

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

Fibre Arts (41804)

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 has experienced a mean growth rate of **5%** and an average registration of **7 students**

Certificate

Program: 41804 - TEXTILE SURFACE DESIGN														
	2007 2008 % Change (07-08)			2008 2009 % Change (08-09)			2009 2010 % Change (09-10)			2010 2011 % Change (10-11)			% Mean Growth Rate (07-11)	5 Year Average Reg. Students
FLEMING	10			10	4	-60	4	8	100	8	6	-25	5	7
Total	10			10	4	-60	4	8	100	8	6	-25	5	7

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.”

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

- “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.”
- “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.”

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

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."

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."

Key Research Findings

- “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.”
- [Canadian Quilters Association](#)
- [Canadian Crafts Federation](#)
- [Ontario Crafts Council](#)
- [Textile Society of America](#)
- [Connections Fibre Artists](#)
- [Cultural Careers Council Ontario CCCO](#)
- [Cultural Human Resource Council Visual Arts & Crafts](#)

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**”

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

- “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.”

Key Research Findings

Employment Profile⁶

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

Art			
Total Graduates:	1,050	Total Graduates in Survey:	810
		Response Rate:	77.1%

594 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.

Programs in Art

Programs	Duration	Total Grads	Total in Survey	Total in Labour Force	Colleges
Art Fundamentals	1 Year	668	534	127	Cambrian, Centennial, Conestoga, Durham, Fanshawe, George Brown, Georgian, Humber, Loyalist, Mohawk, Seneca, Sheridan, Sir Sandford Fleming
Artist Blacksmith	1 Year	13	9	7	Sir Sandford Fleming
Collections Conservation And Management	2 Years	18	12	12	Sir Sandford Fleming
Design And Visual Arts – General	2 Years	44	34	9	Georgian, Sheridan
Fine Arts And Crafts	2 Years	38	26	18	Centennial, Georgian, Sir Sandford Fleming, St. Lawrence
Fine Arts And Crafts – Advanced	3 Years	174	117	81	Cambrian, Fanshawe, Georgian, Sheridan
Museum Management	Post Diploma	30	23	23	Sir Sandford Fleming
Museum Technology	3 Years	36	31	31	Algonquin
Textile Surface Design	1 Year	4	3	2	Sir Sandford Fleming
Visual And Digital Arts	2 Years	25	21	16	Humber

Summary of Survey Data

	Program Cluster	All Programs
Survey Population	810	50,622
Labour Force Participation	40%	74%
Employment Rate ^a	75%	83%
Employed Part-time ^a	28%	18%
Employed Full-time ^a	47%	65%
Average Annual Earnings – Total	\$25,494	\$33,199
Average Annual Earnings – Female	\$25,546	\$31,897
Average Annual Earnings – Male	\$25,200	\$34,607
Graduate Satisfaction	80%	79%
Employer Satisfaction	88%	93%

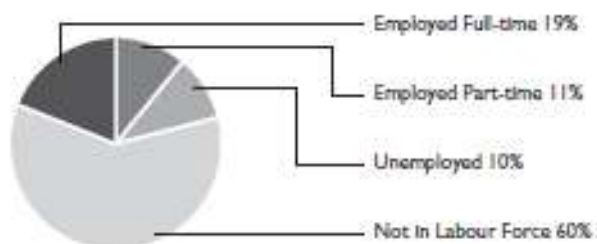
a. As a percentage of graduates in the labour force.

