

Fanshawe College

## FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

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PAC Minutes

Horticulture Technician

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2022

### Horticulture Technician - PAC Minutes June 23, 2022

Brieanna Moore

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**Program Advisory Committee Meeting Minutes  
Horticulture Technician**

Program Information	
<b>Program Names(s) and Code(s):</b>	Horticulture Technician (HTN)
<b>Date:</b>	June 23, 2022
<b>Time:</b>	3:00 p.m. – 4:30 p.m.
<b>Location:</b>	Zoom
<b>Meeting Chair:</b>	Vacant
<b>Recording Secretary:</b>	Brianna Moore

**PAC Members**

Member Information	Membership Status	Attendance
Sally Harvey Green Design Landscaping Owner	Affiliation: Choose an item. Term: Choose an item.	Present
Elizabeth Lazeer Stratford Festival Gardener	Affiliation: Choose an item. Term: Choose an item.	Regrets
Adam Tyman Clintar Landscape Management (London) Owner	Affiliation: Choose an item. Term: Choose an item.	Present
Lucas Michielsen Millworks Custom Carpentry & Stone Owner	Affiliation: Choose an item. Term: Choose an item.	Present
Dylan Howlett Parkway Gardens Head Grower	Affiliation: Choose an item. Term: Choose an item.	Present
TLC Rep Dave Leff Owner	Affiliation: Choose an item. Term: Choose an item.	Regrets
Alex Osborne Springbank Landscapes Owner	Affiliation: Choose an item. Term: Choose an item.	Regrets

**College Resource Persons**

Employee Information	Attendance
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Mary Pierce  
Acting Dean, Faculty of Creative Industries

Regrets

Dana Morningstar  
Associate Dean, School of Design

Regrets

Kristin Armstrong  
Program Manager, School of Design

Present

Matt Hart  
Program Coordinator, Horticulture Technician

Present

Darby Anderson  
Co-op Consultant, Horticulture Technician

Present

Brianna Moore  
Assistant to the Associate Dean, School of Design

Present

Topic	Facilitator
<b>1. Welcome and Introductions</b>	Coordinator, PAC
<b>2. Program Overview</b> <ul style="list-style-type: none"><li>The program is a 2-year introduction, 2-year diploma. Studying soil, plants, and then some landscape type stuff. We're working on a Botanical Garden accreditation for the Fanshawe Botanical Gardens, and that's still in the works, accreditation is not finalized. There's been submissions and there was a bit of a stall with some research type stuff, so we're hoping that's going to happen. There's a little bit Matt wanted to talk about facilities and things like that, but there's lots of exciting things happening out at Cuddy Gardens as far as possible land purchase and expansion of the facilities out there. So that's all kind of in the works as well, and it could really affect our program specifically, but also, they're trying to really tie it in with other programs, a lot of culinary programs from downtown and there's some new agri-business and agriculture programs at the south campus of Fanshawe, which is at the old Westervelt College. So, there's some cool stuff happening with that as well, and sustainability. It would be just about hort tech out at Cuddy, the land purchase goes through and also including a lot of these other programs which could be positive for that facility. Obviously, we're a co-op program.</li><li>During the program review, Matt learned a lot about this, but the vocational learning outcomes for the program follow program standards, and they're outlined and mandated by the Ontario Ministry of Colleges and Universities. There are 13 items that we follow, they're kind of like broader topics and then there's specifics</li></ul>	Coordinator, PAC

within that that we have to kind of tick the boxes to say that we're providing this with our students. Those program standards are being reviewed. They haven't been reviewed in a really long time – over 20 years ago. They are going to be reviewed. Matt doesn't know if there will be a lot of changes, but our Centre for Academic Excellence (CAE) office that helps work with program reviews and this type of meeting, PAC meetings, they think it's probably going to be officially reviewed, if not changed, sometime in the next couple years, so we'll see what happens with that. That could change some of this curriculum, hopefully not drastically, but maybe. It's probably due for an update for sure.

- Our program enrolment remained pretty steady during COVID. Typically, we have about 35 to 40 students start for September intake. This year, as of June 16<sup>th</sup>, we had 48 students registered and paid, which is a really high number for this program. They usually cap it about 42, and typically H1033 where we do a lot of teaching holds 37 students, so they usually cap at about 42, put people on waitlists. Obviously, some people decide not to come, or things change, and we usually end up about just under 40, but this is a big number, so we might be going to two sections. Kristin's not here, but she was talking to Matt about that this week. It's exciting that students want to come and take our program, but we're not used to having two full sections, so that could be a bit of a hurdle as far as teaching and finding teachers and facilities, particularly.
- A few changes likely coming out at Cuddy. All Fanshawe campuses are having a master plan done this year, so the Colleges hired an outside firm to come up with a master plan, so that could affect some of the gardens, some of the way we teach on campus, particularly main campus. There's a lot of construction going on right now with the Innovation Village around the library, so a lot of moving targets with the gardens and some of the places where we do our outside work. So that'll be a challenge. We're running out of tool storage at Cuddy and main campus. We're looking at possibly putting a coverall out in the compound over by Cheapside, there's sort of like a hort tech compound out there. It's mostly just storage and composting and things like that, but they may add some security and put some equipment out there because we don't have a lot of room.
- As far as what's new, a few changes from the last program review are currently being implemented. A few of those changes, just in broad strokes where we tried to move a lot of the practical or more of the practical courses forward to first and second semester. Some of the student feedback was they came for a horticulture program, we kind of advertised that come get your hands dirty, and wear your uniform, and then you run into your design and trade calculations, and there was a lot of really typical lecture type College courses in the first semester. So, we tried to move a little bit more practical, hoping that we'd have less attrition or dropouts and just kind of

