleming Data Research (07-2012)

Key Research Findings

Certificate

| Program: 41803 - CERAMICS | | | | | | | | | | | | |
|---------------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|
| | App. 2007 | Reg. 2007 | Conversion Ratio | App. 2008 | Reg. 2008 | Conversion Ratio | App. 2009 | Reg. 2009 | Conversion Ratio | App. 2010 | Reg. 2010 | Conversion Ratio |
| FLEMING | 27 | 12 | 2:1 | 12 | | | 7 | | | 15 | 8 | 2:1 |
| Total | 27 | 12 | 2:1 | 12 | | | 7 | | | 15 | 8 | 2:1 |

Advanced Diploma

| Program: 61803 - CERAMICS - ADVANCED | | | | | | | | | | | | |
|--------------------------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|
| | App. 2007 | Reg. 2007 | Conversion Ratio | App. 2008 | Reg. 2008 | Conversion Ratio | App. 2009 | Reg. 2009 | Conversion Ratio | App. 2010 | Reg. 2010 | Conversion Ratio |
| SHERIDAN | 186 | 51 | 4:1 | 191 | 36 | 5:1 | 116 | 32 | 4:1 | 104 | 28 | 4:1 |
| Total | 186 | 51 | 4:1 | 191 | 36 | 5:1 | 116 | 32 | 4:1 | 104 | 28 | 4:1 |

Financial Analysis

• MODERATE

Source: Program Costing Analysis 2010/2011

- Contribution to Overhead: 33.4%
- Program Weight: 1.20
- Funding Unit: 1:00

Key Performance Indicators

• NOT AVAILABLE

Source: Key Performance Indicator Summary 5 Year Historical Overview KPI Data from Reporting Years 2008-2012

| | |
|-------------------------------------|---|
| KPI1-Graduation Rate | - |
| KPI2-Working | - |
| KPI3-Working Related | - |
| KPI4-Grad. Satisfaction | - |
| KPI8-Student Satisfaction-Learning | - |
| KPI9-Student Satisfaction- Teachers | - |
| KPI11-Grad. Satisfaction-Program | - |

Resource Analysis

Equipment

Staffing

Space

Key Research Findings

Appendix

The following is the original environmental scan conducted by the Library Researchers to form the basis of the previous summary of Key Research Findings Report.

Ceramics

Overview of the Profession:

NOC 5244 Artisans & Craftpersons

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=5&val1=5244&val11=ceramics&val12=0&val13=0&val14=&val15=0&val16=0>

The following is a summary of main duties for some occupations in this unit group:

- Carvers use hand tools and woodworking machines to produce carvings from wood, stone and other materials and to carve ornamental designs into wooden furniture and other objects.
- Glass blowers design and create glass objects using blowpipes and artisan's hand tools and equipment.
- Metal arts workers design metal jewellery, utensils, implements, wall hangings and other objects and create them from gold, silver, copper, pewter and other metals.
- Potters design ornamental and ceramic functional earthenware pieces and create them using clay, moulds, potter's wheels and other equipment, glazing materials and kilns.
- Stained glass artists design stained glass windows, lampshades and other objects and cut, paint, fire and assemble pieces of stained glass to create such products.
- Instrument makers construct instruments applying their knowledge of wood, ebonite, metal properties and other materials and instrument design using hand and power tools.
- Weavers use hands or loom to interlace strips of flexible material such as wool, cotton, silk, grasses, bark and rawhide to make baskets, wreaths, wall hangings, clothing, rugs, blankets and other objects.
- Craft instructors prepare craftmaking lessons, gather the required working materials and demonstrate and teach craftmaking techniques.
- Artistic floral arrangers design bouquets, corsages, sprays, wreaths and other floral arrangements and select natural and artificial flowers, foliage and decorative accessories to create arrangements or other floral items to suit customers' requirements.