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

Art

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



Top Five Industries of Employment

	#	%
Food Services and Drinking Places	28	11.8%
Heritage Institutions	25	10.5%
Professional, Scientific and Technical Services	20	8.4%
Food and Beverage Stores	17	7.1%
General Merchandise Stores	14	5.9%

Top Five Occupational Categories

	#	%
Retail Salespersons and Sales Clerks	46	19.2%
Technical Occupations Related to Museums and Art Galleries	21	8.8%
Graphic Designers and Illustrators	16	6.7%
Cashiers	14	5.9%
Various* (each at this level of participation)	11	4.6%

* Food Counter Attendants, Kitchen Helpers and Related Occupations; Grocery Clerks and Store Shelf Stockers

Key Research Findings



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	
	#	%	#	%	#	%	#	%	#	%	#	%
Art Fundamentals	8	1.5	51	9.6	2	0.4	34	6.4	32	6.0	407	76.2
Artist Blacksmith	—	—	2	22.2	2	22.2	2	22.2	1	11.1	2	22.2
Collections Conservation And Management	7	58.3	—	—	1	8.3	3	25.0	1	8.3	—	—
Design And Visual Arts – General	3	8.8	3	8.8	—	—	2	5.9	1	2.9	25	73.5
Fine Arts And Crafts	3	11.5	3	11.5	2	7.7	5	19.2	5	19.2	8	30.8
Fine Arts And Crafts – Advanced	21	17.9	19	16.2	14	12.0	11	9.4	16	13.7	36	30.8
Museum Management	9	39.1	5	21.7	2	8.7	2	8.7	5	21.7	—	—
Museum Technology	12	38.7	4	12.9	1	3.2	5	16.1	9	29.0	—	—
Visual And Digital Arts	2	9.5	1	4.8	1	4.8	2	9.5	10	47.6	5	23.8
All Programs In Cluster*	65	8.1	88	10.9	25	3.1	66	8.2	80	9.9	483	59.9

* Does not include 1 program 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
Art Fundamentals	\$22,403	\$22,035	\$20,857	\$21,118	\$22,233	\$20,857
Artist Blacksmith	—	—	—	—	—	—
Collections Conservation And Management	\$23,062	—	\$22,630	—	\$23,062	\$22,630
Design And Visual Arts – General	—	—	—	—	—	—
Fine Arts And Crafts	—	—	—	—	—	—
Fine Arts And Crafts – Advanced	\$26,897	\$26,946	\$25,000	\$25,029	\$26,912	\$25,014
Museum Management	\$25,555	—	\$27,375	—	\$26,629	\$27,375
Museum Technology	\$35,868	—	\$31,286	—	\$32,717	\$30,000
Visual And Digital Arts	—	—	—	—	—	—
All Programs In Cluster*	\$25,546	\$25,200	\$23,829	\$23,464	\$25,427	\$23,516

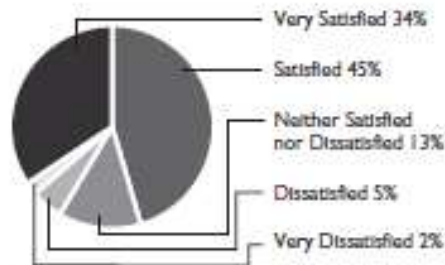
* Does not include 1 program with fewer than 5 graduates in the labour force.

Key Research Findings

Art

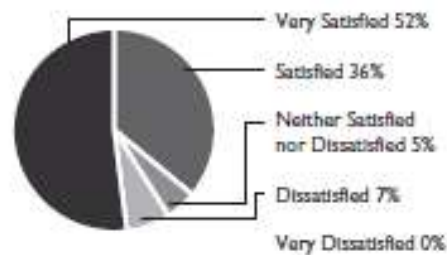
Program Cluster Satisfaction

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



* 771 graduates participated in this question.