engage the students more right off the hop with horticulture stuff. Some of those courses that we changed, we're doing a lot more labs in the Soils course, so there's about six weeks of hands-on labs; soil testing, and just kind of getting your hands dirty, stuff around the campus as well, working outside, digging. Greenhouse I, we're actually using the greenhouse, so the students are being introduced in first year Greenhouse to the greenhouse, and they actually get a change to go in and grow some of their own crops and stuff. Arboriculture I was typically lecture with a couple outdoor weeks, but that's been bumped up to about 5-6 weeks of hands-on stuff. Landscape Maintenance, it used to be called Tool Safety and now it's called Landscape Maintenance I. Now we've moved that into the fall, so when you get an introduction to your line trimmers, hedge trimmers, all the kind of equipment that we were doing as a safety course they're actually getting to use it because it's in the fall. It helps maintain the gardens as well, and then the students, instead of just starting it in C building, they actually get it use it. We're hoping that kind of engages a few more students that might otherwise have left rather quickly. We've also replaced a course called History of Gardens and it's been replaced with a Botanical Garden course. That's a chance to introduce the actual campuses, so Cuddy and main campus, to the students and let them see where they're going to be working. That's in first semester.

- The other kind of big change, which we haven't tried it yet, but it's happening this fall for semester 3, so the start of our second year, the students have some choice. There are 3 courses grouped together and you get to pick two. The idea is that you might stream in a certain direction. A lot of students come just for horticulture and Matt is asked the question, why am I handling this bag of concrete, I came here for horticulture. We're still going to tick all the boxes for the program standards, and every student is going to get some of that, but it will allow them in third and fourth semester to kind of branch out to a direction. You could take a Landscape Maintenance 3 in semester 4, a Landscape Construction 3 or Greenhouse 3, and you could pick which way you want to go. It's given a little control to the students in what they're going to learn, and also just allows them to pick things that they're interested in. We're hoping that we have success with it, and we'll see how it goes over the next two semesters.
- Some technology – this actually came out of some input from the program review as it was suggested that we have some kind of time management software. We're partnering with LMN and they're going to let us use their software so the students can actually use an app on their phone to time in for practical classes, weekend duties, things like that, and then the professors will have access to their LMN accounts and can see the time management almost like payroll stuff that they're building in there. It's just kind of a pilot, but we're

hoping we can use it maybe for attendance, and it would definitely be helpful with our typical weekend duties.

- Some certifications that we're introducing, the second years this year will be doing First Aid/CPR in the fall. It's not official yet, but we're trying to have a chainsaw cert that's completed at the end of Arboriculture 2. We're just kind of working on how that's going to happen. Ryan Statham from Davey Tree is instructing for Arboriculture 2, and so he's pretty confident that we can offer like a chainsaw certification. It's just a safety certification for the students.
- The last couple years have been a real challenge, but some positives that came out of it were we were forced to, for social distancing and numbers in the classrooms, to kind of section our classes. So, we spent a little bit less time, but with a fewer amount of students, and overall, the feedback from the teachers and the students was really positive. The students got way more one-on-one, and it was good because in some of our larger classes some students kind of drift into the panelling, like they're not engaged, and with the smaller groups it's sort of forced them to get involved where they otherwise might not. Lots of other not so positive things from COVID, but that was one positive thing.
- Any questions about those changes to the curriculum?
  - The changes for moving the courses around to hopefully help with attrition, did that just start this year and did you notice an improvement?
    - The first cohort going through these changes was our first years that just finished their first year, so they're heading in the second year. We don't know if we could say specifically because drop out attrition numbers were definitely down, but we don't know if that was because of COVID, it could be from anything. Overall, it seemed nice for the students too, especially with all the COVID stuff going on because by moving some of the practical we could be outside, and then the students could be together and even though it was smaller groups, there was positive feedback. Now they don't know any different, right, because they're the first group through, but there's some pretty good feedback from the teachers, too, that maybe they were more engaged for sure.
  - The extended practical course, the streaming, has that been implemented at all at this point?
    - No, it's only in third and fourth semester, so the first cohort going through the changes which are just starting their second year this coming fall, they've picked their courses. As an example, for this coming fall, they had to pick two of the following courses, Dynascape for Garden Design,

Arboriculture 2, or Turf Management, so you pick two of those three. And again, it was like some people really didn't like design and we were forcing them to take another computer kind of aided design. As you know, a lot of people on the arboriculture out at Cuddy, some people just couldn't do the climbing, some of them we didn't have harnesses for them, and so it kind of gives them that option if that's not for them to kind of head it in another direction there.