Common Job Titles

- artistic floral arranger
- carver
- craft instructor (except education)
- craftsperson
- glass blower
- lace weaver – arts and crafts
- leather worker
- metal arts worker
- potter
- screen printing artisan
- silversmith

Key Research Findings

- stained glass artist
- stringed instrument maker
- totem pole carver
- weaver – arts and crafts
- ceramic artist
- ceramic potter
- ceramics teacher (except education)
- ceramist

Typical Employers

- self-employed
- Artistic floral arrangers are usually employed in florist shops and floral departments of retail establishments, or may be self-employed
- Craft instructors are also included in this unit group and are employed by artisan guilds, colleges, private studios and recreational organizations

Labour Market

Working in Canada

1. Employment potential for the Kawartha Region is Not Available. (Working in Canada). Nothing is provided for Ontario.

http://www.workingincanada.gc.ca/LMI_report_bynoc.do?titleKeyword=&NOC=5244&reportOption=oulook&refresh=Refresh

HRDSC

2. National Outlook 10 Year Projection (2011-2020)

| | |
|---|--|
| Occupations in this group | Graphic Designers and Illustrating Artists (5241), Interior Designers (5242), Theatre, Fashion, Exhibit and Other Creative Designers (5243), Artisans and Craftspersons (5244), Patternmakers - Textile, Leather and Fur Products (5245) |
| Employment (non-student) in 2010 | 105,471 |
| Median age of workers in 2010 | 39.9 |
| Average Retirement Age in 2010 | 60 |

3. For **Creative Designers And Craftspersons**, over the 2011-2020 period, job openings (arising from expansion demand and replacement demand) are expected to total **46,486** and **39,518** job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill the job openings.
4. Over the 2008-2010 period, employment in this occupation increased slightly and the average hourly wage increased a little more quickly than the average for all occupations. However, the unemployment rate remained stable at 4.0%. According to key labour market indicators, the number of job seekers was sufficient to fill job openings in this occupation.
5. This occupation is not available in Ontario Job Futures.

Key Research Findings

6. See above

7. Local wage for Kawartha/Muskoka Region 2010:

Low: \$11.75

Average: \$15.00

High: \$20.00

[http://www.workingincanada.gc.ca/report-](http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=5244&action=final®ionKeyword=Peterborough%2C+Ontario&s=1&source=2&titleKeyword=artisan#report_tabs_container2)

[eng.do?area=8792&lang=eng&noc=5244&action=final®ionKeyword=Peterborough%2C+Ontario&s=1&source=2&titleKeyword=artisan#report_tabs_container2](http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=5244&action=final®ionKeyword=Peterborough%2C+Ontario&s=1&source=2&titleKeyword=artisan#report_tabs_container2)

US Bureau of Labour

<http://www.bls.gov/oco/ocos211.htm#outlook>

Material was found under Crafts and Fine Artists.

Job Outlook

Employment Change. Employment of craft and fine artists is projected to grow by 5 percent from 2010 to 2020, slower than the average for all occupations.

Employment growth of artists depends in large part on the overall state of the economy, because purchases of art are usually optional. During good economic times, more people and businesses are interested in buying artwork; during economic downturns, they buy less.

Although there is always a demand for art by collectors and museums, the employment of artists is also impacted by the level of charitable giving to the arts—which has been decreasing in recent years.

In addition, job growth for craft artists may be limited by the sale of inexpensive, mass-produced items designed to look like handmade American crafts. However, consumers' continued interest in locally-made products will likely offset some of these employment losses.

Demand for illustrators who work on a computer will increase as media companies use more detailed images and backgrounds in their designs. Illustrators and cartoonists who work in publishing may see job opportunities decline as traditional print publications lose ground to other media forms. However, new opportunities are expected to arise as the number of electronic magazines and Internet-based publications grows.

Job Prospects. Competition for jobs as craft and fine artists is expected to be strong because there are more qualified candidates than available jobs. Only the most successful craft and fine artists receive major commissions for their work.

Despite the competition, studios, galleries, and individual clients are always on the lookout for artists who display outstanding talent, creativity, and style. Talented individuals who have developed a mastery of artistic techniques and skills will have the best job prospects.

Competition among artists for the privilege of being shown in galleries is expected to remain intense, as will competition for grants from funders such as private foundations, state and local arts councils, and the National Endowment for the Arts. Because of their reliance on grants, and because the demand for artwork is dependent on consumers having extra income to spend, many of these artists will find that their income changes with the overall economy.

There is no Sector Council Report available.

Report from the Cultural Careers Council Ontario : [SKILLS CHECK-IN: A Report from WorkInCulture on Artists Business Skill Needs](#) (February 2012).