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



* 42 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	81.9%	83.6%	88.4%	84.7%	86.5%	85.2%	86.9%	84.5%	77.7%	75.2%
Percentage Employed Full-time	63.3%	63.8%	65.7%	61.7%	66.8%	59.5%	67.8%	57.1%	54.5%	46.9%
Percentage Employed Full-time Related Jobs	26.6%	23.7%	19.3%	22.5%	22.1%	24.1%	21.0%	25.6%	27.5%	19.9%
Average Annual Salary Full-time Related Jobs	\$23,859	\$23,531	\$26,454	\$26,761	\$25,131	\$29,521	\$26,970	\$30,638	\$30,212	\$28,664

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

- **MODERATE**

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

- In 2011, Fleming had a conversion ratio of **3:1**, which is similar the previous five years

Certificate

Program: 41804 - TEXTILE SURFACE DESIGN												
	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	6			22	10	2:1	25	4	6:1	27	8	3:1
Total	6			22	10	2:1	25	4	6:1	27	8	3:1

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

Financial Analysis

• **MODERATE**

Source: Program Costing Analysis 2010/2011

- Contribution to Overhead: 31.9%
- Program Weight: 1.10
- Funding Unit: 1.00

Key Performance Indicators

• **MODERATE**

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

KPI1-Graduation Rate	+26% above system
KPI2-Working	-13% below system
KPI3-Working Related	-18% below system
KPI4-Grad. Satisfaction	+3% above system
KPI8-Student Satisfaction-Learning	-15% below system
KPI9-Student Satisfaction- Teachers	-16% below system
KPI11-Grad. Satisfaction-Program	+6% above system

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.

Fibre Arts

Program Research 2012-06-19

The Fibre Arts program captures the renaissance taking place in the world of textiles. A new generation of designers, inspired by traditional handicrafts, and energized by urban culture and global vision, have challenged our perception of what can be created with fibers, surfaces and structures.

Fleming College

Overview of the Profession

NOC: 5244

5244 Artisans and craftpersons

This unit group includes those who use manual and artistic skills to design and make ornamental objects, pottery, stained glass, jewellery, rugs, blankets, other handicrafts and artistic floral arrangements. Makers of musical instruments are also included in this unit group. Most craftpersons are 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.

Example 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
stained glass artist
stringed instrument maker
totem pole carver
weaver – arts and crafts

[View all titles](#)

Main duties

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.

Key Research Findings

- 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.

Labour Market

The median wage for Kawartha-Muskoka area is \$15.00 . The occupational outlook is not available

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

[YNFX Yarn & Fiber Exchange](#)

> HR Trends and Issues

Visual Arts and Crafts - Highlights

Purchase all three documents that make up *HR Study 2010* in a printable electronic format



CHRC Member \$14.99 CAD

Key Research Findings



The HR Study 2010 package contains: [HR Trends and Issues](#), [Labour Market Information for Canada's Cultural Sector](#) and [The Effect of the Global Economic Recession on Canada's Creative Economy in 2009](#).

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.

Major issues

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.

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

1. Undertake research on models for ensuring social benefits for aging artists, including pension schemes, retirement funds and income guarantees.
2. Support the establishment and sharing of fee schedules and codes of practice for artists and galleries.
3. Support business skills training for employers, visual artists and craftspeople, in the areas of digital technology opportunities.
4. Support training for visual artists and craftspeople on intellectual property and copyright laws.
5. Support training in export marketing to leverage emerging market opportunities and to develop new markets.

Key Research Findings

6. 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.
7. Develop internship opportunities for emerging artists in arts practice issues and management.
8. 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.

Employment requirements

- 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.

Sector Council

[Cultural Human Resource Council Visual Arts & Crafts](#)

Professional Associations

[Canadian Quilters Association](#)

[Canadian Crafts Federation](#)

[Ontario Crafts Council](#)

[Textile Society of America](#)

[Connections Fibre Artists](#)

[Cultural Careers Council Ontario CCCO](#)

Educational Competitors

[St. Lawrence College Fibre Arts - Textile Design. Part time program](#)

[St. Lawrence College. Fibre Arts - Traditional Rug Hooking](#)

[St. Lawrence College . Fibre Arts - Quilting Part Time Studies](#)

[Sheridan College Crafts and Design - Textiles](#)

[Ontario College of Art & Design, Material Art & Design - Fibre Art](#)