- How much time are the students getting out at Cuddy? Were they getting the same amount of time out at Cuddy, are they getting more. You mentioned there's lots of exciting developments coming around Cuddy. Are they actually out now with COVID?
  - The last two years, it's been pretty limited out there. One of the hurdles we have is the transportation, and so it's typically carpooling for classes. We still had all the arboriculture, like the climbing type classes for Arboriculture 2, basically that whole course remained out there. There is a little bit Landscape Maintenance and the landscape we had done about four or five years in a row of paving for Landscape Construction out there around the hoop houses and inside the houses, and we just did projects on main campus, and again it was just kind of a transportation thing more than anything. But it was a little less for sure, to answer your question.
- With the developments, that sounds like they're making progress around Cuddy, will that return or how will that engagement start?
  - It will. One of the other hurdles with out there at Cuddy is there's no technology – there's no reliable wi-fi, there's the classroom, but it's not really a classroom like we have on the campus. There are plans to build a classroom, update the wi-fi, and put in new sewers, new water lines, stuff like that, but it's all kind of in the works. Until all that infrastructure is there it will continue to look a lot like to has over the last 10 years, with just sort of practical classes running out there as opposed to full on classroom stuff. As soon as the classroom's there it just makes total sense to go out there.
  - With those developments and hopefully land, and building a new classroom where the pool house used to be, and what Tracy was working on prior to her retirement, but until it's developed – we do

have wi-fi out there now, but we're going to build the classroom and it would be nice. That's our only opportunity right now to grow the program substantially because of the limited space on campus. We're working towards 2 sections here, but it's just so constrained with the small greenhouse that we would like it, but transportation is still an issue, so that's something we'll have to work on, regardless of the classroom being built and the practicality of being out there and that sort of thing. But yeah, hoping to have more placed out there for sure, as well as the apprenticeship program obviously could completely run out there.

- It just makes sense because they used to do certification, they're assuming that site's been torn down, but it's an amazing gem for students to learn.
- Is the idea with the facility out there to be still a totally separate building? Or is there talk of still renovating the existing.
  - It's not really feasible right now to renovate. It's almost, but again, they're still in talks with that and it's developing, but it would be a new building. It would be attached to the house, but we would have to create a separate facility and that makes washrooms, and classroom, and with all the hookups required to meet standard to host classes and what not out there, so it wouldn't be a renovation of the old house.
  - There were three plans. There was the pool house renovation, which recently, within the last six months finally got kiboshed. From an engineering perspective they just figured it just couldn't work, and then there's another one that's tear down the pool house and build a new one in the same footprint, like a new classroom, multi-service room. The future of it is they want to do events out there as well, so this would be sort of like a small event space. And then option 3 is like a full on building up by the cow pasture to the north of the property where they want to buy the three acres. That would be like a proper, really big building that would include events, like you could have 100-person wedding type thing, but we don't think the funding's on the table for that quite yet, but it is the third option. It's all timing. It's all in the works right now, but if they could get the land, the big thing is if they could get a classroom and proper parking then

you could start scheduling full on out there. It's a moving target for sure.

- With their time out there, they can attest to the transportation, it seems kind of no matter what the criteria for taking the program is, valid licenses and vehicles seems to be – it's hard to put that all together with a bunch of 20-year-olds these days.
  - Fanshawe has been talking about a bus that goes around to different campuses, so that bus could run there as well. So, it would go to St. Thomas campus, Woodstock campus, it could go to Strathroy as well. That's another possible option, kind of like a smaller bus, like the city buses they have in St. Thomas type thing, they hold like 15 or 20 people or something like that.
- There's that Voyago service now that hits a bunch of small towns and stuff, too. A question they had, they don't know if they've talked about this before, but are there other programs that are held at multiple facilities, and is that transportation issue common to those programs? Like are there programs that are operating both at main campus and St. Thomas, say, or downtown or whatever.
  - There are programs, obviously, that are downtown, and they come to Oxford campus for, say, a general education elective, but not core vocational courses that are split. The biggest thing that you would see is between here and Z building, which is only a block, so students are give time to walk in between. If you're at Y building, you're at Y building, if you're in the hanger, you're in the hanger. So there's no other model for this where they're split in between, and it's a 45 minute drive. There's public transportation and 15 minutes to the downtown campus and nothing to St. Thomas either, there's nothing split between here and St. Thomas. It's just not feasible, even the London South campus down by White Oaks, there's nothing split between here and there either.
- Like if you're at St. Thomas for your program you're at St. Thomas.
  - That's right, the logistics are too difficult, regardless of resources. But yeah, the bus is something that we've talked about for transportation to get out to Cuddy and then that would be some academic timetabling on our part where we have multiple practical courses being scheduled for the day at Cuddy. As long as there were resources there for the students and they could complete it, say, all day