Key Research Findings

Industry Standards:

NOC 5244 Artisans & Craftspersons are not regulated in any Canadian province or territory.

Professional Associations

[Community Arts Ontario](#)

[Cultural Careers Council Ontario](#)

[Cultural Human Resources Council](#)

[Fusion: The Ontario Clay & Glass Association](#)

[National Council on Education for the Ceramic Arts](#)

[Ontario Arts Council \(OAC\)](#)

[Ontario Crafts Council](#)

Employment Requirements

Employment requirements are prerequisites generally needed to enter an occupation.

- Skills are often learned through apprenticeship with a master craftsperson.
- Training programs are offered by artisan guilds, colleges and private studios.
- Creative ability and talent, as demonstrated by a portfolio of work, and knowledge of safe handling of material, tools and equipment are required.
- A college diploma in fine craft techniques may be required.

[Source: [National Occupational Classification 2006 - HRSDC](#)]

Educational Programs Leading to this Occupation

Programs in the order in which they are most likely to supply graduates to this occupation (Artisans and Craftspersons):

- [Fine Arts and Art Studies](#)
- [Applied Horticulture/Horticultural Business Services](#)
- [Design and Applied Arts](#)
- [Education, General](#)
- [Nursing](#)

[Source: [2006 Census - Statistics Canada](#)]

Educational Competitors

Individual Community College/Institute Information

(Click on Program Title to view college program page)

Two Colleges currently offering this program.

Includes highlights of unique program characteristics.

Fleming

[Ceramics](#) – Certificate

- 15 weeks

Sheridan

[Crafts & Design – Ceramics](#) – Advanced Diploma

Key Research Findings

| Institution | APS # | Approved Program Name | MTCU Code | Program Weight | Funding Unit | Degree Factor |
|-------------|-------|------------------------------|-----------|----------------|--------------|---------------|
| SSFL | 1183 | Ceramics | 41803 | 1.20 | 1.00 | 1.00 |
| SHER | 1020 | Crafts And Design - Ceramics | 61803 | 1.20 | 2.90 | 3.00 |

Employment Postings

Many workers in this field are self-employed and thus there are not many job postings. On August 7, 2012, there were no jobs posted anywhere in Canada for ceramics.
Source: jobbank.gc.ca

Job Number: 6575886

Title: Artisan (Hindu Artisan (SHILPI)) ([NOC: 5244](#))

Terms of Employment: Permanent, Full Time, Shift, Overtime, Weekend, Day, Evening

Salary: \$16.00 Hourly for 40 hours per week, Other Benefits

Anticipated Start Date: As soon as possible

Location: Vaughan, Ontario (1 vacancy)

Skill Requirements:

Education: Completion of high school, Not required

Experience: 2 years to less than 3 years

Languages: Speak English

Type of Materials: Wood, Porcelain, Clay, Ceramic

Area of Specialization: Wood carving, Tole and decorative art

Work Setting: Business and industry

Specific Skills: Use specialized hand tools and utensils

Work Conditions and Physical Capabilities: Repetitive tasks, Attention to detail, Hand-eye co-ordination, Ability to distinguish between colours, Combination of sitting, standing, walking

Work Site Environment: Dusty

Work Location Information: Rural area, Urban area

Other Languages: Punjabi

Key Research Findings

Other Information: Should have knowledge of Shilpi shastra. Capable of making murtis and sculpted temple ornamentation according to strict sacred directives.

Employer: Mack Contracting

How to Apply:

Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

By E-mail: MACKS.CONTRACTING@YAHOO.COM

Advertised until: 2012/08/30

Professor, Ceramics - Visiting Artist

Job Type: Part Time

Location: Oakville, ON, CANADA; Brampton, ON, CANADA; Mississauga, ON, CANADA; Toronto, ON, CANADA;

Job Category: Education, Arts & Media

Job Industry: Education

Number Of Positions: 1

Date Posted: Jun 13, 2012

Contact E-mail: heather.whitton@sheridanc.on.ca

Note: Credentials obtained outside of Canada require an evaluation to determine the Canadian educational equivalence. This evaluation must support the educational requirements for the position as a condition of employment. For further information, visit:

[World Education Services](#)

Sheridan's Craft & Design program is seeking candidates for the Visiting Artist Faculty position in Ceramics. The Visiting Artist Faculty will be an artist and/or designer with broad-based knowledge of contemporary ceramics, art and design, and an active exhibition record. **A studio space will be provided with full access to ceramic facilities. In addition to teaching studio courses to a maximum of nine hours, the Visiting Artist Faculty will be active in their own ceramic work during this period.** All ceramic genres are eligible for consideration. Expertise in hand-building, wheel-throwing, design, mold-making and slip-casting, 3D modeling and digital prototyping is desirable. Teaching responsibilities may involve classes at the first, second and third-year levels. The candidate's area of expertise should be highlighted in application materials.

Responsibilities:

Sheridan faculty provide academic leadership to programs and courses within their areas of expertise and contribute to the creation of a learning-centred environment where students can develop to their full potential. They also contribute to College, School and program excellence by collaborating on a variety of initiatives such as new program development, applied research and alternative delivery strategies.

Professors are responsible for:

- Ensuring that program and course curricula are current, relevant and reflective of best practices within the relevant professional/program disciplines;
- Creating an effective environment for learning which accommodates students' diverse cultural and educational backgrounds, experiences and individual learning styles;

Key Research Findings

- Designing appropriate strategies and tools for facilitating and assessing student learning;
- Incorporating innovative and appropriate educational technologies and materials into the learning process.

The Visiting Artist Faculty will facilitate the hands-on exploration of ceramics conceptually and technically. Sessions include demonstrations, slide presentations, group and individual in-class and out-of-class assignments, discussions and critiques.

The Visiting Artist Faculty will introduce topics associated with historical and contemporary ceramics practices through audio-visual presentations, readings, writing, gallery/museum visits and other field trips.

Professors also ensure that students are aware of course and program learning outcomes, learning strategies and evaluation techniques; provide individual tutoring and academic counselling; and evaluate student progress/achievement within assigned courses.

Qualifications:

- MFA or equivalent degree and/or professional experience;
- Innovative work in area of expertise and an informed view of contemporary ceramics practices, issues and criticism, as well as pluralistic approach to contemporary art and design;
- Commitment to making evidenced by active studio practice;
- Established exhibition record and professional engagement appropriate to teaching at the college level;
- Committed to excellence in teaching and learning and to working within a diverse team environment;
- Ability to work collaboratively within the Ceramics Studio, across the Craft & Design program, the college, and the community;
- Knowledge of industry specific technology;
- A minimum of three years experience teaching and advising students preferred;
- Strong network of contacts with other professionals, organisations and employers.

Interested candidates will submit the following:

- Fifteen (15) digital images of your recent work are required, and ten (10) images of your students' work are preferred (jpeg format, maximum 1024 x 768 pixels) posted to Flickr. Link must be provided.
- Five (5) minutes of a combination of sound or video files instead of, or in addition to, digital still images may be submitted by artists working in installation, video, audio, performance or electronic media in relation to ceramics. Submit audio or video files to either Vimeo or YouTube. Link must be provided.
- A list of images, video and sound files that you are submitting. Digital image files must be numbered and titled, and correspond to the support material list (e.g. 01.title.jpg). For each work on the list, include title, year, medium and dimensions.
- Artist statement (half to one page maximum) and teaching philosophy (half to one page maximum)
- Current résumé and a letter briefly outlining your experience, qualifications and teaching philosophy in relation to contemporary ceramics as either a PDF or MSWord attachment including names and contact information for three references.
- **All material listed above should be submitted no later than June 30 to:**

Key Research Findings

Associate Dean Heather Whitton at heather.whitton@sheridanc.on.ca

Appointment Details:

Employee Group: Part-time Academic

Faculty: Animation, Arts and Design

Campus: Trafalgar (May be assigned activity at any Sheridan campus)

Reference #: 12/PT/15

Salary Range: based on relevant educational qualifications and experience

Application Deadline: June 30, 2012

Note: Credentials obtained outside of Canada require an evaluation to determine the Canadian educational equivalence. This evaluation must support the educational requirements for the position as a condition of employment. For further information, visit:

[World Education Services](#)

Key Research Findings