[Capilano University Textile Arts Programs](#)

[Selkirk College, Kootenay School of the Arts - Fibre](#)

Key Research Findings

[Olds College, Alberta. Continuing Education. FibreWeek](#)

[New Brunswick College of Craft and Design, Fine Crafts. Fibre Arts](#)

[Concordia University - Fibres](#)

[Fibre and Weaving Arts College Programs in the U.S.](#)

[Nova Scotia Centre for Craft and Design. Weaving](#)

Employment Opportunities



Shine Brighter with Sheridan

The Sheridan Institute of Technology & Advanced Learning annually serves 17,000 full-time and 35,000 continuing education students at its campuses in Oakville, Brampton and Mississauga. Sheridan offers an innovative learning environment celebrated for academic excellence, applied research and creativity.

Sheridan is committed to deliver professional and exceptional service to the Sheridan community. We put our students first by encouraging our employees to always see their role in relation to its impact on our students. Our goal is to provide our students with the best education and the skills necessary to achieve career success. We offer our employees a stimulating environment that encourages innovation, values the diversity of individuals and ideas, and promotes individual professional development. We rely on the talent and contributions of our staff to realize Sheridan's strategic goals.

Sheridan employees will enjoy:

- Competitive compensation
- Generous vacation entitlement
- Excellent benefits package with Sun Life
- Defined benefit pension plan
- Employee assistance programs
- On-site fitness facilities include: weight rooms, cardio rooms, and squash courts, as well as karate, yoga, pilates, rock climbing and other instructional activities.

Key Research Findings

In addition, we offer professional development opportunities to promote career development and success in the workplace, including:

- Professional Development funding
- Reduced fees for Continuing Education courses
- Tuition Reimbursement

We will thrive in this rapidly changing world and we will **Shine Brighter!**

Please note Sheridan College only accepts applications using Resume Basic. Please refer to our online application guide and FAQ section to learn more about the application process. [Sheridan's Online Application Guide & FAQs](#)

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](#)

The Crafts and Design program requires a full-time Professor for the Textiles Studio. The professor, in addition to teaching courses in the Textiles Studio Program, will be the Studio Head and will have responsibilities for studio and program administration. As Studio Head, the professor will provide academic leadership and work collaboratively with colleagues.

Professors are responsible for:

- Ensuring that program and course curricula are current, relevant and reflective of best practices within the relevant professional/program disciplines;
- Defining, evaluating and validating learning outcomes for courses and programs;
- Creating an effective environment for learning which accommodates students' diverse cultural and educational backgrounds, experiences and individual learning styles;
- Designing appropriate strategies and tools for facilitating and assessing student learning;
- Developing multi-media materials and alternative delivery strategies, and incorporating appropriate educational technologies into the learning process.

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:

- Master's degree in a related field preferred
- A minimum of five years related professional experience or an equivalent combination of education and experience, and a broad range of skill in textiles

Key Research Findings

techniques, digital and design processes; formal study in education is an asset

- Understanding of the technical aspects of product and prototype design
- Extensive Canadian, Domestic, and International exhibition record
- Professional affiliations with craft societies/councils is an asset
- Experience in teaching and curriculum development at the post-secondary level is an asset
- Excellent communication and interpersonal skills along with a commitment to working within a team environment

Appointment Details:

Employee Group: Academic

Faculty: Animation, Arts & Design

Campus: May be assigned activity at any Sheridan campus

Reference #: 12/F/39

Salary Range: \$58,946 - \$102,186 (based on relevant educational qualifications and experience)

Application Deadline: Open until filled

To be considered for this position, an on-line application is required. Please click on the "Apply for this job" button to proceed with your application. Please review [Sheridan's Online Application Guide & FAQs](#); before you begin.

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 welcomes diversity in the workplace and encourages applications from all qualified individuals, including visible minorities, Aboriginal People, and persons with disabilities.