<p>on a Tuesday and then come back in for something else here at Oxford on a Wednesday and then back out on a Thursday or whatever, but then we'd have to organize that, just the logistics of it. But until we get the facilities, at that point we can figure it out too. We're looking at simultaneously.</p> <ul style="list-style-type: none"> <li>▪ The artisanal culinary course had a gardening course that Nate was teaching on main campus. He had trouble getting them to come from main campus because all of their courses were down there except for this one course which was like 3 hours on one day a week afternoon, and they would just say I can't get there even though they had bus pass and downtown and main campus are on a bus route. There are a few hurdles out there for sure.</li> </ul>	
<p><b>3. Questions/Discussion Points</b></p> <ul style="list-style-type: none"> <li>• Matt has a couple questions that he's hoping members could help answer to turn into a discussion. There are things that we're kind of struggling with as a team to try and figure out. It's feedback we get from employers and students. Maybe by starting a discussion or throwing these questions other there it might be able to help us figure out how to implement some of this into our program, or at least our courses.</li> <li>• Employers always talk about soft skills and things like that. <b>Other than specific horticulture/landscape skills what else is important for our students to become employable? Things we can incorporate into our existing courses?</b></li> <li>• Some people here hire a lot of our students, specific Fanshawe students. We're just wondering is there something glaringly missing that maybe we could work on or implement? <ul style="list-style-type: none"> <li>○ From a greenhouse perspective, yeah, the students don't have much experience with touching the plants, like they're learning that from their workplace, in experience. Then things like watering, proper watering in a greenhouse setting, let's say. Those are the two main things they can think of.</li> <li>○ This maybe reaches a little beyond what's reasonable for them to come out of a 2-year program with, but from the standpoint of residential landscape construction, the idea of project flow, project planning, things like that. Something that just occurred to them today and thinking about this meeting was if there was a way that they could spend a little more time auditing real projects. Sort of like, they know there's YouTube resources and stuff, but if there was sort of start to finish driveway install that they could kind of walk through, and just a little more understanding of what comes next and a little bit of planning and things like that. Maybe that's kind of specific to that streaming more into</li> </ul> </li> </ul>	<p>Coordinator, PAC</p>

landscape construction or whatever. But just beyond the specific task and just a little bit more broader view of what the broad goals are of the project.

- They like what the last person said, they think they're bang on with project flow, but it doesn't have to be limited to hardscapes, some exposure into – not all students want to be involved in hardscape, call it more interaction with some of the companies out there that are big true supporters of this program, either ones on this call or not. Whether it's housing a day, a week, or if there's a project in the area and connecting with those people and having the students come by, that's great. The other thing, as far as soft skills, one of the things that these students have an advantage over anyone else coming into the industry is that they're looking at horticulture as a career, as a career option. As an employer, you want these people that are looking at this job as a career and then as such, they want those people to be their leaders. If there was a course that, they don't know how you can teach leadership, but the training of the students to be leaders in the industry when they're out of school. That's a tough thing to say if they're 20 years old, they're a couple years out of high school, but they still have such an edge over many people coming into this industry and it would be nice if there was some type of leadership course that really just pointed them in that direction of where they could go in the industry.
- Instilling the idea that they have the skill set or they've acquired the skill set through school to look a little bit beyond those specific skills and have a bit more of a big picture view of not just that project, but the company they're joining, kind of looking past the day-to-day tasks.
- It's career planning, right? It's career exploration and understanding what potential careers are in the sector they choose to specialize in.
- A lot of that is on employers and team members where they're joining the workforce. Looking at students coming into the industry, they have to be treated like that and given the opportunity to look at the day-to-day.
- They also have to have the desire to keep looking to. Also work ethic and problem-solving skills, it's connected to all of this. Figuring out what's next, figuring out what do I do, do I ask what's to do, what should I be doing next, or do I understand what I need to be doing next in terms of sequencing. But also understanding what my potential is in terms of what's next in my career. They have a ton of students from Fanshawe who come to them and ask them, I just realized I've learned a little bit about a lot of things,

but I don't really know enough about anything. Where do I start?

- We've talked about this too with the business course that's in level 4 now that we added an hour to and the insertion of the leadership model into that curriculum and the course that will be delivered next year, because that was a lot of feedback that we've been getting. So, we extended it in order to get some of those soft skills and resiliency, job seeking, knowing what your future is going to be, looking forward at that next step, and not just the task at hand that you've been, practicing over the last two years. That will be implemented next year. The first group of students to take the extended course will be in level 4 prior to their graduation.
- Yeah, because that business course sort of gave you an idea of what it might be like to open a business and the big project was a business plan. Matt has taught this course the last couple years, and he taught it a couple times in land design, and for the students who actually think they might want to open a business, they love the course. It's really interesting to them, but for the students who don't have that, they're not getting a lot out of it. They're doing a business plan because the project but their heart's not in it. They're just kind of mailing it in. So, the idea is to put some of this other stuff in. Leadership, some portions of it can be taught, but it might be parenting, it might be playing team sports, some people just kind of rise to the occasion and some don't even if they have all the skills, they have trouble leading others.
- So if that case study could be, it's the summit at the end, if it could be quantified so the rubric works. Some may just be leading a team of people in a greenhouse like Clintar or Lucas's. Some people might be starting their own little business or their project unit. But if the rubric can adapt to the multiple exposures, it would be significant.
  - What we're thinking is maybe opening up that project to be more – it doesn't have to be a business plan, it could be something else that you're interested in. So we're working on that.
- We've been looking at possibly some kind of microcredential or grad certificate after graduation. It would be more about business supervisory, like an estimator type theme where you're learning more of what we were just talking about, like flow through the sales pipeline. Basically kind of prepping people to be entry level

supervisors, possibly at a larger company, or if you're interested in opening your own company, doing that. Possibly loosely based on the CLP model, like different units if it was a microcredential, so you could actually work away at it possibly while you were working. So if you were a crew leader, or a foreperson, you start working towards this microcredential, or possibly have it be like a grad certification where you finish up the Hort Tech program or the Landscape Design program and you go straight into this kind of landscape management program or one year certification. Does this sound like it might be a good idea?

