

About the Challenge Papers and Their Authors

Terms of Reference for Challenge Papers

The purpose of the challenge papers was to catalyze and focus discussions on each of the sub-projects in the Learner Transitions and Pathways project. The author of each challenge paper was asked to:

- comment on the relevant public expectations and issues identified (where we want to go)
- synthesize and comment on data illuminating how well the expectations are being achieved (what we do and don't know)
- summarize the major factors that affect achievement of expectations (what actions help and/or inhibit?)
- identify selected examples of "good practice" in Canada and internationally (interventions that have worked)
- propose a limited number of priority actions (interventions) that have a high potential to make a difference in Canada. Such interventions may be directed towards any sector, including learners, educators, parents, employers, governments (what we should do).

The Authors

John Blevins

John Blevins has been an educator for 28 years and has a wealth of experience in both the public and private sectors. He has worked closely with Alberta Education and Alberta Advanced Education and Career Development as well as with school systems, schools, and business. In addition, he has worked extensively in the areas of school-to-school and school-to-work transitions, policy development, and policy analysis. He works as a contract consultant through his company Western Research Group, Calgary, Alberta.

Roland Chrisjohn

Roland Chrisjohn is Onyota'a:ka of the Haudenosaunee. He received his Doctorate in Personality and Measurement from the University of Western Ontario in 1981. Over the last 30 years he has worked in First Nations education, suicidology, child and family services, corrections, counselling, and research, and has taught courses in history, Native Studies, statistics, and many different areas of psychology at four different universities. He is principal author of *The Circle Game: Shadows and Substance in the Indian Residential School Experience in Canada* (Theytus Books, December, 1997), and his most recent work, *You Have to Be Carefully Taught*, concerns special needs and Indian Education.

Tom Collins

Thomas J. Collins, Professor of English at the University of Western Ontario, has had extensive administrative experience, teaches students at all levels, and has published books and articles on the poetry of Robert Browning

Janet Donald

Janet Donald is Full Professor and Director of the Graduate Program in Cognition and Instruction in the Department of Educational and Counselling Psychology at McGill University, and is the former Director of the Centre for University Teaching and Learning. Her research has focused on the quality of postsecondary learning and teaching, particularly fostering higher order learning. She also investigates disciplinary differences in knowledge acquisition and methods of inquiry in higher education. She won the Distinguished Researcher Award of the Canadian Society for the Study of Higher Education in 1994, its Distinguished Member Award in 1998, and the McKeachie Career Award from the American Educational Research Association in 1999.

Kelly Foley

Kelly Foley is a graduate student at the School of Public Administration at Carleton University. Before continuing her education, she was the First Year Student Life Coordinator for the University of Waterloo, developing programs to assist students in their transition to university life. During her undergraduate degree, at the same university, she was extensively involved in student government.

Kelly Lamrock

Kelly Lamrock is a lawyer and public affairs consultant based in Fredericton, N.B. He was president of the student unions at both UNB and St. Thomas University and the founding president of the New Brunswick Student Alliance.

Graham Lowe

Graham Lowe is Director of the Work Network at Canadian Policy Research Networks Inc. (www.cprn.org). CPRN is a non-profit organization dedicated to creating new knowledge and leading public debate on social and economic issues important to the well being of Canadians. Dr. Lowe also is a Professor of Sociology at the University of Alberta. He has been visiting professor, lecturer and researcher at numerous universities in Canada, Europe, and Asia. As well, he has extensive consulting experience in the public and non-profit sectors. Dr. Lowe's research examines issues such as school-work transitions, human resource development, new technologies, and employment-related public policy. Oxford University Press will publish his new book, *Quality Work*, in late 1999.

Ken Snowdon

Ken Snowdon is currently Vice-president (Policy and Analysis) at the Council of Ontario Universities (COU) in Toronto, Ontario. Prior to joining COU he was on secondment from Queen's University to the Universities Branch of the Ontario Ministry of Education and Training. Over the past twenty-five years he held a number of positions at Queen's, most recently as Associate Vice-principal (Planning) responsible for developing the University's fiscal and strategic plans and for the Office of the Registrar and Information Technology Services. He holds a Master of Public Administration from Queen's and is an active member of the Canadian Institutional Research and Planning Association.

Alex Usher

Alex Usher is an independent policy analyst based in Ottawa. He was the first National Director of the Canadian Alliance of Student Associations, and also worked as a Senior Analyst at the Association of Universities and Colleges of Canada. His company, Alex Usher Consulting specializes in consultations and policy analysis in the areas of youth employment, student assistance, and post-secondary education.