- They can see it engaging the landscape program, but they don't know what the horticulture main program itself.
- They like the idea, but is the premise that they're working, but the educational piece is online on their time outside of work, or how? What's the vision for the program? How does it work?
  - We were sort of talking about it, but it goes to what they were saying, so if you've already gone to college, you think that you want a career in horticulture and landscape or somewhere in our industry, for career planning, you don't want to start as an entry level person per se, if I took this and learn more about the business side of it could I be more ready to move up the ladder faster or insert higher up, say in a medium or larger sized company. That would be the grad certificate one where you just did an extra year. Fanshawe is all about microcredentials right now, so we're too not sure how it would look or how it would work, but we know of other ones. Guelph has one where there's five sort of classes or courses and you just take them. A lot of them are online, so it's almost like distance ed.
- Their concern with the idea of the microcredential is they think there's maybe a gap there between where they come out of school after two years, and being really involved in the business aspect of a business. Back to their earlier point, they think students coming into the industry can have some business theory, but what they've observed is a bit of a lack of understanding again of project flow. What things actually take for time, the equipment and material to do. They sort of need that fundamental ground level understanding to implement any further business understanding. If there was supplemental or microcredentials, what they would suggest that it should focus on is a bigger picture view of the practical parts of the business or the industry. As far as microcredentials go, they are reading a book called Leaders Eat Last. The book has really nothing to do with the

landscape industry specifically, but it has everything to do with the general mindset and attitude of an effective leader. Soft skills, we always come back to that, but even if there was sort of like general book studies built into a program, or some additional credit that could be received for reading a book and doing a report or something like that. But sort of those more general soft skills. If there was additional accreditation, they think it should be around a better understanding, a practical understanding of the business of landscaping and horticulture, whatever that is.

- It's the activities and the projects, not the business as running your own business.
- They think that's where the gap is. You really need that broad view of how a project works. How a function works in your company.
- They've heard recently that Georgian College in partnership with Algonquin and one other college have developed a new trades manager diploma or degree program.
  - That sounds interesting. That's for all trade sources or is it specific to a certain industry?
  - Trades. It's a partnership, but they think it's 3 universities and colleges.
- Some anecdotal thought on this, they know a lot of people in the business, and really, really effective people, a lot of them have really come right up the ranks through the business. When it comes to the business management side of it again, they're making the point again that they think the fundamental understanding of the industry is so important before that business knowledge can be implemented.
  - That makes sense, it's a good point. We're struggling with the workflow, what's nice is in our program we're actually doing practical stuff and even with our project based learning, but it's not as true to life as it could be, because most crews don't have 14 people on them. Some of the stuff, in order for timeliness, we might pre-excavate something if it's a larger area. We hear what you're saying about the workflow, and just thinking how can you do it? You'd almost have to stage it and then go watch it on a real site.
  - Is there any resource available that is like a time lapse recording of a residential project? Like a multiphase project.
  - Watching it though and doing it is two different things. Have we looked at dividing the classes and the crews?

- That was one of the nice things that came out of COVID was instead of traditionally, we might spend 4 hours with half our cohort, which could be 10 or 12 people, which is kind of too big for a project, what we started doing was 2 hours and 15 minutes or 2 and a half hours with half of that. You could just see it was night and day because you could watch the students getting more out of it and they were understanding the big picture a little more just because there just wasn't so much noise around. It's easier for the teacher to answer questions and be one-on-one as well with students when there's not such a big number. We're looking at keeping that format going forward as well. It's like less is more – it's not the same amount of time but it's more quality time with each individual student.
  - They're not as familiar with the academia world as far as like what a microcredential is, but one of the beautiful things about these programs is that they are co-op programs and the students can get that work experience as they're in school. They also find that when they see graduates come out of the program they're still thirsty, they still want more knowledge, but at the same time they want to work. If they are employed somewhere and the offer is on the table for them to acquire this microcredential online, schooling on their own time, they think a lot of students would gravitate towards doing that when they're fresh out of college. Is that how any of that works, or does it have to be in class?
    - The microcredentials are typically for people that are working and then you're sort of doing it on your own type of thing. It's totally in its infancy and we were just kind of talking about it. The Trades Manager was mentioned, we don't know any of the details about it, but that was sort of what was in mind when we started thinking about this. Especially for kind of larger companies that need levels of supervisors or supervisory people, kind of like almost middle management. And other than learning on the job, which takes a lot of time, could you get a head start in school? You're still going to have to learn a lot about this on the job.
  - If that microcredential is as previously described in last point, would only those types of programs only be open to graduates of the program or can non-graduates of the program take microcredentials?
    - They're open to anyone, and we have the flexibility to deliver them however we want, like a

microcredential can be between 1 and 99 hours, so we can have it in the standard three credit format, like a 42 hour course, we can have workshops of 5 hours, 8 hours over a few weeks or multiple weeks, and typically there are no prerequisites to them unless we develop some sort of series like a part one, two, and three, and then it's encouraged they take them in order, but you would really just want to reinforce what sort of prior knowledge the student would want to have in order to consider themselves to be successful in the microcredential. You wouldn't necessarily need to be a graduate, you probably want to be somebody in the industry given the nature of what we would be offering for that microcredential. We have a series of three podcasting courses right now, you don't need anything to take them, you get the intro, the technical skills, and how to monetize it and then you graduate.

- We were talking about leadership and the possibility of putting some of that into that business course. We've been talking about resilience a lot and with COVID we had this idea that students, particularly that made their way and graduated through COVID, were by default fairly resilient. Everything was changing all the time. But just as far as leadership again, we're just kind of poking away again at it just because – how do you encourage leaders in your own business? What tools are you using to get those qualities out of your existing employees? Is that something that we could, points we could use to put into this business course that we're kind of rewriting for the winter semester.
  - With the supervisor group, as mentioned previously, finding some of those books about leadership and management styles, and that kind of thing. They stopped doing it recently, but they had a book club and they were doing that with the supervisory team. Make reading a book on leadership part of the course. There's lots of solid information about what it takes to be a leader, what it means to be a leader. Lots of people have written about it and it's there and there's countless examples of some books that could probably help and they would start with one of the classics. On the job site, as far as coaching a team, that's what it is. It's the time that you can spend with them, and the more feedback you're giving them, as long as it's honest feedback and you're working with them consistently on where to improve. There's gotta be that relationship in place.
  - At its culture it's performance management. Understanding how to communicate with people and to communicate with

multiple generations. Diversity, inclusion, and equity – DEI. All of these pieces are part and parcel of supervising on a job, managing or owning a business. That culture building piece is key, and there are some great basic foundational books out there. Even managing themselves within their crews. If they're doing a hardscape project under your instructorship, for instance, when they're the supervisor, how does the crew rate them and getting that 360 feedback that we all seek when we're managing people? Try to build that culture within the classroom, again making that classroom experience feel more like a workplace, the more accountable they'll be, the more valuable they'll be in terms of taking their career to the next step.

- Communication, that's the biggest thing from hiring first years. Engaging them to communicate kind of makes them a lot more confident in themselves and with each other, and it creates a much better team atmosphere. Getting them to warm up is the best thing, and telling them the importance of communication in a workplace.
- Add sensitivity training to that, too.
- As far as a method too, they built on it over the years, but they had the spring orientation every year, they had some awards that they felt were important to their culture, and then they wanted people to strive towards that. So you talk about it at the start of the year, you talk about it in your staff meetings, and who's doing the right things to do it. They have a communication award and professional image award or professional conduct award, and then most recently they introduced a leadership award and a customer service award. So as long as you're preaching what your culture is and then knowing there's kind of a carrot at the end for those that achieve those things. That's probably another method.
- As far as how we're cultivating that, depending on the size of the business, there's different strategies to use. Something that they've really tried to be intentional about is creating small leadership situations for everybody that works with us. For example, for each of their jobs they have a WhatsApp conversation that everybody's included in and everything related to that job, requirements, stage of the job, goals, etc. we put in that specific chat specific to that job. We make sure that we assign people information to add to that chat. Everybody at every level that works with us, their task at the end of the day might be to list in the chat the tools that we need for tomorrow or, just really small, simple things, but it gets them engaged. One of the feedbacks we had as soon as we started using the WhatsApp, what came out of it, a couple times they listed

the goals for the next day in chat and the staff immediately said they really like when they list the goals specifically, so that they really are mentally prepared for the next day and what they're actually trying to achieve. It really helps them to put down on paper what their goals are, and again to paint that bigger picture day-to-day. So just using that chat, the level of engagement for their whole crew in a specific project has grown exponentially from that.

- Goal setting is big. Going back to the comment about those who have been on sports teams, that's what you do, you set goals. Some people need to be taught that, they may not have been exposed to that experience.
- It changes something from, we're digging all day and filling wheelbarrows and running them out of the backyard, which is a little demoralizing, to define that as a larger goal. Dig out for this wall complete. It paints the picture of the end of that task, and even again, just that simple listing of materials. What did we forget today? It gives them a small opportunity to solve a problem. So they didn't have this tool or this piece of equipment, it allows them to make a request or make a demand, of whatever it might be. It was a huge game changer for them.
  - It's a good idea. Even if you don't have a lot of power on site, if you're at the bottom, it's like, 'Hey, what tools do we need tomorrow?' Write it down, right? Because all of a sudden, you're in charge of something. Something like that could be implemented. When we had the smaller crews, we did sort of work on rotating, somebody would be in charge of the crew for that day, and sort of taking the instructions from the teacher and then implementing it. We hadn't thought about having them get feedback or get graded by their peers.
- One other thing they've done, it's again with a small group, but when they have their meetings, what they found is really important to make sure they're getting the feedback they need and keeping the dialogue open is really making sure that when the staff brings up a concern, for example that goal setting, starting to use the WhatsApp came out of a team meeting they had, and some of the concerns around organization and everything like that. Being open to the criticism yourself is really important, or the feedback, but then making sure that something happens. When a team member gives some feedback, if they see some results from that, it starts a really positive cycle, they feel like it's valuable.
- We have a skid steer at Cuddy, but the students don't get introduced to it really specifically. During our tool training we're

introducing a lot of smaller horsepower machines, most of you know that we have Kubota tractors, last year we started taking the students through some training on the lawnmowers that we have at Cuddy, so introducing them to the zero turn and some of the other equipment out there, push mowers, stuff that we haven't had at main campus, so we haven't been doing that.

We're wondering, whether we can afford to purchase it, own it, lease it, be put on a wish list, is there equipment that's generally being used by everybody that we should be introducing the students to? Should we be having somebody come in and at least introducing them to a mini-excavator, one of these small kind of track loaders, or giving them some time in that skid steer? Would there be value in that?

- The stand behind track stuff is pretty important. They're actually getting a Ditch Witch 1550 next week; it can lift twice what the MT85 can lift, and there's a couple bigger models now available. The stand behind stuff is a huge advantage on a multi person crew in that multiple people can be off and on it and easily. The visibility is huge.
  - The last couple summer there have been much more of those little walk behinds. Maybe it's just because the price of equipment now that people aren't moving to a skid steer, which has limitations. That would be a good one, too. They're pretty simple to operate, too.
- They're so user friendly, and with the bigger models like from Ditch Witch, and there's a couple other brands now that can lift the full pallet. From their perspective, what they do, they would be all stand-behind and mini ex. They don't really even see ever owning a skid steer.
- They use a lot of skid steers, so we should keep that on the list. There's so many different types of equipment, and then different makes and you know, if they can be comfortable, because they're not going to equipment school, right? If they could be comfortable around machinery to start it, move it, and continue their training when they come out of the course, they think that's good. One of the things they think that for the students' benefit, when you talk about landscape equipment, we don't get to any of our job sites without driving a truck there and so you know the proper circle checks and understanding the role that the Ministry of Transportation has and the role they have as an operator in Ontario when they're driving on someone's CVOR, and exposure to that. And then just further to that, whether it's a skid steer or the MT100, or Lucas' brand new Ditch Witch. Just strapping it down properly, and the safety and that kind of thing. With the equipment, they think these students, they're not going to be an aficionado in equipment it's

probably because they grew up in it or they're doing it in their co-op or something, they're not getting that from the school, so they think the schools with equipment should just focus on comfort and training and safety.

- Working around equipment is probably the Ministry of Labour's biggest hard spot for us, our trade. Most industries are injured in motor vehicle accidents, we're injured working around equipment. Based on the apprenticeship curriculum that they're working on right now, would we like to see some snow equipment added to that, such as a small walk behind, snow blowers, and things like that? Because a lot of students have no idea.
  - Similar to the MT100s, they're making these things called Snow Raiders now, and they own 13 or 14 of them now, and same thing, just reducing the manpower needed and they are pretty user-friendly. Pretty simple to operate one, they're not difficult.
- Just being comfortable with the equipment, some focus on the transporting of it, etc.
- Load securement is huge. They're writing extensive curriculum right now for the study manual for the apprentices, but the working around is our top injury and has been for about the last 10 years in our industry. Load securement, so some examples: skid steer moving down a hill with the tree, the load shifts. The traffic guides automatically walk up, try and stop the tree from dropping, the tree is not going to drop but it moves, the skid steer lands over, they've got a few screws and a few bolts and rods in their legs and six months and they're never the same again, right? Six months of recovery. So it's really important and the traffic piece as well. So, working in traffic.
- Those are good points, because that's what we were thinking. Tim Elliot used to do kind of an equipment rodeo day. A couple of these things haven't happened because of COVID, and he typically had somebody from the MTO come in for a tie down truck and trailer day and again, it doesn't make them experts, but it shows them that this has to happen, right, and then probably wherever they go work they might have specific different tie downs and straps and things like that that they use.

Adam's point about the license – we know it's really hard to find staff right now and employees and everything, and this is what we're trying to do at the College, right, is make employable people for our industry. Is a driver's licence a deal breaker right now? It depends on where you are.

- We're a little bit in the country there so it definitely is for us. When we hire, we ask this as one of our

first questions. Because they can't get to it with the bus and we need that dependability so it's kind of an important thing.

- That would be the same for us as well.
- Options are much more limited without, and then do they require if they're driving a skid steer or a mini ex if they have a licence or driving experience prior to, many of us do.
  - They don't require that, but because they're rural, even if they can carpool to work, when it comes down to it, they have to be able to operate one of the work vehicles just to logistically to make things work.
  - That is a requirement for them, for any of the equipment they use too, though we do have to have the license.
- So there's your answer, not the one they wanted to hear, but it's been a problem for a long time.
- Frankly for them, right now they're looking for anybody that's willing to work, but if they have a 20-year old applying for a job they haven't gone to get their licence that's a real red flag to be honest.
- They do hire people that don't have licences, but their experience then is limited because of that for sure.
- And their ability to climb the ladder.
- We did have a requirement to have a G and what happened was people had to have the G by year 2 and they weren't able to take certain courses unless they had the G. What was happening is most of them did not have the G, this is pre-COVID about two years, and what was happening is they couldn't get appointments because everything was backed up. It's very similar right now, so at the time, it was not a popular decision, but we couldn't not pass people - the main content is horticulture and other things. So, we did take it out of a requirement, but it is listed as strongly suggested. Definitely when we're hiring summer employees, we do ask for at least the G. It's problematic, we understand exactly what they're saying and we can put it back in. We think it will lead to similar progression troubles and then people will not be earning their diploma because they didn't get their license, which somebody should not get their diploma because they don't know the content, right?

<ul style="list-style-type: none"> <li>- They weren't suggesting that as a requirement to pass, but it's definitely strongly going to enable them to...</li> <li>- It is there as strongly recommended on their website unless somebody's taken it out. So that's just a little background, and these things are pendulums, right? Like we do it and then it works for a year or two and then we pull it back. I'm happy if we go back, but it also creates like whack a mole, something else will stick up somewhere else because we made it a requirement. <ul style="list-style-type: none"> <li>▪ You could look at any program at Fanshawe and really, the fact of the matter is if you don't have a driver's license, your career opportunities are limited by that, no matter what the field is.</li> </ul> </li> <li>○ We usually, even like during COVID, we were strongly asking for G1. So at least it's like you know that written test, the beginner's, at least it's rules of the road, just basics, right? So, if you were on campus, it's private property so it's all like a grey area. But that's why we're asking and we're interested because it's specific, if you can't get to work, you probably won't work there, but if you were on a bus route, are people just accepting the fact that people don't have licenses and their seconds or thirds on a crew, are they picking them up, how far has it gotten that you need employees. That's an interesting conversation though, particularly with everybody here it sounds like you want them to have a license, it's important. Drivers are at a premium in the winter at Clintar and all that.</li> </ul>	
<p><b>4. Open feedback/input about program and course curriculum</b></p> <ul style="list-style-type: none"> <li>• We're almost out of time. Does anybody have any general comments or input, feedback? <ul style="list-style-type: none"> <li>○ Have we done anything with stormwater management? Integrating some of those principles into the program? <ul style="list-style-type: none"> <li>▪ There's a course that's being written, it's sustainable trends in horticulture. It's a new one that's going next winter, and it will definitely include stuff like that for sure. We didn't put that on what's new, but yeah that's a new course and it's just about green and sustainability and just things that a lot of our students are interested in, so it hasn't been written, but that's a really good point, that should be part of that.</li> <li>▪ Before they left LO [Landscape Ontario] they were having discussions and they delivered the fusion landscape professional training program in London</li> </ul> </li> </ul> </li> </ul>	<p>Program Coordinator</p>

area for one year, it's coming back again this fall, but it's sponsored by the City of London, Upper Thames Conservation Authority, so they would suggest that we reach out and perhaps one of those partners would be on this committee or an advisor of some kind. They would be curious to know if they would support the College. They were looking at laddering the program into multiple colleges and their conversation started about a year ago with Seneca and Fanshawe and Algonquin. They would suggest that might be a bit of a gift coming from your local jurisdictions, particularly because it's in their best interest to reduce stormwater damage, and they understand landscape horticulture has a major, major role in that.

- In May of 2021 we hired a full-time faculty member to our GIS program, Chris Harrington, who worked for years – he was the manager of the Thames Valley Conservation Authority for the city, or whatever the group is above that, and so that's one of his specialties. So, we have a faculty member in the School of Design who knows a lot about stormwater and water management and actually really a big expert on sustainability, more to do with rivers and water runoff. But anyway, we can do an introduction and if he doesn't have that knowledge directly he will know people who have it.
- Just to reinforce that, it's around managing stormwater from the landscaping horticulture perspective at a lot level to reduce community impact.
- We've been battling with a possible research project on campus too, with permeable pavement and talking to facilities about that and possibly harvesting the water for the gardens and stuff.
- But it's about the treatment training. They'd love to talk to us more about it, but the treatment training, they helped write the program, CVC and Landscape Ontario wrote it, and just the fact that our jurisdictions in our backyard, the CA and the city are looking at sponsoring this for the industry. They suspect that they'll be very excited to help sponsor something at the college and even having some demo gardens, but the treatment training, the bioswales and rain gardens, the scree beds, the permeable pavers and surfaces. So understanding that, and perhaps there's some research, but the

<p>CA's both are hot on the trail right now, so they think we have some opportunity there.</p> <ul style="list-style-type: none"> <li>○ Just general notes, it sounds like we've already made these implements, but the thing that they hear most is they want to be engaged first year more with hands-on with plants. A lot of cannabis-oriented people still, so they want that plant science background a lot. People that are applying at Parkway anyways. Help with and access to jobs, so just showing possible list of employers in the city itself, that would be good. Then like we said, the construction classes in turf, they hear a lot of students say that they want to go, they don't want those courses or they'd rather go in another direction, so that's a really good thing that you've made a change to. Lastly, the transport to Cuddy's, they hear that every year as a big issue, but we kind of touched on that.</li> <li>○ They think we've made a lot of positive changes with the program. They always like being a part of this and enjoy meeting the students and hiring them if they're lucky enough.</li> </ul>	
<p><b>5. Adjournment</b></p> <ul style="list-style-type: none"> <li>• Matt thanked everyone for attending and for a good discussion.</li> </ul>	<p>Coordinator</p>